

Phenominological Analysis of Nursing Students' Learning Experience Applying Standarized Patients

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Abstract. This paper studies the method of applying standardized patients to practical nursing training by analyzing the perception of the learning experience of the students who completed a course in learning from standardized The data were collected using Giorgi method from September 2012 to December 2012. A total of 6 students participated in this study, considering the fact that the number of participants is saturated when the statement is repeated. Three meanings about standardized patient applied learning were identified using Giorgi method: self-confidence, realistic charm and emotional support. Self-confidence was found to mean assurance about the patients and elevation of clinical performance. Realistic-charm meant prompt reaction and fair communication. Emotional support meant establishment of rapport.

Keywords: Standardized patient

1 Introduction

People who need nursing nowadays live in the information society, and they have complex health problems and demand a prompt solution. Since their educational level is getting higher, they also have high expectation of nurses. Thus practical education is necessary for nurses to gain integrated-knowledge, professional skills and attitude to quality nursing(1). The curriculum of nursing education has to integrate knowledge, skill and attitude and use simulation to complement limited clinical practice to cultivate nursing students' managing skills and train nurses to have a certain level of practical nursing skills(2). Recently, education using the simulator proved to be an interactive teaching method and improved student knowledge and skills compared with the traditional method(3). The adequate simulation environment is provided for learners to integrate theory and reality without disturbing the subject (4). Use of the standardized patient is a teaching method in simulation learning. The standardized patient method is conducted in a non-structured education environment. The student approaches a standardized patient who shows the same symptoms as a real patient and develop decision-making skills and learn to apply the nursing method in phases, and communication skills are developed during the process as well(5).

The aim of this research is to understand the nursing students' educational experience in standardized patient applied learning by targeting nursing university students who participated in practical training using standardized patients.

2 Methods

2.1 Design of study

This is a qualitative study which applied the phenomenological method to explain and understand the meaning of nursing students' experience who participated in standardized patient applied learning.

2.2 Participants of study

The Participants were recruited from C university's nursing students located in U metropolitan city by the following criteria :

- 1) The student who is able to communicate and has clear and consistent thought and judgment
- 2) The student who understands the purpose of the study and agrees to participate

A total of 6 people participated in this study, considering the fact that the number of participants is saturated when the statement is repeated.

2.3 Data Collection

Data were collected from in-depth interviews and observations conducted from September 2012 to December 2012 when data were saturated. The interviews were conducted in the student counseling room or practical training room on pre-selected date and time. This established reliance and affection between the participants and the researcher. The recorder was used to prevent omitting conversation with participants' permission, and conversations were written in participants' words promptly if possible. Interview time was 2 hours per time and average interview time per person was 4. The time and location for the next interview was discussed before the interview was finished.

2.4 Data Analysis

The data was analyzed using Giorgi method(6) which focuses on revealing the meaning of experience through in-depth research and depicts the participants' experience realistically. The data analysis and data collection were carried out

simultaneously. Data was analyzed in consultation with a professor of nursing who is an expert in the qualitative research method, and the analysis result was shown to the participants to check the validity of the contents.

2.5 Ethical Considerations

Since qualitative research is conducted by forming direct relationship with each participant, privacy exposure can happen and its proper control is very difficult. Thus participants' agreement and cooperation is needed in advance. Before conducting the research, the researcher explained the aim of the research, asked for the permission of the participants and carried out the interview. The interview contents will only be used for research, and written contents will be discarded after the paper is finished. Also participants' identity will not be revealed and be shown anonymously on the paper, and the researcher explained that participants can refuse to participate anytime during the interview.

3 Results

Meanings about standardized patient application based on nursing student's statement were *self-confidence*, *realistic charm* and *emotional support*, and following are the results confirmed by structured discussion. Meaning structure of standardized patient applied learning is classified by 5 themes and 3 focal meanings and was normally structured.

First, *self-confidence* is the focal meaning that nursing students have of standardized patient applied learning and the themes were *assurance about patients* and *elevation of clinical performance*. Participants conducted physical assessment to real person which was similar to treating real patients and gained confidence by experiencing patients in hospital. Students gained confidence by realizing they improved since the first time and were able to approach a patient without fear.

Second, *realistic charm* is the focal meaning that nursing students have of standardized patient applied learning, and the themes were *prompt reaction* and *fair communication*. Participants said manikins' emotional state is hard to learn because they have to figure it out only by voice and cannot read facial expressions, but the standardized patients' emotional state is easy to find out by observing facial expression and voice which makes the education more realistic. Also prompt reaction to nurses' mediation enabled natural communication, and nurses themselves were able to communicate in a comfortable atmosphere.

Third, *emotional support* is the focal meaning that nursing students have of standardized patient applied learning, and the theme was *establishment of rapport*. Participants experienced establishment of rapport, which they only read in books by getting emotional expressions the standardized patient gives them to their health examination and fundamental nursing. The student nurse became more kind to the patients, conducted fundamental nursing mediation with care and realized they give patients emotional support.

4 Conclusion

This research was conducted to understand what changes are made in learners who experience standardized patient applied learning from learners' perspective as a method of nursing education. The findings of this research led us to conclude that experiencing standardized patient applied learning is essential in nursing education. Further study is called for to examine various effects that depend on application dates, evaluation method and trainer of standardized patient.

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