A Study on Finding Ways to Efficiently Learn Theory and Practice in Nursing and Clinical Practice Education -Focus Interviews with Nursing Students and Clinical Instructor-

Do-Young Lee*[1]

*[1]Assitane Professor, Department of Nursing, Changshin University, 262, Palyongro, Masanhoewon-gu, Changwon-si, Gyeongsangnam-do, 51352, Korea.

shine@cs.ac.kr*[1]

Abstract

Background/Objectives*: Since professional nursing is a practice-oriented study applied in the nursing field based on theoretical nursing knowledge, the clinical practice focuses on the subjects in the nursing curriculum.*
Methods/Statistical analysis*: Nursing practice education should be integrated with theory and practice, and applied to the subjects to improve their problem-solving ability and to provide the subjects with a holistic approach. Therefore, this study endeavors to analyze the focus of nursing education through clinical interviews with nursing students and clinical leaders in order to achieve effective clinical practice.*

Findings*: The results of the study are based on analysis of focus interviews between nursing students and clinical instructors. In the case of nursing school students: 'demand of consistent education on techniques', 'experience of importance of communication education', 'consciousness of the necessity of nursing techniques reflecting reality', and 'demand of practical nursing record education'. In the case of clinical instructors, it found out three themes. : 'Consistent Recognition of Needs for Reinforcement of Education for Communication', 'Reinforcement of Field-oriented Practice Class' and 'Diverse Experience and Improvement of Adaptability through Scenario'. The results of this study are expected to be used as basic data for solving practical problems such as maladjustment of practice and turnover of nurses.*

Improvements/Applications*: Although it is difficult to integrate theory and practice in nursing science, I hope that innovation in practical education will be based on the results of this study.*
Keywords*: Nursing, Education, Theory, Practices, Student, Clinical Instructor*

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1. INTRODUCTION

Because the science of nursing is a practice-based science on the basis of theory, the purpose of nursing education is to nurture competent professional nurses by integrating theory and clinical practice [1]. In order

to nurture professional nurses, it is necessary for them to apply theoretical nursing knowledge to clinical situations and to focus on their gaining learning and experience on their own [2]. In addition, it is necessary to provide education for them to improve nursing practice ability that can improve their clinical problem solving ability by applying through clinical practice after theoretical learning [3]. Therefore, in nursing professional nurses, schools should be able to educate them to learn theories and practice nursing in clinical practice [4].

Clinical practice is an integrated process applied to subjects based on theoretical knowledge, but current nursing education is subdivided so that experiences cannot be repeated in practice nor acquired through all processes [5]. Therefore, in order to cultivate the ability to collectively solve the nursing problem with the subject in clinical practice, it is necessary to identify the problem about the practice.

The most of the medical services provided to the patient in the hospital are provided by the nurses[6]. Korean Accreditation Board of Nursing Education (KABONE) defines the core competence of professional nurses as profession nursing practice, training and consulting, research, leadership and advice and cooperation[9]. Securing skilled nursing manpower is the core issue to provide the good quality nursing and for the hospital competitiveness. However, as the demand for high-level nursing is increased together with the increase of medical demand, the nurses change the job by diverse reasons and the hospitals are suffering the difficulties to secure the nurses due to high turnover rate [6].The high turnover rate of nurses leads to lack of nurses in the medical institution and increases the turnover of the nurses by causing the overburden in the nurses. In the reason of nurse's turnover, moving to another hospital was the highest and followed by maladjustment to the job with 17.6% (1,411 persons). The nurses can perform the jobs as long as the theory and practice are educated well harmonized and for that, the education that links the nursing curriculum with rapidly changing field continuously is needed [6].

In the most of the training curriculums of nursing department, during the freshman and sophomore years, the basic nursing training is learned as in-school practice and during the junior and senior years, the skills are learned through the simulation training. The nursing skills learned as such are utilized in the clinical training by integrating with the theoretical knowledge [7, 8]. As such, the nursing curriculum increases the self-confident and satisfaction by acquiring the skills through the in-school practice, allows the students to acquired high-level nursing knowledge and skills by utilizing them in the clinical training and carries out the education by placing very important nursing acts as a nurse in the curriculum [9]. Most nursing curriculum can be applied to subjects through the in-school practice of basic nursing education in grades 1 and 2, and clinical practice in grades 3 and 4. As such, the nursing curriculum integrates theory and practice through on-campus and clinical practices, but the integration process between theory and practice is not easy [10].

