

The Cadaver experience of the nursing students

Jung-ae Kim¹, Cho, Eui-Young^{2*}

¹Chodang University, Nursing Department
jjosha6615@naver.com

²Pai Chai University, Nursing Department
cho133@hanmail.net

Abstract

Anatomy is one of the basic subjects of the nursing course, which is included in the curriculum of the nursing. Anatomy is a basic course for understanding major in nursing and it is the first gateway to acquire expertise. It is mainly opened in nursing and first to second grades. Therefore, students who have advanced to the nursing department have great interest and expectation on the anatomy subjects. In general, nursing students are studying anatomy with theories and models, and some universities practice on tour after dissection of medical consortium for short time. This is called the Cadaver practice. This study was carried out to investigate the thoughts and experiences of bioethics through nursing students' Cadaver practice. The interview data were processed through the analysis and interpretation process using the phenomenological research method, Giorgi method. As a result, 48 semantic units were derived, and then they were divided into 10 subcomponents and divided into 6 categories. As a result of the analysis, the experience of nursing students' bioethics was tied to the topic of six questions. For example, 'what about the respect and responsibility of nursing students in Cadaver?', 'What about your experience with the Cadaver experiment and bioethics?', 'What was the academic achievement of the actual human body structure viewing experience with cadaver?', 'What was the connection with theory?', 'What was your intention to recommend to others?', 'What was your perception and interest in the Cadaver experiment?'. Analyzes were integrated into 10 structures; 'Thank you for your donation', 'want others to refuse donation', 'Burden of practice', 'Good opportunities for learning', 'Understand better', 'Should study harder', 'Memory is better', 'Compared to theory', 'Good experience', 'Want to rejoin'. The general structural description of the participants' meanings is summarized as follows. Nursing college students who participated in the Cadaver had a gratitude for the donor, but they said they would like to talk to others about donating organs. Before they went to practice, they felt a lot of pressure on the dissection of the cadaver, but they went to the practice and thought that it was a good opportunity to learn by doing well. Specifically, they understood that they had better understanding than the theoretical lesson, and that they were more eager to study their major through practice. In other words, most of them were more memorable and they would like to participate again if the opportunity comes next time. The results of this study show that the practice of Cadaver in nursing college students is very positive in terms of educational effectiveness. However, in terms of bioethics, it can be seen that the education process is somewhat unsatisfactory. Therefore, the systematic bioethics education should be prepared before the practice in the nursing college students' Cadaver practice.

Keywords: Cadaver experience, Nursing student, Phenomenology

1. Introduction

Anatomy is one of the basic subjects of the nursing course, which is included in the curriculum of the nursing department. Also anatomy subject is a basic course for understanding major in nursing and it is the first gateway to acquire expertise. It is mainly opened in nursing department first to second grades. Therefore students who have advanced to the nursing department have great interest and expectation on the anatomy subjects. However, due to medical terminology and human anatomy contents that have not been easily encountered before entering the department of nursing, nursing students have a high interest in the subject and a high need for learning. However, many difficulties and burdens are encountered when studying anatomy [1]. In order to help students understand the anatomy of the human body, the professor of nursing department uses the human model as a teaching material in the anatomy class. Nonetheless, the models of human anatomy available in the Department of Nursing are merely showing close to reality to the students. Because they are anxious about the burden of memorizing the theoretically and looking at the models, and they may not be able to complete the learning tasks required by the professor. Because they tend to think of that it is only teaching materials paradigm as a tool of the process to be overcome as one of the basic subjects [2-3]. As a result, the nursing departments of each university requested an opportunity to practice Cadaver at the medical school. After medical students dissected from the cadaver, nursing students have the body as an anatomical learning opportunity. Therefore, some medical schools in Korea allow this. In the J.I. Coulehan, et., al study, they emphasized that anatomy teaching using Cadaver was more accurate in understanding the structure of the human body, and it is reported to be vividly memorized by actually touching and observing it [4]. Particularly, the anatomy practice using the cadaver is a major opportunity to systematically acquire the knowledge through the theoretical lesson [3], and it enables understanding of the anatomical structure and function of the human body [2]. Based on this, it is possible to systematically carry out the health assessment that is important in nursing science [2-3]. In recent studies in Korea, it has been reported that the practice of the anatomy teaching method has been helpful in improving understanding of anatomy [6-8]. In addition, Hwang, Hye-rin, who conducted animal anatomy experiments, said that the anatomical experiments are highly interested and participated, and the learning effect is high after the experiment [6]. The actual learning of anatomy was more successful than the theoretical and model teaching. In this way, anatomy is a major subject of nursing, and in order to utilize anatomical knowledge actively in practical nursing practice, integrated education of dissection practice using Cadaver is necessary. One concern, however, is that nursing students must learn to respect life first, and they have to worry about using the human body for experiments. Respect for life refers to valuing all life, including human life. In other words, respect for life implies that humans should not harm life [7],[9]. The sympathy and practice of respecting life can be a major factor for the moral maturity and development of modern society. Therefore, before proceeding with the Cadaver practice, the instructors must take into account the ethics of life respect for their students. Respect for life Ethics is closely related to raising the attitude of honor to life. This feeling of honor for life is a basic attitude that everybody should have. It is also an attitude that should be fundamental to the learning of other bioethical issues. Bioethics education can be divided into three areas: life respect ethics, life medical ethics, and bioethics ethics. Bioethics is a compound word consisting of the affix of the Greek bios life and ethics. Bioethics was to protect nature as a basic idea, but recently the rapid development of science has made the boundaries between personality and impersonation obscure and ethical problems that can't be explained by existing ethics have become more meaningful. Although bioethics education

