



ORIGINAL RESEARCH PAPER

Nursing

HI I CARE MNEMONIC ON MEDICATION ADMINISTRATION SKILLS AMONG UNDER GRADUATE NURSING STUDENTS

KEY WORDS: HI I CARE, Mnemonic, simulation, novice nursing students.

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ABSTRACT

Background: A study conducted on HI I CARE: A mnemonic device to frame safe patient encounters and support simulation experiences for novice nursing students by Velinda J. Chapman et,al. concluded that the mnemonic helped the novice students to remember and organize key safety behaviors and patient care activities. **Methods:** Non experimental Cross Sectional design was used. HI I CARE mnemonic based procedural checklist was prepared to assess the student's performance and Opinionnaire collected about the HI CARE mnemonic. **Results:** Data analyzed using the descriptive statistics. Students were able to do the procedure without missing the steps with the assistance of the mnemonic. Study results shows that the HI I CARE mnemonic was effective as a performance support tool for the nursing students.

INTRODUCTION

Multiple actions are required by the nurses during patient care for safety encounter. The essential safety actions include hand hygiene, patient identification, assessment of patient and environment, arrangement of articles, sequential delivery of the procedure, replacement of the articles and documentation. All these actions collectively become difficult to organize and implement for the nursing students in the context of the demanding health care setting. Mnemonic device are the memory aid used for retention of the information. Use of Mnemonic device helps the nursing students to deliver the care systematically in a sequential manner. HI I CARE mnemonic is an acronym to organize the safety behaviors and essential care activities into a logical sequence during a typical patient encounter. The HI I CARE mnemonic stands for **H** – hand hygiene, **I** – introduce yourself, **I** – identify the patient, **C** – comfort and confidentiality, **A** – assess, **R** – raise/return the bed, and **E** – explain, education, evaluate, and exit.

The mnemonic aids students in recalling important nursing actions when caring for a patient The investigator aimed at evaluating the IV Medication bolus administrating skills using HI I CARE Mnemonic among the second year undergraduate nursing students.

Title: Effectiveness of HI I CARE Mnemonic on Medication Administration Skills

Problem Statement: Effectiveness of HI I CARE Mnemonic on Medication Administration Skills among Under Graduate Nursing Students in a selected Nursing College of Metropolitan City

Objectives: To evaluate the effectiveness of HI I CARE Mnemonic on Medication Administration Skills among Under Graduate Nursing Students

MATERIALS AND METHODS

Research Approach: Quantitative research approach

Research Design: Non experimental Cross Sectional design

Setting: Selected Nursing College of Metropolitan city

Sample: 29 Second Year Undergraduate Nursing Students

Sampling Technique: Non-Probability, Purposive Sampling

Tool: Checklist and Questionnaire

Data Collection

Prior to the study the students the investigator demonstrated IV Medication bolus medication administration procedure and introduced HI I CARE Mnemonic to the students. Then students were allowed to revise the steps of the procedure for 15 minutes. The investigator evaluated the procedural steps of IV Medication bolus re demonstrated by the students using checklist prepared based on HI I CARE mnemonics. Opinionnaire was obtained from the students. Results was analyzed using descriptive statistics.

RESULTS

Table- 1: Frequency and Percentage distribution of HI I CARE Mnemonic based procedural checklist

Sr. No	Procedural Steps	Performed		Not Performed	
		F	%	F	%
1	Perform hand hygiene	28	97	1	3
2	Don gloves as per hospital protocol	24	82.7	5	17.3
3	Draw-up the appropriate medication into the syringe using a drawing-up needle	29	100	0	0
4	Introduced self to the patient and purpose of encounter	26	89.6	3	10.4
5	Checked the patients identification by looking at ID band and confirming with the patient	29	100	0	0
6	Comfort and Privacy	26	89.6	3	10.4
7	Assess the IV site and check the VIP score	23	79.3	6	20.7
8	Raise the bed/ Return the bed/ Follow the ergonomics	16	55.17	13	44.83
9	Explain the Procedure	27	93.1	2	6.9
10	Scrub the hub 10 times with alcohol swab	27	93.10	2	6.9

11	Ensured the patency of the IV line by flushing with normal saline/posiflush	29	100	0	0
12	Insert the tip of the syringe with the drug and inject slowly over a period of 1-2 mins	29	100	0	0
13	Flush the line with sterile water/normal saline/posiflush	29	100	0	0
14	Inform the patient procedure is completed	26	89.6	3	10.4
15	Dispose the gloves as per BMW protocol	22	75.86	7	24.14
16	Replace the articles	28	93.3	1	3
17	Perform Hand Hygiene	25	86.2	4	13.8
18	Documentation of the procedure	29	100	0	0

Table- 2: Participant's Opinionnaire about HI I Care Mnemonic

Sr. No	Opinionnaire	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1	Plan the procedure	25	86.2	4	13.8	0	0	0	0	0	0
2	Organize the procedure	24	82.7	5	17.3	0	0	0	0	0	0
3	Perform the Procedure	22	75.8	7	24.14	0	0	0	0	0	0
4	Improve the confidence in procedural skills	22	75.8	7	24.14	0	0	0	0	0	0
5	Improve the communication skills	24	82.7	5	17.3	0	0	0	0	0	0

DISCUSSION

Various mnemonic devices with multiple applications are existing in the medical field which are tested and proved as effective. In the present study we used a mnemonic device among undergraduate nursing students undergoing skill enhancement program for performing the Intra venous bolus medication administration.

Velinda J Champan et al conducted a study to assess the HI CARE Mnemonic device effectiveness on safe patient encounter and support simulation experiences for novice students. Overall, the participants evaluated the mnemonic device positively as a performance support tool for their first simulation experience. They strongly agreed that the mnemonic device helped to reduce their anxiety prior to the simulation (89.6%); to plan, organize and deliver care (94%); and to integrate classroom learning into the simulation (94%).

CONCLUSION

The study results shows that the HI I CARE mnemonic device was effective as a performance support tools that can be used to help undergraduate nursing students to perform the procedures systematically and organize patient care activities in the nursing care giving areas. This mnemonic device offers the opportunity to adapt the safe patient encounter with a sequential nursing care delivery at all the time.

REFERENCES

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