

IJACT 23-9-20

Systematic Literature Review on Nursing Department Clinical Practice Research in Korea

Jungae Kim¹

Assistant Professor, Department of Nursing, Chodang University, Korea¹
jjosha6615@naver.com¹

Abstract

Nursing majors are a combination of theoretical and practical education, and since the advisor cannot participate in all practices in clinical practice, the efficiency and effectiveness of practical education are limited in judging the results according to students' reactions. Therefore, the purpose of this study was to analyze the domestic literature on the efficiency of clinical practice of nursing college students. The analysis target was selected through PRISMA flow, and the results were derived through categorization and questioning based on content analysis. Looking at the results, research related to the adaptation of trainees was mainstream, and specifically, research related to the characteristics, conflicts, clinical practice environment, and interpersonal anguish of trainees was conducted. In addition, it was confirmed that active and systematic intervention of practical guidance professors was required, such as possible safety accidents, emotional labor problems, and dilemmas during the practice period. Through this study, it is suggested that a systematic framework for nursing and clinical practice should be prepared.

Keywords: Clinical practice, Nursing, PRISMA, Systemic literature review

1. INTRODUCTION

The number of students enrolled in nursing universities in Korea exceeded 90,000 in 2016, including students outside the quota, and the number of students majoring in nursing is expected to continue to increase in the future [1]. Nurses are not just helping doctors, but are demanding the expansion of awareness of nursing professions as nursing needs change due to the development of science and medical technology and changes in interest in disease and health [2]. Accordingly, the nursing department operates a course based on the needs of medical subjects and essential basic nursing science knowledge, and the nursing department consists of a knowledge acquisition course to become a nurse and a clinical education course to acquire skills that can be used in actual nursing situations [3].

The importance of clinical practice education is increasing because nursing, a practical science, is an education that increases practical adaptability by applying the learned nursing theory to the clinical field [4]. The purpose of clinical practice education is to create professional skills, knowledge, and self-confidence as a nurse through clinical practice. In other words, clinical practice experience develops independent and self-determining critical thinking by applying the knowledge, skills, and concepts learned at school to actual patient care [5]. Specifically, the goal of nursing education is to cultivate professional nurses with professional

Manuscript received: July 15, 2023 / revised: July 28, 2023 / accepted: August 10, 2023

Corresponding Author: jjosha6615@naver.com

Tel:+82-61-450-1818, Fax: +82-61-450-1801

Assistant Professor, Department of Nursing, Chodang University

Copyright©2023 by The International Promotion Agency of Culture Technology. This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0>)

knowledge and qualitative nursing performance skills to solve the health problems of nursing subjects [6]. Nursing students have the opportunity to integrate overall nursing knowledge and practice through clinical practice education, as well as apply communication and basic nursing skills to practice and learn problem-solving, decision-making, organization, and visual management skills [7].

However, despite such clinical practice education, it is reported that nursing students are experiencing various practical difficulties not only due to difficulties in performing suitable nursing activities as clinical nurses after graduating from the nursing department [8]. Looking at research papers on nursing and clinical practice for the past five years since 2017, it can be seen that the characteristics, safety, conflict, and communication of trainees adapting to clinical practice have been studied. Specifically, it is as follows. According to a study published in Korea in 2017, the relationship between the personality/behavior type of nursing college trainees and the patterns of stress and coping methods in clinical practice [9], A comparative study on the relationship between empathy, communication, and clinical practice stress of nursing students [10], and clinical practice stress, depression, and self-efficacy of nursing students: Focusing on Type D and non-Type D personality groups [11], Factors affecting the activities of nursing students in clinical practice education [12], The perception of infection control and psychological conflict [13] through the observation and performance of infection control activities of nursing college students who have experienced clinical practice were mainly studied. Then, in 2018, a phenomenological study on the communication experience of nursing college students during clinical practice [14], The effect of nurses' working environment, emotional labor, and work stress perceived by nursing students who have experienced clinical practice on the career identity of nursing students [15] was studied, In 2019, the safety of the practice environment was studied as a predictor of the occurrence of safety accidents during clinical practice of nursing college students, Then, in 2021, the clinical practice experience of nursing students [17] was qualitatively studied.

