Maternal Nursing Online Practice Experience

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Abstract

This study was phenomenological analysis of maternal nursing of online practice experience. The study participants were students in between the ages of 20 to 25 who participated in the online practice of maternal nursing and conducted to a total of three interviews until the meaning were no longer derived. The data collection period was from May 26 to June 5, 2021, and analysis was conducted simultaneously with the datas have collected. The collected data were analyzed using the Giorgi's Phenomenological Analysis Method, and the study resulted in five categories (Opportunity to repeat, Systematic Scenarios, Immediate nursing intervention feedback, Beneficial hands-on experience, Different case experiences), 11 subcomponents, and 21 Semantic units. Based on the results of this study, the following conclusions were obtained. In maternal nursing, nursing students could experience more systematic and diverse case online than experiences throughout clinical practice, and achievement was also increased in theory learning for online practice. In other words, the online practice of maternal nursing was suitable for various content compositions that could not be experienced in clinical practice, but it is deemed urgent to have a program in Korean suitable for Korean culture. In future studies, this researcher hope to produce a maternal nursing practice program in Korean.

Keywords: *Korean Maternal Nursing Online Practice Program, Nusing student, Phenomenology*

1. INTRODUCTION

The role of nurses requires high-quality knowledge and skills as knowledge and demand for health care consumers grows in rapidly changing medical environments. And furthermore, the reality is that flexibility and creative coping skills are being emphasised in the nursing environment [1]. Recently, nursing education has recognized the importance of practical training, strengthening field practice and studying various practical education measures to foster core skills in each area of practice [2].

Nursing is a practical discipline that is based on nursing theory to produce nurses with clinical performance who can respond appropriately in various clinical situations and provide qualitative situations.
Therefore, nursing is a large part of clinical practice, and the nursing curriculum is about theoretical knowledge and practical application of health problems, and practical education that can be applied to nursing sites is a key element of nursing education along with theoretical lectures. Therefore, it emphasises education that links clinical and theory so that nursing can be performed in real-world situations. In order for nursing to be recognized as a scientific professional education, knowledge gained from theory can function when it is effectively applied in the nursing field. Clinical practice refers to education that actually applies knowledge

learned from theory to nursing sites, and because clinical practice takes place in general hospitals and health centers away from school, clinical practice can be seen as actual application of learned knowledge to nursing sites. In other words, it is to improve nursing knowledge by understanding and experiencing the field, integrating knowledge or skills learned in school, and trying to solve problems in the field and supplementing them by pointing out deficiencies. Nursing students exposed to a variety of clinical settings will learn professional skills appropriate for nursing field situations, even in the same case, and further learn values and attitudes to engage in various health care institutions after graduation [3]. For example, through clinical practice, nurses will learn the required data collection skills, basic nursing skills, communication skills, critical thinking skills, educational skills, leadership skills, nursing management skills, professional development attitudes and practice skills, ethical, legal and clinical practice skills. [4].

Maternal nursing is a branch of nursing that helps subjects at the most dramatic time of human life to reach the highest or optimal health conditions not only for the subjects but also for their families. Maternal nursing practice is expanding into complex and comprehensive nursing, which maintains and promotes physical, mental, emotional and social well-being throughout the life cycle and manages various health problems arising from women's family and social roles. Specific practice areas shall be divided into normal delivery, high-risk delivery, gynecological patient care, newborn and family nursing areas. The content focuses on identifying concepts of maternal nursing and female health care from the perspective of women and applying nursing courses to subjects. Most of the maternal nursing credits are composed of five to six credits in theory and two to three credits in practice, and the practical year spans three to four grades. Women's health, which is covered by maternal care, is deeply related to children, family and social health. The focus of maternal care is on the family, as childbirth experiences are recognized not only as an individual's experience but also as an event occurring within the family.

