Journal of Community & Public Health Nursing

31st International Conference on **Nursing and Healthcare** March 23-24, 2022 | Texas, USA

ISSN- 2471-9846

Volume 9 | ISSUE 2

How did the COVID-19 pandemic affect undergraduate nursing students? A mixed-method analysis.

Alexandra Michel
University of Hawaii at Manoa.

Abstract (600 word limits)

Problem Statement: Nursing education in the United States (US) is based on a combination of didactic and clinical experiences. Even before the pandemic, the US were facing a potential nursing shortage. Due to the pandemic, universities were forced to transition their students to involuntary online education and curtail or cancel in person clinical experiences. This added additional stressors to undergraduate nursing students and affected their education. This study assessed how undergraduate nursing students in five universities throughout the US perceived how COVID-19 and the changes to their education affected their readiness to enter the nursing workforce upon graduation. We also assessed whether students contemplated withdrawing from nursing school, potentially worsening the already existing nursing shortage.

Conclusion: Out of 772 students included in the quantitative analysis, 540 provided qualitative comments. Two-third of the respondents reported that the pandemic strengthened their desire to become a nurse, while 11% considered withdrawing from nursing school for various reasons with only a minute proportion of respondents (~1%) not wanting to become nurses any longer. The qualitative analysis identified three themes in how the pandemic affected the students: (1) Effect on psychosocial wellbeing, (2) Adjustment to online learning, and (3) Challenges to obtaining clinical experiences and developing nursing skills.

Significance: US nursing students in five universities across the country are eager to join the nursing workforce despite the added challenges brought on by the COVID-19 pandemic. Adding new nurses to the existing workforce will help alleviate the potentially looming nursing shortage. However, the pandemic also emphasized flaws in the nursing education system's emergency preparedness. Canceling clinical experiences threatened students' skill development and graduation. Further, students did not perceive simulation an adequate replacement for clinical experiences. Therefore, schools of nursing need to explore ways to provide in-person clinical experiences during time of interrupted learning.

Biography (200 word limit)

Alexandra Michel is a post-doctoral research fellow at the University of Hawaii at Manoa. She received her Bachelor's and Master's Degree of Science in Nursing from Wayne State University, Detroit, MI and her Doctorate of Philosophy Degree from the University of Colorado Anschutz Medical Campus, Aurora, CO. She holds a Post-Master's Certificate in Nursing Education. She has over 15 years of clinical experience caring for women and neonates in diverse settings as Registered Nurse and Certified Nurse-Midwife. She has also served as course and clinical faculty to numerous graduate nursing students.

References

- American Association of Colleges of Nursing (2008). The essentials of baccalaureate education for professional nursing practice. https://www.aacnnursing.org/portals/42/publications/baccessentials08.pdf.
- American Association of Colleges of Nursing (2020, July 28). Considerations for reopening of U.S. schools of nursing during COVID-19 (Position Statement). https://www.aacnnursing.org/Portals/42/News/AACN-Guidance-Reopening-Schools-COVID-19-July-2020.pdf.

- American Association of Colleges of Nursing (2021). Baccalaureate education. https://www.aacnnursing.org/Nursing-Education-Programs/Baccalaureate-Education.
- Aslan, H. & Pekince, H. (2020). Nursing students' views on the COVID-19 pandemic and their perceived stress levels. Perspectives in Psychiatric Care. Advance Online Publication. https://doi.org/10.1111/ppc.12597
- Bączek, M., Zagańcyk-Bączek, M., Szpinger, M., Jaroszyński, A. & Wożakowska-Kaplon, B. (2020). Students' perception of online learning during the COVID-19 pandemic: a survey study of Polish medical students. Medicine, 100 (7), 1-6. http://dx.doi.org/10.109/MD.0000000000024821
- Bawa, P. (2020). Learning in the age of SARS-COV-2: a quantitative study of learners' performance in the age of emergency remote teaching. Computers and Education Open, 1. Article 100016. https://doi.org/10.1016/j.caeo.2020.100016
- Babatunde Adedoyin, O. & Soykan, E. (2020). Covid-19 pandemic and online learning: the challenges and opportunities. Interactive Learning Environments. https://doi.org/10.1080/10494820.2020.1813180
- Bozkurt, A. & Sharma, R. (2020). Emergency remote teaching in a time of global crisis due to corona virus pandemic. Asian Journal of Distance Education, 15(1). i-vi. https://doi.org/10.5281/zendo.3778083
- Bogossian, F., &McKenna, L. & Levett-Jones, T. (2020). Mobilizing the nursing student workforce in COVID-19: the value proposition. Collegian, 27(2). 147-149. https://doi.org/10.1016/j.colegn.2020.04.004
- Brien, L.-A., Charette, M. & Goudreau, J. (2017). Nursing students' perceptions of the contribution of high-fidelity simulation and clinical placement in a critical care course. Clinical Simulation in Nursing, 13(9). 436-441. http://doi.org/10.1016/j.ecns.2017.05.005
- Buerhaus, P., Skinner, L., Auerbach, D. & Staiger, D. (2017). Four Challenges Facing the Nursing Workforce in the United States. Journal of Nursing Regulation, 8(2), 40–46. https://doi.org/10.1016/S2155-8256(17)30097-2
- Centers for Disease Control and Prevention (2020, 31 Dec). Considerations for institutions of higher education. https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html.
- Creswell, J. (2007). Qualitative inquiry & research design: choosing among five approaches (2nd Ed.). Sage Publications, Thousand Oaks, CA.
- Dillman, D.A. (2007). Mail and internet surveys: The Tailored Design Method 2007 update with new internet, visual, and mixed-mode guide. Wiley, Hoboken, NJ.