Research by nursing experts as described above is believed to have made efforts to efficiently conduct students' clinical practice based on what nursing college students experience in clinical practice. However, such a study was conducted on the premise that nursing college students can complete clinical practice. In fact, there are few studies when field practice was not conducted due to the recent pandemic infection, and in 2021, JA Kim [18] study conducted a non-face-to-face practice experience. In JA Kim's study, it is a phenomenological analysis of nursing college students' experiences in non-face-to-face classes that are difficult to observe in the practice field. According to the results of the study, participating students experienced a more detailed delivery process and had time to organize their thoughts individually. However, this study is a field of nursing, and it is difficult to represent the whole.

Accordingly, this researcher judged that it was urgent to examine, analyze, and synthesize the clinical practice sites studied so far in order to secure the continuity and efficiency of clinical practice. Therefore, this study aims to identify the contents of nursing and clinical practice through domestic literature analysis on the clinical practice of nursing college students and to present evidence for improvement measures. The purpose of this study is as follows. First, papers related to nursing and clinical practice published in domestic literature are analyzed by year, subject, research content, and research method. Second, what is the complementary point of nursing and clinical practice is predicted with the contents confirmed through this study.

2. METHODS

2.1. Research Design

This study is a content analysis study to analyze domestic papers on the clinical practice of nursing college students within the past five years to prepare the operation status and improvement measures of clinical practice.

2.2. Selection of Analysis Targets

Papers related to nursing and clinical practice published in domestic literature were searched for domestic literature published from January 2017 to December 2021. Using databases such as the Korean Studies Information Service System (KISS), the National Assembly Library (National Digital Science Library NDSL), and the Korea Research Information Sharing Service (RISS), domestic papers were published as "nursing and clinical practice." Among the 31 papers, a total of 14 papers were selected, except that only the abstract was published, preliminary research, qualitative research, thesis, and research related to dedicated nurses.

2.2. Data analysis

The literature to be finally analyzed in this study was conducted in accordance with the Cochrane Collaboration's Systematic Review Handbook [19] and the Systematic Review for Meta-Analyses (PRISMA) Group's Systematic Review Reporting Guidelines [20]. Systematic literature review goes through rigorous and objective research processes such as systematic and comprehensive literature search, literature selection based on predetermined inclusion/exclusion criteria, and bias risk assessment for selected literature. As with other studies, two researchers independently selected literature to increase the accuracy and objectivity of clinical experts, methodology experts, and statisticians in the field, and the final analysis target paper was selected through the agreement of the two researchers (Figure 1).

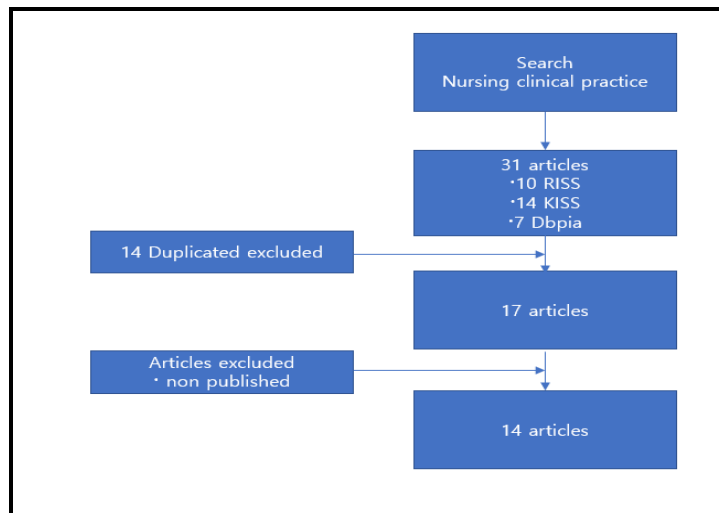


Figure 1. Data Analysis Process

3. RESULT

This study was a methodological study that systematically reviewed domestic literature related to nursing and clinical practice in accordance with PRISMA recommendations, and a total of 14 papers were analyzed. Research related to clinical practice showed difficulties in clinical practice due to individual tendencies or clinical practice environment, and it was analyzed that systematic guidance on clinical practice was expected (Table 1). In addition, this study attempted to explore how the current status of nursing and clinical practice was described among the research papers recently published in Korea. Two topics, four subtopics, and 10 concepts were derived through the process of collecting, reading, and extracting topics related to nursing and clinical practice expressed in the research paper. As a result of this study, the current status of research related to clinical practice in nursing was found to be 'difficulty' and 'expected systematic practice guidance' (Table 2).

