

Cómo se centra la perspectiva de las partes interesadas en la enfermería universitaria en enfermería deportiva? : estudio cualitativo en el desarrollo curricular

How is the stakeholder perspective for undergraduate nursing focused on sports nursing? : qualitative study in curriculum development

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Abstract. Background: In the realm of sports nursing, emergent and innovative educational models are built upon the foundation of stakeholder engagement. Despite the fact that numerous studies have examined the stakeholder perspective in nursing, a greater number of studies have examined stakeholder perspectives in curricula that emphasize athletic nursing. Therefore, the objective of this study is to examine the viewpoints and concerns of relevant parties regarding the creation of a baccalaureate nursing program with a specific emphasis on sports nursing. Methods: A phenomenological study was conducted. This method combines descriptive features (Husserlian) and interpretive phenomenology (Gadamerian). Nineteen stakeholders participated in this study. The interview was ended when data saturation was reached, especially theme redundancy. Results: Three major themes were identified: (1) "Bridges" Which Combines Education And Work Context; (2) Stakeholder Engagement, Controversial Issues (3) Stakeholder Engagement, Structuring A Methodology. This finding shows that. Conclusion: The obligation of nursing education to align with current and future practice needs is emphasized, suggesting strategies such as curriculum mapping to bridge theoretical knowledge with clinical practice. Stakeholder engagement is crucial for successful education and professional development.

Keyword: Humans, Models, Educational, Stakeholder Participation, Curriculum, Education, Nursing, Health and Well-being, Quality Education

Resumen. Antecedentes: En el ámbito de la enfermería deportiva, los modelos educativos emergentes e innovadores se construyen sobre la base de la participación de las partes interesadas. A pesar de que numerosos estudios han examinado la perspectiva de las partes interesadas en enfermería, un mayor número de estudios han examinado las perspectivas de las partes interesadas en los planes de estudio que enfatizan la enfermería deportiva. Por lo tanto, el objetivo de este estudio es examinar los puntos de vista y preocupaciones de las partes relevantes con respecto a la creación de un programa de licenciatura en enfermería con énfasis específico en enfermería deportiva. Métodos: Se realizó un estudio fenomenológico. Este método combina rasgos descriptivos (husserlianos) y fenomenología interpretativa (gadameriana). En este estudio participaron diecinueve partes interesadas. La entrevista finalizó cuando se alcanzó la saturación de datos, especialmente la redundancia temática. Resultados: Se identificaron tres temas principales: (1) "Puentes" que combinan el contexto educativo y laboral; (2) Participación de las partes interesadas, cuestiones controvertidas (3) Participación de las partes interesadas, estructuración de una metodología. Este hallazgo lo demuestra. Conclusión: Se enfatiza la obligación de la educación de enfermería de alinearse con las necesidades de la práctica actual y futura, sugiriendo estrategias como el mapeo curricular para unir el conocimiento teórico con la práctica clínica. La participación de las partes interesadas es crucial para una educación y un desarrollo profesional exitosos.

Palabra clave: Humanos, Modelos, Educativos, Participación de los Actores, Currículo, Educación, Enfermería, Salud y Bienestar, Educación de Calidad

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Introduction

The complexity of healthcare systems and the elongating life expectancy of individuals require nurses to possess robust critical-thinking abilities. In addition to enhancing the quality of life for patients, they must have the capacity to ensure their safety (Papathanasiou et al., 2014). Certain nations, including Australia, the United Kingdom, and the United States, have taken the initiative to designate nursing curricula (Virgolesi

et al., 2020). Furthermore, since the year 2000, more than 130 institutions from Europe and Asia have participated in the 'Tuning Project' in collaboration with the Asian Association of European Universities and Chancellor's Conference. Davis (2010) states that this initiative seeks to standardize educational program levels. In an effort to improve the capabilities of nurses (Davis, 2010), numerous nursing programs are shifting from conventional to competency-based methodologies (Davis, 2010). In order to address the

concerns and demands of various stakeholders (such as communities, families, patients, and organizations), it is imperative to develop an innovative and customized nursing curriculum (Sidebotham et al., 2017).

