

# The Experience of Emergency Nursing Education for Nursing College Students

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## Abstract

*To explore the significance of nursing students' experiences of emergency education, a phenomenological research method has been applied to this study and Colaizzi's data analysis method has been used. From May 1st to June 28th, 2019, research data have been collected through interviews with thirteen nursing students in D city. Before data collection, interviews have only been conducted with the students who voluntarily decided to participate in the study after being explained its purpose. Each interview finished when no new themes were observed in the data which was data saturation. As a result, 13 theme clusters and 5 categories have been drawn from 71 meaning formations. The study result has expanded a significant opportunity for recognition of nursing students' emergency experiences. Furthermore, it is expected the result would valuably be utilized to develop more useful emergency education and establish instruction method strategies.*

**Keywords:** *Nursing college students, Emergency Nursing, Education, Phenomenological research method*

## 1. Introduction

### 1.1. Necessity of study

A medical emergency is a very urgent situation directly connected with patients' life, and accordingly professional nursing knowledge and skills would be required in such situations. Notwithstanding, the subject of Emergency Nursing has seldom been assigned as a major course of the Department of Nursing.

Science is, in most cases, classified as an optional subject even when it is included in major courses and nursing students would rarely choose this subject. Clinical emergencies, however, occur frequently despite differences among treatment departments. With a lack of emergency knowledge and skills, therefore, a great part of new nurses tend to be placed in various emergencies, which is one of their main job stressors [1][2]. Hence, an emphasis on education to improve nursing students' emergency coping skills has been growing, which led to the

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### Article history:

Received (August 26, 2019), Review Result (October 17, 2019), Accepted (November 28, 2019)

application and implementation of education within simulated emergencies [3][4][5], emergency education [6], and other programs in the education fields as well as nursing colleges' efforts to increase the opportunity of nursing students' acquisition of emergency-related certificates. In addition, cardiopulmonary resuscitation (CPR) has recently been included in the 20 Core Basic Nursing Skills provided by the Korean Accreditation Board of Nursing (KABON) for nursing students to learn, and studies of the development of rubrics for assessment of performance practice [7] are being carried out. To enhance the effectiveness of the education, it is essential to actively execute research on the outcomes or/and responses of emergency education for nursing students. Upon examination of previous studies, however, researches of such outcomes were relatively small in number and hardly included the phenomenological research method that is generally applied to investigate the nature of experience. Phenomenological research is useful to understand the empirical nature of emergency education for nursing students.

This study, therefore, is to look into the structure and components of nursing students' experience of emergency education with a phenomenological research method applied.

## **2. Method of study**

### **2.1. Design of the study**

This study is qualitative research that pursues the significance of nursing students' experience of emergency education with a phenomenological research method applied.

### **2.2. Data collection and ethical considerations**

The data collection period of this study was from May 1<sup>st</sup> to June 28<sup>th</sup>, 2019, and the means of collecting data was depth interview. Before interviews, each nursing student was given a full explanation of the study by a researcher and voluntarily decided whether to participate in the study or not.

### **2.3. Participants**

Among nursing students in D city, thirteen of them who voluntarily decided to participate in the study have been selected using convenient sampling after receiving emergency education and being given a detailed explanation of the study by a researcher. All the participants were either in junior or senior year of nursing college, mostly in senior year, which was because professional emergency education is to be provided to senior students to improve their abilities to cope with a clinical emergency before completing nursing college. The participants' general characteristics are shown in [Table 1].

### **2.4. Researchers' readiness**

The researchers have been educated in qualitative research since their graduate school years; attended several conferences of international institutes for qualitative methodology as well as the Korean association for qualitative research to promote scholastic exchange with other researchers and improve the standard of qualitative research; and performed multiple qualitative research.

### **2.5. Composition of emergency education program**

The emergency education program implemented in this study was developed based on simulation and restructured appropriately for Korean circumstances by the Korean Association of Cardio-Pulmonary Resuscitations about the professional CPR program of the American Heart Association, and has been widely used among nursing and medical students. The education contents were developed to improve healthcare providers' ability to cope with in-hospital cardiac arrest and are composed of a variety of methods of improving a patient's condition by handling his/her cardiac arrest in the short term.