is divided into seven categories and divided into three major areas, the three areas of life respect ethics, biomedical ethics, and biotechnology ethics are linked to each other. Respect for Life The ethical category includes respect for the life of one's (human), respect for the life of another, and respect for life related to the environment. And the biomedical ethics category is ethical consciousness related to bioethics and disease treatment related to birth, death, sex determination. The categories of biotechnology include awareness of advanced biotechnology and awareness of problems that may arise during the biotechnology process. In this sense, it can be seen that biomedical ethics and biotechnology ethics are on the basis of ethics of respect for life [3]. Biomedical ethics is related to the ethics of respecting life because it deals with medical practices that target human beings. Bioethics is also associated with biotechnology ethics because the development of biotechnology directly affects modern medical technology. Thus, the content of the biomedical ethics domain is not exclusive to other domains. Rather, the area of biomedical ethics is useful for distinguishing and highlighting specific relevant cases to be addressed in education. Kim Hee-joon assumes that bioethics education is delivered to students according to the views of professors along with scientific facts. He reports that professors' attitudes toward life and pedagogy have the greatest influence on bioethics education [5]. Bioethics is a field of practical ethics that is difficult to achieve through lectures and should include experiences and activities. However, the current bioethics education is only in acquisition of subject knowledge. There are many ways to cultivate the right consciousness of respect for life.

It is more realistic for preliminary nurses dealing with human life to acquire ethics of respect for life through the practice of Cadaver. It is believed that drawing ethics of respect for life that is latent in their mind can achieve more ethical and practical learning effect through the course of anatomy. Therefore, this study intends to study two points through the practice of Cadaver. Therefore, this study has the following specific purpose.

First, this study aims to confirm the experience of bioethics at the same time with learning achievement of anatomy subjects in nursing students.

Second, what was the students' experience of the human body structure regarding the academic achievement of the subject?

Third, what was the connection with theory?

Fourth, how appropriate is the practice time?

Fifth, what is your intention to recommend to others?

After studying the above using semi structure questionnaire, this study asked about bioethics as follow:

What about your experience with the Cadaver experiment and bioethics?

What was your perception and interest in the Cadaver experiment?

What about the respect and responsibility of nursing students in life?

2. Research Method

2.1 Participants

A random sample was used to find participants who could provide a great deal of insight into the phenomenon in selecting research participants. In other words, in order to elucidate a specific aspect of the phenomenon, we selected eight students who participated in the Cadaver practice between the ages of 20 and 23 and agreed to participate in the study and agreed to the interview actively. The

specific criteria of the participants applied in this study were as follows. First, the participants were 20-23 years old at the time of the survey, Second, the questions about the experience of the Cadaver practice are composed of the participants to make the meaning of the Cadaver experience sufficiently based on the previous studies such as [2-3], [6-8]. Third, after explaining the purpose of this study, participants were selected to understand the purpose of the study and actively speak their experiences frankly. Fourth, participants were selected to participate in this study. This participant was identified as an opportunity to look back at his / her major and to confirm that his / her participation in the research was helpful to his / her major. Fifth, this study was aimed at those who can promise to make the abbreviation of things that would be difficult because of their private life, and who can understand and reveal them truthfully. The demographic characteristics of the study participants are shown in Table 1.

