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THE NEW NORMAL : Creating a Pleasant Virtual Communication

# Nursing Practice Guidance: A practical strategy for skills' development in nursing clinics

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Learning laboratory is one of learning methods in nursing colleges which contributes to a learning experience to enhance nursing skills thus learning objectives can be achieved. Practical learning experience in a laboratory emphasizes mastery of skill aspects which are a crucial stage of learning processes in providing supplies and preparing students before carrying out practices in actual situations in hospitals or in communities (Musiana & Husein, 2015). According to Benner (Apriani et al., 2020), learning laboratory plays an important role in preparing nursing students before commencing clinical practices by practicing clinical skills in communication, physical examination, and nursing technical and manipulative skills.



*Figure 1 Learning Process in a Nursing Laboratory of Health Polytechnic of Palangka Raya, Ministry of Health (MoH)*

The learning laboratory in the Department of Nursing at Health Polytechnic of Palangkaraya (Poltekkes), in particular, for a Medical Surgical Nursing course, is mostly carried out in a nursing laboratory using phantoms and without a simulated patient. In comparison, nursing higher education in general uses the simulated patient for helping nursing students build integrated skills for better clinical practice in a transition period before commencing a clinical practice. In addition, the simulated patient is useful for enhancing clinical and conversation skills for a real patient. Therefore, nursing students can understand better in relation to the real patient management. Although practicing using the simulated patient has a significant number of benefits, a previous study conducted by Ramadhany & Khoiriyah (2011) reported that the role of simulated patients was not effective and had limitations, for instance, presentation of complaints and symptoms as well as it could not master a given scenario.

One of innovative learning methods developed by medical surgical nursing lecturers is to provide actual learning experiences to nursing students by modifying learning laboratory with a nursing practice guidance, equipped with real patients in a community. The nursing practice guidance comprises a real and evidence-based learning experience and provides opportunities for students to implement their acquired skills in the laboratory under structured guidance.

Students were divided into several small groups consisting of eight (8) to ten (10) students, based on the most frequently encountered cases of management in Palangka Raya City. One of which was a case of endocrine system disorders, for example, diabetes mellitus with or without complications of foot ulcers. After going through the debriefing and briefing processes, all groups implemented the guidance on a scheduled basis, subsequently, they were assessed periodically. The implementation of the guidance in the community was applied to all students by applying a nursing care process, consisting of assessment process, formulating nursing diagnoses, compiling nursing plans, and implementing nursing evaluations. When a new case was given, a lecturer acted as a facilitator, demonstrating a direct care to a real patient. The guidance process was continued to a case discussion method which was carried out in a comfortable room (i.e. on campus or off campus). The discussion ended with future planned activities. Next, one of the students practiced care management skills with guidance from the lecturer, followed by case discussions and evaluation on responses and development data which were gathered during their practices. Following this, other students in the group continued nursing care on a scheduled basis until all group members demonstrated nursing care to treat patients.

Some examples of caring activities in a community can be seen in the following figures:



*Figure 2 Guidance in Group 1 With A Case Study: Lateral Dorsum Pedis Left Ulcer Due To Spines*



*Figure 3 Guidance in Group 2 With A Case Study: Right Digital Pedis Ulcer in A Mother Who Lived Alone Without A Family.*



*Figure 4 Guidance in Group 3 With A Case Study: Injury Caused by Falling From A Motorcycle*



*Figure 5 Guidance in Group 4 With A Case Study: Plantar Pedis Wound Which Did Not Heal For 2 Years*



*Figure 6 Group 5 Guidance With A Case Study of Right Leg Ulcers For 6 Months With The Risk of Amputation Due To Refusing To Be Hospitalized*



***Figure 7 Guidance of Group 6 With A Case Study of A Diabetic Patient Whose Callus Extended To The Right Plantar Pedis Area***

Nursing students of the Health Polytechnic of Palangka Raya performed nursing practice, learning both in the laboratory and in the community, implementing nursing practice guidance. A subsequent learning process was carried out in health care facilities, in particular, in hospitals and primary health care centers (Puskesmas) where students had wider opportunities to improve their skills under a guidance from a field expertise (Figure 8).

Having gone through a series of learning in the laboratory, implementing the nursing practice guidance, they had sufficient knowledge to implement direct nursing care to real patients who were treated in health care facilities to achieve learning objectives (Figure 9).



***Figure 8 Learning Experiences of Nursing Students In A Hospital, Following The Learning Process of Clinical Practices***



*Figure 9 Students Demonstrated Nursing Care in A Health Care Facility*

In conclusion, nursing practice guidance allows students, gaining experiences and increases self-confidence when caring patients in health care facilities.

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