

Experience of Field Trip during COVID-19 as Learning Method in Hayatt University College 2020

Amel Ahmed Hassan, Nagla Hassan Eltayeb, Esraa Mohammedalhussein

Abstract: *Background:* allot of teaching methods play an effective role in nursing students' gaining of competencies during their clinical rotations, Field trip is a trip by students which is designed to achieve certain objectives, cannot be achieved by using other way. *Experiential learning has resulted in positive outcomes. Aim:* This study aimed to assess the experience of field trip during covid-19 as learning method in Hayatt University College Khartoum Sudan 2020. *Methodology:* An exploratory study was conducted at the Faculty of Nursing, Hayatt University College Khartoum Sudan 2020, it was included 60 students and 10 teachers specialized in community health nursing participated in the three stage of field trip, which involves preparation, application and termination of this experience. *Permission was taken from the dean of the college and coordinator of the program. Result:* Field trip provides real-world experience, increases the quality of education and improves the social relation outsides of the four wall class room. It has many benefits for student in all aspect and also for the community and finally will improve the curriculum of the university. *Conclusion and Recommendation:* Field trip increases the quality of education, but this study need to apply again after COVID-19 to assess the effect of the program after applying all activities without restriction of COVID-19 also the long time duration of the program can lead to different result

Keywords: Field-trip, experience, students, stages, Sudan

1. Introduction

Field trip is one of the learning methods, it was considered as a flexible approach to providing meaningful learning opportunities in the community. The use of educational field trips has long been a major part of community health nursing educational program where students visit the community and places of public health importance. Visiting these places provides unique opportunities for learning that are not available within the four walls of the lecture halls. Field trips are valuable experiences for students because they have a lasting impact that goes beyond the learning of facts. They allow students to connect to knowledge content in personally relevant ways that promotes lifelong learning, also helpful for teachers. It clarify, establish, correlate, coordinate accurate concepts, and enable them to make learning more effective, interesting, meaningful and bright as well. Moreover, these trips will also increase the efficiency of staff in teaching and changing student's attitudes about providing services to the community⁽¹⁾.

Field trip as usual being in the community and students resident to apply the activities but due to the COVID-19 pandemic and floods that lead to funding limitations, time constraints, social spacing, and increased liability concerns many education professionals balk at requests for field trips. In spite of these concerns, well-planned field trips to be in colleague community.

Our program including first aid training, symposiums, environmental sanitation, health day, visits to affect area of flood to provide psychological support to families, medications and other supplies

As with any type of educational program component, field trips should be designed around specific educational objectives. A field trip should be designed so participants can easily make connections between the focus of the field trip and the concepts they are learning in the rest of the educational program⁽²⁾.

Contents of field trip must studied by students in the community health nursing curriculum divided into

discussion lectures given by facilitators and seminars including:

- Introduction to community health nursing
- Community profiling
- Health education
- Family health and home management
- Children and adolescent health
- Women and men health
- Elderly health
- School health
- Rural and urban health
- Communicable & non communicable disease
- Levels of prevention and control
- Environmental health
- Disability
- Community nursing procedures
- Homeless persons

Objectives of Field Trips are:

1) To broaden students' educational experience as following:

- Ability of the students to do community profiling/ mapping in selected community clearly.
- Describe selected community through filling family sheet assessment including; community mapping, eco-map, geno-map, family tree, family folder (family information), family health problems, health education related to such problem and case study. See appendix 1.
- Implement the primary health care components.
- Recognize cultural diversity of the community to be culturally competent to provide quality nursing care.
- Working in team and communicate well each other's.
- Usage communication skills to deal with different levels of authorities effectively.
- Recognize the common communicable and non-communicable diseases and apply the methods of prevention and control.
- Apply health education in all and different sector in the community including vulnerable groups; elderly, pregnant and lactating mothers, under 5 years, adolescents and disabled persons.

- Apply different roles of community health nurse in caring of others related nutrition, immunizations, prevention of communicable and non-communicable diseases and reduction of morbidity and mortality rate.
 - Implement home visit to provide health education to individuals, families and communities as needed.
 - Ability to recognize and correct mal-practice and misconception related health.
 - Apply bag technique procedures during home visit.
 - Provide occupational safety and recognize health hazards.
 - Ability to detect problems and make decision based on the nature of the problem personally.
 - Conduct symposium in different health topics meet health needs of the community that will increase self-confidence of them.
 - Make environmental health day to clean the selected community in and out.
 - Write report effectively & efficiently in all activities done by them. ⁽³⁾
- 2) To mainstream students through three stages; pre-trip, during- trip and post-trip as following