Table 1. Participants' characteristics

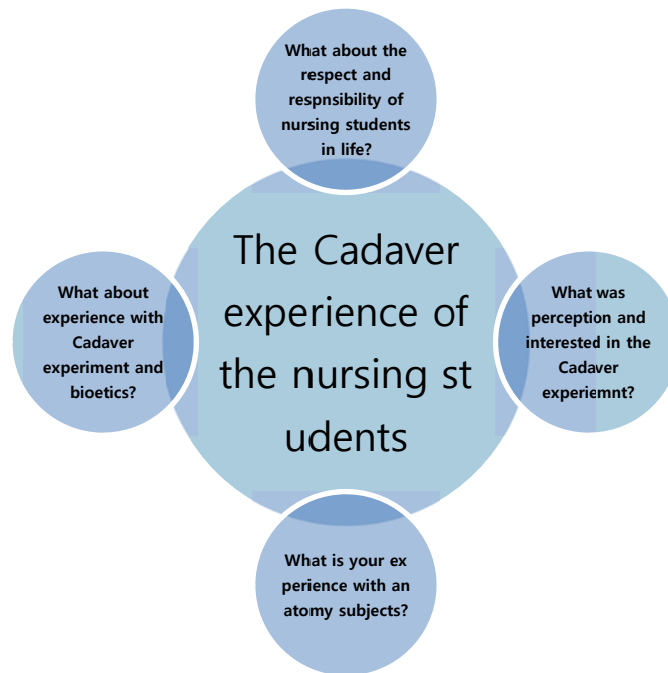
No	Sex	Grade	Residence	Religion
1	Female	1	Dormitory	Budism
2	Male	2	Commute	None
3	Female	1	Dormitory	Protestant
4	Female	1	Commute	Protestant
5	Male	1	Trace	None
6	Female	1	Dormitory	None
7	Female	1	Dormitory	Catholic
8	Male	1	Dormitory	Catholic

2.2 Research design and questionnaire

The purpose of this study was what did nursing college students experience through cadaver practice? And the focus of the study was on bioethics. In order to focus the study, the researcher made the following semi-structural questionnaire. First, to achieve the purpose of the study, this researcher announced to students as follows (Figure 1):

This study aims to confirm the experience of bioethics at the same time with learning achievement of anatomy subjects in nursing students. And asked them what was the students' experience of the human body structure regarding the academic achievement of the subject? what was the connection with theory? How appropriate is the practice time? And what was your intention to recommend to others? After studying the above using semi structure questionnaire, this study asked about bioethics as follow:

- What about your experience with the Cadaver experiment and bioethics?
- What was your perception and interest in the Cadaver experiment?
- What about the respect and responsibility of nursing students in life?



[Figure 1] The Cadaver experience of the nursing students

2.3 Data collection

In order to prepare and conduct the interviews conducted in this study, the researcher conducted the following steps before the study. For this study, this researcher first analyzed the articles about Cadaver's cognition and behavioral experience of the nursing students. Through the analysis of the research papers so far, the subject of the phenomenon to be studied was determined, and a basic framework for how to select the participants in the study was determined. Participants agreed to understand the purpose of the study and to agree to participate on their own. Participants consisted of 2 male students and 7 female students, 2 students in the second grade, and all the first grade students. The data collection period was from June 22, 2017 to June 30, 2017, until the meaning was no longer extracted from the data. It took about 3 hours per interview and all interviews were recorded with the consent of the participants. The interview process was based on semi-structured questionnaires based on existing articles. After the interview, it was confirmed that there was no difference from the statement. In addition, the personality traits of the participants, the verbal nonverbal expressions observed during the interviews, and the feelings of the actions were recorded in the notes. In order to facilitate the research process, the researchers should pay attention to the points and the data needed for the analysis immediately after the interview.