It highlights the current challenges facing nursing, such as the need for robust critical-thinking skills and the demand for patient safety (Evi et al., 2023; Sunaryo, 2015). While numerous authors have made efforts to establish a precise definition of the term 'stakeholders', Freeman provides the earliest definition by characterizing it as 'any groups or individuals who have the ability to impact or are impacted by the accomplishment of organizational objectives' (Deverka et al., 2012). Scholars have emphasized the significance of involving diverse stakeholders, including professors, students, professional organizations, and prospective employers, in medical and nursing education in order to develop curriculum that is pertinent (Edwards et al., 2019). It is advisable to develop nursing curricula in accordance with a stakeholder-oriented approach, given that stakeholders, who have a vested interest in healthcare processes, can offer invaluable perspectives on the ever-changing healthcare environment (Virgolesi et al., 2020).

The importance of stakeholders in the process of curriculum development has been emphasized in numerous studies (Harris et al., 2016). According to a study (Mannix et al., 2009), clinical learning in nursing programs must be improved as stated by stakeholders. Various approaches to engaging stakeholders have been emphasized in other research (Murtagh et al., 2017). As an illustration, Olinzock et al. (2009) employed a mixed-methods strategy when engaging stakeholders and placed significant emphasis on the critical contributions of stakeholders throughout the entire curriculum development process, including planning, implementation, and evaluation (Olinzock et al., 2009). Valaitis et al. (2008) documented comparable results concerning the barriers and supportive elements that impact the integration of healthcare in undergraduate nursing programs, such as the participation of stakeholders. The Tuning Project places considerable importance on stakeholder engagement (Gobbi, 2014), advocating for approaches that enhance undergraduate programs via stakeholder participation (Setyowati et al., 2020).

Active involvement of stakeholders is the cornerstone of a novel educational paradigm referred to as sports nursing-centered education (Gobbi, 2014). A competency-based education paradigm posits that the inclusion of stakeholders in the curriculum development process establishes accountability by means of a standardized language and mutually agreed-upon criteria for instruction, evaluation, and oversight (Keogh et al., 2010). Although numerous studies have investigated the viewpoints of nursing stakeholders (Virgolesi et al., 2014), there is a dearth of research specifically addressing the per-

spectives of stakeholders in the design of baccalaureate nursing curricula for athletics. The examination of this deficiency is necessary due to the fact that the viewpoints of stakeholders provide significant contributions to the development of a curriculum that is both precise and of superior quality. Stakeholders' perspectives encompass nurses, educators, managers, students, and patients, among others (Yusuf, Aditya, Fitriyarsari, et al., 2020). The primary objective of this research endeavor is to investigate the beliefs and viewpoints of various stakeholders—including academics, educators, administrators, and nurses—with respect to the implementation of a bachelor's program in sports nursing that incorporates their active participation.

Method

Design

This study is part of a broader research venture focusing on undergraduate nursing, specifically in the realm of sports nursing. Employing focus groups as a segment of an interpretive research approach, the intention is to gain insights that contribute to various facets within the broader research scope. Participation in these focus group sessions is open to stakeholders representing diverse domains. Recruitment of participants was carried out through posters placed at designated locations and invitations extended by coordinators to eligible stakeholders at each site (Rahmatika et al., 2022).

