

The Impact of the COVID-19 Pandemic on Nursing Students and Their Nursing Judgement and Decision Making

Marsia Szydlowski and Chase Rosengarten

with

Dr. Pamela Wadsworth and Jaime Neary

About us



**Marisa
Szydlowski**

Lake Orion, MI

Work: Surgical-
Trauma ICU at
Ascension St. John
(Detroit)

Future Career:
CRNA

**Chase
Rosengarten**

Novi, MI

Work:
Cardiothoracic ICU
at Ascension
Borgess
(Kalamazoo)

Future Career:
CRNA

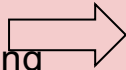




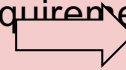
Background

Nurses must be capable of making quick and relevant decisions when providing care

Spring of 2020
to virtual learning



Social distancing requirements



Shift

A majority of students nurses were not able to attend clinical

Nursing shortage led to new graduate nurses being hired on high acuity units



Significance

As current senior nursing students at WMU, all four years of undergraduate degree were affected by the COVID-19 pandemic

We are concerned about how virtual learning may or may not pose challenges to us as new graduate nurses



Aim of literature review

1

To explore the nursing judgment and decision-making capabilities and challenges of new graduate nurses through current research studies

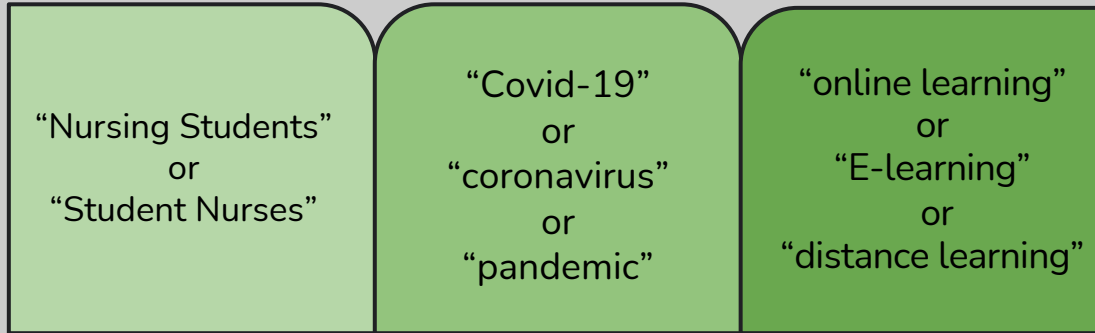
2

Explore how online learning altered education and preparedness for future nursing careers