2.4 Data analysis

This study used the Giorgi phenomenological analysis method which focused on explaining the meaning of living experience through in-depth interviews of participants' technology. Giorgi's method of study has the following analytical process steps. First of all, It goes through the 'whole recognition' stage. After the whole recognition step, 'semantic unit' is extracted. The next step transforms the 'semantic unit' into an 'academic term'. And the last step is to implement 'structural integration'. Therefore, this study conducted the following analysis according to the context of the

interview.

First, to obtain a feeling from the data, it is repeated as it is,

Second, the ambiguous part of the technique asked the participants again to confirm the exact meaning.

Third, the expression style is different, but the same meaning is expressed in the unit of the natural meaning unit,

Fourth, each unit revealed themes that can represent the participants' vivid experiences.

Fifth, in order to specify the subject, the focus meaning that the subject's experience means is called the researcher's language

Sixth, the central meaning is integrated to create a structural description of the meaning of experience in terms of participants.

Seventh, integrating the situation-structured technical statements, the experience semantics were written in the general structural description from the perspective of all participants.

As mentioned above, the data gathering and analyzing process were concurrently underlined in the part where the experience of the research participant is well revealed, and the place where there is a different description of the meaning of the experience was inquired again. This study repeats this process and derives meaning units. As a result, 48 semantic (theme) units were derived from 8 research participants. Among the derived semantic units, duplicate or out-of-structure units are excluded and used for analysis. As a result, it was integrated into a structure consisting of 6 components and 12 subcomponents. In the data analysis process, the researcher repeated the process of returning to the raw data, analyzing the whole sense, and verifying and complementing the semantic unit derivation process when analyzing the phenomenological reduction attitude. For this study, researchers regularly participated in qualitative research workshops and continued to publish their qualitative papers in order to continue their abilities as a qualitative researcher and to maintain their capacity for qualitative research. In addition, when it is necessary to increase the validity of the data analysis process, the participants were asked again to confirm whether the interpretation was correct. Also, the relationships among the components were confirmed and shared. In addition, two nursing professors who continue to conduct qualitative research commissioned data analysis and tried to secure the validity of the analysis

3. Result

3.1 What about the respect and responsibility of nursing students in Cadaver?

The students who attended Cadaver thought that they should do the memorial ceremony with gratitude for the donation of the body. They feel great about donating the body, but at the same time, they would like to tell others not to donate the body. They responded that they had faithfully practiced in order to repay the nobility for the body donation. The concepts shown are as follows: 'Thank you', 'need for memorial service', 'great feeling', 'faithfulness', 'wanting to donate your body', 'medical help', 'noble heart', 'reward.

I wondered what to say to those who donated the body. Memorials are a must before practicing And those who donated organs felt great, and thanks to them, I felt grateful that we could do these exercises too. I was also grateful to all of those who donated the body that the whole medical field

could be further developed and that the students could learn more. People who donated the body were sincerely thankful. From the dead body, I was tired of the sour smell. However, I was grateful to those who donated my body, so I practiced hard. If people around me donate the body, I will say no. The process of crossing the organs and putting them back in was stunning. I will donate without worrying if my donation helps with medical care. As donors donated by the body donors, we seem to be thankful for our hard work and study as much as possible.

3.2 What about your experience with the Cadaver experiment and bioethics?

The students who experienced the corpse experiment felt that they were shaken when they died. Before the exercise, there was a lot of expectation, but after touching the corpse, it did not feel like the human body. The concept is as follows: Shabby, stressful, heartbreaking, uncomfortable, strange, excited, fearful, not corpse-like, opportunity.

It felt like people were all getting sick when they died.

As I practiced, my mood was so much stressful. I do not know why. I had been studying anatomy since the week before I practiced and I was so excited.

At first I was unfamiliar and frightened to see the actual body, but it was a good experience to see the actual organs and match the terms and images learned in anatomy time. Especially I was curious about the heart, and it was good to know the location of the right atrium, right ventricle, left atrium, and left ventricle with the professor showing. As the arteries and lower fluid were also touched, the arteries became more resilient, so that they were immediately pressed and the veins were thinner than the arteries and less elastic. It was an opportunity to see both female and male bodies, and it became an opportunity to widen the knowledge of anatomy by knowing the differences and touching them directly. Because I was an anatomical practitioner, I had many things to imagine on my own, but I did not feel like a body more than I thought, so I think I was able to do better than I expected. I thought that it was a good opportunity to know more about our body that I did not know about, and I am deeply grateful to the donors who made this practice possible. I did not get a chance to see the body, so I joined this program, but the smell of the chemical was hard to get used to, but it seems to have been a very beneficial experience. Unfortunately, the extent of the dissection of the carcass was severe, and it felt like a prop rather than an body. I also felt that I had less time to practice.