As above, clinical practice education in the nursing curriculum should be linked to theoretical education to develop effective clinical practice education programs so that nursing students can actually apply nursing theories acquired in universities in the field. In reality, however, despite the recognition of this importance, observation-oriented practice accounts for the majority due to difficulties stemming from the special environmental characteristics of clinicians. In other words, due to the lack of connection between theoretical and practical education, there is no systematic clinical practice. Studies show that the learning experience during the clinical practice period varies depending on the student's acquisition of learning skills, sometimes with completely different learning experiences between students who participated in the same practice ward during the same period [5]. Furthermore, with the recent sharp decline in the birthrate, maternal nursing practice has not been able to deliver the appropriate number for student education [6], making it difficult for students to go out to practice, adapt, observe and perform nursing. To solve this problem, maternal nursing practice uses alternative methods such as standardized patient use and simulation practice for delivery nursing [7-10], but there is a limit to reproducing the urgency or realism that can be experienced in real clinical practice. In particular, it is difficult to realistically reproduce the individual differences in the mother's pain patterns and the degree of pain complaints that vary depending on the progress of delivery [7] . Nursing education should include theory and practice education on the educational effects of nursing students to discover nursing problems, plan and mediate mediation, and evaluate the mediation effects of nursing students.

The difference between maternal nursing clinical practice and other subjects is female genitalia, so it is desirable to provide sufficient pre-education using audiovisual teaching materials before nursing students come to maternal nursing practice to give more positive attention and affinity to pregnant women. Currently, Korea's maternal nursing practice was mainly based on case study presentation, demonstration, ward consignment guidance, and practical use of practice journals. In some nursing departments, computer simulation, educational data production, checklist, quiz, literature review, and presentation practical tests were adopted. In order to achieve the purpose of clinical education, meetings must be included, but more creative and diverse methods of education should be sought, given that the ultimate purpose of clinical education is to develop critical thinking skills to solve problems in various situations. Accordingly, this researcher analyzed the experiences of students based on the results of the online practice of maternal nursing due to the recent unexpected COVID-19 outbreak. Specifically, how was the online practice of maternal nursing for the purpose of this study?

2. METHODS

2.1   Participants

In selecting study participants, non-probability samples were used to find participants who could provide much insight into the phenomenon[11] In other words, to explore specific aspects of the phenomenon in detail, students between the ages of 20 and 25 were selected to have online experience in maternal nursing, and those who could actively interview to select someone who would provide much information on the topic (Table 1). Specific compliance with participants applied to this study was as follows: First, at the time of the survey, the study participants selected students who participated in online maternal nursing practice in the 20-25 age group. Second, based on prior studies such as maternal nursing clinical practice [5], various research participants were organized to fully reveal their experience in clinical practice. Third, after explaining the purpose of the study, it was limited to those who could understand it and actively state their experiences honestly. Fourth, it was selected as a participant who was confirmed to have a belief that this study would help participants learn nursing as an opportunity to reflect on themselves through this research process. Fifth, this study was conducted on nursing college students aged 20 to 25 who promised to abbreviate things that would cause difficulties due to the disclosure of individual privacy and expressed their willingness to understand and reveal them.

Table 1. Participants' Characteristics

No	Gender	Age	Grades	Child order
1	Fenale	22	High	First daughter
2	Male	25	High	Only child
3	Female	22	Intermediate	Only Child
4	Male	25	Intermediate	Second Child
5	Female	21	Low	The Youngest

2.2   Data collection

For the preparation and process of interviews conducted in this study, researchers planned a research paper on online maternal nursing practice for nursing students, explained the purpose of the study to students immediately after completion. The process of preparing interview questionnaires used for interviews in this study is as follows. What is the most memorable thing about online maternal nursing practice? What efforts have you made to adapt to the online practice of maternal nursing? How can you express the effectiveness of online maternal nursing practice in detail? What does online maternal nursing experience mean?(Table 2). For this study, this researcher considers nursing student's experience in child nursing practice[12] , nursing student's experience in child nursing simulation [13] , post-clinical nursing student's clinical career recognition experience [14] , PBL application and evaluation in maternal nursing practice [15] , and consist of four consecutive structures [16] The interviews were held three times for each participant from May 26 to June 5, 2021, and took an average of more than one hour per session, and all of the interviews were recorded with the consent of the participants. The interview was centered on semi-structured questionnaires made by researchers. After the end of the first and second interviews, it was confirmed that there was no difference from what was stated to the study participants, and that any insufficient or questioned was confirmed and supplemented through additional questions.   In addition, a research journal was written that summarized field notes and research progress that recorded the human characteristics of the study participants, the feelings of verbal and nonverbal expressions and behaviors observed during the interview, and the data needed for analysis.

