

The Lived Experiences of Non-face-to-face Psychiatric Nursing Practice among Nursing Students: A Parse research Method study

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Abstracts: This study is a qualitative study to clarify meaning and structure of lived experiences of non-face-to-face psychiatric nursing practice among nursing student by applying Parse research method. The research question was Would you tell me about your experience of non-face-to-face psychiatric nursing practice? which was examined based on Parse's research method. Participants were 10 nursing students at a community central region of South Korea. As a result, the core concept of lived experiences of non-face-to-face psychiatric nursing practice among nursing student is as follows; Expanding awareness of self and other understanding, Preparation of communication for the formation of therapeutic relationships, Perspective through exploring the meaning of nursing.

Keywords: Live, Experience, Psychiatric Nursing Practice, Nursing Student, Becoming.

1. INTRODUCTION

The COVID-19 pandemic, which began in 2019, has caused changes in various areas of society, culture, and economy around the world, and there have been many changes in education [1,2]. In nursing education during COVID-19, theoretical education courses were converted to online and real-time non-face-to-face classes, and clinical fieldwork courses were also converted to alternative practice utilizing on-campus and online media [3].

Practical education is one of the most important parts of nursing education, along with theoretical education, and provides an opportunity to integrate and apply what is learned in theory in practice [4,5]. Nursing students' clinical practice experience affects their clinical performance and the formation of nursing professionalism [6,7]. In particular, psychiatric nursing practice has been reported to change nursing students' attitudes and perceptions toward people with mental illness [8,9] and to improve their empathy and communication skills [10]. Therefore, there is a need for an alternative non-face-to-face practicum education program that can achieve the learning objectives of psychiatric nursing practicum even when practicum is restricted due to the spread of pandemic infectious diseases such as COVID-19. Therefore, even though it is an endemic situation in 2023, it is essential to develop non-face-to-face psychiatric nursing practice education contents that can ensure practice effectiveness in preparation for various unexpected situations in the future.

Previous studies have shown that online psychiatric nursing practice significantly improved social-emotional competence, communication self-efficacy, communication skills, and psychiatric nursing competence [3,11]. Psychiatric nursing practice using a case-based VR program [4] was also reported to be effective in learning self-efficacy, problem clarification, and decision-making. In a previous study of psychiatric nursing students' on-campus practicum experience [12], participants' meaning-making was characterized by regrets about the field experience, achievements through learning, and fears about their future nursing roles. However, few studies have been able to help participants express their experiences and reflect on their meaning.

Therefore, it is necessary to explore the lived experiences of nursing students who participated in a virtual psychiatric nursing practicum to determine the effectiveness of virtual psychiatric nursing practicum. This will be an important basis for the future development of contactless psychiatric nursing practice programs for effective education. In this study, we applied Parse's research method [13] to explore how nursing students' experiences in non-face-to-face psychiatric nursing practice and how they reconstruct and make meaning of those experiences.

This is because it is a way to help instructors and learners change and reflect together through a process of give-and-take understanding through the teaching-learning process [14].

2. RESEARCH METHODS

2.1 Research Design

This study is a qualitative study to reveal the meaning and structure of nursing students' non-face-to-face psychiatric nursing practice experiences by applying Parse's research method.

2.2 Subjects

The subjects of this study were 10 students who were enrolled in the fourth year of nursing program at K University and had conducted psychiatric nursing practice non-face-to-face and agreed to participate in the study. After explaining the purpose and process of the study to the participants, explaining that they could withdraw at any time if they did not want to, and assuring them of confidentiality, written consent was obtained. In order to protect the anonymity and confidentiality of the participants, the participants were designated as A, B, C..., and when directly quoting the participants' oral statements, the participants' names were written in English capital letters P-A, P-B..., etc. at the end of the sentence.

2.3 Data Collection

Data collection took place from July 4, 2022 to September 30, 2022, and was conducted through dialogical engagement, in which the researcher is truly present with the participant. Conversations took place in the researcher's laboratory and lasted between 30 and 60 minutes per session, with more time allowed if needed. The conversations were recorded with consent and were conducted more than once, depending on the participant, until they felt they had said enough. The main question was "Would you tell me about your experience of non-face-to-face psychiatric nursing practice?".

2.4 Data Analysis

Parse's research method [15,16] was applied to analyze the data through the following process.