After graduation, nurses experienced difficulties due to the gap between nursing knowledge learned in nursing education institutions and nursing practices experienced in clinical settings [11]. Therefore, in order to improve the adaptation of nurses to the reality before graduation, education needs to be reflected in the reality and needs of the clinical field [12]. In practice, the intention to change jobs is high due to the lack of professional knowledge and skills necessary for the clinical practice work or a mistake. So, it is important for them to feel confident in the clinical practice[13]. Enhancement of their adaptation requires sufficient expertise and skills needed in the clinical field [14]. Nurses should provide subjects with the best nursing techniques by fusing theory and practice in the clinical practice at work. For this purpose, it is meaningful to analyze the opinions

of nursing students and practice leaders so as to prepare a plan for fusing the clinical practice of nursing students with theory and practice. A qualitative research is appropriate to analyze these methods because it requires in-depth exploration of individual experiences to deeply interpret and understand the consciousness of the subjects. Therefore, this study was conducted through a qualitative research on nursing students and clinical leaders.

However, most nursing university try to integrate theoretical education with practice, but there are difficulties. Therefore, this study endeavors to analyze how to integrate the theory and practice of nursing students and clinical leaders through focus interviews.

2. RESEARCH METHOD

2.1. *Research Design*

This study is a phenomenological qualitative study that analyzes the data through focus interviews between nursing students and clinical leaders in order to effectively practice nursing based on nursing theory[Figure 1].
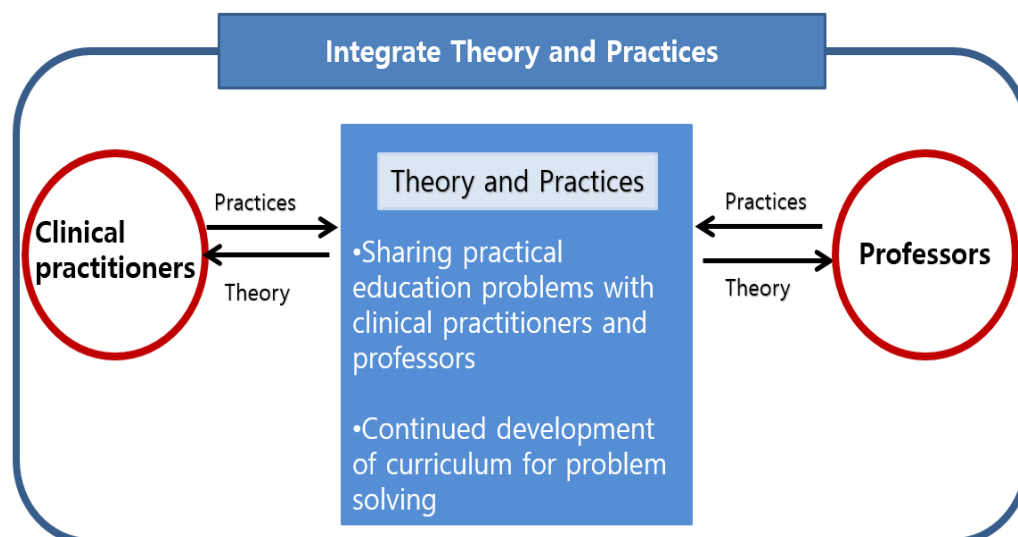

Figure 1. Research Design

2.2. *Research Subjects*

The subjects of this study are divided into two groups as follows[Table 1]:

1) Nursing students enrolled in 3rd and 4th grade who have completed the regular courses in nursing theory and practice in nursing department and volunteered to participated in this study.

2) Clinical leaders in charge of the practical guidance of nursing students and volunteered to participated in this study.

-The subjects of this study are the students who are considered to be able to express their experiences as a nursing students from C university in K -do, totaling 13 people and 5 site leaders who guide nursing students at C university. In order to secure voluntary participation in the study, this study secured consents of the students who understand the purpose of this study and volunteered participation in this study and adjusted the interview schedule.

Table 1: Research Subjects (N=18)

	Nursing student	Clinical instructor
Number of persons	13	5
Age(years)	22	54
Position	Junior nursing students -6persons Senior nursing students -7persons	Head Nurse

2.3. *Data Collection and Ethical Consideration*

The data in this study were collected from September, 2018 to January, 2019. Data were collected from total 15 participants through the in-depth personal interview and memo and the average time taken for interview was about 4 hours. Through the non-structural and open questions which are appropriated for the purpose and method this study, the experience of the subject made to be saturated enough and to stabilize the subjects the interview was performed in the quiet room. the interview contents recorded were transcribed and written with the language used by the subjects.

