



# AN EXPERIENCE OF NURSING PRACTICE OF 4<sup>TH</sup> YEAR BACHELOR OF NURSING STUDENTS IN SITUATION OF THE CORONAVIRUS OUTBREAK 2019: PHENOMENOLOGY STUDY

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## Abstract

**Background and Objective:** Learning management in the 21<sup>st</sup> century was challenging for the Thai education system, where learning experiences were not just performed in the classroom. The learning had to be designed and conducted in conditions as close to real life as possible. It should have been in a context or environment that allowed students to accumulate experiences, especially creating learning experiences about patient care for nursing students. The purpose of this study was to gain an understanding of the nursing practice experience of 4<sup>th</sup> year bachelor of nursing students in the situation of the coronavirus outbreak in 2019.

**Methodology:** This research used a qualitative approach with the Hermeneutic Phenomenology technique. By purposive selection on the mentioned criterion, the key informants comprised a group of fourteen nursing students and six nurse preceptors who volunteered to participate in this study. The data collection and instruments used were a tape recorder, personal documents, and an in-depth interview. Trustworthiness in this study came from the triangulation of various data sources, such as interviews, observations, and field notes, used to gain credible data. The texts also contained some embedded quotations that helped ensure the transferability. Dependability: The researcher, who had experience in qualitative research, reviewed the audiotapes, translation, data analysis process, and results. For confirmability improvement, the bracketing, in which the researcher set aside personal experiences as much as possible, was assured. The method described by Miles & Huberman was employed to analyze the data, with a special reference to NVivo.

**Main Results:** The significant findings of the research consisted of three base themes and seven sub-themes: 1) Pre-training phase included; 1.1) Emotions; 1.2) Prepare for practice; and 1.3) Get a good opportunity. The students were excited and worried about training. However, they recognized the excellent opportunity to learn from this experience, increasing their practical knowledge in their future careers; 2) Experiences of nursing students included; 2.1) During the nursing practice; 2.2) Support needs. The students enjoyed their experience, which was fun and challenging to work in the assigned position. They learned how to work with



doctors and nurses and gained more knowledge; and 3) The end of nursing practice included; 3.1) Impressed with the internship; 3.2) Nursing practice should be provided at the Cohort/PUI ward. The students were impressed and happy. They were grateful for doctors, nurse preceptors, nurses, mentors, and patients who contributed to giving knowledge and good experiences. They gained more knowledge about self-care and how to protect themselves from COVID-19.

**Involvement to Buddhadhamma:** Developing students' wisdom through teaching and learning with real experiences aligns with the Buddha's teaching method. It uses real situations as a teaching medium and has had good results. The principles and teachings of Buddhism emphasize practice along with the educational process. One of them is called Saddhamma, which consists of three main elements: 1) Pariyatti-saddhamma, which implies the textual aspect of the true doctrine; 2) Paṭipatti-saddhamma, which implies the practical aspect of the true doctrine; and 3) Paṭivedha-saddhamma, which implies the attainable aspect of the true doctrine.

**Conclusions:** Nursing students, therefore, prepared themselves by searching for more knowledge about this disease. Preparing knowledge and nurse preceptors allowed them to study and acquire knowledge in real situations. It reflected on students to see the truth. It could have made students more thoughtful and grateful for the experiences, as the Buddha used real situations as a teaching medium.

**Keywords:** Situations, Nursing Practice, Nursing Students, Coronavirus Outbreak 2019, Phenomenology Study

## Introduction

Organization of learning experiences for students to study in the most realistic situation is the challenge for teachers, not just classroom assumptions but learning design. Learning in the context of a real environment allows nursing students to accumulate nursing experience. Especially the creation of learning experiences about patient care among nursing students. Nurse preceptors have shifted the paradigm of teaching and learning from an instructor-centered approach to a student-centered approach to teaching and learning, providing practical training that encourages students to learn from real experiences. They organize the experience of support learning and self-directed learning as a guideline for teaching and learning management. The students are prompted to learn by themselves (Inthachot, 2017). The learning experience from the practice on the ward allows the students to develop themselves (Musikthong et al., 2017). Therefore, providing education for nursing students with experience and skills to learn from authentic learning is vital to nursing training.