Table 1. Contents of Research on Clinical Practice in Nursing

Year	Variables	Methods	Contents
2017	Active practice	A causal study	Emphasizing the role of practical educators, meeting with leading and independent nurses, and emphasizing the need for a practical curriculum that enables sufficient discussion of issues to be considered [12].
2017	Trainee's personality and behavioral type	Descriptive research	Predicting clinical practice stress patterns by identifying personality and behavioral types, Suggest appropriate stress coping mechanisms for each trainee characteristic type [9].
2017	Clinical depression, self-efficacy	Descriptive research	Emphasize the establishment of an intervention strategy by identifying the relationship between variables [21].
2017	Clinical practice stress	Descriptive research	Emphasize the need for appropriate feedback for cognitive empathy, gender, and clinical practice stress [12].
2017	Infection control, psychological conflict	Focus group	Hygiene cannot be maintained due to the high-pressure atmosphere of the site related to infection control, Hand hygiene and infusion therapy infection control were low [13].
2018	Clinical career recognition	Phenomenology	Recognizing that clinical jobs is a place to build a career without working for a long time, Emphasizing the need for positive stimulation to enhance the raise the self-esteem of nursing professionals[22]
2018	Clinical Practice Education Environment	Descriptive research	Emphasize the establishment of an optimal clinical practice education environment because the clinical practice education environment affects the helplessness and self-efficacy related to practice [23]
2018	Communication experience	Phenomenology	In communication with medical personnel, trainees hoped for the image of a professional nurse, and emphasized that negative experiences during practice changed passively or experienced dysphoria after completing the practice [14]
2019	Emotional labor, career identity	Descriptive research	Emphasizing that there was a positive correlation between the nurse's working environment observed and the trainee's career identity [15]
2019	Occurrence of Safety accidents	Descriptive research	Practice grade level, haste, and stress are the predictors of clinical practice safety accidents [16]
2019	Moral anguish in psychiatric practice	Phenomenology	Moral anguish appears to be a question of whether it is a situation that must be suppressed, whether nursing is appropriate, unfortunate that the patient's rights are not respected, uncomfortable because I want to help the patient, and difficulty in determining what to do with my actions and words [24]

2020	Pre-clinical mentoring	Program development	As a result of applying practical counseling, videos, and situational discussion programs to the group for two days, learning attitude and confidence in performing nursing skills significantly increased [25]
2020	Safety Management Training Requirements	Descriptive research	Emphasize the development and application of programs that enhance confidence in performing patient safety management and have observed medication accidents, patient identification errors, and infection-related accidents [26]
2021	Clinical practice experience	Deep interview	Emphasizing that in order to become a professional nurse, practical education must change so that trainees can have confidence rather than fear [17]

Table 2. Topic of Clinical Practice in Nursing

Topic	Subtopic	Concept
Difficulty	Clinical attitude	practice Trainee's personality, Behavioral type, Self-efficacy, Active practice
	Conflict	Stress, Depression, Clinical career recognition, communication experience
Expected systematic practice guidance	Practice environment	Practical training environment, Emotional labor
	Clinical Practice Training	Predictors of safety accidents, Pre-clinical mentoring

4. DISCUSSION AND CONCLUSION

Through a systematic literature review of recently published research papers, this study attempted to identify the current situation in nursing and clinical practice and present the right direction for the development of nursing and clinical practice.

