

# How the Lessons Learned from Covid are Improving the Future of Nursing Education

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Webinars   Consultations   Conferences   NCLEX® Prep

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## Amazing Feats!

- Transitioned from in-person courses, lab, and clinical to online learning in a matter of days/weeks.
- Regulatory boards suspended longstanding, traditional, and rigid rules of operations, which normally would have been akin to pushing a boulder uphill (clinical, testing, etc.).
  - NCLEX Changes – 265 items to 145 items
  - Increase in acceptable simulation for clinical hours
- Question for discussion: What other Amazing Feats did you experience during Covid?

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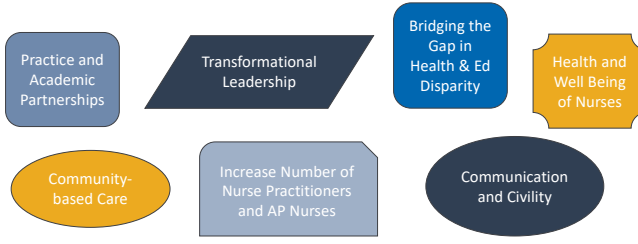
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## Literature Review



Practice and Academic Partnerships   Transformational Leadership   Bridging the Gap in Health & Ed Disparity   Health and Well Being of Nurses

Community-based Care   Increase Number of Nurse Practitioners and AP Nurses   Communication and Civility

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Practice and Academic Partnerships

## Clinical Impact

### Adjustments to Clinical Limitations

- 772 students from 5 Universities in 5 United States – Qualitative
- Themes ~
  - Students felt a **lack of preparedness**.
  - Working part-time outside of school in a **clinical environment improved confidence**.

Michel, A. et al (2021) Undergraduate nursing students' perceptions on nursing education during the 2020 COVID-19 pandemic: A national sample.

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Practice and Academic Partnerships

## Desire to become a Nurse

### Impact of the Pandemic

- 772 students from 5 Universities in 5 United States – Qualitative
- Largely (65.1%), students reported that the pandemic **strengthened their desire to become a nurse**; only 11% had considered withdrawing from school.
- **Question for discussion:** This study was published in May, 2021 - Do you think this study would have the same outcome today?

Michel, A. et al (2021) Undergraduate nursing students' perceptions on nursing education during the 2020 COVID-19 pandemic: A national sample.

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Practice and Academic Partnerships

## Health Care Environment

### Acute Care Stressors

- **Over-worked** workforce
- **Lack of supplies**, beds, etc. (beds in the parking garage)
- **Urgent needs** for testing – immunizations – community health

### Solutions

- Implementing a **Team approach** to nursing care
- Redeployment to **“front lines”**

Singh, A. & Haynes, M. (2020). The challenges of COVID-19 in nursing education: The time for faculty leadership training is now.

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Practice and Academic Partnerships

## Clinical Standardization

### National Clinical Standards

- A profession **standardized clinical outcome tool** will improve student learning experience and unifying communication regarding graduate nurse preparation to valued stakeholders.
- Medicine and pharmacy have worked at the national level to create a standardized tool using current psychometric methods for development and validation.

Wilson, R., Wilson, B., Madden, C. (2021) Creating a National Standard for Prelicensure Clinical Evaluation in Nursing

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Practice and Academic Partnerships

## Work-Study

### Partnerships

- Student employment in hospitals and long-term care facilities that offer **simultaneous clinical credit in a nursing course** is a win-win for employers and nursing programs; in the end this partnership will result in new graduates who are better prepared to meet the challenges of the future.
- Question for discussion:** What are the Pros and Cons of students' working while in nursing school?

Benton, D., et. al (2020) Lessons learned and insights gained: A regulatory analysis of the impacts, challenges, and responses to COVID-19

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Transformational Leadership

## Prepare for the Future

### Building Leaders

- Need for **transformational leaders** in nursing and health care is clearly evident
- Preparing future transformational nursing leaders among nursing students is imperative due to the constantly growing complexity of health care and pending nurse leader retirements.

Fischer, S. A. (2017). Transformational leadership in nursing education: Making the case.

