THE DELIBERATE PRACTICE OF PROCEDURAL NURSING SKILLS: EFFECTS OF BLOCK-RANDOM SEQUENCING ON LONG-TERM RETENTION
(86 pp.)

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The primary purpose of the study was to determine whether the block randomization of deliberately-practiced nursing skills results in an increase in long-term retention. The study utilized a pre-test post-test, within-subjects design. Student performance was assessed prior to and immediately after training. Sterile dressing change and venipuncture skills were practiced, with each subject practicing one of the skills procedurally and the other skill in block-random fashion. A practical measure of long-term retention was administered three weeks after training.

The participants for this study were 30 adult education students enrolled in an LPN program ranging from 20 to 58 years of age. Pre- and post-test performance was assessed utilizing an ANOVA, and an ANCOVA utilizing post-test performance as a covariate served to analyze long-term retention.

Results failed to demonstrate significant differences in post-test performance or in the measure of long-term retention. The pre-announced nature of this measure may have obscured any affect in this case. A more tightly controlled study,
utilizing applied pre- and post-assessments, in addition to an unannounced measure of long-term retention could answer these questions more definitively. A lab of programmable, high fidelity simulators would allow for the automation and precise control of such a study.