Extraction-Synthesis; Extraction-synthesis was used to first extract the main contents of nursing students' non-face-to-face psychiatric nursing practice experiences expressed in the participants' verbalizations into the essence of the participants' language. Second, the essence of the nursing student's non-face-to-face psychiatric nursing practice experience as expressed in the participant's language was restated in the researcher's language. Third, language-arts were formed from the researcher's language. Four core concepts were extracted by synthesizing the central meanings of all participants' language-arts. Fifth, the concepts of humanbecoming theory were used to synthesize the structure of nursing students' experience of non-face-to-face psychiatric nursing practice.

Heuristic Interpretation; In this study, structural transposition translated the structure of the non-contact psychiatric nursing practice experience to a higher level of abstraction, and conceptual integration used the concepts of humanbecoming theory to refine the structure of the non-contact psychiatric nursing practice experience. Metaphorical emergences revealed the meaning of the participant's virtual psychiatric nursing practicum experience, eliciting the participant's language, such as, "It was an alchemical time that allowed me to love myself a little bit more, knowing that I am a person who can value and love the presence of people." The artistic expression was a quote from Paulo Coelho's 'The Alchemist' [17], indicating a willingness to reflect on the experience of virtual psychiatric nursing practice.

2.5 Research Rigor

Padgett's [18] strategy was used to ensure the rigor of this study. Padgett's strategies are prolonged engagement, triangulation, peer support group, member checking, and auditability.

3. RESULTS

3.1 Extraction-Synthesis

To identify the structure of nursing students' non-face-to-face psychiatric nursing practicum experiences, one representative case was described in detail and synthesized with other participants' language arts to understand how participants construct, co-create, and cotranscend the meaning of their experiences [13]. The following is a transcript of Participant 'I' and the extraction-synthesis process. Participant 'I' is a fourth-year nursing student and has taken 'Human Relations and Self-Expression', 'Mental Health Nursing I', and 'Mental Health Nursing II' among the theory courses as prerequisites. Due to COVID-19, the psychiatric nursing practicum was conducted non-face-to-face for two weeks.

3.1.1 Participant 'I's extraction-synthesis process

(1) Participant 'I's story

"It was a meaningful time for me to think about myself at a time when I was thinking that I spend a lot of time judging and evaluating others these days, but I don't seem to be thinking deeply about what kind of person I am. After the self-understanding presentation at the conference, I realized that I still don't know much about my emotions. I realized that while it's important to regulate and endure emotions on your own, it's also important to bring them out and process them. I still remember my friends' feedback on my online presentations. I thought I was living a pretty good life. This exercise was an alchemical time for me to realize that I am a person who can cherish the existence of my loved ones, love them, and love myself a little more. I also enjoyed watching the various videos and analyzing the lives of the main characters from a psychiatric perspective. I think I learned various emotions by watching the videos from a nursing perspective and seeing the pain of the protagonists. Also, the professor gave us time to talk about our feelings and impressions at the end of each week's conference, even if it was only for a short time, so I learned that my feelings may be different from other people's feelings, and I was able to organize my feelings at the same time. No matter how difficult and hard it is, time passes and it will be finished in some way, so I would like to encourage myself to do my best and work hard in this moment."

(2) Essence: Participant's 'I' language

1. The non-face-to-face psychiatric nursing practicum is an experience that made me look into myself and love myself a little more.

2. The non-face-to-face psychiatric nursing practicum was a time to learn about the differences in emotions between myself and others, and it was an experience that made me resolve to do my best in this moment as time passes.

(3) Essence: Researcher's language

1. It is an experience of self-love through self-awareness.

2. The experience of exploring emotions, learning about the diversity of emotions, and resolving to be faithful to the here and now.

(4) Participant's 'I' Language-Art

The non-face-to-face psychiatric nursing practicum was an experience of self-awareness, exploring emotions, learning self-love and diversity of emotions in the here and now, and pledging to be faithful to the present.

3.1.2 Synthesis of Language-Art of all 10 participants

The synthesis of language-art extracted from the oral histories of the 10 participants' non-face-to-face psychiatric nursing practicum nursing students is as follows (Table 1).