The focus group discussions were conducted in a semi-structured fashion, employing a series of open-ended questions that were purposefully crafted to examine the participants' preparedness for clinical work and solicit their insights on nursing readiness in athletic and clinical settings. The clinical collaboration experiences of the participants with sports and health teams were also examined during these discussions. The interview schedule was devised in alignment with the overarching objectives of the project. Each focus group was led by a seasoned expert and followed a predetermined framework; its duration was approximately one hour. The discussions were recorded and subsequently transcribed into an audio format. The data underwent an iterative process of thematic analysis, wherein one researcher commenced the compilation of themes and two others engaged in collaborative discussions to refine the subthemes iteratively. Following this, the data were categorized based on pre-established themes and sub-themes, following a thematic analysis approach that has been demonstrated to be effective. The first stage entails developing a curriculum that is in accordance with the curriculum mandated by the Indonesian government. Following this, the second phase involves the creation of new courses and the integration of program excellence into each existing one. In the concluding phase, a Focus Group Discussion (FGD) is carried out to evaluate the unique characteristics of sports nursing.

Participants

The focus groups were attended by nineteen stakeholders, who were healthcare professionals hailing from East Java, Indonesia. The range of nursing graduates' ages was 28 to 61 years, with an average age of 34.6 years. The mean age of members of the Indonesian Nurse Association was 43 years, with a range of 38 to 45 years. In contrast, the average age of clinical and community nurses was 29.4 years, with a range of 21 to 39 years. With regard to gender, ten (53%) of the participants were male and nine (47%) were female. An average of ten years of experience was held by the respondents. In general, these variations reflect demographic variations among university programs.

Data Analysis

By employing a unified codebook, the unstructured text transcribed from both focus groups and interviews was compiled and analyzed as a comprehensive dataset. The implementation utilized a blend of selective and open coding techniques. Following the completion of the preliminary three interviews and the focus group, two developers set about compiling an assortment of open protocols. The transcripts were subsequently independently coded using the preliminary codebook. To facilitate iterative adjustments and resolve any discrepancies in coding, a peer-debriefing framework was integrated. Thematic organization guided the development of our codebook. Concurrently with the open development procedure, the Ratnapalan and Hilliard frameworks were implemented. To assess the educational needs of graduate medical students, an analysis of comparative demands was conducted. A selective coding process was applied to the data in accordance with the identified requirements. The aforementioned factors encompassed shortcomings in existing educational programs as reported by program administrators or faculty, latent needs communicated by educators which were not explicitly stated by students, and articulated needs communicated by residents. For the classification procedure, NVivo, a program developed by QSR International Pty Ltd. for qualitative data analysis, was utilized. Subsequently, the codebook was transferred into a word processing application. We ultimately analyzed the data in accordance with constructivist principles in order to determine preferences concerning the timing, content, and structure of educational interventions. A proposal was made to develop a customizable curricular model for undergraduate nursing by incorporating the athletics curriculum framework.

Result

The study sample (Table 1) included 19 participants, seven women and twelve men, whose mean age was 43.3. their education level is either a master's degree in nursing (71.4%) or a PhD (21.4%). Content analysis identified three

main categories (Table 2), namely: (1) “bridges” which combines education and work context, (2) stakeholder engagement – controversial issues; and (3) stakeholder engagement – structuring a methodology. These categories are described in detail in paragraph below with excerpts from the supporting text. Numbers in brackets after the quotation marks identify each participant (P1–P19).

Table 1.
Interviewees' Socio-demographic and Professional Characteristics

| Participant Number | Coding | Gender | Age (years) | Nursing Educational Level | Years of Experience |
|--------------------|--------|--------|-------------|---------------------------|---------------------|
| 1 | P1 | Male | 60 | Professor | 33 |
| 2 | P2 | Male | 61 | Professor | 33 |
| 3 | P3 | Female | 45 | PhD | 19 |
| 4 | P4 | Male | 38 | PhD | 11 |
| 5 | P5 | Male | 30 | Master of Nursing Science | 7 |
| 6 | P6 | Female | 40 | Master of Nursing Science | 15 |
| 7 | P7 | Male | 33 | Master of Nursing Science | 10 |
| 8 | P8 | Male | 31 | Master of Nursing Science | 8 |
| 9 | P9 | Female | 36 | Master of Nursing Science | 14 |
| 10 | P10 | Female | 30 | Master of Nursing Science | 11 |
| 11 | P11 | Male | 42 | Nurse Profession | 14 |
| 12 | P12 | Female | 38 | Nurse Profession | 17 |
| 13 | P13 | Male | 33 | Nurse Profession | 10 |
| 14 | P14 | Female | 36 | Nurse Profession | 17 |
| 15 | P15 | Female | 40 | Nurse Profession | 20 |
| 16 | P16 | Male | 42 | Nurse Profession | 25 |
| 17 | P17 | Female | 28 | Nurse Profession | 7 |
| 18 | P18 | Female | 40 | Nurse Profession | 13 |
| 19 | P19 | Male | 42 | Nurse Profession | 15 |

