

# The Experience of Emergency Nursing Education for Nursing College Students

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## Abstract

*A phenomenological research method was applied to this study to explore the significance of nursing students' experiences in emergency education, and Colaizzi's data analysis method was used. From May 1 to June 28, 2019, research data have been collected through interviews with thirteen nursing students in D city. Before data collection, interviews were only conducted with the students who voluntarily decided to participate in the study after explaining its purpose. Each interview was finished when no new themes were observed in the data: data saturation. As a result, 13 theme clusters and five categories have been drawn from 71 meaning formations. The study result has expanded the opportunity to recognize nursing students' emergency experiences. Furthermore, the result is expected to be valuable in developing more helpful emergency education and establishing 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' lives, and accordingly, professional nursing knowledge and skills would be required in such situations. Even so, the subject of Emergency Nursing has yet to be assigned as a significant course in the Department of Nursing.

Science is, in most cases, classified as an optional subject even when it is included in significant 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, many new nurses tend to be placed in various emergencies, one of their primary job stressors [1][2]. Hence, an emphasis on education to improve nursing students' emergency coping skills has been growing, which led

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to the 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 study the development of rubrics for assessment of performance practice [7] are being carried out. To enhance the effectiveness of education, it is essential to actively execute research on the outcomes and responses to emergency education for nursing students. However, upon examination of previous studies, research on such outcomes was relatively small and hardly included the phenomenological research method generally applied to investigate the nature of experience. Phenomenological research helps understand the empirical nature of emergency education for nursing students.

Therefore, this study looks 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 to June 28, 2019, and the means of collecting data was an in-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 research or not.

### **2.3. Participants**

Among nursing students in D city, thirteen of them who voluntarily decided to participate in the study were 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, primarily in senior year, because professional emergency education will 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 and the Korean Association for Qualitative Research to promote academic 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. They are composed of various methods of improving a patient's condition by handling their 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 data saturation, when 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 five categories have been drawn from 71 meaning formations. The result is shown in [Table 1].

Table 1. Theme cluster

Meaning Formation	Theme Cluster	Category
I found myself needing to improve 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.		
I found education difficult.	Being forced to the actual field without getting ready	
I was feeling stressed from the education.		
I am feeling unfamiliar.		
I experienced the feeling of pressure from the exam.		
They were being embarrassed not to know what to do.	Ability to be prepared	
Thorough preparation for education is needed.		
More content on emergency education would be expected to be added.		
Communication skills are important.	Being more interested in emergency	
Showed my ability while working in a team.		
I started to think of becoming an ER nurse.	Being more skillful in clinical practicum	
Motivated to study hard.		
I started to think of emergencies critically.	I found myself growing up.	
I started to participate more actively in clinical practicum.		
I got help from others during my clinical practicum.		
Became more interested in clinical practicum.		
I was feeling no more helplessness.		
Encouraged to challenge new things.		
Became energetic enough to cope with the emergency.		
I am more interested in emergencies.		
I am getting more prepared to be a healthcare provider.		
Acquired knowledge enough to teach friends.		
I corrected and fixed my weaknesses.		
I found myself changing actively.		

Gained confidence during education.			
I realized the value of life.			
I got a sense of duty as a future healthcare provider.			
Primary 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.			
I realized my shortcomings.	Stepping forward from a shortage		
I am feeling a sense of pressure from frequent emergencies.			
Lack of confidence.			
Want to receive an intensive level of emergency education?	Learning From Responsibility		
I must do my part in an emergency.			
Feeling a sense of pressure of thinking I have to cope with emergency successfully.			
I 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		Change from boring education to engaging education
It was like a real-world situation.			
The education was efficient and necessary.			
It is an emergency in that no slight mistake is allowed.			
A simulated emergency that felt realistic.			
I am feeling comfortable after experiencing a simulated emergency.	Satisfactory educational contents		
We caught the attention of various instructors.			
I had the benefit of systematic 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 necessity of repeated education		
The feeling of relief in a simulated situation.			
Built up trust in professional education.			
Gradually, I forgot the educational content as time passed.			
Getting better through repeated learning			
I realized the importance of continuous education.	Barriers to getting over	Level up from beginner	
A significant barrier to ECG			
Many of the contents felt very difficult.			
There is a feeling of pressure on the amount of education.			
Development of various educational contents is required.			
I am feeling burdened as a leader.	Educational content to be upgraded		
Education contents are complex.			
Inconsistency of coping strategies of emergencies between hospitals.			
Lectures are different depending on the instructor.			
Various ECG rhythm training is required.			
I hope there is an education in medicine.			

#### 4. Conclusion

This study was conducted to understand the significance of nursing students' experiences of emergency education. From 71 meaning formations, the semantic analysis has drawn 13 theme clusters and five 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 in emergencies and establish strategies for its teaching method.

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