

Nursing Students' Awareness of Nursing Process

Yeon-ja Kim¹ and Kyung-Hwa Jung²

¹ Dept. of Nursing, Dongseo University, Jurye-ro, Sasang-gu, Busan, Korea

² Dept. of Nursing, Tae gu Science University, Youngsong-ro, Buk-gu, Daegu, Korea

¹yakop1052@gdsu.dongseo.ac.kr, ²verite-jung@hanmail.net

Abstract

This study was attempted to identify nursing students' awareness of nursing process. In-depth interview was carried out in fifteen (15) nursing students who were willing to participate in the study after convenience sampling and then data were investigated. Data analysis was carried out with the method provided by Colaizzi, among phenomenological methods. As a result, 11 themes and 4 categories were drawn from 121 meaning constructs. The findings from this study are expected to be useful for preparing a strategy for effective nursing education curriculum and applying it into clinical settings by increasing nursing students' awareness of nursing process.

Keywords: Nursing, Students, Process, Phenomenological, Methods

1. Introduction

Nursing process is a continuous process to describe nursing diagnosis based on assessments of patients and subsequently draw results by making nursing care plans and nursing interventions [1], and performed by nurses and difficult to be applied without knowledge and critical thinking skills. At clinical settings, nursing process is treated importantly and even included in curriculum subjects, but there is a gap between educational fields and bedside training fields, which makes nursing students too confused and immature in determining the nursing diagnosis due to lack of experience and difficult in understanding the terminological system. In addition, nursing students who are about to start bedside training have difficulty in accessing the personal information of patients due to reinforced personal information protection and can't avoid inaccurate diagnosis [2]. Therefore, to improve critical thinking skills since they were nursing students and develop their problem solving skills, a variety of teaching and learning techniques such as case-based learning, action learning, problem-based learning, and simulation learning are attempted in nursing process [3]. In addition, instructional web-based nursing process development, app development, etc are attempted so that standardized programs can be developed and applied to nursing students [2][4][5]. Still, nursing students have difficulty in learning nursing process and complain about drawing up a case report during bedside training. Therefore, nurse educators need to make students prepare so that nurse students who will be nurses later can react to the situations required for clinical practices in advance [6]. To achieve this, in the first place nursing students need to understand the experiential structuralism and its components about the nursing process in depth.

Article history:

Received (September 05, 2017), Review Result (October 09, 2017), Accepted (November 17, 2017)

Accordingly, this study was attempted by applying a phenomenological method that fitted the purpose of this study.

2. Methodology

2.1. Design

This study is a qualitative research to understand the awareness of nursing process in nursing students by applying a phenomenological method.

2.2. Data collection and ethical considerations

In this study, in-depth interviewing was conducted from Jun. 1, 2016 to Feb. 31, 2017 to collect data and targeted participants who hoped to participate in this study voluntarily.

2.3. Participants

The participants of this study were 3rd and 4th graders in Dept. of Nursing Science, University D, City D and among them, 15 were extracted by convenience sampling.

2.4. Data analysis

The data analysis of this study is based on Colaizzi (1978)'s phenomenological method and follows the analysis procedure [7].

2.5. Reliability and validity

To establish the reliability and validity of this study, our evaluation is executed based on truth value, applicability, consistency, and neutrality [8], according to the evaluation criteria presented by Guba and Lincoln.

3. Result

As a result of analyzing the meaning of nursing process in nursing students, 11 theme clusters and 4 categories were drawn from 121 meanings. The results are shown in [Table 1].

Table 1. Theme cluster

Meanings	Theme cluster	Category
In case of patients with complex health problems, have difficulty in nursing diagnosis	Barriers to cross	Discouragements
Difficulty in determining priorities		
Difficulty in selecting priorities		
Difficulty in searching for the causes of diagnosis		
Can't avoid relying on nurses' EMR records.		
Difficulty in observing patients continuously due to short practice hours		
Difficulty in distinguishing subjective data from objective data	Just follow	
Patient's individuality is neglected.		
Can't feel that the nursing process is necessary.		
Lack of confidence in fulfilling nursing interventions		

Nursing process that become habituated	Limitations of application into hospital settings	
Thought that stops growing		
Lack of explanation about nursing performance		
Difficulty in applying to unstable patients		
Too much workload that nurses can handle		
Most duties of a nurse is to fulfill doctor's prescription.		
Nurse's subjective errors		
Difficulty in applying the nursing process due to difference in nursing practice system		
Busy with other things		
Interrupted by busy working schedules		
Cumbersome because I just have more work even though I am very busy		
Cumbersome because of repeated nursing process		
Each hospital has a different record form.		
The change of hospital environment is required.		
Fast results are wanted.		
Continuous performance of nursing process		
Clinical realities that put priority to doctor's prescription		
Training about nursing process that is not consistent		
Application about nursing process that is not consistent		
Lack of consistent application		
Lack of consistent application		
Nurse's uncooperative attitude		
I can't actually help.		
Application is not allowed.		
Regret about a short practice		
Distrust about student nurses		
Patients distrust student nurses.		
Patients' chilly reaction	Nursing process development is required.	Improvements
Regret about inability to provide patients directly		
Incompletion due to patient's discharge from hospital		
Student nurse's role conflict		
Demand for nursing diagnosis according to the integrated nursing care system		
Demand for development of a system that fits various nursing record forms		
Demand for development of a system that fits various nursing record forms		
Difficulty in nursing diagnosis terms		
Need to develop the contents related to emotional support in addition to nursing diagnosis		
Ambiguity concerning nursing diagnosis		
Lack of nursing diagnosis		
Need for continuous research on nursing diagnosis		
Nursing diagnosis whose boundaries are ambiguous		
Regret about undeveloped nursing diagnosis		
Fragmented cases are not fit for clinical patients.		