3.3 What was the academic achievement of the actual human body structure viewing experience with cadaver?

Students who experienced the Cadaver experience felt similar, different, or surprised to what they expected. Because of this experience, they were amazed at the practice of Cadaver and they had a desire to study harder. The concepts extracted from this experience are as follows: Miraculous, Helpful, Understanding, Differing from Thought, Thought Similarity, Surprise, Feeling, they will study harder.

When I touched the muscles, it was amazing that it was like meat. It was helpful to study the anatomy by being able to see the internal organs of a person directly. Until now, studying anatomy only with book today seems to have been well understood because I studied by looking through actual body exercises. I learned that if the adrenal gland fails to function, it will degenerate into fat, and this body has already become fat. The lungs are completely sponge-touching. The kidney is

small. It was a little confusing to distinguish the location of the organ. Pharyngeal and organs were similar in size to the aorta. The heart is bigger than I thought. The heart valve is really hard. The artery and veins of the heart are distinct. I was surprised that the brain was smaller than I thought. The body's brain feels like hard clay. The anticipated odor was expected to be fleshy, but in reality, the smell of formalin. It was most memorable that I could directly confirm the number of leaves of both lungs. The kidney, liver, lungs, heart, muscles, such as things I did not get to see a lot of experience, I learned a lot of things.

Among the organs that I thought only of imagination, the most strange thing was that the urine was produced not in the hole but in the squeeze. The body I saw was so thick that the kidneys had a lot of water pockets and could not distinguish between small intestine and large intestine. I was really surprised that the liver was bigger than I thought. Perhaps liver is the largest intestine. I was able to know the extent to which the liver and gallbladder were attached.

The heart's position was only slightly shifted to the left from the middle. However, the heart revealed the right side of the heart and was newly aware that it was tilted backward. I did not know that lungs were very bad when people smoke secondhand smoke. I was able to see the fingers moving while looking at the tendons connected to the fingers and was amazed to see that the diaphragm was just below the liver. I was able to see the size of actual organs by looking at organs directly through the practice of Cadaver. Until now, I have only seen bones as pictures. In other words, I had only imagined. However, I learned a lot of new things while adjusting actual bones through this Cadaver practice. I remembered what I learned a long time ago, but I thought that I should study harder. I saw the dissection of the man, and the first time I heard that the heart part was about half as big as I thought it would be. It was always strange to actually see what I had learned at anatomy time through the body, and it seemed to be easier to understand, but I did not like the smell too much. I felt new as I looked at heart. I thought it was hard to do anatomy, but when I actually did anatomy, there were a lot of strange things. I think I learned a lot of things I do not know.

3.4 What was the connection with theory?

The students completed the theoretical lessons before the practice. After the theoretical class, he said he was scared before practicing Cadaver, and when he saw the body, they were surprised and felt a lot different from what they had thought so far. They also felt the surprise of the human body. They have come to compare with the theory through Cadaver and they were interested in studying. The concepts extracted from this experience are as follows: Afraid, memorable, surprise, worry, different from thought, will be helpful, mystery of the human body, review, good, interesting to study, compared with the theory they learned, fit my aptitude, proud.

I was able to see through the fact that the liver was so big and it seemed to be a good experience, although I was initially scared. Later, I felt a little bit like the feeling of the operating room nurse, and what I heard in the anatomy class would be more memorable.

I am studying the cardiac system while looking at the final exam, and I am very interested in it. And what was most surprising was the size of the artery, which was really amazing. I had a chance to touch it, but I was worried about whether I could touch it. It was also different from what I thought of the body, it was a good time. The pancreas was not like pancreas. It just seemed to have a long lump of fat. In the meantime, I had to reconsider what I learned hard and memorized and compare. The aorta was the size remaining after three fingers. I could see why the professor emphasized the aorta in class.