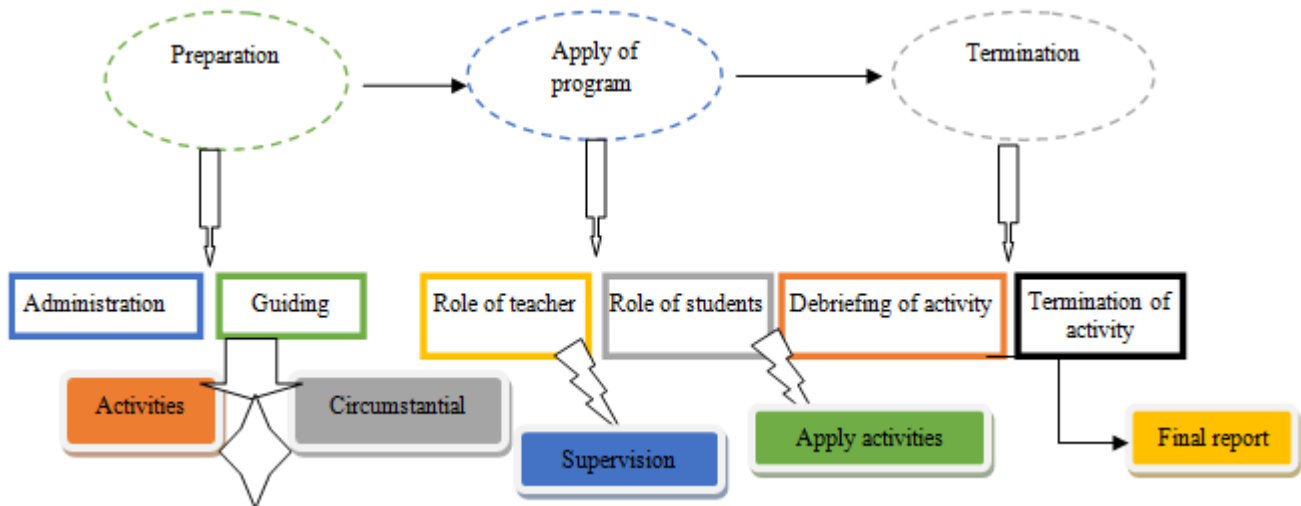


Figure 1: Field trip planning model – Hayatt University College

Distribution of students in practical

Pre-trip stage

The pre-trip stage of a field trip or preparation stage involved two major components: administration and instruction. The **administration** component involved all of the steps taken by the field trip organizer to arrange the logistics of the field trip. Steps included secured permission from appropriate administration including dean of faculty, organized transportation to and from the field trip location, contacted the field trip location to verify the schedule and activities.

The **instruction** stage is critical in preparing students for the experience. Numerous research studies have shown that participants, especially youth, often have high levels of anxiety when going on a field trip. Anxiety levels can be especially high for field trips to novel, unfamiliar settings. Often a field trip is the first experience a person has with a particular location. When individuals experience high levels of anxiety, learning cannot take place. To reduce anxiety, field trip organizers viewed the experience of senior student's activities during their field trip to make students feel comfortable and safe at the location of the field trip just as they would in a typical classroom.

In this stage students divided into three groups; (1) **first aid group** with one teacher to prepare students to studying first aid component course to be ready for application. The student selected sanitary workers in their college to apply their program, (2) **health day group** also with teacher to

follow their activities in contact with governmental and none governmental society to collect the essential supplies for their activities and assist group one for their needs and (3) **health education group** they select one topic to be as symposium for the all students in HUC and guided by three teacher from psychiatric department and they prepared health education message with regard to COVID-19 mode of transmission, sign and symptom, methods of prevention then distributed to staff of college

All student must be share in most important activities, environmental sustainability ten of students guiding the preparation of this activities by contact the Al- Riyadh administrative unit to take permission and then to send letter for community leader of AL-Riyadh area to share the student in their activities

This stage take four weeks for preparation, after that all student become ready to apply their activities according to groups distribution.

Stage two apply of program

Group (1); they applied teaches basic first aid for 12 sanitary workers on one week for 2 hours per day end by exam and each participant success in the final exam gave certificate and first aid box as gift to be used when needed.