Theme 1: “Bridges” Which Combines Education And Work Context

Stakeholders argue that nursing education requires a combination of education and work context. This is because the stakeholders emphasized that a nurse must gain experience and skills either individually or in collaboration with other health workers, which aims to be successful when becoming a professional nurse. Furthermore, some stakeholders suggested that clinical practice is an ideal bridge as a combination of education and work context. This is as stated in the following statement:

“... In the realm of sports nursing, it is imperative that the education process is seamlessly integrated into the dynamic work environment where professional nurses will ultimately practice...” (P1, P2, P3, P4, P11, P16)

“...This entails not only acquiring academic knowledge but also honing skills and gaining direct experience in working with athletes and patients” (P6, P7, P8)

“...Practical exposure ensures that nursing students in sports settings develop hands-on experience in caring for athletes or other clients and collaborating with other health professionals...” (P5, P9)

"...Throughout their nursing professional education in the context of sports, students embark on a journey termed as the "bridge" between academic learning and the practical demands of the sports nursing profession..." (P10, P 11)

"...The fusion of education and work in sports nursing is crucial, as it empowers individuals to accumulate the necessary experience and skills essential for success in their careers..." (P 12, P13)

Theme 2: Stakeholder Engagement – Controversial Issues

Curriculum development is strongly influenced by stakeholder involvement. One of the involvements provided is information about controversial or updated issues regarding health problems, especially nursing. The stakeholders agreed that what is learned in nursing education would be very good if it is based on current issues, so that nursing students have been exposed to specific knowledge and skills in accordance with these issues. This was also explained by several stakeholders, where not only issues regarding diseases but also how home management includes service systems, referral systems, insurance claim systems, patient and health worker safety and so on.

"...in the context of sports nursing, it's crucial for us to actively participate in curriculum development, especially in providing the latest updates on sports-related injuries and conditions. This ensures that learning materials can be adjusted to incorporate the most current information on managing sports-specific health challenges..." (P9, P10)

"...I agree, and as nurses working in the sports field, we must also focus on delivering the latest issues related to nursing practice in the sports domain. This includes staying updated on the unique aspects of caring for sports injuries, such as the latest wound management techniques..." (P1, P2, P3, P4)

"...in my opinion, it's not just about nursing interventions

in sports; students also need exposure to issues related to hospital management. This encompasses understanding the referral protocols in sports medical care..." (P13, P16)

"...yes, I also agree, particularly for nursing students specializing in sports, we should provide insights into sports nursing management. This includes updates on the latest nursing care methods tailored for athletes, understanding the role of nurses based on the latest sports regulations, and other pertinent issues in sports nursing..." (P17, P18, P19)

Theme 3: Stakeholder Engagement – Structuring A Methodology

Stakeholder involvement can be very important in structuring nursing education methodology. This aims to ensure that the education provided meets the standards of nursing education. The methodology in this case is how to teach, learn, and evaluate nursing students in academic education and field practice.