It was a great opportunity to actually see and learn the things I studied only with books. I want to study the scarce parts and become proud nurse of the future. It is a new and rewarding experience that will help a lot of future education and learning activities by touching and seeing what I have just explained through lecture through practice in today .Directly touching the heart, lungs, liver, kidneys, and arteries made me feel uncomfortable I looked at the inner organs that I saw only in the book, and I understood the structure better, and I felt the mystery of the human body. So I hesitated a bit, but my professor explained it so I could listen well and understand better about anatomy. Through practice, I was certainly better understood and focused than what I learned in theory. I was tired of the smell of sourness in the body, but I thank God for those who donated the body, It was very impressive when I first saw the organ. I was a bit nervous at first to see the skin and long-term nervousness of the human body I saw only in the book, but it was a more interesting time than I was worried about. I felt the lungs feel like a sponge, and when I touched the lungs, I really felt like a sponge. In fact, various fields such as lung, heart, uterus, digestive system, muscular system, and various other things were seen. The arteries were elastic but the veins were not elastic. The body I saw was a grandmother, whose lungs had turned black because of secondhand smoke. Through this exercise, I became more aware of the fact that I was vaguely matching pictures and organs while learning anatomy. The difference between the real thing and the picture became clear, and the person's inner organs became known. When I studied only with a book, I did not know the size or texture of the organs and the thickness or texture of the blood vessels. When I saw the human body I saw only through books, I realized that I would have to be much more complicated and study a lot. I learned more about the whole anatomy including the digestive system, the urinary system, the genital system, the respiratory system, and the bone, and it seemed to satisfy the parts that I had to imagine. I was able to feel the mystery of the human body once more through a systematic human body structure .It was a good time to adjust the bones and listen to the professor's explanation. When I was studying only with a book, I actually looked at the body and I remembered what I had studied. This time I became more interested in anatomy and during the summer vacation I want to fill in the missing parts and learn more.

Frankly, while I was studying nursing at Nursing Department, I was in the Department of Nursing with the question of what I should learn to nurture. I have been studying anatomy only with a simple memorization, but with this Cadaver practice, the help for anatomy became too much. I just felt like I was getting closer to anatomy and nursing because I knew the location of the things I just memorized and I learned the principle of what it looked like. I had a new sense of anatomy and a good lesson for me, while I was practicing and practicing Cadaver while seeing and touching myself. In fact, after this semester, I tried to seriously consider whether the department of nursing is really for me. However, through this exercise, I have learned a good lesson that makes me think that I am going to be in the nursing department.

At first I tried to dissect myself and I was worried about whether I could do well. It seems to be a wonderful opportunity to see the human body more easily. I think I was able to participate more actively because I was not in the shape of a body as I was worried about. Also, when I actually looked at the organs that the professor explained with careful explanation and learned only from the theory, I was able to remember more in my head. I would like to express my gratitude to the donors who have made this experience possible. Based on what I learned today, I vowed to work really hard on my future nursing work. The explanation of the professor seems to be able to remain well in memories as it becomes anatomical and matched, and it seems to be a time to study once again the medical terminology and knowledge of anatomy studied .I thought I had a lot of understanding by learning the theory of anatomy, but I was surprised that I was very different from

what I thought while participating in the practice of Cadaver.

In fact, it is possible to see where the various parts of the arteries, veins, digestive organs, muscles, etc. are located, how elasticity is, how the urine is generated in the kidney. I looked at the body in the robe with my colleagues, and the anatomical terms and contents we learned and studied rose up and became proud. I was sorry and sorry that I could not tell the contents that Professor Kim had learned in front of Professor Jeonbuk University. It was a chance to review it and it was meaningful to know more deeply. The kidneys, heart, lungs, nerves, aorta, digestive system, touching and touching the things I learned in theory remained more memorable.

3.5 What was your intention to recommend to others?

The students said that they felt that the practice of Cadaver was more beneficial and fun than the theory, that the lessons learned were more than theories, and that they wanted to recommend them to others. The concepts extracted from this experience are as follows: Good experience, new mysterious experience, theories are boring, but the lab is fun, the next lab is awaited, meaningful, beneficial, and a lot to learn, wanted participated in once more, the most learned and significant time.