To protect the participants ethically, the purpose and the procedure of the study were explained so that the subjects could understand fully before the in-depth interview and made them decide voluntarily. The subject were explained that their interview could be recorded and any part that the subject did not want to disclose would not be disclosed and they agreed to it. They were explained that the contents of interview could be recorded and the related technology could be used and any disadvantage or forcibleness related to the participation in this study would not be made to the subjects. In addition , it was explained that the contents of interview would be used only for the purpose of this study, the information on the anonymity, the confidentiality were provided, they could stop their participation in the study anytime, and the contents recorded and the data would be disposed after completing the study.

2.4. *Training and Preparation of Researcher*

The researchers of this study have learned the qualitative research methodology from the professor having abundant experience and have studies the literatures and the theses deeply attending the qualitative research society periodically. In addition, they have experience to publish the qualitative research article in the journal of society and strived to discuss and contemplate the phenomenological research method with the researcher of same area continuously.

2.5. *Securing Strictness of Research*

To secure the strictness of qualitative study, this study made effort to increase the reliability and validity of the study through the evaluation based on 4 evaluation criteria by Lincoin and Guba[15]: factual value, applicability, consistency, neutrality. Securing factual value is the meaning like credibility if the technology on the experience can be trusted by the person who experienced it and is related to the internal validity of quantitative s\research. Therefore the analysis results were informed to the subject and verified of it was coincided with their experience. Securing the applicability is related to the external validity of quantitative research and the data were collected until it reached to the saturation state in order not to extract new data from the subjects anymore. The

consistency is related to the reliability in the quantitative research and when the question with similar context is repeated to the research participant, this focuses if the statement on the contents of interview is made consistently. To do that, the study results was reviewed and evaluated by one nursing professor having abundant experience in qualitative research. Finally to maintain the neutrality, we had the time to share and discuss the matters that could cause the understanding or bias, etc. to minimize the subjectivity among the researcher and maintain the neutral state, we have strived to eliminate the stereotype and bias consciously.

3. RESULTS AND DISCUSSION

The subjects of this study are junior and senior student of nursing department and the clinical instructor who are guiding the clinical training of the nursing students. The nursing students were 7 junior students and 6 senior students and 5 clinical instructors.

3.1. *Research Results of Nursing Students*

Major questions asked to the nursing students for the convergence between the theory and the reality of nursing practice education was "What do think the matters required to reflect the demand of the field in the nursing practice education" And the detailed questions are as follows.

- Do you think that the core fundamental nursing skills are needed in the nursing department?
- Do you think that enough time is given to practice the core fundamental nursing skills?
- Do you think that the subjects of basic nursing practice in this nursing collage reflect the demands in the field?
- What are the matters deficient and difficult for you when you went for practice as junior student after learning the subject for basic nursing practice during the sophomore year?
- What do think that the matter in the subject for basic nursing practice of sophomore year should be complemented or emphasized out of sophomore subject for basic nursing practice?

3.1.1. *Demand of Consistent Eucation on Techniques*

Through the checklist of KABONE for the core fundamental nursing skills, the consistent education was peformed but the nursing students demanded the more consistent education.

"We hope that the professors would integrate them as one. I wish that the professors teach us even the trivial one by one by unifying them."

"In the field, it seems they are flexible. the skills we have learned in the practice class in the school are slightly different by field."

3.1.2. *Experience of Importance of Communication Education*

The nursing students felt the difficulties communicating with the target patient in the field practice. They wanted to deal with these difficulties in the nursing education.

"I hope we can learn the realistic communication."

"It was hard when the patients rejected the explanation when managing the in patients."

"I cannot explain the purpose of core skills to the patient well. I wish I can learn the communication in the hospital."

"I hope that there would be scenario explaining the purpose, procedure and method according to the situation."

3.1.3. *Recognition of Needs for Nursing Skills Reflected Reality*

Nursing students want to learn the important core skills frequently used in the clinical environment beside the core skills required in the accreditation of nursing education.

"When I went to intentive care unit for practice, I have learn the central venous pressure by theory but it was hard when they told me to do it. it was hard when they brought new materials. So, I wish those would be included in core skills."

"I wish to go there after learning the procedure for nebulizer, bladder washing, 24-hour urine collection, etc."

"IV injection set also varies very much. the IV injection for anticancer agent is different, there is opaque one, there are many different types, It seems it had better seeing them with pictures. it seems we went there after practicing infusion pump setting, too.."

"I don't know the articles well. tweezer and forceps mean same thing. When I was practicing, the doctors mentioned about the articles, I was embarrassed because I did not know them."

"Infection control is difficult. I don't know the quarantine standards, too. The nurses wore the protective gears but we don't know what to do."