Nursing services in hospitals during the coronavirus disease 2019 epidemic are more stressful and riskier than normal situations because nurses are healthcare personnel who are responsible for closely and continuously nursing patients who are infected with the COVID-19 virus. In this epidemic, there are changes in patient care practices, such as wearing Personal Protective Equipment (PPE) that make the personnel uncomfortable and working with heavier loads than usual from having limited personnel. It also makes nurses feel tired, and they need



to be more careful in preventing the spread of infection (Mamidipalli et al., 2020). A 2019 study indicates that nurses have mental health problems from work. Nurses' stress levels have increased since the outbreak of the COVID-19 virus in 2020. There are issues of the adequacy of Personal Protective Equipment (PPE), inadequacy of service personnel, increased working time, being distant from family, and being shunned to spread infection, especially taking care of patients infected with the COVID-19 virus and risk of infection. These situations are the reasons why hospitals that provide student nursing practice refuse to accept nursing students to practice nursing in their wards.

The college produces nursing graduates with morality, professional ethics, and professional skills that are consistent with changing social conditions and prompt them to work with others. The college, therefore, provides instruction that emphasizes the integration of professional skills and universal competencies. However, teaching and learning in the form of lectures or explanations that focus on what nurse preceptors want to convey cannot create a learning system that creates an effective transfer of knowledge and skills. Therefore, organizing activities for students to learn information from real experiences with instructors who organize the experience and support learning is very important. Although practicing is conducted in the situation of the outbreak of the coronavirus in 2019, there are some random risks. It is also a necessary experience that students should be aware of, such as taking care of infected patients, the behavior of nurses in service, medical treatment of doctors, and guidelines for caring for patients of other multidisciplinary professions. These experiences are useful for nursing students to prepare and adapt themselves to work upon graduation. This study shows nurse preceptors and mentors through the awareness of nursing students' feelings toward their work in the ward during the coronavirus outbreak 2019. Nurse preceptors will be able to use the results from the study as a guideline for teaching and learning practice in actual situations in the future. The following research objective was defined: To gain an understanding of the experience of nursing practice of 4<sup>th</sup> year Bachelor of nursing students in the situation of the coronavirus outbreak 2019 to gather data to investigate this issue.

### **Objective**

The purpose of this study was to gain an understanding of the experience of nursing practice of 4<sup>th</sup> year Bachelor of nursing students in the situation of the coronavirus outbreak 2019.

### **Methodology**

The method described by Hermeneutic phenomenology (Heidegger, 1962) was to deepen an understanding of nursing students' experience of nursing practice in the situation of the coronavirus outbreak 2019. Participants consisted of two groups: The first group comprised sixteen nursing students who had experience practicing nursing during the coronavirus outbreak 2019, and the second group comprised six nurse preceptors who were teaching practical lessons in the ward of Kanchanaburi Hospital. They provided information and were happy to provide



information. All participants were recruited through the course preceptors. The first meeting was held privately or by telephone to determine their potential for this study. A summary of the study and the right to refuse to participate or to withdraw were explained to each participant. They were assured that their names would be confidential and that their identities would not be revealed.

### **Data collection**

The empirical study was designed as an interview study with an interview guide used solely to remind the interviewer to ask about specific issues. The interview schedule was developed from a literature review and included topics on nursing practice experience in the coronavirus outbreak of 2019. The participants collaborated in in-depth interviews between January and May of 2023. All participants were encouraged to share their stories throughout all interviews. The open-ended question for nursing students was, "How do you feel about nursing practice in the situation of the outbreak of the coronavirus 2019?" The question asked of nurse preceptors was, "How do you support your nursing students for nursing practice in the situation of the coronavirus outbreak 2019?" The participants' responses determined the subsequent question. The total interview time was between half an hour and one hour. The interviews were conducted in an informal and conversational atmosphere so that the participants felt free to talk about themselves. The researcher transcribed the tape-recorded interviews verbatim to create the text for analysis. When the interview was finished, the participants and the researcher talked and reflected on the conversation. The second interview was then held to verify the data from the first interview and to gain additional data from the volunteered participants. Furthermore, all methods were carried out in accordance with relevant guidelines and regulations in the ethical approval and informed consent to participate section under the declarations in the manuscript. Also, written informed consent was acquired from all participants, and they were assured of confidentiality and data anonymity.