As a result of examining recently published papers related to nursing and clinical practice for five years from 2017 to 2021, the focus of the study was on how personal characteristics such as personality, stress, depression, self-efficacy, and conflict of trainees participating in clinical practice are related to clinical practice. Then, in 2018, it was found that adaptation to the clinical practice environment was mainly dealt with, such as communicating how trainees viewed the practice environment and how to respond to it. Since then, in 2019, clinical practice leaders have begun to come up with active countermeasures to induce efficient clinical practice in trainees to these problems, such as safety accidents, emotional labor problems, and anguish during practice. It was a mentoring program for trainees, and it was found that the basis of the program was achieved by collecting opinions after practice. Based on all these clinical practice experiences, it can be said that phenomenological research in 2021 began to study in more depth what should be equipped to become a professional nurse.

As discussed above, there are traces of clinical practice leaders' efforts to provide steady interest and help for trainees. However, it was difficult to find a meta-analysis that the systematic framework was distributed to all nursing departments in Korea, and it can be seen that these efforts were made by some practical guidance professors. It is an undeniable reality that it has been carried out in a fist-shaped manner according to the clinical experience or qualifications of the instructor. Until now, the qualifications of practical guidance professors or the cost of investing in practical guidance by nursing department has not been properly identified. Unless a systematic tool is formed, it is judged that the problems that have been repeated

so far will continue.

Based on the above research results, the researcher intends to make the following suggestions.

First, in order to continue efficient clinical practice, experts' in-depth discussions and systematic manuals on the clinical practice environment and predictable problems must be created for each subject.

Second, in order to continue systematic clinical practice, a framework for the experience and qualities of clinical practice leaders is needed, and the corresponding price must be defined.

Third, from a personal opinion of the domestic clinical practice environment, standards are needed to ensure the equality of the quality of nursing departments with affiliated hospitals and nursing departments without affiliated hospitals.

REFERENCES

- [1] WH Kwak, Medical Newspaper Special - Problems in the supply and demand of nursing personnel and improvement measures, Medical Newspaper (May 20), 2019, <http://www.bosa.co.kr/news/articleView.html?idxno=2105376>.
- [2] Wilcox, Janice, Nursing Student Stress Reduction Intervention in the Clinical Setting (Ed. Margaret Slota et al.), ProQuest Dissertations Publishing, 2014.
- [3] NS Ha, MS Choi, Study on the Relationship between Leadership Type and Self-Respect, and Clinical Practice Satisfaction of Nursing Students, Journal of Nursing Administration, Vol. 11, No. 1, pp. 13-21, 2005
- [4] WJ Park, JY Han, The effects of self-resilience, stress coping methods, teaching efficiency, and family support on clinical practice satisfaction of nursing students: Structural Equation Model Construction, Journal of the Korean Nursing Education, Vol. 17, No. 3, pp. 365-375, 2011. <https://doi.org/10.5977/JKAS.NE.2011.17.3.365>.
- [5] HS Hong, HY Kim, The effects of academic stress, clinical practice stress, and resilience on college life adaptation of nursing students, and the multimedia thesis on art humanities and social convergence, Vol. 6, No. 2, pp. 221-234, 2016.
- [6] Walder, M. & Olsen, J., "Taking the patient to the classroom: applying theoretical frameworks to simulation in nursing education", □International of Nursing Education Scholarship, Vol. 14, No. 1, pp. 1-14, 2007.
- [7] Lofmark, A. & Wikbald, K., "Facilitating and obstruction factors for development of learning in clinical practice: A student perspective", Journal of Advanced Nursing, Vol. 34, No. 1, pp. 43-50, 2001.
- [8] HS Jeong, KR Lee, Nursing College Students' Empathy and Clinical Practice Stress, Journal of the Korean Society of Industry and Technology, Vol. 16, No. 9, pp. 6044-6052, 2005, <https://doi.org/10.5762/KAIS.2015.16.9.6044>.
- [9] SY Jang, SJ Kim, IY Seo, CR Song, HG Oh, IJ Lee, JY Lee, JE Lee, DH Hong, JU Kim, Levels of clinical practice stress and coping strategies according to nursing students' personality/behavior types, Perspective in nursing science, Vol. 14, No. 2, pp. 81-89, 2017. <https://doi.org/10.16952/pns.2017.14.2.81>.
- [10] HM Hwang, Relationship among empathic ability, communication skill, and clinical practice stress in clinical practice of nursing students, Korean J health commun, Vol. 12, No. 1, pp. 1-10, 2017. <http://dx.doi.org/10.15715/kjhcom.2017.12.1.1>.
- [11] MH Seong, OS Kim, YO Jeong, SH Seok, Comparisons of clinical practicum stress depression, and self-efficacy among on type D personality and non-type D personality, J Korean Aca Psychiatr Ment Health Nurs, Vol. 26, No. 3, pp. 217-225, 2017. <https://doi.org/10.12934/jkpmhn.2017.26.3.217>.
- [12] SM Kim, Factors affecting nursing students' activeness in clinical education, Perspective in nursing science, Vol. 14, No. 1, pp. 32-369, 2017. <https://doi.org/10.16952/pns.2017.14.1.32>.
- [13] MY Kim, MJ Kim, JW Kim, JS Meng, SM Park, JA Son, Perception and inner struggle experienced by nursing students in relation with infection management through observation and performance of infection control activities, Perspective in nursing science, Vol. 14, No. 1, pp. 81-89, 2017. <https://doi.org/10.16952/>

