

To test this idea the thesis focuses on two significant, though unrelated, moments in history: Australia's involvement in World War One, and the shifting social and economic chronicle of Detroit since the mid-twentieth century. I address these two periods of history from a number of perspectives. Firstly, I analyse how other composers have creatively engaged with and reflected upon each moment. In particular, I examine the musical language of Australian composers who have been inspired by World War One, and American composers writing Detroit-focussed works, to show how their musical language underpins the histories they aim to reflect. I also assess critical responses to various works, demonstrating how the reception of music can differ depending on current social and political factors.

I then seek to establish my personal and creative connection to each of these historical narratives, outlining the historical research I undertook prior to writing compositions, *Gassed Shell (Severe)* and *Hum*. These works, premiered in Melbourne and Detroit respectively, represent a major component of the

thesis. Their scores are included in full. The connective tissue between these elements is a detailed exploration how my research informed and shaped my creative practice. Moreover, I provide insight into the musical techniques and decisions I made to fulfil my compositional intentions and, in turn, to gain fresh perspectives on the historical events. I seek to push beyond a conventional exegesis to self-reflexive analysis. In conclusion, I frame the music of composers dealing with the past through an interdisciplinary lens, drawing upon cultural anthropologist Clifford Geertz's idea of "thick description" to recontextualise these creative processes as akin to historical practice, and, as such, potential methods for obtaining new viewpoints on history.

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## Investigating undergraduate nurse responses to simulated interruptions during medication administration — a qualitative multi-method study

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**Aim:** The aim of this thesis is to explore undergraduate nursing student responses to interrupted medication administration

and to facilitate new insights into interruption management strategies.

**Background:** Medication administration incidents and errors are a significant patient safety issue that often occur as a direct result of the inappropriate management of interruptions and distractions. Undergraduate nursing students are mostly taught how to administer medications in a calm and uninterrupted environment. In the clinical environment, however, they are faced with the reality of administering medications amidst competing demands and multiple interruptions. Improving patient safety requires realistic, innovative and creative methods of teaching medication administration to undergraduate nurses.

**Design:** A qualitative multi-method research study was undertaken within a large Australian university. This study was designed to elicit student responses to a simulated rôle-play that purposefully placed students in an interrupted and pressured environment. Participants included second-year undergraduate nursing students ( $n=528$ ) and nursing faculty ( $n=8$ ). Data were derived from: student written reflective responses ( $n=451$ ), student semi-structured individual interviews ( $n=13$ ), student feedback surveys ( $n=28$ ), and faculty email questionnaires ( $n=8$ ). Data were subject to thematic analysis.

**Findings:** Student participants reported that they had gained a new understanding of the impacts of interruptions while administering medications. Improved awareness of management strategies and an increased level of confidence was revealed. Students identified that the rôle they played was significant to their individual experience and learning from the simulation. Some

rôles were reported to have contributed to increased levels of stress and others were reported to facilitate enhanced patient and team-member empathy. Students expressed a desire to experience more complex scenarios during simulation experiences to enhance in their preparation for real-world clinical practice. Students also described the positive impact the written reflective experience had on their ability to consolidate and integrate prior and new knowledge and skills. Data collected from nursing faculty supported the findings from the student participant data.

**Conclusion:** Study findings highlighted that student confidence and understanding the impact of interruptions during the medication administration process improve if they are given the opportunity to practice in realistic and safe settings. Empathy for both patients and other members of the nursing team can be enhanced as a result of immersive rôle-play experiences. Simulated experiences that incorporate system and process complexities, together with opportunities for extended reflection to facilitate deeper learning, show promise in developing proficiency.

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