I do not know what kind of change will happen to me after the practice today, but I think it is a good experience for me. When I heard the explanation in theory, I often heard that it was boring. I felt that it was fun and pleasant because it seemed a little more pleasant to hear the explanations while practicing, touching and checking. Especially the feeling of lung was very good. I hope the next exercise will come back soon. This practice seems to be a very helpful day when you become a nurse in the future. The practice of Cadaver was trembling and scary at first, but it was more meaningful and more meaningful than these feelings, and I would like to know more about what I might not have seen today through continued Cadaver practice. Through this exercise I learned a little more about the human body, different from body to body, and it was really good time because it was informative and fun time. I would like to participate if I can participate once more. I learned more about the human body and compared it with my study, so I can practice. If I have a chance, I want to participate again. It was the most learned and significant time. Thought that I should study harder in the future.

3.6 What was your perception and interest in the Cadaver experiment?

Participants said they had a sense of confidence in their careers through a body experiment. Although I had hopes and fears crossed before the practice of Cadaver, I was soon acquainted with the profound attitude of the professor who instructed me to practice, and I became interested in learning and I began to feel that the body was not like a person. The concepts extracted from this experience are as follows: Confidence in career, smell of preservative, deepening of thought, Excitement of learning, accustomed, professor's attitude, fear and expectation

I was able to gain a certain degree of career through the practice of Cadaver. The brain contained a half of the preservative solution in the lock-lock pail, but when I opened the lid, the preservative smell was terrible. When I went to Cadaver, I was afraid and worried at first, but I felt the excitement of learning and it would be helpful for my future life as a nurse. It is likely to be a meaningful experience for me to come to Nursing Department and my first field practice with Cadaver. The most impressive thing is that when I actually saw the lungs that passed through

secondhand smoke, and when I removed the gallbladder, I cut off the testicles and looked inside. The smell was strange, but I got used to it. At first, the practice of Cadaver itself seemed terrifying and seemed grim, but it was bearable except for the smell. I actually saw and touched the things I learned at the anatomy, so I learned what I learned in class and I remember more. One of the team members took off the brain and pulled out the spinal cord and it felt strange. The moment I tried to recall all kinds of horror movies on the day before the exercises, I do not understand. The spinal cord was very soft and string cheese. The brain was smaller than I thought. It felt great to have this little thing moving my thoughts. The practice of Cadaver practitioners has a very bad smell of preservatives. The medical students who take the exam with this body are really great. I could not see it because I was nervous because I was in a nervous lab and I was more nervous. I was very nervous when I first started opening the cover. I was also able to calm down on the attitude of the professor who directed me I came to class with fear and expectation. Before the exercise, I was worried that I would not get any food after the exercise, but I was worried about what to eat as soon as I finished. Sometimes I used to smell the mask in the middle of the practice, but I was surprised when the hook came up, but it was okay. It felt like rubber clay with a real smell.

4. Conclusion

This study is a phenomenological analysis of the experiences of nursing students in the practice of cadaver dissection. The nursing college students' practice of Cadaver is conducted by medical students after they have dissected their cadavers. The practice of this study was conducted on June 22, 2017 and all participants were 80. Interviews were conducted with 8 students who understood the purpose of the study and voluntarily agreed to participate. In order to save the vividness of the practice experience, interviews were conducted immediately after the practice and data were collected until the data became saturated. The questionnaire for the interview was based on the existing papers and used semi-structured questionnaires. However, the questions were changed according to what the participants wanted to say, and eventually they were submitted with six questions; 'what about the respect and responsibility of nursing students in Cadaver?', 'What about your experience with the Cadaver experiment and bioethics?', 'What was the academic achievement of the actual human body structure viewing experience with cadaver?', 'What was the connection with theory?', 'What was your intention to recommend to others?', 'What was your perception and interest in the Cadaver experiment?'. The above questions are based on the overlapping experience during the in-depth interview with the participants, which is the same as the one quoted in [9-10].

