

Male Nursing College Students' Experiences as medics during the military service – Grounded Theory –

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Abstract

Background/Objectives: This study was intended to provide basic information on nursing education for male nursing students. **Methods/Statistical analysis:** This qualitative research conducted a grounded theory method to gather comprehensive data that are common among the subjects, in which 17 male nursing college students who experienced serving in medical units. **Findings:** 67 concepts were derived from the evidence, which in turn grouped into 17 subcategories were classified by a grounded theory paradigm model corresponding to casual conditions, contexts, central phenomena, strategies, and results. In this study, the central phenomenon of male nursing college students' experiences as medics during the military service was "impingement". In other words, the results varied depending on the difficulties of nursing, the strain on interpersonal relationships, and how to deal with heavy duty. **Improvements/Applications:** The experience as a medic during military service helped to develop various capabilities, and these competencies or help accomplish their given tasks with confidence and establish interpersonal relationships as nurses in the future. Medic experience can fortify male nurse's practical ability and ability to adapt to general environment of nurse, help changing the perception of male nurse. In personal level, it's understood to be very important experience that precede adaptation to many abilities to perform as a nurse specialist. Through these experiences, male nursing students in knowledge and personality be socialized and be confident about clinical practice and be influenced positively.

Keywords : Male, nursing college student, Medic experience, Military service, Grounded theory

1. Introduction

Male female classification in terms of job in modern society being ambiguous, nursing career is not forbidden to men anymore and advancing into professional career [1-3]. In relation to increasing number of male nurse, pro-s are more diversity in nursing education but also college faces complicated and hard parts while managing male nursing student. According to references, factors giving negative influences to male students in nursing department are pessimistic, skeptical social perceptions and class atmosphere which are female student centered [2-4]. Thus ways to minimize these problems are gaining interests [5]. And in attempt to solve various problems, male nursing students hope to finish their military duty before 3rd grade years when major studies and clinical practice begins, and prefer medic duty in order to achieve academic & practical help in ahead [2,6]. Thus this study tries in-depth understanding of medic experience's meaning to male nursing student who has served medic duty, providing fundamental data to effectively operate and manage medic duty of male nursing student and articulation curriculum when they are back in school.

2. Materials and Methods

2.1 Male nursing students

Nursing career is not forbidden to men anymore and advancing into professional career. Since year 1962 when after first male nurse has produced, number of male nurse in Korea is uprising in between recent 3 years. 121 male nurses in year 2004 being 1.1% of whole nurses, is now in year 2016, numbering total 10,542, 9 times multiplied and 5300 being about half the number were produced during recent 3 years. Male nursing students attending nursing major are in a sharper raise [1,6]. In relation to increasing number of male nurse, pro-s are more diversity in nursing education but also college faces complicated and hard parts while managing male nursing student. According to references, factors giving negative influences to male students in nursing department are pessimistic, skeptical social perceptions and class atmosphere which are female student centered [4, 8]. Moreover nursing college curriculum which operate on persisting 4 year terms for female student's standard can be problematic in academic learning for male students personally whom has to pause in order to serve, and also for school to operate articulation curriculums. Thus ways to minimize these problems are gaining interests [5].

2.2 Medics

Medics are soldiers who practice sanitation, emergency treatment and nursing to combatant assigned in each unit [5, 9]. Many previous studies have reported that male nursing student with medic experiences has experienced personal relationship, leader role in group, adaptation to group life, enhancement in practical ability, and has been helpful in later major curriculum, adapting to hospital practice [6, 10]. And in attempt to solve various problems, male nursing students hope to finish their military duty before 3rd grade years when major studies and clinical practice begins, and prefer medic duty in order to achieve academic & practical help in ahead [9-10].

2.3. Proposed Work

This study is qualitative study which adapts grounded theory method to collect and analyze data to acquire in-depth understanding of male nursing student's medic experience. Participants of this study are male nursing student attending 4year C college, served duty as a medic, and are capable of communicate their experience and feelings. 17 male nursing students who understand study objects and procedure and agreed on participating.

Data collected in this study was analyzed in open coding of Strauss & Corbin[8], axial coding, selective coding.

3. Result and Discussion

As shown in [Table 1], a total of 17 students participated in the study, with an average age of 25.1 years and a range of 22-30 years. The service period was 20 to 22 months, except for those who served experienced medical service in various units [Table 1].

[Table 1]. Demographic Characteristics

Participants	Age	Grades	Periods	Unit name	Duty
1	26	4	2010-2014	First aid worker	Medic noncommissioned officer
2	24	4	2014-2016	27 th medical company	Medic

3	24	4	2015-2017	CheongPyung armed forces hospital Department of NP	Guidance of OPD patients & Ward service
4	24	4	2014-2016	Pohang naval hospital Department of IM, GS, OS, NS	Ward service
5	25	3	2015-2017	Yangju armed forces hospital Department of OS	Intensive observation & Ward service
6	26	3	2012-2014	Yangju armed forces hospital Department of OS	Intensive observation & Ward service
7	27	2	2012-2014	Army 11 th division recruitment unit	Field forces
8	30	2	2009-2011	37 th 112 th medical company	Field forces
9	24	2	2014-2016	Marine 1 st division 3 rd artillery battalion	Field forces
10	24	4	2016-2017	26 th mechanized infantry division recruitment unit	Medical team
11	27	4	2012-2014	11 th division armed search unit	Field forces, 3shift work
12	26	4	2013-2015	Yangju armed forces hospital Department of OS	3shift work
13	25	3	2013-2015	35 th division recruitment unit	Medical team
14	25	3	2013-2015	28 th division armed search unit	Inpatient room
15	25	2	2015-2017	Army military school	Inpatient room

16	22	2	2016-2018	Armed forces capital hospital Department of OS	Inpatient room
17	22	2	2016-2018	2 nd fleet PKM, Pohang naval hospital	Medic service, drug account, NLLguard, 3shift work

67 concepts were derived from the evidence, which in turn grouped into 17 subcategories were classified by a grounded theory paradigm model corresponding to casual conditions, contexts, central phenomena, strategies, and results. Categories are related as shown in < Figure 1>. As shown in the < Figure 1>, central phenomena of male nursing college students' experiences as medics during the military service was "impingement". In other words, the results varied depending on the difficulties of nursing, the strain on interpersonal relationships, and how to deal with heavy duty.