"...our role in the hospital is not only to facilitate practice, but also to ensure that the nursing education provided meets the current and future needs of nursing practice..." (P12, P13, P14, P15)

"...as long as the practicing students are immersed in the hospital or sport clinics, our involvement as stakeholders is crucial in determining the methodology for sports nursing education..." (P6, P7, P8)

"...in practical learning at the hospital, we are fully responsible for the fulfillment of the competencies that must be achieved by students to meet the standards..." (P9, P10, P11, P12, P13)

"...so, in the context of sports nursing, we will also be transparent about the expected achievements and skills students should acquire after completing their practice in the hospital or clinics..." (P15, P16, P18)

"...usually, in addition to case discussions and nursing care, clinical supervisors will also conduct bed site teaching according to what is needed by students..." (P19)

Table 2. Themes Extracted from The Study

| Theme | Sub-theme |
|-----------------------------------------------------|----------------------------------------------------------------------------|
| "Bridges" Which Combines Education And Work Context | Integration of Educational Process into Professional Nursing Practice |
| | Holistic Learning |
| | Enhancing Practical Skills in Patient Care |
| Stakeholder Engagement – Controversial Issues | The Synergistic Impact of Education and Professional Experience on Nursing |
| | Active Involvement |
| | Embracing the Latest Updates |
| Stakeholder Engagement – Structuring A Methodology | Holistic Education beyond Clinical Interventions |
| | Contemporary Issues in Nursing Management |
| | Ensuring Nursing Education Aligns with Present and Future Practice Needs |
| | Hospital-Based Learning Methodology |
| | Clinical Education and Supervision |

Discussion

In higher education, there are various methods to describe and identify stakeholders and stakeholder relationships

(Fagrell et al., 2020) . The participation of external stakeholders in internal quality work is not legislated nor controlled by the state or the national quality assurance agency (Yusuf, Aditya, Yunitasari, et al., 2020). In truth, Indonesia does not

mandate or regulate partnerships between higher education institutions and businesses at the national level (Setyowati et al., 2020). However, in the appropriation instructions from the Indonesian government to all higher education institutions, it is mentioned that the higher education programs given by higher education institutions must suit the needs of students and the labor market (Yusuf, Aditya, et al., 2024).

This research discusses the stakeholder perspectives in sports nursing-focused curricula. Some stakeholders suggested the integration of education and professional practice in nursing, focusing on a holistic learning approach and also the enhancement of practical skills in patient care. The integration of education into professional nursing practice is crucial (Yusuf et al., 2023). In the nursing process, nurses are required to master nursing science and think critically to meet the needs of patient (Clement, 2011). Nursing education also encompasses the development of clinical skills such as conducting physical examinations, taking medical histories, and formulating effective care plans (Gcawu & van Rooyen, 2022). Holistic learning in nursing involves a comprehensive approach to patient care. This includes understanding and addressing the physical, emotional, social, and spiritual needs of patients (Kitson et al., 2014). This concept is not fully implemented in nursing practice in some places, making it important for professional nurses to master this concept (Bryant-Lukosius et al., 2004; Ramadhan et al., 2023).

Furthering practical skills in the provision of patient care constitutes a critical component of nursing education. In-house training, which is intended to improve nurses' knowledge and abilities in delivering spiritual care to patients, is one method by which this can be accomplished (Rykkje et al., 2022). Professional expertise and education complement one another in the field of nursing. Education furnishes nurses with a conceptual framework and pragmatic proficiencies, whereas professional experience empowers them to operationalize this acumen and curriculum direct. This facilitates the growth of nurses' comprehension regarding patient conditions and the most efficient methods of providing care (Koukourikos et al., 2021).

Stakeholder engagement is of the utmost importance in nursing program curriculum development, particularly when addressing contemporary issues in the field (Yusuf, Tristiana, et al., 2024). The development and revision of nursing curricula are influenced by the contributions of various stakeholders, including nurse supervisors, students, clinicians, and educators (Axtell et al., 2010). Their participation guarantees that the curriculum maintains its pertinence, contemporaneity, and congruence with the requirements of the nursing vocation (Almutairi et al., 2022). Stakeholder identification is a critical component of nursing curriculum development involving stakeholders. In nursing education, students, clinicians, educators, and nurse administrators are the stakeholders most commonly identified (Yusuf, Aditya, et al.,

2024)(Maulida et al., 2023). These individuals are of paramount importance in the process of formulating and revising nursing curricula. Stakeholders may participate in the formulation of course objectives, syllabi, and evaluation criteria, in addition to providing recommendations and collecting and summarizing evidence (Belita et al., 2020). Additionally, they have the capacity to generate novel policies and frameworks for nursing education, thereby promoting the adoption of inventive pedagogical approaches (Nasrabadi et al., 2021).