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Transformational Leadership

## Prepare for the Future

### Building Leaders

- Leadership development for faculty is well supported
  - Robert Wood Johnson Foundation (RWJF)
  - American Association of Colleges of Nursing (AACN)
  - National League of Nursing (NLN)
- With academic institutions relying heavily on teaching, service, and scholarship for promotion and tenure evaluation, there is oftentimes **little room for additional training.**

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Singh, A. & Haynes, M. (2020). The challenges of COVID-19 in nursing education: The time for faculty leadership training is now.

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Transformational Leadership

## Prepare for the Future

### Building Nursing Leaders – Curriculum Changes

- Shifting nursing education curriculum to focus on these key attributes will help **better prepare new nurses** to be adaptable in practice
  - Teamwork and communication
  - Flexibility and critical thinking
  - Leadership and using your voice
  - Advocacy and policy

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Badowski, D. et al. (2021). Envisioning nursing education for a post-COVID-19 world: Qualitative findings from the frontline.

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Bridging the Gap in Health & Ed Disparity

## Healthcare Inequities

- Initially, the pandemic was thought to be the great equalizer, yet it shed light on many of the health and education inequities.
  - **Minoritized populations, died at much higher rates** from COVID-19 than Whites. COVID-19 magnified the longstanding disparities in the morbidity and mortality rates among races.
  - Highlighted structural and **social determinants** that contribute to poor health: environmental conditions, income, access to health care, policies, and racism— all pointing out the need for equity.
  - **Limited accessibility** to technology and infrastructure impaired teaching and learning.

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Davis, V. et al. (2021). Tipping Point: Integrating Social Determinants of Health Concepts in a College of Nursing.

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Bridging the Gap in Health & Ed Disparity

## Educational Disparity

### Adjustments to Online Learning

- 772 students from 5 Universities in 5 United States – Qualitative
- Themes ~
  - A **lack of reliable internet** access at home.
  - Limited or **no access** to libraries, computer labs, or other public internet access points.
  - **Sharing of internet access** with other family members in the home.
  - A **lack of adequate study space** and **disruptive home environment**.
  - Concern that **online education was inadequate**.

Michel, A. et al. (2021) Undergraduate nursing students' perceptions on nursing education during the 2020 COVID-19 pandemic: A national summit.

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Health and Well Being of Nurses

## Emotional Impact

### Perceptions - Students

- Increase in workload due to **additional projects and papers**, altered timelines, and COVID-19 crash course modules mandated by the university.
- An **expectations that faculty would be ready** to teach in an online format and be able to address technical issues when they arose.
- **Blurring of lines between home and school**, family interruptions and expectations, lack of privacy, and limited quiet spaces in which to study.

Klemm, P., et al. (2020). The COVID-19 Pandemic and Higher Education: Common Interdisciplinary Issues and Lessons Learned.

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Health and Well Being of Nurses

## Emotional Impact

### Mental Health

- 62 college students surveyed Spring 2020 **and again** in Spring 2021
- Improvement
  - Mental health **improved with time** and adjustment to change
  - Perception of **engagement in online learning improved**
- Biggest challenge
  - **Limited interaction** with faculty and classmates
  - **Access to support services** available remotely

Son, C., Hegde, S., Smith, A., & Sasangohar, F. (2021). Effects of COVID-19 on college students' mental health in the United States.

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Health and Well Being of Nurses

## Emotional Impact

### Anxiety

- 244 students in **3rd week of lockdown**
- Administered the Generalized Anxiety Disorder 7-Item Scale with a cut-off point of 10 for moderate and of 15 for severe anxiety.
  - **Moderate anxiety was 42.8%**
  - Severe anxiety was 13.1%
- Higher Anxiety Score in female gender
- Stressors - Lack of PPE and Fear of Infection

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Savitsky, B, et al. (2020). Anxiety and coping strategies among nursing students during the covid-19 pandemic.

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Health and Well Being of Nurses

## Emotional Impact

### Perceptions of Psychosocial Wellbeing

- 772 students from 5 Universities in 5 United States – Qualitative
- Themes ~ Major Stressors
  - **Financial concerns**, relocation, lack of public transportation, physical health
  - Blurred lines between **home and school environments** and family commitments
  - **Isolation** from peers
- Positive Comments from Students
  - Expanded my **collaboration skills**.
  - Communication between faculty and students, organization and **updates are helpful**.
  - Learned to become **more flexible**.

