

## Conference Paper

# Pre- and Post-Conference Practices Amongst Nursing Students During Clinical Practice: A Literature Review

Diwa Agus Sudrajat<sup>1</sup> and Nopia Rizki<sup>2</sup>

<sup>1</sup>Management Nursing Departement, STIKep PPNI Jawa Barat, Bandung, West Java Indonesia

<sup>2</sup>Bachelor Program, STIKep PPNI Jawa Barat, Bandung, West Java, Indonesia

### ORCID:

Diwa Agus Sudrajat: <https://orcid.org/0000-0003-3959-8321>

### Abstract

A conference is a team meeting which is undertaken by nursing staff at every shift change. The conference is conducted before (pre-conference) or after (post-conference) handover. The implementation of this conference has an impact on student skills in reporting plans and results of nursing care during shift changes. This study seeks to acquire an overview of the implementation of pre-conference and post-conference practices by nursing students in clinical practice. This research is a literature review study with five articles. Article ratings are measured using the JBI (The Joanna Briggs Institute Critical Appraisal Tools) format. The literature review was conducted using one database (Google Scholar) for previous studies published in the last 10 years (2010–2020). Of the five articles included in this study, one concluded the discussion pre-conference badly, two concluded the pre-conference was not optimal, and two articles concluded the pre-conference processes were acceptable. For the results obtained in post-conference research, one article did not explain explicitly about the implementation of the post-conference procedures, one concluded that the implementation of the post-conference was not optimal, one concluded that the implementation of the post-conference was quite optimal, and two articles concluded that the post-conference procedures were quite good. It is hoped that the results of this literature review can provide education and information for students, science, educational institutions related to the implementation of the method conference. Nursing students are advised to hold conferences accordingly with standard operating procedures (SOP) for good implementation results

**Keywords:** Nursing Student, conference, clinical practice

Corresponding Author:  
Diwa Agus Sudrajat  
[diwa.sudrajat@gmail.com](mailto:diwa.sudrajat@gmail.com)

Published: 15 March 2021

Publishing services provided by  
**Knowledge E**

© Diwa Agus Sudrajat and  
Nopia Rizki. This article is  
distributed under the terms of  
the **Creative Commons**  
**Attribution License**, which  
permits unrestricted use and  
redistribution provided that the  
original author and source are  
credited.

Selection and Peer-review under  
the responsibility of the IVCN  
Conference Committee.

## 1. Introduction

The conference is the method to the discussions which university students, share information about experience clinic, who think critically of clinical practice, give a different perspective and give the formal presentation [1]. In general the goal is to analyze problems critically and outline alternative to solve, get a somewhere f that

### OPEN ACCESS

can be informed plans to anticipate that could preparedness yourself in the care of nursing and was an effective way to produce change non cognitive [2]. In the methods of learning clinic the conference there are some kind of include [3]: pre conference, post conference, peer review, issue, multi Multi discipline.

Pre conference is the method of learning students at the clinic conducted by clinic instructor to identify the students in plan [3]. In general the conference is to analyze issues critically and outline alternative, problem resolution get a field somewhere can suggestion for the plan and preparedness oneself in the nursing and care was an effective way to produce change non cognitive [2]. The purpose of the pre conference: helps to identify patients, problems was planned and planned, evaluation results preparing things to be encountered in the field, provided an opportunity to talk about the state of patients. According to the requirements of the pre conference [3] some requirements in the pre, conference the following: pre conference took place before the, nursing care the necessary effective 10-15, minutes the pre conference was a project every student (daily planing), daily plan responsible for teaching clinic. According to [3] activities pre conference is: educator clinic opening ceremony, ask daily plan for men is, provide input and a follow-up, give reinforcement, close the event.

Post conference is the method of learning students at the clinic conducted by educator a clinic for evaluate students in doing the management of patients [3]. The purpose of post conference that is, to assess the ability of students in evaluate the development of clients, assess the ability of students in preparing practices of a day that will, assess the development of since writing the diagnosis nursing academies in that [3]. According to the post conference requirements [3] some proviso in the pre, conference the following: post conference being held after the, nursing care the effective 10-15, required minutes post content conference is the result, management and follow-up on patients responsible for teaching:.. clinic According to [3] activities post conference is:, opening ceremony ask obstacles in the management of every student, ask the act of continued, with clients close the event.