As a result of analysis, 48 themes were derived; 'Thank you', 'need for memorial service', 'great feeling', 'faithfulness', 'wanting to donate your body', 'medical help', 'noble heart', 'reward'. Shabby, stressful, heartbreaking, uncomfortable, strange, excited, fearful, not corpse-like, opportunity. Miraculous, Helpful, Understanding, Differing from Thought, Thought Similarity, Surprise, Feeling, they will study harder. Afraid, memorable, surprise, worry, different from thought, will be helpful, mystery of the human body, review, good, interesting to study, compared with the theory they learned, fit my aptitude, proud. Good experience, new mysterious experience, theories are boring, but the lab is fun, the next lab is awaited, meaningful, beneficial, and a lot to learn, wanted participated in once more, the most learned and significant time.

By analyzing the extracted topics, the researchers extracted 12 focus meaning, and the researchers wrote the experience meaning of nursing students as a general structural description.

As a result of the above phenomenological analysis, nursing college students who participated in

the Cadaver expressed their gratitude for the donor, but they said that they would like to tell the others not to donate organs. Before they went to practice, they felt a lot of pressure on the dissection of the cadaver, but they went to the practice and thought that it was a good opportunity to learn by doing well. Specifically, they understood that they had better understanding than the theoretical lesson, and that they were more eager to study their major through practice. In other words, they were more memorable and they would like to participate again if the opportunity comes next time. These results show several different results from those studied so far.

The results of this study suggest that students tend to view the body as a practical tool. The students were mainly talking about their experiences that helped their learning. On the other hand, they said they does not want others to donate their body. The reason for this is that nursing college students have lost their respect for life about taking or removing the organs of the body. As suggested by [11], it can be seen that educators have neglected the bioethics in the practice of dealing with the human body.

The results of this study show that as claimed in [9] the practice of Cadaver in nursing college students is very positive in terms of educational effectiveness. However, in terms of bioethics, it can be seen that the education process is somewhat unsatisfactory. Therefore, the systematic bioethics education should be prepared before the practice in the nursing college students' Cadaver practice

References

- [1] Criado-Álvarez JJ, González González J, Romo Barrientos C, Ubeda-Bañon I, Saiz-Sanchez D, Flores-Cuadrado A, Albertos-Marco JC, Martínez-Marcos A, Mohedano-Moriano A. Learning from human cadaveric prosections: Examining anxiety in speech therapy students. *AnatSci Educ*. 2017.
- [2] I.A. Son, M.J. Son, G.B. Jeong, The effect of education in anatomy using cadavers to the paramedic students, *The journal of the Korea contents association*, 13(2), 341-347, 2013.
- [3] JA. Han, *The Actual Condition of Bioethics Education in the Middle School Moral Textbook*, EwhaWomans University Masters Degree Thesis, 2007.
- [4] J.I. Coulehan, P.C. Williams, D. Landis, and C. Naser, "The first patient: Reflections and stories about the anatomy cadaver", *Teaching and learning in Medicine*, 7(1), 61-66, 1995.
- [5] H.J. Kim, *A Study on the Development and Utilization of Instructional Guidelines for Bioethics Education Using Experiments*, Yonsei University, Master's Thesis, 2008.
- [6] HL. Hwang, GH. So, SH. Yeo, The effect of anatomical experiment using cattle eye on middle school students' academic achievement and attitude toward anatomy experiment, *Korean Journal of Biological Education*, 34(5), 538-550, 2007.
- [7] SY. Kim, *A study on life respect death as moral education content*, Seoul National University, 2000.
- [8] YH. Lee, YM. S, SH. Park, "Reaction of first-year medical students to Cadaver dissection and their perception on learning methods in anatomy, *Korean J Med Educa*, 23(4), 275-283, 2011.
- [9] Eppler E, Serowy S, Link K, Filgueira L. Experience from an optional dissection course in a clinically-orientated concept to complement system-based anatomy in a reformed curriculum, *AnatSci Educ*. 2017.
- [10] Criado-Álvarez JJ, González González J, Romo Barrientos C, Ubeda-Bañon I, Saiz-Sanchez D, Flores-Cuadrado A, Albertos-Marco JC, Martínez-Marcos A, Mohedano-Moriano A. Learning from human cadaveric prosections: Examining anxiety in speech therapy students. *AnatSci Educ*. 10(5):487-494, 2017.

[11] Thompson L, Exline M, Leung CG, Way DP, Clinchot D, Bahner DP, Khandelwal S. A clinical procedures curriculum for undergraduate medical students: the eight-year history of a third-year immersive experience. *Med Educ Online*. 21(1), 2016.