Table 1. Synthesis of language-art of 10 participants

P-A	Non-face-to-face psychiatric nursing practicum experienced the importance of self-understanding and a change in perception of mental illness.
P-B	Non-face-to-face psychiatric nursing practice is an experience of reflecting on nursing competence to understand and empathize with others through recognizing one's own emotions.
P-C	The non-face-to-face psychiatric nursing practice is an experience that enables students to expand their thinking about the need for therapists' daily management to form therapeutic relationships and to understand mentally ill people as human beings and their roles in family and society.
P-D	Non-face-to-face psychiatric nursing practice is an experience of understanding oneself through others.
P-E	Non-face-to-face psychiatric nursing practice is an experience of self-healing through self-awareness, reflection, and self-love, and an experience of realizing the roles and responsibilities of healthcare providers.
P-F	Non-face-to-face psychiatric nursing practice is an experience of learning that self-understanding and understanding others are fundamental to therapeutic communication.
P-G	Non-face-to-face psychiatric nursing practice is an experience of exploring the meaning of nursing, learning and practicing therapeutic communication through self-awareness, reflection, and interaction, and recognizing the importance of one's attitude in learning.
P-H	The contactless psychiatric nursing practice is a process of self-awareness and expression, exploration of the meaning of nursing, and reflection on one's future.
P-I	Non-face-to-face psychiatric nursing practice is an experience of self-awareness, emotional exploration, recognizing self-love and emotions, and resolving to live in the present.
P-J	Non-face-to-face psychiatric nursing practice is an experience of self-understanding through self, strength, and emotion exploration and the need for therapeutic communication in interpersonal relationships.

3.2 Heuristic interpretation of core concepts

The progressive abstraction of the core concepts extracted from the language-art of the 10 participants is shown in Table 2.

Table 2. Progressive abstraction of the core concepts

Core Concept	Structural Transposition	Conceptual Integration
-Expanding awareness of self and other understanding -Preparation of communication for the formation of therapeutic relationships -Perspective through exploring the meaning of nursing	-Respect for self and others -Mindset for empathetic understanding -Exploring self-actualization in the nature of nursing	-Valorization Valuing -Revealing-Concealing -Reinforcing Powering
Metaphorical Emergings "It was an alchemical time for me to realize that I am a person who can value the presence of those I care about, who can love, and who can love myself a little more."		
Artistic Expression 'Everyone learns his own way, and his way will never be the same as mine, but we are each on our own path to the myth of the self, and that is why I admire him.' - Paulo Coelho, <i>The Alchemist</i> , pp. 144		

DISCUSSION

This discussion centers on three core concepts of the non-face-to-face psychiatric nursing practice experience: structural transposition, conceptual integration at the theoretical level, metaphorical emergings, and artistic expression.

The first core concept is 'expanding awareness of self- and other-understanding'. In psychiatric nursing, self-awareness is important along with self-understanding [19]. As Son's [20] study showed that self-reflection is continuously needed as an intervening condition for psychiatric nursing practice, and the concept of 'acceptance of patients as individuals' was derived from a study of face-to-face psychiatric nursing practice experience [21], the process of increasing the level of self-awareness and understanding in psychiatric nursing practice should be an essential learning process. In addition, the core concept of 'expanding awareness of self and others' was derived from this study, which is a meaningful result that can be effectively applied to non-face-to-face psychiatric nursing practice during a pandemic such as COVID-19 that can occur at any time.

'Expanding awareness of self and other understanding' can be understood as a valorization that emerges from the first principle of humanbecoming theory [13,14]. Participants experienced and practiced the beliefs of respect for humanity in the face-to-face psychiatric nursing practice environment with virtual patients, such as meeting with team members and professors through ZOOM, watching movies, and case-based VR online programs, as they learned about themselves, that people can feel different emotions in the same situation, and that they can accept differences. These are behaviors that follow from valorization. These beliefs lead to a cognitive choice to grow as a mature and developing individual, a future nurse. In this respect, the participants demonstrated the possibility of becoming.