pns.2017.14.1.1.

- [14] DH Kim, HB Song, HG Son, A phenomenological study on the experiences of nursing students' communication in clinical nursing practicum, *Korean J Health Commun*, Vol. 13, No. 2, pp. 195-204, 2018. <http://dx.doi.org/10.15715/kjhcom.2018.13.2.195>.
- [15] JW Oh, BY Heo, MR Kim, The effects of nurses' work environment, emotional labor, and job stress on nursing students' perceived career identity, 2018. DOI <http://dx.doi.org/10.22143/HSS21.10.4.5>.
- [16] JY Lee, JS Park, Predictors associated with occurrence of safety accidents in clinical practice of nursing students, 2019. DOI <http://dx.doi.org/10.22143/HSS21.10.1.37>.
- [17] YJ Lee, BH Choi, SM Ahn, Nursing student's clinical practice experience, <http://dx.doi.org/10.22143/HS21.12.2.38>.
- [18] JA KIM, Maternal nursing online practice experience, *IJACT*, Vol. 9, No. 3, pp. 16-22, 2021.
- [19] Cochrane Collaboration. 2011. Available from www.cochrane-handbook.org.]
- [20] S.Y. Kim, J.E. Park, H.J. Seo, H.S. Seo, H.J. Son, C.M. Shin, Y.J. Lee, B.H. Jang, and D.S. Heo.. NECA's guidance for undertaking systematic reviews and meta-analyses for intervention. *National Evidence-based Healthcare Collaborating Agency*, Vol. 8, pp. 1-287, 2011.
- [21] EA Si, Effects of Maladaptive Perfectionism and Emotional Intelligence on Nursing Students' Clinical Practice Stress, Konkuk University Master's thesis, 2017.
- [22] CS Park, SN Choi, Experience of verbal violence and coping methods related to clinical practice of nursing students, *Multimedia Journal of Artistic Humanities and Social Convergence*, Vol. 8, No. 12, pp. 577-587. 2018.
- [23] EM Kim, JY Hong, EK Lee, The effect of nursing college students' clinical practice education environment and professor trust on academic participation, *Journal of the Korean Society of Industrial Technology*, Vol. 19, No. 5, pp. 357-365, 2018.
- [24] S Park, The moral anguish of nursing students experienced during clinical practice in psychiatric wards, *Humanities and Society*, Vol. 10, No. 6, pp. 191-205, 2019.
- [25] SH Park, HN Yoo, Effectiveness of mentoring education program before clinical practice - Focusing on nursing students -, *Practical Engineering Education Paper*, Vol. 12, No. 1, pp. 109-116, 2020.
- [26] JW Oh, Educational needs for patient safety management activities of nursing college students with experience in clinical practice, *Humanities and Society*, Vol. 11, No. 1, pp. 263-278, 2020.