### **Data analysis**

Data analysis with a phenomenological approach was aimed at understanding a human being's lived experience (Bogdan & Biklen, 2003). The completeness of all transcripts was verified by repeatedly listening to each tape. The practical work with the data was mostly influenced by Miles & Huberman (1994). A code was assigned to each participant to ensure confidentiality. Following transcription and translation of the interview data, the data was displayed and analyzed using the matrix system employed to analyze the data and with a special reference to NVivo.

### **Trustworthiness**

Trustworthiness was ensured using the criteria proposed by Lincoln & Guba (1994). Several measures were used to ensure the trustworthiness of the interpretation in this study to confirm credibility. Data collection, coding, and analysis were done in four months. Moreover, the researcher took notes on important points during the interviews. The notes were taken during the coding process. The texts also contained some embedded quotations that helped



ensure the transferability, which was directly dependent on external validity (Rolfe, 2006). The author explained the setting, sampling techniques, and sample characteristics in this study. The researcher, who had experience in qualitative research, reviewed the audiotapes, translation, data analysis process, and results. Data collection and analysis details were provided in this report to support dependability. For confirmability improvement, bracketing, in which the researcher set aside personal experiences as much as possible, was assured.

## Results and Discussion

The participants were nursing students and nurse preceptors. Nursing students' ages ranged from 22 to 24 years, with a mean age of 23 years; All of them were female. Nurse preceptors' ages ranged from 30 to 60 years, and those over 51 years old were 50%, as depicted in Table 1.

**Table 1** Demographic features of participants in the study.

Features	Frequency (%)	
Nursing students (n = 14)		
Gender	Female	100
Age	22	50
	23	37.5
	24	12.5
Nurse preceptors (n = 6)		
Gender	Female	100
Age	30-40	13.67
	41-50	33.33
	51-60	50

After data analysis method, it led to a final matrix with three base themes and seven subthemes were identified: 1) Pre-training phase included; 1.1) Emotions; 1.2) Prepare for practice; and 1.3) Get a good opportunity; 2) Experiences of nursing students included; 2.1) During the nursing practice; 2.2) Support needs, and 3) The end of nursing practice included; 3.1) Impressed with the internship; and 3.2) Nursing practice should be provided at the Cohort/PUI ward.

The nursing practice experience of nursing students in the situation of the coronavirus outbreak 2019 were identified.

### 1. Pre-training phase

The nursing students received a nursing orientation before entering nursing practice in the ward to prepare them for nursing practice. This was the first category to emerge from data.

#### 1.1 Emotions



The nursing students were assigned to train nursing at the cohort ward. It worried the students because they were inexperienced and insecure about caring for COVID-19 patients, as they said:

"I was very excited and nervous because I had never trained at the cohort ward. I had no practice experience caring for COVID-19 patients or acting as a charge nurse, a leader, and a team member."

"The day I took on the charge nurse role at the cohort ward, I was very excited and nervous. I could only tell myself I should have to take it easy, and it was nothing but going well."

"The first time I knew I had to go to train, I was very worried. I did not want to go to train at that building because I was afraid of the risk that I might get infected with COVID-19. I was worried about how to train, what to do, how close to the patient I must be, and how we care for ourselves to be safe from COVID-19."

"I felt afraid that I would not be able to take care of myself well and would get infected with COVID. I was so afraid that I would get infected and would not be able to complete my training."

The nursing students were afraid that COVID-19 would cause the nursing training to be incomplete as assigned.

#### 1.2 Prepare for practice

The nursing students prepared for nursing training by acquiring knowledge about the COVID-19 epidemic to protect themselves from the disease and to take care of patients in the ward, as they said:

"I prepared to protect myself from COVID-19 disease with self-care and preparation before going up the building, such as reading books about COVID-19 disease, taking care of the disease, and various knowledge in nursing training."

Other students who searched for knowledge and shared it with fellow students said that:

"I prepared by searching for knowledge about COVID-19, including causes, factors of disease occurrence, treatment, and nursing of COVID-19 patients. I also searched for how to keep myself from spreading infection that I might get from COVID-19 patients, which I brought the knowledge to exchange with others."

