

# Problem Solving in the Limitations of the Implementation of Online- Based Emergency Nursing Clinical Practice: A Phenomenological Case Study

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# Problem Solving in the Limitations of the Implementation of Online-Based Emergency Nursing Clinical Practice: A Phenomenological Case Study

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## Abstract

During 2020, the world has been suffering many things that caused by a virus that lately becomes a global pandemic that called as Corona Virus Disease or Covid-19. It affects many aspects of human life especially in the field of education. One of the effects is the changing of learning system from offline to online. The offline learning system requires direct interactions among teacher and students such as having classes, discussions, and many things face to face. Meanwhile, the Online learning system requires many things to be applied by using laptop, computer, or smartphone through internet network. In this case, the changing of these learning systems are literally generates problems among teachers and students especially in the application of Emergency Nursing Clinical Practice. In order to solve this problem, the teacher and students need to get involved to holistically see the problems that occur. In addition, the design that is used in this study is A Case Study with Qualitative Approach and the research subjects are lectures and students who are involved in online learning process. Moreover, the results of this study showed that it has been found that there are five (5) sub themes that bring on two (2) main themes that is the limitation within the implementation of Emergency Nursing Clinical Practice and the alternative solutions during online –based learning of Emergency Nursing. In summary, the students feel unsatisfied and a little disappointed towards the subject of clinical practice through online learning. The efforts and modifications are needed in order to anticipate the problems that might be occur during the online learning processes. A good cooperation and coordination are needed among teacher and students so that it can maximize the process of online learning.

**Key Words:** *Limitation, Clinical Practice, Emergency Nursing.*

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## Background

The threat of the COVID-19 pandemic that has knocked down the world since the beginning of 2020 has caused various universities in the world changing their teaching and learning methods. Many institutions choose to turn face-to-face into online-based activities, including the fields of teaching and learning, face-to-face,

laborator<sup>13</sup> and even clinical practice<sup>1</sup>. The response of higher education in prevailing online education is one solution to reduce the spread of COVID-19 around the world<sup>2</sup>. However, several problems appear during its implementation, especially for nursing students who are going to perform clinical practice of emergency nursing.

The implementation of emergency nursing clinical practice for nursing students is a must, because it greatly affects students' skill<sup>3</sup>, but the implementation is risky for the students themselves if it is implemented directly in the situation of pandemic like this. The implementation of online learning that are not ready has negative impacts such as boredom due to too many tasks and limited facilities<sup>4</sup>. The existence of this phenomenon indicates

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that it is necessary to compile a study to examine the implementation of online emergency nursing clinical practice seen from the point of view of students and teachers.

**Material and Methods**

**Study Design**

A qualitative approach is used to holistically obtain from both the student and the teacher in emergency nursing clinical practice. Experiences that are complex, continue, and interrelated with each other so that it can produce certain knowledge <sup>5</sup>.

**Research subject**

The research subjects of this study are nursing lecturers and students who have run or have participated in online-based emergency nursing clinical practices. The participants of this study consisted of 8 people including of 5 nursing students and 3 lectures who are basically teach emergency nursing. The participants have experienced online emergency clinical practice. The research is conducted in the nursing colleges around Malang Raya, including Malang City, Malang Regency and Batu City as well as several surrounding areas.

**Instrument**

The researcher is the main instrument in qualitative research by exploring the key words in the conversation as well as examines and explores the entire space of conversation orderly and freely<sup>6</sup>.

**Data Collection**

A semi-structured interview techniques and in-depth interview are used in this study to explore the information of the participants.

**Trustworthiness**

This study was conducted double-check to reduce errors in cognition and increase credibility. The panel discussion was expertly done in analyzing all the data that has been obtained by the researcher <sup>6</sup>.

**Findings**

The Eighth participants involved in this study consisted of three lectures and five nursing students who are involved in emergency nursing clinical practice obtaining the following data:

**Table of Themes and Sub Themes**

No	Themes	Sub Themes
1	Limitations in Online Clinical Practice of Emergency Nursing.	Not satisfied with the current learning methods.
		Weaknesses of the implementing an online-based clinic practice of emergency nursing.
2	Alternative solutions to the problems during online-based learning of emergency nursing course	Mature preparation in implementing online clinical practice of emergency nursing.
		Mature preparation in implementing online clinical practice of emergency nursing.
		Modification of online clinical practice of emergency nursing.

### **Theme 1: Limitations in Online Clinical Practice of Emergency Nursing.**

The theme was about limitations in online clinical practice of emergency nursing. This theme consists of two main themes, namely (1) dissatisfaction with current learning methods and (2) the weaknesses in implementing clinical practice using online methods.