Based on the experience of the research conference pre and post conference was carried out by university student who is nursing (management practices in the hospital) conference is group discussions about some aspects of, clinic the conference before the nursing care pre and post conference after the nursing care. The purpose of the conference pre and post this conference the students was so that students can apply in academic theory has been obtained. Competence to be achieved the skills students open communication, understand and reported the nursing care can be achieved in practice during the time the sift and is able to do and to report on the care nursing

already performed during shift told his team. Competence is indispensable to university students practice, so if that is become a professional capable of doing this.

Based on research conducted in [4], said the implementation of conference interrupts clinical time so as to interfere with and impeded an important role student in the care of patients. The difference between students take the implementation of shift conference make students and the faculty of fatigue and conference is a waste of time. The application of a method of conference during practices clinic found an absence of variation in applies the methods of the conference, and research on conference (pre conference and post conference in there was very little clinical nursing in literature. For that researchers interested to have a literature review in research the implementation of pre conference and post conference nursing student in clinical practice.

## 2. Methods

### 2.1. Study design

The literature review. Review critically, knowledge, ideas or the findings contained in the body of academic literature oriented (academic-oriente) literature and formulated the theoretical and method [5].

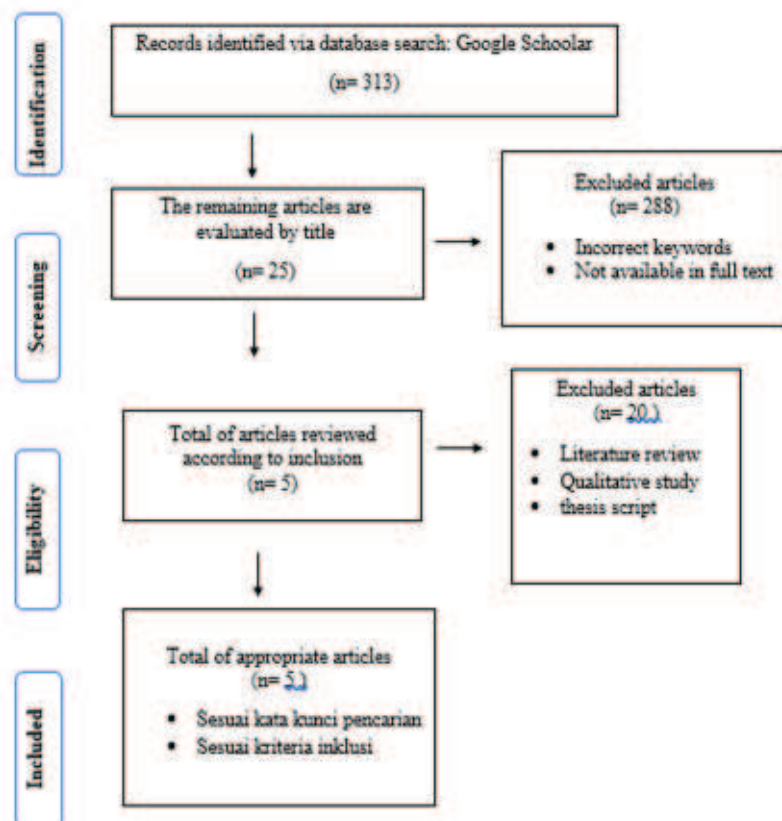
### 2.2. Searching strategy

Search strategy aimed at search of articles already published. The search is carried through google database scholar because accessible and free use. Keywords taken based on picot. Searching for articles in the database uses the boolean operator "AND" which is used to expand or specify a search, making it easier to determine which article or journal to use. Keywords corresponding in this study is a student nursing and conferences and practice learn field. the criteria for inclusion to search the study had looked method conference in which is the pre conference and post conference by students nursing in the field and articles full text in a language indonesia and quantitative methods.