Another student prepared knowledge about wearing Personal Protective Equipment (PPE) and working on the ward, including taking and giving reports, preparing for the work assigned to perform on the ward, managing risks, and working in various positions, as they said:

"I reviewed my knowledge before going to the nursing practice, such as caring for COVID-19 patients, performing as a charge nurse or leader managing team member duties, the proper way to put on and take off a PPE suit, and advising on the right way to deal with symptoms from COVID-19."



In addition to the knowledge that was prepared before nursing training, nursing students also prepared themselves physically and mentally by getting enough rest to be ready for the training, as they said:

"I prepared myself mentally and physically by getting enough rest and making myself feel ready to train all the time."

"I prepared myself by finding out about caring for a COVID patient, giving advice, and observing behaviors of the patient after discharge from the hospital."

### 1.3 Get a good opportunity

Although the nursing students were excited and nervous, they recognized the excellent opportunity to gain new experiences and increase their knowledge and work experience in the world, including practical situations in the future, as they said:

"I was delighted to train at the ward because it was a good opportunity for me to learn new experiences during the current situation, which was an excellent opportunity."

"I wanted to thank the preceptors, doctors, and nurses who gave me a lot of knowledge, work experience, and love for every student. I felt I had a good opportunity and connection to this ward."

When students trained in real situations, they found that the performance was not as intimidating as they had thought because the ward had a safe working environment. They felt comfortable with work, as they said:

"I was very happy and excited to be able to train at the Cohort/PUI building because I would learn the nursing practice, the right way to wear a PPE suit, and the ways to care for normal COVID patients and pregnant COVID patients."

"I liked training at the cohort ward to see if any procedures differed from other wards. Deep down in my heart, I thought it was a good opportunity for me in this ward."

In the early stages, before entering the nursing training in the cohort ward, the students were excited, worried, and afraid of contracting COVID-19, making them unable to achieve their training goals. The students, therefore, prepared themselves by searching for more knowledge about this disease and sharing it with their fellow students when they trained on the ward. Although the students were excited and worried about it, they recognized the excellent opportunity to learn from this experience, increasing their practical knowledge in their future careers.

## 2. Experiences of nursing students

### 2.1 During the nursing practice

Students had a variety of feelings toward training in the ward, such as being challenged and enjoying the experience of caring for patients under the supervision of mentors and preceptors in charge of giving advice and teaching nursing practice, as they said:



"I felt challenged and enjoyed learning new things. For example, there were two types of COVID-19 infections, including lung infections and non-pulmonary infections. I always felt the need to do more research."

"I enjoyed working in the position of the head of my team as a team leader or a team member, which made me learn new things. Although at first, I was nervous, but after doing it, I understood the system of working as a team, which made practice run smoothly. It was a comfortable and happy training."

"I was impressed because the senior nurses and the doctors taught us knowledge without being aggressive. The atmosphere in the ward was very warm. I really enjoyed calling patients and educating them on how to prevent COVID-19 and teaching them how to exercise."

"I was excited about handing over COVID patients because patients have different initial symptoms and treatment, causing me to study the details of the disease more about each symptom. It allowed me to enjoy new experiences."

Students learned to work with other professionals in caring for COVID-19 patients and gain additional knowledge from physicians and nurses assigned to care for patients. They felt at ease in working and talking with patients when providing medical treatment, thus creating an impression of nursing practice, as they said:

"I was glad to train because I enjoyed the new experience and was very impressed with the kind doctors and nurses who taught me the right way to wear the PPE suit to protect myself from patients' symptoms and train writing nurse notes for patients infected with COVID-19."

"Thank you, preceptors, for teaching me about taking and giving reports. As a leader at the cohort ward, I learned that the team leader must be decisive, careful, and able to control all members to follow the plan. I enjoyed training in this ward."

## 2.2 Support needs

Nursing students needed support on COVID-19 prevention, including Personal Protective Equipment (PPE), Antigen Test Kits, and quarantine facilities in case of infection from COVID-19, as they said:

"I needed protective equipment to protect myself from COVID-19 since I had to change my PPE suit more than one time each day. I wanted nurse preceptors and mentors to educate me about COVID-19 and knowledge in the matter of wearing PPE suits."

"I wanted to support the ATK test kit. The college had clear measures if a student was infected with COVID-19. I would need to know what to do and how to help them."