#### **Sub-theme: Not satisfied with the current learning methods.**

Lack of satisfaction of participants in implementing online clinical practice can be reflected in the feeling of sadness of the participants when they have to do clinical practice directly. In addition, the participants felt annoyed because they experienced disruptions during the implementation of an online clinic practice of emergency nursing. This is in accordance with what the participants said as follows:

*"Okay, I actually feel sad and unsatisfied; I don't know what to say".* (P2)

The limitations also arise due to economic factors that lead to feelings of sadness that emerged by the respondent. This is as participant says as follows:

*"There is a problem like lack of internet quota and so many more economical limitation factors and the students basically also come from different social family status that affects their capability."* (P 1)

These feelings of disappointment lead to the uncomfortable feelings that showed up in the participants. Feelings of discomfort and concern about something bad that might be occur, as stated by participant 6 as follows:

*"I'm happy with online learning, but I also confused if it comes to offline learning because I haven't practice to do it directly, and I don't know what to do."* (P6)

#### **Sub-theme: Weaknesses of the Implementing an Online-Based Clinic Practice of Emergency Nursing.**

The limitations of clinical practice implementation occur due to several factors such as the need for adaptation to the implementation of online clinical practice of emergency nursing. This is as stated by

Participant 1 as follows:

*"For me, the challenge is because we are mostly illiterate to technology. In the beginning of final exam last semester, we were briefing by the college technician for a week that fully focus on how to study in new models of o class. We have to be able to adapt first because there are so many new programs that is difficult to understand, it becomes a little complicated."* (P1)

All these limitations require intensive assistance one by one to reduce the negative impact of the implementation of online clinical practice of emergency nursing. This is as stated by participant 2 as follows:

*"Towards the competencies, I do video call one by one on every student under my supervision. It is correct that the effort is more like intensive guidance to the students related to the emergency nursing clinical practice."* (P2)

The preparations that participants need to make to reduce the various kinds of negative impacts of online-based learning of emergency nursing clinical practice are to facilitate students to ask as broadly as possible. This is as stated by participant 5 as follows:

*"Give the students a chance or capability for asking questions not only in the process of learning activities but also in the outside of the learning activities such as asking question through private message."* (P5)

### **Theme 2: Alternative Solutions to the Problems during Online-Based Learning of Emergency Nursing Course**

Alternative solutions to the problems obtained during online-based learning of emergency nursing. This theme consists of three sub-themes, namely 1) Anticipating problems that occur in online-based learning of emergency nursing clinical practice, 2) Careful preparation of online clinical practice participants and 3) Modification of online clinical practice of emergency nursing.

#### **Sub-theme: Anticipating the problems that might occur in online-based learning of emergency nursing clinical practice**

Anticipation taken by the participants to overcome the implementation of online- based learning of emergency nursing clinical practice by preparing the best possible clinical practice. Some preparations such as finding alternative solutions to the problems that arise during online practice. As stated by participant 1 as follows:

*"We then cooperate it with XL card company so we buy as much as 300 XL sim card and give it to the students and then in the next month our college provide 20 Giga Byte (GB) per each student."* (P 1)

In addition to the anticipation of technical constraints, it is also necessary to add coordination for sharing perceptions in the implementation of online-based learning of emergency clinical practices as stated by participants 8

*"...Then, the next challenge is how to communicate and coordinate with our team and the teacher as well. Sometimes we have to equalizing time to meet that would be difficult because are in the different places."* (P8)

The efforts to seek participants' support in supporting online-based learning of emergency clinical practices are also needed, as stated by participants 2

*"...Beside of emergency nursing clinical practice, it can also use as other clinical practices, especially in the application of emergency nursing!"* (P2)

#### **Sub-theme: Careful preparation in implementing online clinical practice of emergency nursing**

Adaptation of learning properly is one way to improve the quality of online-based courses. Prepare teaching materials that will be done as quickly as possible as it is done by the participants 2 as follows:

*"Then we also have to prepare the competencies as resemble as the real one so that the result of the students competencies are the same as in Emergency Unit. So it started from the preparations of case study inform of video, and then we divide it inform of question case (fin net)/questions, and we have to make a tutorial related to correct RJP. Actually the most difficult is we should prepare the assessment system."*(P2)

The teacher can make another preparation by preparing one semester lesson plan for online class as stated by participant 1 as follows:

*"It starts from preparing a semester lesson plan for online learning activities and one semester lesson plan for offline learning activities. The one that use for offline is focused on clinical practice and the one that used for online is focused on the material."* (P1)

#### **Sub-theme: Modification of online clinical practice of emergency nursing**

Conventional clinical practice cannot be carried out during the COVID-19 pandemic, so specific preparations and modifications are required. A specific modification is like achieving the learning outcomes that have been determined as follows:

*"I think there is no preparation, because after examination we had a holiday for 3 weeks until graduation. So, there is no preparation at all. We just let the learning process flow; if we need the materials for learning activities then we search for it. Otherwise we just ask for the information from classmates."* (P 2)

The modification within the clinical practice is by developing triggers provided by the teachers to update science. This is as stated by participant 8 as follows:

*"Beside the triggers given by the teacher, we should also develop those triggers to update our knowledge, especially we can also access current international journal in handling Covid-19. We also need to explain the information from it."* (P8)