- Fain, M., Georges, N., Golob Deeb, J., Mathews-Ailsworth, L., Shiang, R. & Smith, P. (2020). Evaluating academia during a pandemic. The Grace E. Harris Leadership Institute. Virginia Commonwealth University https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=1064&context=gehli_pubs.
- Farooq, F., Rathore, F. & Mansoor, S. (2020). Challenges of online medical education in Pakistan during COFID-19 pandemic. Journal of the College of Physicians and Surgeons Pakistan, 30(6):67-69. https://doi.org/ 10.29271/jcpsp.2020.Supp1.S67
- Federal Emergency Management Agency (2013). Guide for developing high quality emergency operations plans for institutions of higher learning. Retrieved from: https://www.ready.gov/sites/default/files/2020-03/emergency-operations-plans_institution-higher-education.pdf.
- Flaherty, C. (2020, 23 April). Grading for a pandemic. https://www.insidehighered.com/news/2020/04/23/how-lenient-or-not-should-professors-be-students-right-now
- Haslam, M. (2021). What might COVID-19 have taught us about the delivery of nurse education, in a post-COVID-19 world? Nurse Education Today, 97. 104707. https://doi.org/10.1016/j.nedt.2020.104707
- Hayden, J.K., Smiley, R.A., Alexander, M., Kardong-Edgren, S., & Jeffries, P.R. (2014). The NCSBN National Simulation Study: a longitudinal, randomized, controlled study replacing clinical hours with simulation in prelicensure nursing education. Journal of Nursing Regulation, 5(2) Suppl. S3-S40. https://doi.org/10.1016/S2155-8256(15)30062-4
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020, 27 March). The difference between emergency remote teaching and online learning. https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning.
- Huang, L., Lei, W., Xu, F., Liu, H. & Yu, L. (2020). Emotional responses and coping strategies in nurses and nursing students during COVID-19 outbreak: a comparative study. PLoS, 15(8). e0237303. https://doi.org/10.1371/journal.pone.0237303
- Khalil, R., Mansour, A., Fadda, W., Almisnid, K., Aldamegh, M., Al-Nafeesah, A., Alkhalifah, A. & Al-Wutayd, O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: a qualitative study exploring medical students' perspectives. BMC Medical Education, 20. 285. https://doi.org/10.1186/s12909-020-02208-z
- Larue, C., Pepin, J. & Allard, E. (2015). Simulation in preparation or substitution for clinical placement. A systematic review of the literature. Journal of Education and Practice, 5(9). 132-140. https://doi.org/10.5430/jnep.v5n9p132
- Lederman, D. (2020, 22 April). How teaching changed in the (forced) shift to remote learning. https://www.insidehighered.com/digital-learning/article/2020/04/22/how-professors-changed-their-teaching-springs-shift-remote
- Lovrić, R., Farčić, N., Mikšć, Š. & Včev, A. (2020). Studying during the COVID-19 pandemic: a qualitative inductive content analysis of nursing students' perceptions and experiences. Education Sciences, 10, 188. 1-18. https://doi.org/10.3390/educsci10070188
- McGaghie, W., Issenberg, S., Cohen, E., Barsuk, J. & Wayne, D. (2011). Does simulation-based medical education with deliberate practice yield better results than traditional clinical

education? A meta-analysis comparative review of the evidence. Academy of Medicine, 86(6). 706-711. https://doi.org/0.1097/ACM.0b013e318217e119