"I wanted preceptors to support safety during practice in case I got infected with COVID. I wanted to have a detention center and support in terms of my well-being."

In addition, nursing students would like to expand their knowledge of diseases from books, textbooks, and experiences related to COVID patients, as they said:



"I would like to receive support from a mentor, which would be the knowledge and experience of working at the cohort ward or something that could not be found in textbooks or theories."

It could have been concluded that while training, the students enjoyed the experience of caring for patients. It was fun and challenging to work in the assigned position. They learned to work with others and get more knowledge from doctors and nurses. The feeling of comfort at work was the impression that occurred during the work.

### 3. The end of nursing practice

#### 3.1 Impressed with the internship

At the end of the nursing training, the students were happy to train in the ward. They would have liked to thank the doctors, preceptors, nurses, mentors, and patients for sharing knowledge and experiences that would be used in the future, as they said:

"I was very happy to be able to train in this ward, which was a ward where nurses and doctors were very nice and warm even though I didn't really go into the procedure with the patient. However, the mentor tried to find content and various knowledge for the doctor to teach. If you did not understand, you could have asked. Mentors were always ready to educate us. This training gave me a lot of knowledge, and I was impressed."

"I was impressed with the training because I gathered experiences and knowledge from doctors and nurses on how to work with full capacity and determination."

"I had to meet with a COVID patient, causing me to gain new knowledge about how to prevent it and know how to take care of it all the time before coming to this ward. Self-care and living were very modest and not the most secure. But after coming to this ward, I learned more about care, had more experience caring for COVID patients, and was impressed with the training."

"Everyone must learn all the time, whether teaching or medication administration, it must be constantly updated. Regarding the team's work process, I worked more efficiently because each person performed their duties where they were lacking. The seniors had advised and taught the work of a nurse."

"I was impressed with the questions of patients who asked about symptoms because sometimes the patients wanted to talk to us, wanted to ask, or because they were worried. Therefore, we had to remember the knowledge and always give advice or teach them to act properly and be happy."

"I was very impressed with the seniors who gave knowledge and taught their experience on taking and giving reports that made the others able to work with it. I felt warm, and it made me feel like I wanted to work here with these fellow nurses who were always ready to give knowledge if we dared to ask, dared to present an idea, and dared to do nursing."

"It felt like the second home. It was comfortable even though it was my first time as a charge nurse. It also made me excited about the clutter in the work. Preceptors



never made us feel worthless but instead made us dare to face the wrong things and taught us to understand the leadership of a team and how to coordinate with doctors and every member of the team in the ward. The leader should be another one who were able to manage and control the work of the team. They taught us to be careful, and it was very fun to practice."

"I felt useful, had fun, and gained more knowledge because COVID-19 was still an incurable epidemic; we had become aware of how to accept and deal with the COVID-19 disease correctly. We took care of ourselves in the right way and felt more empathized for the patient."

"I was very impressed with the seniors who gave knowledge and taught their experience and communication skills for taking and giving reports that made the others able to do it. I felt warm, and it made me feel like I wanted to work here. Nurses were always ready to give knowledge if we dared to ask, dared to present an idea, and dared to do nursing."

"It felt like a second home and comfortable even though it was my first time as a charge nurse, making me excited with the clutter in my work. Nurses in service never made us feel worthless but instead made us dare to face the wrong things and taught us to understand the leadership of a team and coordinate with doctors and every member of the team in the ward. The leader should have been anyone who was able to manage and control the work of the team. They taught us to be careful, and it was very fun to train."

"I felt useful, had fun, and gained more knowledge because COVID was still an incurable epidemic. We had become aware of accepting and dealing with the COVID disease correctly, took care of ourselves correctly, and felt more empathized for the patient."

"I learned a lot about the roles and responsibilities of a nurse. So, I felt happy and enjoyed working as a team with friends and nurses. I was impressed with the mentors and preceptors because I felt comfortable training in this ward. The professional fraternity got a lot of knowledge and ideas for living and working in the future."

### 3.2 Nursing practice should be provided at the Cohort/PUI ward.

The students expressed their opinions on the training of nursing that this kind of practice should have continued to increase knowledge and experience for students that would have been able to be used in the future, as they said:

"I wanted more training like this because it added to the nursing practice experience; we should not have feared the ward. We needed real practice for self-assessment and work experience that would be used in the future when we graduated to become a nurse."