Table 2. Questionnaire

1. What is the most memorial experience in online maternity nursing practice?
2. How did you adapt to that experience?
3. What is the effect of those experience, please tell me more specifically?
4. What is the meaing of those experience?

2.3   Data Analysis

This study was analyzed by a Giorgi phenomenological analysis method that focuses on revealing the meaning of living experiences through in-depth in-depth in-depth in-views of participants' skills [17]. Giorgi's research method consists of 'whole recognition', 'segregation of meaning units', 'transformation into semantic terms', and 'integration into structure'. Accordingly, this study proceeds with the analysis in context as follows: ① In order to get a sense from the data, the researcher deliberated by reading the descriptive data of the subject repeatedly. ② The ambiguous part of the technical inquiry was asked again to confirm the exact meaning of the technical inquiry. ③ The participant literally identified the natural measuring unit, although the expression style and vocabulary were different, focusing on the unit of technology that expressed the participant's own experience. ④ Themes were identified to represent the vivid experiences of participants in each unit. ⑤ To specify the meaning of the topic, the focus meaning of the subject's experience was identified in the researcher's language. ⑥ By integrating the central meaning, the meaning of experience from the perspective of the participants is described as a situated structural description. ⑦ The contextual and structural descriptions are integrated to create the meaning of the experience from the perspective of the entire participant in a general structural description.

As above, the data collection and analysis process were carried out simultaneously, underlining the areas where the meaning of the experience of the study participants was well revealed, and re-questioning and confirming where there were different technical contents between the meanings of the experience. By repeating this process, semantic units were derived. As a result, 21 semantic units were derived from five study participants. The components were derived based on this semantic unit and incorporated into the structure of the experience by analyzing correlations among the components, except for overlapping or deviating semantic units. As a result, the results of online maternal nursing practice experience were integrated into a structure consisting of five categories and 12 subcomponent factors. In the process of analyzing these data, researchers went back to raw data for each analysis in the form of phenomenological reduction, and repeatedly verified and supplemented the semantic unit derivation process. For this study, researchers continued to cultivate their ability as phenomenological researchers through qualitative research. In addition, when it was necessary to increase the validity of the statements during the data analysis process, the research participants were asked again to confirm that the interpretation was correct, and the relationship between the components was also identified and shared. Furthermore, two nursing professors who received a Ph.D. in qualitative research were asked to re-analyze and tried to secure the feasibility of the analysis.

3. RESULTS

The implications of maternal nursing online practice experience derived from Giorgi's phenomenological analysis procedure consist of five components and twelve subcomponents (Table 3). To describe representative examples for each subcomponent:

Categories 1. Opportunity to repeat

Participants in the study said they could easily repeat situations that they would not have experienced if they were clinical. Details of this are as follows ;

'Happy to check doctor's order'

It was good to be able to see the doctor order comfortably without noticing it.

I don't think it will be easy to access the computer system as much as you want in clinical practice as a student.

It was amazing to see the doctor's order in person.

'Practice many times'

In practice, because clinical trials target people, nursing interventions cannot be performed repeatedly, while simulation practice can be performed again, reducing the burden of mind.

I thought I could practice again even if I made a mistake.

Categories 2. Systematic Scenarios

The study participants said that online maternal nursing practice was conducted within a well-organized scenario, allowing students who had pre-studied to participate in the practice more effectively, and thus increased their desire to learn. Details of this are as follows;

'Systematic Experience'

Maternal nursing practice does not show various cases in clinical practice, but online practice showed various cases.

'Application of Theory'

I was able to perform the nursing interventions I learned from theory on a variety of cases.

'Disappointed'

I think it would be more effective if there is a maternal nursing practice program consisting of Korean.

Categories 3. Immediate nursing intervention feedback

Participants in the study were proud to be able to choose nursing intervention on their own through simulations and immediately check the results. Details of this are as follows;

'Performing critical thinking'

Depending on the situation, I thought deeply about which nursing intervention should be provided rationally.