Need to add ethical nursing diagnosis.	Training about nursing process that is unrealistic	
Need systematic nursing assessment guidelines.		
Abstract nursing diagnosis		
Nursing diagnosis that is not fit for Korean clinical environments		
Every patient has different results from nursing intervention.		
Too ambiguous nursing process		
Burden to learn the nursing process that is far from the reality		
Nursing process that is unrealistic		
Nursing process that is applied formally		
Lack of nursing process textbooks		
Prevention of accidents and errors due to examples of nursing process		
Nursing process is a difficult and hard thing.		
Need to experience a variety of cases.		
Confused due to difference in various forms		
Hope to experience good-quality cases earlier		
Regret about absence of hands-on training that is centered on clinical education		
Regret about systematic education		
Individualized education that is keyed to the needs of students	Quality nursing ability	Needs
Include nursing process contents in continuing nurse education		
Need to study continuously.		
Need to integrate and standardize nursing service		
Condition to improve the quality of nursing		
Satisfaction as nursing staff		
Application of nursing intervention into medical charge(doctor's bill)		
Need to have basic knowledge that must be kept basically		
Continuous pursuit of knowledge		
Need for nursing education for the future		
Need to develop critical thinking skills		
Need to have critical thinking skills		
Quick situational judgment and execution		
Require communication skills		
Continuous training about nursing process		
Sensitive reaction to the state of patients		
Careful interest in patients		
Need to listen to patients especially about their pain		
Nervous and tense		
Unfamiliar with concept because I learned earlier than clinical practice		
Feels a separation because there is a gap between cases of school hours and those of actual patients	Satisfaction felt while growing	
Nursing process that started from the chaos itself		
Self-reflection that I will have to have knowledge in my major field		
Feeling that I've already become a nurse		
Becoming aware of scientific nursing		
Specified nursing knowledge		
Faster nursing process due to repeated education		
New ideas from presentations by other teams		
Begin to see nursing process through simulation class		

Specified clinical practices	Benefits of nursing process	
Improved clinical practices		
Became a pride of a nurse.		
Reduced errors in nursing practice		
Improved quality of nurse		
Can reduce omission of nursing intervention		
Can provide active care.		
Can provide phased and systematic nursing.		
Discover potential nursing problems.		
Professional nursing has become possible.		
Continuous performance of nursing		
Can provide quality nursing.		
Can provide excellent nursing in quality.		
Provide systematic nursing.		
Provide systematic nursing.		
Prerequisites for patients		
Improve patients' satisfaction		
Reduce patient safety accident risks		
Opportunity to be closer to patients		
Helpful for having a close rapport with patients		
Nursing diagnosis that determines the life of patients		

4. Conclusion

As a result of analyzing the awareness of nursing process in nursing students, 11 theme clusters and four categories such as ‘discouragements’, ‘improvements’, ‘needs’, and ‘values’ were drawn from 121 meanings. These findings are expected to be useful for establishing a strategy to provide effective training of nursing process and efficient application of nursing process at clinical settings by improving the understanding of awareness of nursing process in nursing students.

References

- [1] H.S. Kim, “Development and application of a computerized nursing process program for orthopedic surgery inpatients - NANDA, NOC, and NIC linkages,” *Journal of Korean Academy of Nursing*, vol.35, no.6, pp.979-990, (2005)
- [2] S.J. Hong and H.S. Kim, “Development and effects of a comprehensive web-based nursing process for nursing students,” *Journal of Korean Academy of Fundamentals of Nursing*, vol.18, no.4, pp.497-505, (2005)
- [3] S.M. Kim, “The effect of action learning approaches on problem-solving skills and self directed learning skills of nursing undergraduate students,” *Journal of the Korea Contrnts Association*, vol.16, no.12, pp.35-42, (2016)
- [4] S.J. H.ong and H.S. Kim, “Development and effects of a comprehensive web-based nursing process for nursing students,” *Journal Korean Academia Fundam Nurs*, vol.18, no.4, pp.497-505, (2011)
- [5] H. Cho, S.J. Hong, and H.S. Kim, “Evaluation of adaption and intent to use smartphone application for nursing process of nursing student,” *Journal of the Korea Academia-Industrial cooperation Society*, vol.14, no.12, pp.6403-6412, (2013)
- [6] A.J. Barton, L. Gilbert, V. Erickson, J. Baramée, D. Sowers, and K.J. Robertson, “A guide to assist nurse practitioners with standardized nursing language,” *Computer Informatics Nursing*, vol.21, no.3, pp.128-133, (2003)

- [7] B.H. Kim, "A comparison of phenomenological research methodology: Focused on giorgi, colaizzi, van kaam methods," *Journal of Korean Academy of Nursing*, vol.29, no.6, pp.1208-1220, (1999)
- [8] Y.S. Lincoln and E.G. Guba, "Naturalistic inquiry," Beverly Hills, CA: Stage, (1985)

Authors



Yeon Ja Kim

Professor, Department of Nursing Dongseo University



Kyung Hwa Jung

Professor, Department of Nursing Teagu Science University