"In the ward, we were trained and taught how to wear a PPE suit, give medication, and observe patient symptoms. It included nursing care for COVID-19 patients in each state, including presymptomatic, symptomatic, and post-symptomatic states. It included the teaching of health education to patients. All work, no matter in what ward, we had a teamwork process of nurses and multidisciplinary associates."

"There should have been students working in the COVID-19 ward to study patients with real diseases. To gain experience from work, students who want to learn new



things should have studied patients with these diseases once per practice. If we worked in the future, we could have cared for patients correctly."

In addition, the students offered to enhance their experience in the next practice by giving them the opportunity to go into the ward and do procedures with patients to learn more clearly from real situations, as they said:

"I wanted the younger generations to receive knowledge and good feelings like I had. I wanted the youngsters to be able to go into the ward and do procedures with real patients by learning with the real thing."

"There should have been practical training at the Cohort/PUI ward for nursing students because training in this ward had knowledge about both COVID-19 and other common diseases. I learned to work as a team by following the role."

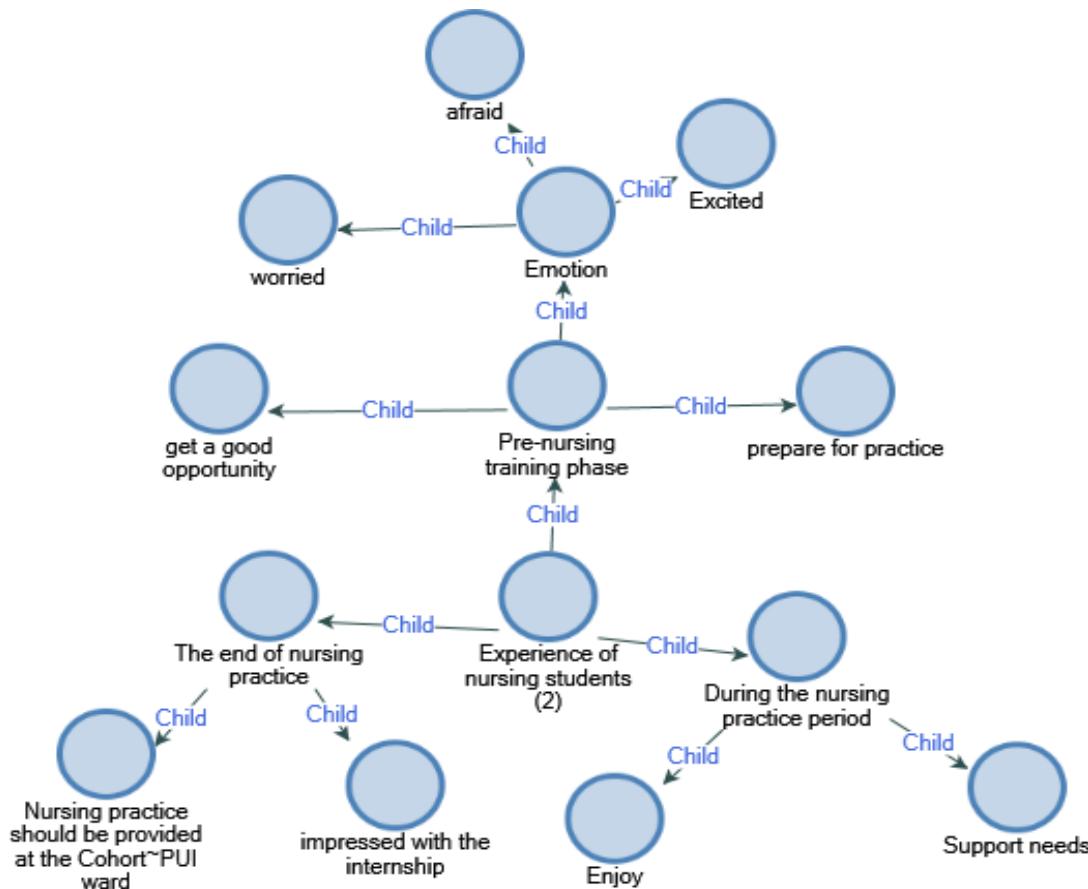
"Nursing training should have been provided because COVID-19 could have stayed with us for so long. Students could have improved their skills in caring for COVID-19 patients and could have used the skills and knowledge gained from the nursing practice to work in taking care of patients in the Cohort/PUI ward."

