



## A QUALITATIVE STUDY ON EXPERIENCES OF PARENTERAL MEDICATION ADMINISTRATION AMONG B.Sc.(N) 2<sup>ND</sup> YEAR STUDENTS IN CLINICAL AREAS OF SELECTED NURSING COLLEGES, KANPUR, UP.

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**ABSTRACT** This present study is a Qualitative study on experiences of parenteral medication administration among B.Sc.(N) 2<sup>nd</sup> year students in clinical areas of selected Nursing colleges, Kanpur, UP. Objectives of the study was to elicit the experiences of parenteral medication administration among B.Sc.(N) 2<sup>nd</sup> year students in clinical areas, to explore the experiences of parenteral medication administration among B.Sc.(N) 2<sup>nd</sup> year students in clinical areas. In this research study, the Qualitative Research Approach with Phenomenological research design was used. 10 samples of B.Sc. (N) 2<sup>nd</sup> year students were selected by convenient sampling technique. Self-structured open ended questionnaire was used to collect data regarding student nurses experience of administering parenteral medication. The study result shows that the majority of the students feel happy and excited whenever they were asked to give injection. Students stated that they feel nervous before giving IV injection and confident before giving IM injection. Most of the student agreed that they feel happy & confident after giving IM injection and satisfied & confident after giving IV injection. Every student confirmed that they were able to reassure patient who deny taking injection from student nurses. Student shared the hurdles they faced while giving IM and IV injection. Majority of the student told about theory and practice gap. Students self evaluation by the students shows that their skill has been improved.

**KEYWORDS :** Experiences, Parenteral Medication, Clinical Areas

### INTRODUCTION:

Clinical experience has been always an integral part of nursing education .it prepares student nurses to be able of “doing” as well as “knowing” the clinical principles in practice. The clinical practice stimulate students to use their critical thinking skills for problem solving.<sup>1</sup>

Clinical environment provide an opportunity for nursing students to learn experimentally and to convert theoretical knowledge to a variety of mental, psychological and psychomotor skills which are of significance for patient care.<sup>2</sup> The clinical practice takes place in a dynamic social complex environment where patient care is provided as well as students learning.<sup>3</sup>

Organizing a good learning arena in clinical settings is crucial for bachelor students in nursing because a major part of their studies and training takes place in that context .The quality of the clinical studies has, therefore, a great impact on the quality of the studies as a whole .Our impression is that the students' experiences in how they perceive the quality of their clinical studies vary a lot. Clinical studies in nursing education are reported to represent the most stressful parts for the students, particularly in the initial periods due to lacking competence and knowledge.<sup>4</sup>

### NEED OF THE STUDY

The aim of the study is to explore nursing students learning experience in the clinical practice. Learning in the clinical practice is an important component of nursing education considering that nursing is practice –based profession. The quality of nurse education depends largely on the quality of the clinical experience that student nurses receive in the clinical environment.<sup>5</sup>

Nurses' competence is based on the knowledge and skill taught to them.<sup>5</sup> Failure to identify the challenges and problems the students are faced with in the learning environment prevents them from effective learning and growth. As a result the growth and development of the skills will be influenced<sup>6</sup>.

### OBJECTIVES:

- Elicit the experiences of parenteral medication administration among B.Sc.(N) 2<sup>nd</sup> year students in clinical areas.
- Explore the experiences of parenteral medication administration among B.Sc.(N) 2<sup>nd</sup> year students in clinical areas.

### ASSUMPTION:

- The students have gain knowledge in clinical settings.
- The students feel less anxiety and more confidence while providing care in the clinical setting.

### METHODOLOGY:

#### RESEARCH APPROACH:

Qualitative Research Approach was used in this study.

#### RESEARCH DESIGN:

Phenomenological Research Design was used in this study.

#### RESEARCH VARIABLES:

In this research study Research Variable is Experiences of Parenteral medication administration among B.Sc.(N) 2<sup>nd</sup> year students.

#### SAMPLE-

B.Sc Nursing students studying 2<sup>nd</sup> year in selected College of Nursing, Kanpur, U.P. who fulfilled the sampling criteria.

**SAMPLE SIZE:** 10 students from B.Sc Nursing 2<sup>nd</sup> year.

#### SAMPLING TECHNIQUE-

**Non** probability convenient sampling technique was adopted to select the samples.

#### SAMPLING CRITERIA- INCLUSION CRITERIA-

- Students of B.Sc Nursing 2<sup>nd</sup> year, who were exposed in clinical areas during their rotational clinical posting.
- Both male and female students were considered.

- Students who were willing to participate in the study.

#### EXCLUSION CRITERIA–

- Students who will not be available during the period of the data collection.

#### THE TOOL CONSISTS OF TWO SECTIONS:

##### SECTION A-

Baseline Performa which includes the socio demographic data like age, gender, type of stay, frequency of IM injection attempted per week, frequency of IV injection attempted per week.

##### SECTION B-

Consists of 9 self-structured open ended questionnaire related to experiences of parenteral medication administration among B. Sc Nursing 2<sup>nd</sup> year in clinical areas.

#### SELF-STRUCTURED OPEN ENDED QUESTIONNAIRE-

- 1- How do you feel when staff nurses ask you to give injection to the patient?
- 2- How do you feel before giving IM and IV injection?
- 3- How do you feel after giving IM and IV injection?
- 4- How do you reassure patient who deny to take injection from student nurses?
- 5- Have you ever felt any hurdles during administering IM and IV injections?
- 6- Do you feel any difference between theoretical knowledge and practical skills?
- 7- What is your self-assessment of your skill in administering injections?
- 8- What are the best things you remember that happened during IM and IV injection?
- 9- What are the worst things you remember that happened during IM and IV injection?