## 2.3. Assessment of Methodological Quality

Study of the quality of any article is performed by the use of the standard format of the joanna briggs institute (JBI) critical appraisal checklist for analytical cross sectional studies that have english indonesian language. There are 8 items total checklist used to make an assessment with the option to answer yes no unclear / does not apply. Conclusion the quality of articles done with if the answer “yes” the more so a journal expressed nice and met the criteria of research, if the answer does not continue to be enough then journal expressed not in a good condition and research did not fulfill the criteria.

## 2.4. Summary of Study Assessment Results



### 3. Results

The selection process and pengeliminasian illustrated articles in the form of flow chart. As many as 5 articles which discusses the implementation of pre conference and post conference on learning the clinic by a nursing student who public 2010-2017. 5 this article there are similarities and differences among them the number of respondents, characteristics of respondents, the study, the methodology, as well as the research results, with:

#### 3.1. Research place

This study has the same location is in indonesia more precisely research conducted by [6] located in semarang, [4] located in east java, [7] located in lamongan, [8] located in yogyakarta, [9] located in bondowoso.

#### 3.2. Sum of respondents

In research conducted by [6] the number of respondents 111 respondents (where students profession 97 and 14 students d3). To research [4] the number of respondents 85 students profession ners.To research [7] the number of respondents forty-eight students nursing program an undergraduate degree. To research [8] the number of respondents 45 students nursing program d-iii nursing. While to research [9] the number of respondents as many as 12 students.

#### 3.3. Characteristics of respondents

Research the [6] respondents range of 20-25 years, the d3 professional nursing education programs. To research [4] man and women on the basis of sex. To research the 2010 [7] s1 students in the 5. To research the [8] daughters numbered man 30 people and 15 people, the ages of 27 18-22 23-34 persons aged 18 years and years.To research [9] ners profession and students who were conducting practices to the sex men and women.

### 3.4. Research methods

Research [6] namely the methodology non experimental quantitative using descriptive study. To research [4] namely the methodology descriptive quantitative by approach cross sectional. To research [7] correlational the quantitative using cross sectional approach. To research [8] the method (quantitative survey analytic). To research [9] the quantitative methods.

### 3.5. Result the study

In research [6] the pre conference has been good enough of the total 9 pre criteria conference only 3 still done by rarely designed learning through the group discussions, set setting place, implement pre conference 30-60 minutes. The post conference has been good enough of the total 9 post criteria conference only 3 not accomplished or has rarely been implemented post surely conference, immediately after the practice of discuss a matter already reached, discuss the level of success of the practices shall be. In research [4] pre not been maximal yet because the discussion process in pre conference rarely been implemented, the post conference well done the % 57,6. Good, the discussion and evaluation. In research [7] the the pre conference not optimal the for the meeting with students for 30-60 minutes to discuss an issue been attained, the post conference he well or not only the post conference adapted to time when come and college students so that the service nursing remained.

Research [8] the implementation pre conference has rarely been implemented by complete like describing method guidance clinic that is part of the stage pre conference, on the implementation of the post conference activities commonly done upon it is time for the post conference this is like gives rebuke among those students, give opportunity to school tuition to convey experience, memberikn feedback. Based on interpretation the implementation of the conference on this research or value sufficient by the span of 53-65 or 57.8 %. To research [9] the implementation pre conference has not been carried out with maximum only conducted at the beginning practice, the implementation of the post conference has not been carried out optimally only be done at the end practice.

## 4. Discussions

The best of in the target relating to implementation pre conference and post conference nursing when students learning clinic. The conference on this research is only 1

artikel who the conference has been good enough. Based on the research [1] pre and post conference is one of the learning methods he continued shaped discussion. Pre purpose post conference skill and improving problem solving, think critically, share experiences clinic, thus increases the spoken communication. Pre conference help students to clarify the issue, clients determines the priorities and planning, treatment and preparing students to clinical practice. activities Post conference is the conclusion of understanding the clinic. Activities To post conference carried a discussion on client analysis intervention and intervention, mengeksplora other choice as well as facilitate critical thinking students.

In this study some articles in the implementation of the pre conference had not yet been optimal as in this research [4, 6] showed that the design learning through a discussion group has rarely been implemented by college students. The stage a discussion that is less than optimal causing students difficulty in reach the purpose of clinical and clinical experience, students less can interact with groups and with service providers nursing [10]. Pre discussion conference help kids to be more terstruktur in making the care of nursing, reduce feelings of anxiety and be able to complete the task on time [11].