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Michel, A, et al (2021) Undergraduate nursing students' perceptions on nursing education during the 2020 COVID-19 pandemic: A national sample.

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Health and Well Being of Nurses

## Recommendations

### Meeting the Social and Emotional Need

- Reach out to students – **make contact** - Educators need to attend to the social and emotional aspects of students as well as the academic aspects.
  - Smaller classes
  - Provide resources that support students' mental health
  - Design learning experiences that allow for more interaction and collaboration
  - Be more flexible and tolerant.

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## Ethical Concerns & Considerations

Health and Well Being of Nurses

**Several Articles**

- Serious concerns related to **learner safety** versus the value of education. If students were exposed to COVID-19 while in a clinical setting, they risked not only their health but that of their family.
- Issues related to academic **integrity, quality** of clinical experiences, student **employability**, and **competency to enter practice**.
- Employment for nursing graduates was sometimes **delayed** because of COVID-19 restrictions on test sites to take the NCLEX exam.

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## Empathy or Sympathy

Health and Well Being of Nurses

**Building Resilience**

- Education plays a vital role in developing students' ability to work well and remain **resilient** in challenging healthcare environments, including in the context of a global pandemic.
- Question for discussion: How do we differentiate between being empathetic, accommodating, and holding on to standards?

NurseTim INCORPORATED NurseThink Taylor, R. et al (2020), Teaching empathy and resilience to undergraduate nursing students: A call to action in the context of Covid-19 NurseTim.com | NurseThink.com 20

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## Community Focused-Care

Community-based Care

**Areas of Growth**

- Preventative Care
- Screening/Testing
- Point-of Care Treatment
- Tele-Medicine
- Community Nursing

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**Community Focused-Care** Community-based Care

**Learning Opportunities**

- Contact tracing activities with local health department.
- A greater focus on patients' empowerment and self-care.
- Healthcare communication's impact on promoting healthy and safe behaviors in the population during an outbreak.
- A greater focus on how hospital care is deeply linked with public health issues and on how public health issues affect nursing care.

NurseTim INCORPORATED NurseThink Tomietto, M., et al (2020). Nursing education: challenges and perspectives in a COVID-19 age. NurseTim.com | NurseThink.com 22

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**Community Focused-Care** Community-based Care

**Mental Health and Trauma**

- Integrating trauma-informed education practices into an undergraduate nursing mental health course is feasible and beneficial and allows faculty to role model skills and values central to nursing practice.

NurseTim INCORPORATED NurseThink Bosse, J., Clark, K., Arnold, S. (2021) Implementing trauma-informed education practices in undergraduate mental health nursing education. NurseTim.com | NurseThink.com 23

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**Advancing Nursing Practice** Increase Number of Nurse Practitioners and AP Nurses

- New ways of thinking about how we "do" nursing education is not limited to prelicensure programs.
- Advancement of specialty degrees in population health.
- More Nurse Practitioners needed in the future.
- Expansion of nursing researchers (PhD)

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## Teaching Communication

Communication and Civility

### Communication in the Online Platform

- Conducting **online teaching for effective therapeutic communication** with patients was tricky as this soft skill builds upon the basis of direct human-to-human interaction, touch and empathy.
- **Positive outcomes on communication strategies** within online discussion boards, forums and interactive videos and responses to course evaluation.

NurseTim INCORPORATED NurseThink Dorrian and Wache (2009); Lyons and Evans (2013); Meyer et al. (2014); O'Flaherty and Timms (2015). NurseTim.com | NurseThink.com 25

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## Communicating with Students

Communication and Civility

- **Open and prompt communication** is needed to reduce anxiety and minimize resistance to online learning.
- **Clear communication** is needed when implementing innovative teaching strategies
- A lack of direct contact and communication with faculty affects a students' interaction, orientation and focus to studies, which, impact negatively on assessment.

NurseTim INCORPORATED NurseThink Dorrian and Wache (2009); Owens et al. (2009) NurseTim.com | NurseThink.com 26

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## Reclaim and Reimagine....