"Since we are lacked the foundation about the prior knowledge, I worry why I should do such way. I wish they would arrange the knowledge about essential skills."

3.1.4. *Demand Realistic Nursing Record Education*

The nursing record is the substantial nursing job but it was performed diversely every hospital. Nursing students felt difficulties about such record and demanded the substantial nursing record education.

"I wish recording would be added. Seeing what the doctors are writing is greatly helpful but it had better going there after learning the sample records in the school. It seems to be insufficient only with the textbook."

"I wish recording is included, too. It is very good showing the sample of recording."

The research results of nursing students are as seen in **[Table 2].**

Table 2: Research Results of Nursing Students (N=13)

Category	Research Results of Nursing Students
1	Demand of Consistent Eucation on Techniques
2	Experience of Importance of Communication Education
3	Recognition of Needs for Nursing Skills Reflected Reality
4	Demand Realistic Nursing Record Education

3.2. *Research Results of Clinical Instructor*

Major questions asked to the clinical instructors for the convergence between the theory and the reality of nursing practice education was "What do think the matters required to reflect the demand of the field in the nursing practice education" And the detailed questions are as follows.

- Do you think that the core fundamental nursing skills are needed in the nursing department?
- Do you think that enough time is given to practice the core fundamental nursing skills?
- Do you think that the subjects of basic nursing practice in this nursing collage reflect the demands in the field?
- What do you think the matters reinforced and emphasized when the nursing students go for practice ?
- What are the matters that clinical field wants from nursing education.

3.2.1. *Consistent Recognition of Needs for Reinforcement of Education for Communication*

The clinical instructors recognized that since the nursing students do know the medical terms and hospital articles when practicing, the education for communication should be reinforces. In addition, they complained about the poor communication with the patient.

"When the student came for practice, we instructed them to bring the materials, but I do not feel good since they don't know what they are. I cannot communicate with them since they don't know the medical term. They don't understand even hand over."

They cannot communicate each other. They should explain in advance but since they don't know that, I think that you should train how to communicate."

3.2.2. *Reinforcement of Field-oriented Practice Class*

Nursing students receive the theory-oriented class in the school and perform the field-oriented practice in the hospital at the same time, through which they suggested the measure to access the filed easily.

"It seems we have know much about the cases. Up-to-date knowledge. Well, it seems students should know using the cases currently used in the clinical environment. It seems the professor should cooperate with the clinical instructor well about what happening in the clinical environment."

"Students do not perform the invasive skills. When they come to clinical field, even new nurses cannot do that much. We should let them see and experience that."

"Regarding the infection control, they should know that well before they come to clinical field. In case of nursing aide, since there is problem if only the nurses know that, we educate them but if the students know it in advance, it is better."

"It seems they teach then through the pictures."

3.2.3. *Diverse Experience and Improvement of Adaptability through Scenario*

As a measure for field-oriented education, diverse experience and the improvement of adaptability through the scenario were suggested.

"The purpose and the procedure are explained by making scenario and the clinical field also makes the related charting as macro and hospital manage that too. Since the macro is made in this way and used in the clinical field, too, students also should learn in order to utilize various records."

"Scenario development is the indirect experience and it seems it makes the student to learn many things. It seems it is important because through that scenario, students can think critically and discuss each other."

The research results of clinical instructor are as seen in **[Table 3].**

Table 3: Research Results of Clinical Instructor (N=5)

Category	Research Results of Clinical Instructor
1	Consistent Recognition of Needs for Reinforcement of Education for Communication
2	Reinforcement of Field-oriented Practice Class
3	Diverse Experience and Improvement of Adaptability through Scenario

4. CONCLUSION

The purpose of this study is to enhance the practical capability and adaptability of the nursing students by investigating and analyzing the demands of the student, instructor and field working staff on the subjects for basic nursing practice.

The analysis found out four themes to fuse theory and practices in the case of nursing school students: 'demand of consistent education on techniques', 'experience of importance of communication education', 'consciousness of the necessity of nursing techniques reflecting reality', and 'demand of practical nursing record education'. In the case of clinical Instructor, it found out three themes. : 'Consistent Recognition of Needs for Reinforcement of Education for Communication','Reinforcement of Field-oriented Practice Class'and'Diverse Experience and Improvement of Adaptability through Scenario'.

On the other hand, this study has the following limitations: First, this study has limitations in generalizing in analyzing the results through interview data of nursing students at one college. Second, since this study uses subjective data through subjective interviews of subjects, quantitative researches will be necessary for more objective data. Therefore, this study proposes continuous improvements of the curriculum and expert researches on theories and practices should be made so as to overcome these limitations.

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