**2.6. Data analysis**

Data analysis of this study was based on Colaizzi's phenomenological research method. Upon completion of data collection, data analysis was immediately performed. Also, interviews continued until the point of data saturation that no new themes were observed.

**3. Result of the study**

As a result of the semantic analysis of nursing students' emergency experiences, 13 theme clusters and 5 categories have been drawn from 71 meaning formations. The result is shown in [Table 1].

Table 1. Theme cluster

Meaning Formation	Theme Cluster	Category
Found myself lacking in the proper qualities to be a leader.	The shocking result of my skills	The feeling of being a burden by the situation confronting confusion
Realized my abilities realistically.		
Blame me for not being ready.		
Found education difficult.	Being forced to the real field without getting ready	
Feeling stressed from the education.		
Feeling unfamiliar.		
Experienced the feeling of pressure from the exam.		
Being embarrassed not to know what to do.	Ability to be prepared	
Thorough preparation for education is needed.		
Expecting more content on emergency education would be added.		
Communication skill is important.		
Showed my ability while working in a team.	Being more interested in emergency	
Started to think of becoming an ER nurse.		
Motivated to study hard.		
Started to think of emergencies critically.	Being more skillful in clinical practicum	Stepping forward to be a professional healthcare provider
Started to participate in clinical practicum more actively.		
Got help from others during clinical practicum.		
Became more interested in clinical practicum.		

Feeling no more helplessness.	Found myself growing up.	
Encouraged to challenge new things.		
Became energetic enough to cope with the emergency.		
Being more interested in emergencies.		
Getting more prepared to be a healthcare provider.		
Acquired knowledge enough to teach friends.		
Corrected and fixed my weakness.		
Found myself changing actively.		
Gained confidence during education.		
Realized the value of life.		
Got a sense of duty as a future healthcare provider.		
Basic education for nursing students to be well-acquainted with.	Essential qualities to obtain before graduation	Motives to learn
Essential quality to get a job.		
The privilege of healthcare providers.	Stepping forward from a shortage	
Realized my shortcomings.		
Feeling a sense of pressure from frequent emergencies.		
Lack of confidence.	Learning From Responsibility	
Want to receive an intensive level of emergency education?		
Must do my part in an emergency.		
Feeling a sense of pressure of thinking I have to cope with emergency successfully.		
Want to fulfill my role.		
Want to get training to cultivate leadership?		
The urgency of the emergency that I eye-witnessed.	Hands-on experience with emergencies	
Felt it like a real-world situation.		
Felt like the education was very practical and necessary.		
An emergency in that no slight mistake is allowed.		
A simulated emergency that felt realistic.		
Feeling comfortable after experiencing a simulated emergency.	Satisfactory educational contents	
Caught much attention from various instructors.		
Had the benefit of systematical education in a small group.		
Systematical education is available within a short time.		
Well-organized education with no waste of time.		
Well-balanced between theory and practice.		

The feeling of relief in a simulated situation.		
Built up trust in professional education.		
Gradually forgot the educational contents as time passed.	The necessity of repeated education	Level up from beginner
Getting better through repeated learning		
Realized the importance of continuous education.		
A big barrier to ECG	Barriers to getting over	
Many of the contents felt very difficult.		
The feeling of pressure on the amount of education.		
Development of various educational contents is required.		
Feeling burdened as a leader.		
Education contents are difficult.		
Inconsistency of coping strategies of emergencies between hospitals.	Educational content to be upgraded	
Lectures are different depending on the instructor.		
Various ECG rhythm training required		
Wish there would be an education in medicine.		

#### 4. Conclusion

This study was conducted to understand the significance of nursing students' experiences of emergency education, and, from 71 meaning formations, the semantic analysis has drawn 13 theme clusters and 5 categories including "Feeling of the burden of the situation confronting in confusion", "Stepping forward to be a professional healthcare provider", "Motives to learn", "Change from boring education to interesting education" and "Level up from beginner." The study result has enlarged the opportunity for awareness of nursing students' experiences of emergency education and is also expected to be widely utilized to develop advanced and effective nursing education of emergency and establish strategies for its teaching method.

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