Practice and Academic Partnerships

Transformational Leadership

Bridging the Gap in Health Disparity

Health and Well Being of Nurses

Community-based Care

Increase Number of Nurse Practitioners and AP Nurses

Communication and Civility

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### Future of Regulation

**Compact License**

- Compact Licensure
- Individual states would issue a multi-state license and nurses hold the privilege to practice in all other party states and territories.
- **Question for discussion:** How might the Nursing Compact impact future healthcare crisis?

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### Future of NCLEX Testing

**Changes 2023**

- 5 hours (previously 6 hours)
- 85-150 Items (previously 265 for RN)
- NCJMM Cases
  - 3 scored cases (18 items)
- Stand Alone Items
  - 52-117 – Traditional, Alternate Items, Trend Items
- Unscored (Pretest) Items
  - 15 Items

New RN Test Plan  
Logit change?

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### Future of Teaching and Technology – Students’ Expectations

**Several Sources**

- Teachers were expected to be competent with technology
- When technical issues arose, students believed that it was the prime responsibility and role of the teacher to find a timely solution to these issues
- Student ability to find their own way with technology influenced performance, motivation, and their ability to engage with self-directed learning tasks.

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## Future of Content

### Several Sources

- Cover less material than previously so that students and faculty are able to engage more deeply about the topics that are addressed.
- Assigning less reading but ensuring that what is assigned is meaningful, challenges students' thinking.
- Place more control and responsibility in the hands of the learners.
- Devoting more "class" time to let students share what they are thinking, engages in conversations and community-building activities to cultivate a supportive environment.
- Focusing more on developing values, intellectual virtues, habits of mind, and intellectual curiosity than on covering content.




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## Future of Assessment

### Flexibility

- A study with psychology students at two Scottish universities.
- Students were given feedback on assignments but with no grade attached; instead, the grade was released a few days later.
- Supported the assumption that allowed students to focus on the feedback and not the grade.
- Other findings ~
  - Provide a variety of learning resources and not specific textbook pages.
  - Offer a 'café' assignment list to learners.



Kuepper-Tetzl, C. (2021). Increasing academic performance through mark withholding.

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## Future of Self-Directed Learning

### Lifelong Learners

- Self-directed Learning - prepares nurses to be lifelong learners as part of their continuous professional development.
- Impact on continuing education
- **Question for discussion:** Should a student nurse be able to be enrolled in a program that fast-tracks them to MSN, DNP, or PhD?



Levett-Jones TL. Self-directed learning: implications and limitations for undergraduate nursing education.

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### Future of Learning Environments

#### Definitions

- Online/Virtual Synchronous vs Asynchronous
- Hybrid: replace a portion of traditional face-to-face instruction with web-based online learning
- Blended: instructors and facilitators combine in-person instruction with online learning activities.
- In-Person




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### Future of Planning

#### Contingency Planning

- Creating a detailed formal contingency plan for emergencies.
- The pandemic highlighted the importance of continuing faculty development and education in online, virtual, and simulation pedagogy.
- It is recommended that schools of nursing implement formal policies for replacement of clinical hours with simulation.

• **Question for discussion:** Did you have a contingency plan in March, 2020?




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### Future of Active Learning

#### Several Sources

- Student confidence in engaging as active learners in blended learning classrooms increased when students felt valued.
- Active learning supports a higher level of thinking and clinical judgment.

• **Question for discussion:** What percentage of your class is active?




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## Web-based Learning Tools

Medication Administration - <https://www.dosagemath.com/>


TOOLS FOR TEACHING DOSAGE Home - About - Contact

Table of Contents

- Manipulatives for Preparing & Measuring Dosage
- Pictures and Animations for Creative IV Tasks
- Demos Manipulatives and Activities
- Demos Guided Activities
- Additional Tools for Connecting Math & Nursing Concepts


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**MANIPULATIVES FOR PREPARING & MEASURING DOSAGE**

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## Web-based Learning Tools

Concept Mapping – [www.padlet.com](http://www.padlet.com)



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## Web-based Learning Tools

Concept Mapping – <https://app.creately.com>



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**Web-based Learning Tools**  
Concept Mapping – <https://www.practicalclinicalskills.com/>

PracticalClinicalSkills Home Heart Lungs EKG Blood Pressure ES Upgrade Dashboard Sign-out

**Practical Clinical Skills**  
Lessons, Quizzes, Guides

Practical Clinical Skills provides training and reference guides for EKG interpretation, taking blood pressure and auscultation of heart sounds, murmurs, lung sounds and carotid bruit.