While research [7, 8] pre implementation conference is not optimal which are in the implementation of monitoring tutors with students for 30-60 minutes to discuss issues not to be achieved. Implementation of monitoring by a mentor can help the implementation of peer review or feedback from the group so as to help each other explore all the activities of teaching students [3]. In contrast to previous studies, on the research [9] implementation of the pre conference carried out only the first day lab work. According to [3] fill pre conference is a plan student, daily done every day when will start activities. In research several articles in the post conference not optimal as in research [9] the post conference only done the last day lab work. According to [3] the post conference is the result, patient and follow-up management done every day when after activities.

## 5. Conclusion and Suggestion

Five journal that in a review pre conference or the results of the study, 1 article do discussion stage pre conference a sluggish start, 2 articles on the implementation of the pre conference is less than optimal, and 2 articles with the implementation of the pre conference good enough. The results to research post conference, 1 article on the implementation of the post conference does not specify whether or not it was good

in the implementation of the post conference, 1 article had not yet been optimal in the implementation of the post conference, 1 article would be good enough in the implementation of the post conference, 2 articles has been good enough students nursing program application well after the conference.

## 5.1. Educational institutions

The literature review is hoped can be a starter or used as reference in learning the management of teaching nursing particularly in the conference for college students nursing. Expected students have prepared the conference of preparation, discussion, and evaluation with maximum so that the conference be done in the optimal. Expected students are doing the conference every day before and after experience in the care of nursing.

## 5.2. Other researcher

The researchers realized that there are still many deficiencies, and to other research that will do research and development can be reference material and consideration, as well as the need of further investigation of the pre and post conference conference by students nursing on the clinical practice.

## References

- [1] Gaberson, K. and Oerman, M. (2010). *Clinical Teaching Strategies in Nursing* (3<sup>rd</sup> ed.). New York: Springer
- [2] McKeachie, W.J., and Charles, L. Brewer. (1962). *Teaching of Phsycologist*. New York: Harper & Row.
- [3] Nursalam, F. F. (2008). *Pendidikan Dalam Keperawatan*. Jakarta: Salemba Medika.
- [4] Khasanah, N., & Ardani, M. H. (2017). *Gambaran Penerapan Metode Konferensi pada Mahasiswa Program Profesi Ners Universitas Diponegoro* (Doctoral dissertation, Faculty of Medicine). Semarang: UNDIP
- [5] Syaodih, N. (2009). *Metode Penelitian Pendidikan*. Bandung: PT. Remaja Rosdakarya.
- [6] Munadliroh, S. (2015). *Gambaran Penerapan Metode Pembelajaran Klinik Pada Mahasiswa Praktik Klinik Keperawatan di RSI Sultan Agung Semarang*. Semarang: UNDIP.

- [7] Ekawati, H. (2013). *Hubungan Antara Persepsi Penerapan Metode Bimbingan Klinik Dengan Tingkat Kepuasan Mahasiswa Dalam Pengalaman Belajar Klinik di RSUD Dr. Soegiri Lamongan*. Surakarta: Universitas Sebelas Maret
- [8] Asda, P. (2013). *Hubungan Bimbingan Klinik Oleh Pembimbing Klinik Akademik Dengan Prestasi Belajar Klinik Mahasiswa Semester V Diii Keperawatan Stikes Wira Husada*. Yogyakarta: Stikes Wira Husada.
- [9] Rohmah, N., et al. (2014). *Metode Belajar Dalam Model Pembelajaran Klinik Keperawatan Terpadu*. Bondowoso: Fakultas Ilmu Kesehatan Univ. Muhammadiyah Jember.
- [10] Vezeau, T. M. (2016). Nurse Education in Practice In Defense of Clinical Conferences in Clinical Nursing Education. *Nurse Education in practice.*, vol. 16, issue 1, pp. 269–73.
- [11] Ann, C. and Krainovich, B. (2016). Pre-and Post Conferences. *The american journal of nursing* Vol. 82, issue 5 pp. 823–825.