In order to enhance stakeholder engagement, it is critical to provide them with comprehensive information regarding the program's aims and objectives, implementation procedures, and participation opportunities (Virgolesi et al., 2020)(Qotrunnada et al., 2023). This can be accomplished via consistent meetings, seminars, and transparent communication (Yusuf, Tristiana, et al., 2024). Educators can ensure that the curriculum addresses the most critical issues in the nursing profession, including the implementation of innovative educational approaches, emphasis on upstream policies, and an integrated educational system, by involving stakeholders in the curriculum development process (Aditya et al., 2024)(Razeeni et al., 2021).

An all-encompassing strategy incorporating ongoing communication, attentive listening, and collaboration is also essential for the successful management of stakeholder engagement (Aditya et al., 2021). The stakeholder engagement methodology ought to be formulated with the vision for stakeholder participation in mind, with explicit delineation of objectives, participants, approaches, and obligations (Almutairi et al., 2022). The responsibility of nursing education is to undergo a transformation in order to correspond with the demands of present and future practice (Aditya et al., 2022). This can be accomplished, in part, through curriculum mapping, which entails identifying areas where additional learning activities and assessments can be incorporated to satisfy the course's essential content (Aditya et al., 2022). Establishing congruence between theoretical understanding and concepts from clinical practice enables nursing students to effectively transition from theory to practice (Johnson et al., 2021). Critical to the structure of nursing education methodology are clinical supervision and education. Optimal education for supervision ought to prioritize the distinct facets of knowledge and particular competencies that are indispensable for this undertaking (Masfi & Pandin, 2022). Clinical supervision is a specialized field of practice that differs from routine supervision; therefore, clinical supervisors of students must possess the required expertise and abilities.

In exploring the stakeholder perspective for undergraduate nursing focused on sports nursing in Indonesia through qualitative study in curriculum development, it's crucial to acknowledge the inherent limitations. Firstly, the study's findings may not be generalizable beyond the sampled stakeholders due to potential biases in participant selection or regional specificity. Additionally, the qualitative nature of the research

might limit the depth of understanding, as interpretations are subjective and influenced by researcher bias. Furthermore, the dynamic nature of healthcare and nursing education warrants consideration, as stakeholder perspectives may evolve over time, necessitating ongoing evaluation and adaptation of the curriculum.

Conclusion

In conclusion, stakeholder involvement is essential in the development and renewal of nursing curricula, as it ensures that the curriculum remains relevant and aligned with the needs of the nursing profession. By engaging stakeholders in the decision-making process and fostering collaboration, educators can create a curriculum that addresses current issues and prepares nursing students for success in their future careers. Future research could explore stakeholders' perspectives on undergraduate nursing education that focuses on sports nursing in Indonesia through a qualitative approach. The focus can be directed at curriculum development to understand the expectations, needs and challenges faced by stakeholders such as students, lecturers, nurse practitioners and administration. By deeply understanding their perspectives, this research can provide valuable insight in designing a curriculum that is relevant, comprehensive, and appropriate to practical needs in the field of sports nursing.

Declarations Ethics

With the exception of minors, all participants and their legal custodians were required to provide written consent to partake in this study. The STIKes Kepanjen Ethics Committee granted approval for this research (272/S.Ket/KEPK/STIKesKPJ/VI/2021), in accordance with the principles outlined in the Helsinki Declaration.

Consent for publication

Not applicable.

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