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**Web-based Interactive Tools**  
Audience Response – [www.mentimeter.com](http://www.mentimeter.com)

 **Mentimeter**

 **AhaSlides**

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**Web-based Gaming Tools**  
Random Name Picker – <https://commentpicker.com/random-name-picker.php>

**RANDOM NAME PICKER**  
Pick a random name from a list of names.

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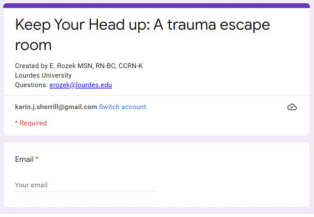
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## Virtual Escape Room

Using Google Forms



Keep Your Head up: A trauma escape room

Created by E. Rozek MSN, RN-BC, CORN-K  
Lourdes University  
Questions: [erozek@lourdes.edu](mailto:erozek@lourdes.edu)

karin.j.ahern@gmail.com [Switch account](#)

\* Required

Email \*

Your email

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## Future of Virtual Simulation Learning

### Digital Clinical Education (Virtual Simulation) as a Clinical Substitution

- 78 faculty (47 BSN and 31 RN-BSN) from 56 nursing schools across the U.S.
- BSN Faculty Themes ~
  - DCE helps maximize resources in light of shortage of sites and personnel
  - DCE provides a safe practice environment for students to practice
  - DCE provides meaningful learning outcomes compared to traditional clinical hours.
- RN-BSN Faculty Themes ~
  - DCE replaces minimum interaction hours with a preceptor
  - DCE provides meaningful learning outcomes compared to traditional clinical hours
  - DCE allows students to practice skills and run emergency scenarios.

Jimenez, F. (2018). Using Virtual Patient Simulation in Substitution of Traditional Clinical Hours in Undergraduate Nursing

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## Virtual Simulation

Disaster Management: <https://etvlabs.com/TurbulentSky/>



TURBULENT SKY Overview Theory Quiz Detail Credits

EXERCISE

TURBULENT SKY

A 360° DISASTER MANAGEMENT SCENARIO

GO TO TURBULENT SKY

ETV LABS

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**Virtual Simulation**  
 Cyber Patient: <https://www.cyberpatient.ca/>

Turn Theory into Practice

Students put their medical theory into practice on virtual, interactive patients that explore the full continuum of care. Like pilots training to fly an airplane on a simulator, train to treat patients on CyberPatient.

[CyberPatient Trial](#)

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**Virtual Simulation**  
 Nursing Hospital: <https://de.rverson.ca/games/nursing/hospital/map.html>

Choose Your Area

EMERGENCY PEDIATRICS GERONTOLOGY MEDICAL SURGICAL MATERNAL & CHILD FACILITY RESOURCES LIBRARY MENTAL HEALTH

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**Virtual Simulation – Open Access Text**  
<https://ecampusontario.pressbooks.pub/vlsvstoolkit/chapter/introduction-2/>

Home Read Sign In Search in book

CONTENTS VIRTUAL SIMULATION: AN EDUCATOR'S TOOLKIT

**ABOUT THIS TOOLKIT**

About this etextbook

This open access etextbook was developed as a resource to help educators and simulationists use virtual simulations with learners in all educational settings. It is designed to highlight key concepts related to educator preparation, onrief, enactment, debrief and evaluation stages required for providing an effective

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### Areas of Future Research

- What were the effects of issuing temporary licenses without NCLEX results?
- What are the outcomes of substituting simulation for greater than 50% of the clinical experience?
- Will students benefit equally from virtual simulation as they do high fidelity?
- What were/are the effects of the pandemic on the workforce?
- Will a higher number of nurses experience the effects of burnout?
- Will we see an increase in substance use among healthcare professionals?
- How will the pandemic affect the retention of new graduates?

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Think

Benton, D., Alexander, M., Fotsch, R., Livanos, N., (2020) Lessons learned and insights gained: A regulatory analysis of the impacts, challenges, and responses to COVID-19.

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