Methodology

- Databases utilized: CINAHL and ProQuest
- Search terms used





Methodology - *Inclusion/exclusion criteria*

1

Geographic location in the
United States

2

Academic/Peer Reviewed
Journals

3

RN students only both 2 year
and 4 year degrees

4

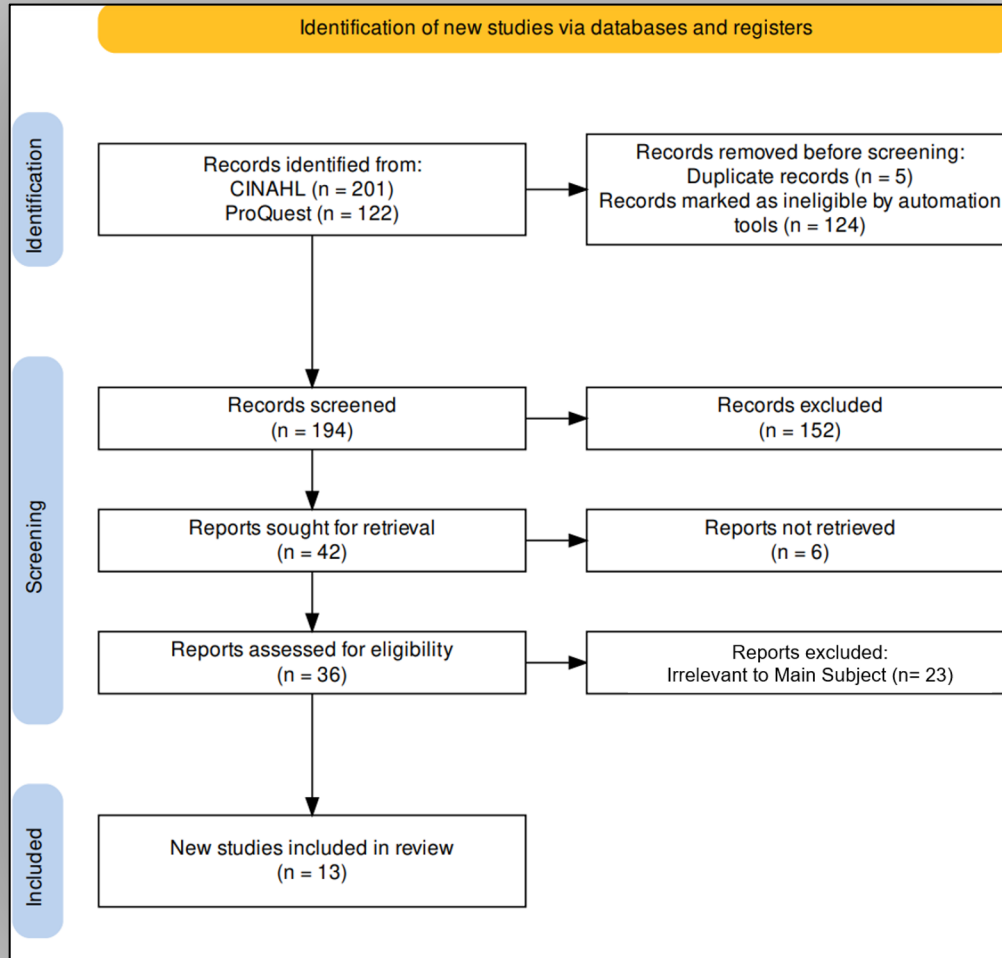
March 2020 to present

5

English Language

6

Primary and Secondary
Research



Literature review Article Prisma diagram



Emerging themes

Impact on Mental
Health

Impact on
Motivation and
Engagement

Impact on
Psychomotor
Skills

Impact on
Judgement and
Critical Thinking



Impact on Mental Health

- Cross sectional study on 113 undergraduate nursing students (Han et al., 2022).
 - ◆ **Increased stress loads indirectly affected academic self-efficacy**
- Pilot study on 23 senior undergraduate nursing students (Gullet et al., 2021).
 - ◆ **Low levels of self-efficacy results in insufficient nursing care towards patients**



Impact on Mental Health (continued)

- Cross-sectional survey among 152 nursing students (Keener et al., 2021)
 - ◆ **Over half of the responses among students indicated low quality of life in the psychological domain**
- Qualitative descriptive study interviewing 16 nursing students (Iheduru-Anderson & Foley, 2022).
 - ◆ **Students experienced a lack of connectedness between professors and peers, which intensified mental health concerns of depression and loneliness**



Impact on Motivation and Engagement

- Qualitative study in New Mexico with 165 participants (Liesveld et. al., 2023)
 - ◆ Students described a lowering of expectations once pandemic started
 - ◆ Increased difficulty in time management resulting from lack of motivation from lowered expectations

- Cross-sectional, descriptive, correlational study with 156 participants (Penrod et. al., 2022)
 - ◆ Online learning formats cause a loss of motivation
 - ◆ Self-motivation/discipline were essential to success in online school



Impact on Motivation and Engagement (continued)

- Reflexive thematic analysis with 12 participants (Goodwin, 2022)
 - ◆ Found a large preference for face-to-face learning
 - ◆ Asynchronous learning associated with poor retention, motivation, focus in school

- Cross-sectional descriptive study with 522 participants (Bowser et. al., 2022)
 - ◆ “Zoom fatigue” associated with online learning



Impact on Psychomotor Skills

- Phenomenological study interviewing 8 nursing students about shortened skill labs (Aldridge et al., 2021).
 - ◆ **Desire for more practice opportunities**
- Descriptive study sampled 103 nursing students using the Casey-Fink Readiness for Practice Survey (Lanahan et al., 2022)
 - ◆ **Reduction in comfort performing common nursing skills independently**
 - ◆ **Decreased comfort caring for multiple patient assignments**



Impact on Psychomotor Skills (continued)

- Split qualitative and quantitative study with 1,312 participants (Michel et al., 2021).
 - ◆ Online simulation was effective at teaching hands on nursing skills
 - ◆ Direct patient care experiences were preferred



Impact on Judgment and Critical Thinking

- Cross-sectional and comparative study with 56 participants (Foster et. al., 2021)
 - ◆ Perceived sense of clinical competence through virtual simulation
 - ◆ Traditional education scores were higher than the virtual simulation group scores
- Quantitative retrospective cohort study with 32 participants (Banjo-Ogunnowo & Chisholm, 2022)
 - ◆ No difference in clinical judgment, clinical decision making, or critical thinking between the two groups
 - ◆ No relationship between traditional or virtual learning and NCLEX-RN pass rates
 - ◆ Online simulation is a suitable method to prepare students for their future careers

Discussion

Mental Health

Increase: stress, feelings of depression, feelings of loneliness

Decrease: academic self-efficacy, connectedness

Motivation and Engagement

Decrease in motivation and engagement

Psychomotor Skills

Decrease in confidence performing nursing tasks

Virtual simulations are proven to be effective teaching method

Critical Thinking

No difference in retention or accuracy



Future Research Recommendations

Comparison study
between face-to face
and virtual learning
environments in all
semesters

Assess the long-term
effects of nurses who
received virtual
instruction during COVID-
19

Survey on new graduate
nurses and experienced
nurses perception of their
ability to perform



Lessons Learned - *Literature review*

- Literature reviews can be conducted in different formats
 - *Scoping Review*
 - *Meta-analysis*
 - *Systematic review*
- Prisma diagrams illustrate the exclusion of articles
- Summary tables are helpful when reviewing a systematic literature review



Lessons Learned - *Thesis/research process*

→ Original study did not go as planned

- *Wanted to survey new grads and “seasoned” nurses at Bronson and Borgess*
- *Received IRB approval from WMU in December 2022*

→ Bronson declined our request to conduct research

→ Ascension Borgess encouraged our research

- *Met with CNO of both Michigan Ascension and Borgess, Director of Nursing research for Michigan Ascension and Borgess*
- *Wanted us to extend our research to multiple Ascension Hospitals*
- *Timeline did not align with graduation requirements*

We plan to continue our original research plan post-graduation

Question and Discussion Time