'Self-satisfaction'

Depending on the situation, I was satisfied to provide nursing interventions that I learned from theory and to know the results immediately.

I felt a sense of accomplishment when I got a desirable result after nursing intervention.

Categories 4. Beneficial hands-on experience

The study participants said that it was beneficial to be able to do nursing interventions that students could not do in actual clinical practice, and that online practice gained confidence to become more proficient in clinical practice. Details of this are as follows;

'Feels like a nurse'

In practice, it's the observer's position rather than nursing intervention, but in online practice, I think I became a nurse.

'Promote confidence'

I also gained confidence in being able to provide patients with desirable nursing interventions.

'Accuracy'

I figured out how to calculate the exact dosage according to the doctor's order.

I've only learned from theory that sedation, blood pressure reducer, and so on, and I've been able to simulate it, and it's even more real.

After simulating, I think I know exactly why critical thinking is needed in clinical practice.

When I checked the test numbers by looking at the simulated patient, I realized the difference between normal and abnormal.

Categories 5. Different case experiences

The study participants said that online maternal nursing practice allowed them to see more cases than they would actually experience in clinical practice. Details of this are as follows;

'Various case experiences'

Th*e simulations I saw were preeclampsia, active labor, membrane structure, postpartum bleeding, but I don't think I'll be able to see this much in real clinical practice.*

It was good to have various maternal nursing cases.

I learned exactly what I didn't understand in your class through simulation, so I became interested in maternal nursing.

When I saw the case, I realized there were a lot of things I didn't know.

'Realizing the importance of the theory of evidence'

I found the theory of evidence important when providing nursing. If I don't have theoretical knowledge, I would be embarrassed when I see the clinical case.

Table 3. Maternal Nursing Online Practice Experience

Categories	Subcomponent Factors	Semantic Unit
Opportunity to repeat	Happy to check doctor's order	Nice, Cool, Amazing
	Practice many times	Reassurance, Mistake
Systematic Scenarios	Systematic experience	Systematic and diverse cases
	Application of theory	Perform appropriate nursing interventions
	Disappointed	I want a Korean program
Intermediate nursing intervention feedback	Performing critical thinking	Situation, Concern, Choice
	Self-satisfaction	Self-determination, Confirmation of results, Self-satisfaction
Beneficial nursing intervention feedback	Feels like a nurse	Provide actual nursing
	Promote confidence	I'm sure I'll do well
	Accuracy	The need for systematic theory learning
Different case experiences	Various case experience	Interest, Realizing one's ignorance
	Realizing the importance of the theory of evidence	Flustered, Apply

4. CONCLUSION

With the recent unexpected outbreak of COVID-19, the world is focusing on infection control. As a result, clinical practice has become difficult in the field of nursing, a practical study. To become a nurse, you must complete 1,000 hours of clinical practice in nursing and regular courses. Therefore, online practice was conducted as a desperate measure. The study was conducted to explore online practice experience in maternal

nursing, one of the clinical practice subjects of the nursing department. The reality is that due to the recent low birthrate, maternal nursing is very difficult to find practical practice cases in actual clinical trials, and it is difficult for male students to observe cases in particular.

To conduct this study, the researcher recruited participants to honestly tell them their experiences and conducted in-depth interviews until no further meaning was shown. As a result of analyzing using Giorgi analysis that will objectively represent the structure and context of the phenomenon, participants recalled that online practice of maternal nursing had a systematic scenario and realistic practice. However, participants experienced difficulties in understanding the simulation because it was conducted in English, and expressed their opinion that there would be differences in nursing interventions that should reflect culture. On the basis of the above-mentioned results, the following conclusions could be reached. First, online maternal nursing practice gave participants the opportunity to practice various things they could not experience in clinical practice. Second, participants learned the importance of ground theory through online practice of maternal nursing. Third, it is regrettable that the simulation contents are in English. Based on this study, we propose to produce online maternal nursing practice suitable for Korean nursing students as soon as possible for maternal nursing practice that cannot be observed and experienced in clinical practice.

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