With the modification of clinical practice, students are expected to be more open to the teachers. Teachers hope that they can get good materials like stated in the following statement:

*"Ensuring that the students get the correct and proper material and practical, but in my point of view as supervisor we definitely expect that we can ensure the best for the students because especially in giving an intensive guidance related to the implementation of the clinical practice of emergency nursing."* (P7)

## Discussion

Online-based clinical practice has a positive side as it has stated by the respondents. As the likelihood of participants gets infected by COVID-19 is low. In addition to flexibility and the use of technology also plays an important role in clinical practice. Online-based learning is a flexible learning method in determining time and place<sup>8</sup>. Online learning creates a learning environment that suits students' preferences and saves time, efforts, and resources in student learning activity<sup>9</sup>. However, online-based learning clinical practice has a negative impact.

The first theme in this study is the limitation in online clinical practice of emergency nursing. Sub theme that has been obtained is less satisfied with current learning methods. The target competencies of emergency nursing clinical practice are cognitive, aggressive and psychomotor. This target can be achieved by practicing directly in the clinical environment<sup>10</sup>. Direct clinical practice has been proven in increasing the competence of the students and it is able to prepare the students to work in the clinic later on<sup>11</sup>. Nevertheless, it becomes a problem during the pandemic of COVID-19 since the students cannot practice in the clinic directly. The implementation of online-based clinical practice is of course has many challenges faced by both teachers and students<sup>12</sup>.

The implementation of online-based emergency nursing clinical practices has caused dissatisfaction for both teachers and students. This dissatisfaction occurred due to various constraints such as limited signal, monotonous methods, and various economic limitations that the respondents had. This limitation arises from unequal internet access in Indonesia. Limitations also showed because of the lack of supporting technology for online-based clinical practice<sup>13</sup>.

Respondents' disappointment was perceived due to the limitations of online-based learning methods. Limitations that showed up due to the increase of knowledge and competence that participants can get when practicing offline, but it must be online. All these limitations result effectuate the students to be unable to achieve the existing competencies<sup>3,9</sup>. So it requires

mature preparation for the implementation of online-based courses. Participants made various preparations starting from the preparation of the Semester Learning Plan, making an appropriate online learning materials and learning methods for the students. Both technical and non-technical preparations are needed to support the online learning process considering the process is relatively new in Indonesia<sup>14</sup>.

The second sub-theme is the weakness of online-based emergency clinical practice. Although many disappointments arose due to the implementation of online-based clinical practice of emergency nursing, participants were aware of the situation regarding to the pandemic of COVID-19. This disappointment arises because of many weaknesses. Weaknesses such as limited knowledge of teachers or students in the field of technology are also quite obstructed<sup>15</sup>. Other limitations are such as students' difficulties in nursing practice independently and the demands of assignments in distance learning as well as limitations in direct discussion. So it requires intensive assistance between teachers and students. Physical closeness is still needed by many students in learning which affects their individual, instructional, and external factors in maximizing the learning process<sup>16</sup>.

The second theme in this study is alternative problem solving during online-based emergency nursing courses. This theme consists of three sub-themes, first is the anticipation of problems occur in online-based clinic practices of emergency nursing. Anticipation that is necessary with technical preparations such as providing internet quotas for students. In addition, good communication and coordination among parties is also needed for students, lecturers, government, and other parties involved in these online courses<sup>17</sup>.

The second sub-theme is the mature preparation in clinical practice. This mature preparation including technical modification, material preparation, questions, and lesson plan. Good and thorough preparation greatly affects the learning outcomes to be achieved. Moreover, distance learning requires the development of a high-quality online learning community that includes learning methods. Professional guidance is very important to

produce professional nurses in online-based learning<sup>18</sup>.

The third sub-theme is modification of online clinical practice of emergency nursing. Special preparations and modifications are needed to improve the skills of learning participants. Modifications by providing emergency case triggers are needed to increase student knowledge. It is hoped that the adoption and modification of nursing learning can increase students' knowledge, self-efficacy, and motivation<sup>19</sup>. Moreover, with such modifications, students' thoughts are expected to be more open in learning and getting a better material.

One of the preparations for implementing an online-based emergency clinical practice is assistance to the students. The broadest possible assistance is needed to improve the competencies that aimed to be achieved<sup>11</sup>. Loosening government regulations as well as online learning training is needed for lecturers to be able to improve the ability to deliver knowledge through online-based learning<sup>20</sup>.

### Conclusion

Distance learning makes students and teachers perceive less satisfied, even disappointed with the expected results. This phenomenon occurs especially in courses with learning outcomes in the form of clinical practice. In certain areas, clinical practice is still not possible to be implemented, consider the high number of Covid-19 survivors. To prevent such thing, good cooperation and coordination between learners and teachers is needed. A modification of online clinical practice learning system is also expected to fulfill the course competencies.

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