It could have been concluded that at the end of the training of nursing, the students were impressed and happy with the nursing training in the ward. They were grateful for doctors, preceptors, nurses, mentors, and patients who contributed to creating knowledge and good experiences. They gained more knowledge about self-care and protecting themselves from COVID-19. They could have used it for themselves and in their future work. They suggested that training should have been held at the Cohort/PUI ward, allowing students to work with patients and learn more clearly from real-life situations.

In the pre-nursing training period, the nursing students received an orientation of nursing administration practice to prepare for the training. All students had to perform the role of charge nurse, team leader, and team members. The nursing students were excited, worried, and afraid of catching a disease that would have made it impossible to achieve their goals of nursing training. They were assigned to train with feeling worried and experiencing anxiety before the internship due to inexperience and lack of confidence in taking care of patients (Jamjang et al., 2021). Students, therefore, prepared themselves by searching for more knowledge about this disease, preparing knowledge about putting on a PPE suit, working on the ward, and taking and giving reports and bringing them to exchange with fellow students. In addition, students' preparation for tasks assigned to perform on the ward included risk assessment and training in assigned duties to prepare for the internship, which the training and preparation before the internship were for the student's self-development (Musikthong et al., 2017); (Phimchaisai & Wongchantorn, 2018). The study showed that preparing and promoting learning was consistent with the subject. Enhancing the experience for students to practice skills was correlated with students' learning achievements. Therefore, teaching and learning by practicing real experience were very important and necessary for students. The Buddhist concept that emphasized practice in conjunction with the educational process, namely Saddhamma, consisted of: 1) Pariyatti-



saddhamma, which implies the textual aspect of the true doctrine; 2) Paṭipatti-saddhamma, which implies the practical aspect of the true doctrine; and 3) Paṭivedha-saddhamma, which implies the attainable aspect of the true doctrine. Therefore, nurse preceptors should have allowed students to study and acquire knowledge in real situations and reflected on students to see the truth, which made students more thoughtful and grateful, as the Buddha used real situations as a teaching medium and had good results (Woramethisrisakul et al., 2018). It depicted in Figure 1.



**Figure 1** Base themes and subthemes of the nursing practice experience of nursing students in the situation of the coronavirus outbreak 2019.

### Originality and Body of Knowledge

Figure 1 indicates the 3 main themes such as individual factors, subthemes, and 37 codes which included: 1) Pre-training phase included; 1.1) Emotions; 1.2) Prepare for practice; and 1.3) Get a good opportunity; 2) Experiences of nursing students included; 2.1) During the nursing practice; 2.2) Support needs; and 3) The end of nursing practice included; 3.1) Impressed with the internship; 3.2) Nursing practice should be provided at the Cohort/PUI ward. In the pre-nursing training phase, the nursing students received an orientation to nursing administration practice. This orientation prepared students before their actual training began. It taught them the team leader must perform the role of the person in charge, while team members must work together.



Enhancing the experience for learners to practice skills is correlated with students reaching more learning achievements. The teachers should encourage learners to reflect on their knowledge to see the truth. This process helps learners and teachers understand and appreciate their knowledge acquired through real experiences.



**Figure 1** Nursing practice in the Coronavirus Outbreak 2019.

## Conclusions and Recommendations

This study was undertaken to describe the nursing practice experience of nursing students in the situation of the coronavirus outbreak 2019. Findings revealed that the three base themes such as individual factors and seven subthemes and 37 interview notes were extracted: 1) Pre-training phase included; 1.1) Emotions; 1.2) Prepare for practice; and 1.3) Get a good opportunity; 2) Experiences of nursing students included; 2.1) During the nursing practice; 2.2) Support needs; and 3) The end of nursing practice included; 3.1) Impressed with the internship; 3.2) Nursing practice should be provided at the Cohort/PUI ward. Nursing students enjoyed their experience under the supervision and support of nurses, mentors, and preceptors and learned to work with interdisciplinary professions. The characteristics of teaching and learning were related to happiness in the learning of nursing students, and it was impressive during the nursing practice training.

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