#### PLAN FOR DATA ANALYSIS-

The data analysis was done by Modified Colaizzi's Analysis Framework which will be do, to elicit and explore experiences of parenteral medication administration among B. Sc Nursing 2<sup>nd</sup> year students in clinical areas.

#### STEPS IN MODIFIED COLAIZZI'S DESCRIPTIVE PHENOMENOLOGICAL METHOD

- 1- **Familiarisation:** The researcher read the statement again given by the students and understood.
- 2- **Identifying significant statements:** The Researcher identified significant themes for study.
- 3- **Formulating meanings:** The Researcher gave a relevant meaning to the identified statement.
- 4- **Clustering themes:** The Researcher categorized the experience which is common to all.
- 5- **Developing an exhaustive description:** After categorizing the researcher described each and every theme.

#### ANALYSIS:

##### 1. FEELINGS OF B.SC(N)2<sup>ND</sup> YEAR STUDENTS WHEN STAFF NURSES ASK THEM TO GIVE INJECTION TO THE PATIENT.

The above table shows the feelings of B.Sc(N)2<sup>nd</sup> year students when staff nurses ask them to give injection to the patient. Total 8 out of 10 students agreed that they feel **happy and excited** when staff nurses ask them to give injection. 3 out of 10 students verbalized that they feel happy and excited to grab the **opportunity** of giving IM and IV injection offered by the staff nurses. 5 out of 10 students mentioned that they feel happy and excited as their **self-confidence** increase with each time practicing IM & IV injection administration.

##### 2. FEELINGS OF B.SC(N) 2<sup>ND</sup> YEAR STUDENTS BEFORE GIVING IM AND IV INJECTION.

The above table shows that 7 out of 10 students feel **nervous and anxious** before administering **IV injection**. The reason behind the students nervousness according to their verbalization sub-categorized in **Difficulty in finding vein, lack of practice** and student feels they **need to learn more**. Total 7 students agreed that they feel nervous and anxious before giving IV injection.

7 out of 10 students feel **confident** before giving **IM injection**. The reason behind the student's confidence according to their verbalization sub-categorized in **giving injection in the muscle is easy, Guidance and support of staff nurse, Lots of practice and co-operative**

**patient**. Total 7 students agreed that they feel confident before giving IM injection.

##### 3. FEELINGS OF B.SC. (N) 2<sup>ND</sup> YEAR STUDENTS AFTER GIVING IM & IV INJECTION

7 out of 10 students feel **happy and confident** after administering **IM injection**. The reason behind the student's happiness and confidence according to their verbalization sub-categorized in **patient feels satisfied & give positive feedback** and **recognize improvement in skill**.

Total 7 students agreed that they feel happy and confident after giving IM injection. 8 out of 10 students feel **satisfied and confident** after giving **IV injection**. The reason behind student's satisfaction and confidence according to their verbalization sub-categorized in **patient's appreciation, recognize improvement in skill and satisfaction of overcoming hurdles**. Total 8 students agreed that they feel satisfied and confident after giving IV injection.

##### 4. B.SC (N)2<sup>ND</sup> YEAR STUDENTS EXPERIENCE REGARDING REASSURING PATIENT WHO DENY TO TAKE INJECTION FROM STUDENT NURSES.

According to the verbalization of the students the most common ways they used to reassure the patients are sub-categorized in **establishing rapport, by building trust & confidence in patient, telling about our knowledge and several time practice**. So the study result unfold that students are able to reassure the patients.

##### 5. FEELINGS OF B.SC. (N) 2<sup>ND</sup> YEAR STUDENTS AFTER GIVING IM & IV INJECTION

7 out of 10 students feel **happy and confident** after administering **IM injection**. The reason behind the student's happiness and confidence according to their verbalization sub-categorized in **patient feels satisfied & give positive feedback** and **recognize improvement in skill**. Total 7 students agreed that they feel happy and confident after giving IM injection.

8 out of 10 students feel **satisfied and confident** after giving **IV injection**. The reason behind student's satisfaction and confidence according to their verbalization sub-categorized in **patient's appreciation, recognize improvement in skill and satisfaction of overcoming hurdles**. Total 8 students agreed that they feel satisfied and confident after giving IV injection.

##### 6. B.SC (N)2<sup>ND</sup> YEAR STUDENTS EXPERIENCE REGARDING REASSURING PATIENT WHO DENY TO TAKE INJECTION FROM STUDENT NURSES.

According to the verbalization of the students the most common ways they used to reassure the patients are sub-categorized in **establishing rapport, by building trust & confidence in patient, telling about our knowledge and several time practice**. So the study result unfold that students are able to reassure the patients.

#### NURSING IMPLICATION:

The implication of the study can be seen in the area of nursing service, nursing education, nursing administration and nursing research.

#### NURSING SERVICE:

- The implication of the result is that nursing student experiences of their clinical practice provide greater insight to develop and effective clinical teaching strategy in nursing education.
- The findings of the study can be disseminated to motivate student nurses to improve their skills and reduce initial clinical anxiety while administering parenteral medication.

#### NURSING EDUCATION:

- This study might yield new knowledge that could assist nursing tutors and nurse managers in planning effective clinical teaching and learning for student nurses.
- The nurse teacher can modify their method of teaching. The development of an innovative curriculum allowing closer sequencing of theory and practice.
- College tutors and registered nurses working in the hospital wards and clinics should realize the importance of acting as role models & mentors for students to facilitate professional attitudes & behavior and upgrade knowledge & skills

#### NURSING RESEARCH:

- The research findings will help the students to understand better

regarding the skills used in clinical areas. It also helps to identify the factors that influence student's learning in clinical area.

- It also helps the nursing tutors to understand the experiences of the students and teach them accordingly as they want.

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