3-1. Casual conditions

The upper category of casual conditions that motivate application was "consider to be helpful in the future", subcategory were 'help in finding a job' and 'help in adapting the department'. In common, most participants said that they could not only see many patients but also experience influenced clinical practice and department curriculum. The medic could actually in the Armed Forces Hospital, and his experience showed that he expected it to help him.

3-2. Context

Context is a structural context that influences the experience of impingement. In other words, the properties and degree of impingement differ depending on what structural or situational surrounds them. Participants surveyed the experiences of medical personnel through acquaintances or media prior to enlistment. When he joined the army as a medics. His family and friends recognized him and found out that he had a will.

3-3. Central phenomena

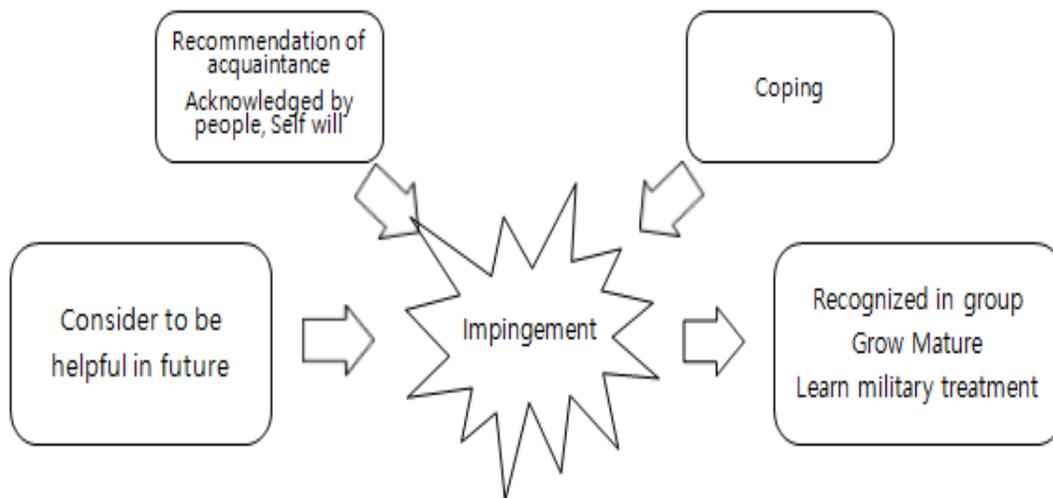
In the central phenomenon, "impingement", there were subcategories of 'difficulty in nursing work', 'the burden of interpersonal relationships', and 'the heavy duty of medics'. Most of the participants did not learn nursing skills because they were enlisted after the first grade. After completing the training, he learns nursing skills through the second half of three weeks and five days, but it is not enough time, and he will receive training in medical service after deploying himself. There are heavy tasks such as receiving patients, simple treatment, classification by patient condition, receiving patient care from military doctors, injection, and patient management, as well as first aid and nursing when military conditions or exhibitions occur. Along with these tasks, participants' relationships with senior and officials are very important due to the nature of their military life. He replied that not lag behind in work and relationships, but learned by working hard for his development.

3-4. Strategy

The strategy that participants mainly use is "coping", 'What I learned at school is helpful', 'learning interpersonal skills', and 'learning with one's wits' were identified as subcategories. Participants used coping to grow themselves up by confronting themselves as medics.

3-5. Results

The results were “recognized in group”, “grow mature”, and “learn military treatment”. Participants were more and more instructed by their senior or superiors, performed important tasks, and were recognized by the organization as time went by poorly working as a medics. Through his organizational life as an army, he learned how to deal with his superiors and subordinates, and learned how to establish interpersonal relationships, and found himself mature while unity and concessions through group life, not living alone. In addition, through insight into the medics, he became proficient over time, and learned medical treatment suitable for the military.



<Figure 1>. Male Nursing College Students’ Experiences as medics during the military service

4. Conclusion

In this study, we aimed for in-depth understanding of medic experience’s meaning to male nursing students. And acquired total 9 higher categories. Male nursing students through medic experience archived self growth by increase in nursing knowledge, developing interpersonal relationship, systemized task ability. Medic experience can fortify male nurse’s practical ability and ability to adapt to general environment of nurse, help changing the perception of male nurse. In personal level, it’s understood to be very important experience that precede adaptation to many abilities to perform as a nurse specialist. Through these experiences, male nursing students in knowledge and personality be socialized and be confident about clinical practice and be influenced positively.

In conclusion, recently male nursing students are sharply rising, and in clinical fields male nurses are more recognized. But perception about male, about nurse’s image being female job still exists[7, 10]. To reduce this negative perception and recognition, we have tasks to fortify male nursing student’s practical and theoretical abilities. Based on this study results I want to suggest as followed;

School curriculum and environment requires improvement in order to continuously utilize strong points which male nursing students experienced while serving as a medic. And we expect enlistment chance of medic for male nursing students prior to other college major expands.

5. References

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