

TOPIC: Increasing support for nursing students as they transition to professional practice during the COVID-19 Pandemic

SUBMITTED BY: New Jersey Nursing Students Inc.
Trenton, NJ

AUTHORS: Anjali Badeti

WHEREAS, the COVID-19 pandemic has had serious detrimental effects on nursing education, by reducing the amount of clinical practicums and skills labs, and switching to virtual learning (Dewart et al., 2020); and

WHEREAS, many students expressed concern over their professor's ability to adapt to a virtual curriculum, due to skill deficits in technology and online learning tools, and feeling that the available tools were insufficient for their learning (Wallace et al., 2021); and

WHEREAS, professors also reported that many of their skills with providing education virtually were learned independently, with no crisis plans in place prior to the pandemic to account for the possible need for virtual education, which left professors feeling underprepared and uncertain of the efficacy of their teaching (Nabolsi et al., 2021); and

WHEREAS, students reported reduced interaction between their professors and their peers due to the pandemic, which impacted their ability to ask questions, increased their feelings of isolation, reduced their use of study groups, and inhibited the development of faculty-student relationships (Wallace et al., 2021); and

WHEREAS, social learning has beneficial effects on student success such as motivating students, providing peer support, and improving performance on standardized tests, which may be diminished due to reduced peer interaction in a virtual setting (Keren et al., 2017; Wallace et al., 2021); and

WHEREAS, novice nurses are uncertain about their ability to transition successfully and perform competent care in the workforce due in part to the loss of clinicals and shift cancellations (Crismon et al., 2021); and

WHEREAS, caregiver confidence directly impacts a patient's perception of the quality of care that they receive, therefore, improving nursing confidence is important in improving overall patient satisfaction (Owens & Keller, 2018); and

WHEREAS, the effects of the pandemic are evident through lowered nursing student confidence in their ability to succeed in school, on the NCLEX exam, and in the workforce, which may have lasting detrimental effects on nursing student success (Gaffney et al., 2021; Owens & Keller, 2018); therefore be it

RESOLVED, that the National Student Nurses' Association (NSNA) publish an article on *Imprint* to raise awareness on the need to provide further support to nursing students and recent graduates in order to increase confidence and competence, especially during the pandemic; and be it further

RESOLVED, that the NSNA encourage nursing professors to optimize learning in the virtual setting by engaging in professional development in virtual learning; and be it further

RESOLVED, that nursing schools encourage semesterly surveying of their student population to give students a platform to express their concerns about their progress and ability to succeed in nursing school and post-graduation; and be it further

RESOLVED, that the NSNA spreads awareness to the professional development departments at healthcare facilities regarding the need to adapt orientation for new graduates to reflect any skills deficits resulting from limited clinical experience; and be it further

RESOLVED, that the NSNA send a copy of this resolution to the American Association of Colleges of Nursing, American Organization for Nursing Leadership, American Nurses' Association, the National League of Nursing, and all other deemed appropriate by the NSNA Board of Directors.

References

- Crismon, D., Mansfield, K. J., Hiatt, S. O., Christensen, S. S., & Cloyes, K. G. (2021, June 17). COVID-19 pandemic impact on experiences and perceptions of nurse graduates. *Journal of Professional Nursing, 37*(5), 857-865. ScienceDirect. <https://doi.org/10.1016/j.profnurs.2021.06.008>
- Dewart, G., Corcoran, L., Thirsk, L., & Petrovic, K. (2020, May 28). Nursing education in a pandemic: Academic challenges in response to COVID-19. *Nurse Education Today, 92*(104471), 1-2. National Center for Biotechnology Information. <https://doi.org/10.1016/j.nedt.2020.104471>
- Gaffney, M. K., Chargualaf, K. A., & Ghosh, S. (2021, February 10). COVID-19 Disruption of Nursing Education and the Effects on Students' Academic and Professional Confidence. *Nurse Educator, 46*(2), 76-81. <https://doi.org/10.1097/NNE.0000000000000986>
- Keren, D., Lockyer, J., & Ellaway, R. H. (2017, May 17). Social studying and learning among medical students: a scoping review. *Perspectives on medical education, 6*(5), 311-318. PubMed. <https://doi.org/10.1007/s40037-017-0358-9>.
- Nabolsi, M., Abu-Moghli, F., Khalaf, I., Zumot, A., & Suliman, W. (2021, June 9). Nursing Faculty Experience With Online Distance Education During COVID-19 Crisis: A Qualitative Study. *Journal of Professional Nursing, 37*(5), 828-835. PubMed Central. <https://doi.org/10.1016/j.profnurs.2021.06.002>
- Owens, K. M., & Keller, S. (2018, April 25). Exploring workforce confidence and patient experiences: A quantitative analysis. *Patient Experience Journal, 5*(1), 97-105. <https://doi.org/10.35680/2372-0247.1210>.
- Wallace, S., Schuler, M. S., Kaulback, M., Hunt, K., & Baker, M. (2021, March 17). Nursing student experiences of remote learning during the COVID-19 pandemic. *Nursing Forum, 56*(3), 612-618. Wiley Online Library. <https://doi.org/10.1111/nuf.12568>