A qualitative study of user perspectives on using medication administration information system in oncology wards

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Background: The achievement of optimal treatment response in oncology is in conjunction with multi-agent chemotherapeutic drugs, individualized multi-disciplinary treatment plan, and management of treatment-related complications. Medical institutions had paid attention to the medication error via the management of the Medication Administration Information System (MAIS) to improve the accuracy and to shorten the working time of the medication process. Most studies point out MAIS helps teamwork coordination and management. It rarely referred to patterns of knowledge of the teamwork coordination and management from the user experience. This study was to explore patterns of knowing and values with the implementation of a MAIS in oncology wards of hospitals in Taiwan.

Methods: The field observation and in-depth interview were used from November 2017 to February 2018. The interview with fifteen users (two head nurses, seven clinical nurses, two health informatics specialists, two doctors, and two pharmacists), who experienced the traditional medication administration system and the MAIS in oncology, was focused on their perspective, feeling, and implication.

Results: MAIS was developed in the progressive impression of technology more than the analysis of nursing behaviors at the medication error. Most disciplinary practices were for nurses whether the system was useful for users or not. Therefore, the nurses choose to depend on the MAIS instead of awareness of professional judgment to avoid the challenge when they provided the medication administration.

Conclusion: It is controversial whether technology always comes from human nature, especially the relationship among knowledge, MAIS, and human nature. The professional role of nursing must depend on the MAIS. It is worth discussing that what the role of MAIS is in the medication administration process of nursing. Some suggestions are proposed to the nursing practice, the education and the policy.