The second core concept is 'communication readiness to form a therapeutic relationship'. The participants recognized the importance of communication and the need to be prepared to form a therapeutic patient-nurse relationship in the clinical practice setting. Yang [22] found that communication skills were the most influential factor on nursing students' clinical practice stress. Hyun & Seo [21] reported that nursing students have fear of forming relationships with patients before psychiatric nursing practicum, but their attitudes toward mental illness changed after completing both lectures and practicum [23]. In this regard, as the participants in this study stated, "I want to apply therapeutic relationships and empathic communication with people around me in addition to patients (P-J)," "I was able to let go of my prejudices about mental illness (P-G)," and "The experience made me realize that it doesn't matter where you are if you want to learn (P-G)," it can be said that even though they were unable to participate in face-to-face practice, they achieved some of the goals of the curriculum within the untact practice.

They recognize that in order to form therapeutic relationships, students need to know themselves and express themselves to others. This is a situation of simultaneous revelation and concealment [13,14]. Because self-disclosure involves courage and individuals gain knowledge about themselves in the process of being known by others [14], and because individuals cannot know in advance what will or will not be revealed in a conversation [14], the importance of training nursing students in communication for the development of therapeutic relationships must be continually emphasized.

The third core concept is 'perspective through exploring the meaning of nursing'. It can be seen that the participants' roles and identities as future nurses are strengthened as they explore their roles and identities. The participants' process of 'perspective through exploring the meaning of nursing' can be interpreted as the concept of reinforcement in Parse's theory [15] by making a structural transposition to 'exploring self-actualization in the essence of nursing'. This is because the nursing students who participated in the non-face-to-face psychiatric nursing practice are dreaming of the future and imagining possibilities in different ways, and sometimes facing the future with hesitation and fear.

On the other hand, the meaning of the experience was metaphorically expressed in the expression "It was an alchemical time when I realized that I am a person who can value the existence of important people, love them, and love myself a little more (P-I)." Just like alchemy, which involves discovering the gold hidden in base metals and turning them into gold, the virtual psychiatric nursing practicum course also conveys the participant's desire to accept and honor not only themselves but also others as valuable beings. It also requires constant exploration, reflection, and hard work, just like alchemy, where gold is found in base metals and made into gold. Even if it is a short two-week practicum, the process of understanding oneself and others, overcoming various internal and external conflicts, and growing can be thought of as the process of alchemy, such as "Can I become an empathetic

nurse? (P-B)," "I'm not the only one experiencing difficulties (P-D)," "My prejudice against the mentally disabled (P-E)," "I was a decent person (P-I)," etc. However, this is not something that can be accomplished in a short period of time and should be a lifelong process, so educators need to make continuous research and efforts on curriculum and teaching methods so that contactless and face-to-face mental health nursing practice can be part of the alchemical process.

Finally, the artistic expression chosen for the nursing students' experience of the virtual psychiatric nursing practicum was from *The Alchemist* by Paulo Coelho [17]: 'Everyone learns in their own way, and his way will never be the same as mine, but we are each on our own path to our personal legend, and that is why I admire him.' Over the course of the two-week virtual practicum, participants recognized the importance of understanding themselves and others, the challenges of therapeutic communication and the need for training, and reflected on the meaning of nursing and their future careers. In the process of understanding self and others and accepting differences, it served as a catalyst to recognize human relationships, communication, self-exploration and reflection, and commitment and preparation for self-actualization, according to Paulo Coelho [17]. Paulo Coelho[17] said that people have their own personal myths Personal Legend, and the signs Omen to fulfill them are found through conversations with the heart. In other words, we want to fulfill our 'Personal Legend' by discovering our own signs Omen through constant self-exploration and relationships.

CONCLUSION

This study applied Parse's research methodology to identify the meaning and structure of nursing students' experiences in a face-to-face psychiatric nursing practicum. In conclusion, the participants' experience of non-contact psychiatric nursing practice was a process of becoming that involved expanding their awareness of self and others, preparing to communicate to form therapeutic relationships, and perspective through exploring the meaning of nursing. The results showed that the meaning of nursing students' non-face-to-face psychiatric nursing practice experience is multidimensional and self-reinforcing, making Parse's humanbecoming method not only a method for research but also a humanbecoming teaching-learning model. In other words, it became an opportunity for teachers and learners to grow together by participating in the process of becoming human. In preparation for unpredictable situations such as pandemics such as COVID-19, it is necessary to develop various contents for efficient clinical practice operation. In the future, it is suggested that a comparative study of the face-to-face psychiatric nursing practice experience based on Parse's research method and the instructor's non-face-to-face psychiatric nursing practice education experience be conducted.

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