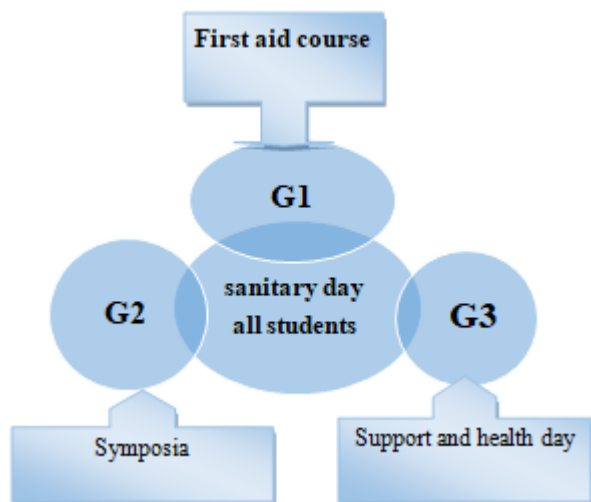


Figure 2: Applying of activities

Group (2); this group distributed the drugs and other supplies brought from different agencies to two hospitals which includes; Ibrahim Malik hospital pediatric department and Soba hospital other supplies were taken by students with teachers of community health nursing to Algadid Omran village as one of most area in Al-Gazira State that affected by floods and met the community leaders with the staff of health center and gave them the supplies, also the students provides support to the affected families..

Group (3); provides symposia about addiction and its effects to community, supported by health education poster brought from ministry of health and prepare some health education message regarding COVID- 19 distributed in other class of the college

The main day that was sanitary day, all students their share in this day by cleaning all area around their college with participation of Al-Riyadh administrative unit , community leaders of that area , some of interesting other disciplines students and dean of faculty

Termination stage

In this stage every group prepare their report by the student team leaders and indorse to the department of community health nursing to evaluate the experience regard success and challenge that facing application of the program and what is the recommendations for the future under umbrella of such circumstances. Feedback was taken from the students and community.

So there are many responsibilities from different aspect towards field trip including:

Responsibilities of the University/ Faculty:

Provide fund to do activities like; travel expenses, food and drink, and incentives for all participants including facilitators, supervisors, university guards, doctors, laboratory doctors, pharmacists, cleaners, first aid boxes, and certificates of appreciation.

Responsibilities of facilitators:

Follow the students during activities and direct them.

Responsibilities of students:

Do all the activities that mentioned before.

Field trip has too many benefits to community, students and university as follow:

Benefits to the community:

- Improve health status of the individuals, families and communities.
- Outreach services.
- Free home care.
- Environmental health
- Improve educational level

Benefits to the students:

- Get to know a new society and environment
- Team work and team spirit
- Solving problems and dealing with them individually increases endurance and ability to make decisions
- Gain new experiences and skills
- Planning, organizing and upgrading performance of health day specially in the laboratory, pharmacy, clinics and nursing stations
- Learn to manage self , group and society
- How to plan, organize, arrange and implement programs on the ground
- Identify harmful habits in the region and treat negative phenomena such as addiction, early marriage, female genital mutilation and others
- How to communicate and deal with the community
- Learn to love and do goods
- Getting to know the customs and traditions among them because the students were from different regions of Sudan, which helped them gain experiences in changing the wrong behavior
- Boosting self- confidence
- The ability to adapt to the rural environment
- How to conduct a comprehensive survey on the community
- How to write reports ⁽⁴⁾

2. Materials and Methods

Study design:

An exploratory study design was used to reflect the field trip experience

Study area:

Hayatt University College is a private college established in 2013, located at Al Mashtal Street, Riyadh, Khartoum, Sudan. It has 9 programs includes medicine, dentistry, medical laboratory, nursing, biomedical engineering, communication engineering, information technology and electrical engineering.

Study time: 2020

Study population:

It was included 60 students and 10 teachers specialized in community health nursing participated in the three stage of field trip which involves preparation, application and termination of this experience.

Ethical considerations:

Permission was taken from the dean of the college and coordinator of the nursing program

Limitations

Firstly; the program not applied completely as usual due to pandemic covid-19 with restricted standard precautions, *secondly* limited resources to apply all activities because the crisis made complete lockdown of the country, *thirdly* the duration of the teaching learning process interrupted resulting to reduce the duration of the course.

3. Conclusion

Field trip provides real-world experience, increases the quality of education and improves the social relation outsides of the four wall class room.

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Conflict of interest: None declared.

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Author Contribution

Amel Ahmed Hassan: Idea of the paper and writing first draft and do editing.

Nagla Hassan Eltayeb: participate in study design and writing second draft, editing.

Esraa Mohammedalhussin: participate in study design, revision and editing.

All authors have critically reviewed and approved the final draft and are responsible for the content and similarity index of the manuscript.