- McMurtrie, B. (2021, 01 April). Teaching after the pandemic. What innovations are worth keeping? The Chronicles of Higher Education. https://www.chronicle.com/newsletter/teaching/2021-04-01
- Meckler, L. (2020, March 13). Seven states, D.C. order all schools closed in effort to prevent spread of covid-19. The Washington Post. https://www.washingtonpost.com/local/education/ohio-maryland-order-all-schools-closed-in-effort-to-prevent-spread-of-covid-19/2020/03/12/e4078b3a-6499-11ea-845d-e35b0234b136_story.html.
- National Council of State Boards of Nursing (2019). 2019 NCLEX pass rate. https://www.ncsbn.org/13495.htm.
- National Council of State Boards of Nursing (2020, June 22). Changes in education requirements for nursing programs during COVID-19. https://www.ncsbn.org/Education-Requirement-Changes_COVID-19.pdf.
- National Education Progression In Nursing Collaborative (2020, March 30). Innovations in nursing education: recommendations in response to the COVID-19 pandemic (Position Paper). https://nepincollaborative.org/wp-content/uploads/2020/08/Nursing-Education-and-COVID-Pandemic-March-30-2020-FINAL.pdf.
- Rahim, A.F.A. (2020). Guidelines for online assessment in emergency remote teaching during the COVID-19 pandemic. Education in Medical Journal, 12(2). 59-68. https://doi.org/10.21315/eimj2020/12.2.6
- Rasmussen, S., Sperling, P., Poulson, M., Emerson, J. & Andersen, S. (2020). Medical students for health-care staff shortages during the COVID-19 pandemic. Lancet, 395(10234). e79-e80. https://doi.org/10.1016/S0140-6736(20)30923-5
- Savitsky, B., Findling, Y., Ereli, A. & Hendel, T. (2020). Anxiety and coping strategies among nursing students during the covid-19 pandemic. Nurse Education in Practice, 46. e102809. https/doi.org/10.1016/j.nepr.2020.102809
- Schlesselman, L. (2020). Perspective from a teaching and learning center during emergency remote teaching. American Journal of Pharmaceutical Education, 84(8). 8142. https://doi.org/10.5688/ajpe8142
- Singh, H.K., Joshi, A., Malepati, R.N., Najeeb, S, Balakrishna, P., Pannerselvam, N.K., Singh, Y.K., & Ganne, P. (2021). A survey of e-learning methods in nursing and medical education during COVID-19 pandemic in India. Nurse Education Today, 99. 104796. https://doi.org/10.1016/j.nedt.2021.104796
- Shawaqfeh, M., Al Bekairy, A., Al-Azayzih, A., Alkatheri, A., Qandil, A., Obaidat, A., Harbi, S. & Muflih, S. (2020). Pharmacy students perceptions of their distance online learning experience during the COVID-19 pandemic: a cross-sectional survey study. Journal of Medical Education and Curricular Development, 7. 1-9. https://doi.org/10.1177/2382120520963039
- Shin, S., Park, J.-H. & Kim, J.-H. (2015). Effectiveness of patient simulation in nursing education: meta-analysis. Nurse Education Today, 35(1). 176-182. https://doi.org/10.1016/j.nedt.2014.09.009

- Spurlock, D. (2020). The Nursing Shortage and the Future of Nursing Education Is in Our Hands. The Journal of Nursing Education, 59(6), 303–304. https://doi.org/10.3928/01484834-20200520-01
- Subedi, S., Nayaju, S., Subedi, S., Shah, S., & Sha, J. (2020). Impact of e-learning during COVID-19 pandemic among nursing students and teachers of Nepal. International Journal of Science and Healthcare Research, 5(3). 68-76. https://ijshr.com/IJSHR_Vol.5_Issue.3_July2020/IJSHR0012.pdf
- Taha, M., Abdalla, M., Wadi, M. & Khalafalla, H. (2020). Curriculum delivery in medical education during an emergency. A guide based on the responses to the COVID-19 pandemic. MedEdPublish, 9(1), 69. https://doi.org/10.15694/mep.2020.000069.1
- Texas Board of Nursing, (2020, July). Effects of COVID-19 on nursing education in Texas. Texas Board of Nursing Bulletin. https://www.bon.texas.gov/pdfs/newsletter_pdfs/2020/July%202020%20Bulletin%20Web.pdf.
- Vecchia, E. (2017). Learning Experiences of Nursing Students in Online RN-BSN Programs in the United States. Research in Health Science, 2(3), 291– 313. https://doi.org/10.22158/rhs.v2n3p291
- Ulenaers, D., Grosemans, J., Schrooten, W. & Bergs, J. (2021). Clinical placement experience of nursing students during the COVID-19 pandemic: a cross-sectional study. Nurse Education Today, 99. 104746. https://doi.org/10.1016/j.nedt.2021.104746

Organization / University Logo

