

COVID-19 and Education in Oncology Nursing

So-Hyun Park, PhD, ANP-BC, RN
Associate Professor
Ewha Womans University
College of Nursing
Seoul, Korea
parksohyun@ewha.ac.kr



INTRODUCTION

COVID-19 pandemic has caused a significant change in the way nursing education is being delivered at the undergraduate and graduate level. The pandemic has led to an urgent need to shift from in-person to virtual teaching. To comply with the pandemic related restrictions, nursing education programs have made modifications such as allowing simulation to replace some of the in-person clinical practice hours.

OBJECTIVE

The purpose of this study is to review innovative virtual teaching in nursing during the pandemic and discuss application to post-pandemic oncology nursing education.

METHODS

Comprehensive literature review was performed to identify innovative nursing education methods used during COVID-19 pandemic. Medline and CINAHL databases were searched using search terms including COVID-19, pandemic, online, simulation, telehealth, nursing, and education in various combinations.

RESULTS

Innovations in virtual clinical learning included clinical decision making, case studies, written student reflections, utilization of existing online resources, gaming, critical thinking with pre and de-brief sessions, and live streaming simulations. Results of these innovations revealed positive aspects of student engagement, learning, achieving competencies, empowerment, and improved clinical decision making.

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Types of Innovative Education	Description
Simulation	Auscultation of heart and lung sounds were taught using an online module for undergraduate nursing students. During virtual classes, students discussed difficulties and their attempts to resolve issues they encountered during online modules (Konrad et al., 2020).
	A virtual maternal-child nursing clinical simulation was developed for undergraduate students. Five standardized 6-hour virtual simulations were prepared on the various topics of child birth and related complications. Virtual simulation was comprised of asynchronous student pre-assignments and synchronous faculty led video conference (Esposito & Sullivan, 2020).
Telehealth	A nurse-led program taught telehealth delivery models to healthcare students. In phase I, students used online modules on changes to healthcare from the COVID-19 pandemic. In phase II, students reviewed videos on different telehealth delivery models and equipment. In phase III, students presented on various telehealth devices and how they can be used under social distance or quarantine (Rutledge et al., 2020).
Public Health Nursing	Johns Hopkins School of Nursing partnered with Baltimore Neighbors Network and nursing students assisted with community outreach while able to use this experience to count for clinical hours. Students received online training which included overview of the call script, orientation to the calling system, and education on harm reduction and inclusive listening skills (Gresh et al., 2020).
	Nursing students were instructed to follow COVID-19 updates through Johns Hopkins Resource Center which provided global, national, state, and local level data. Students identified topics from the updates and discussed how they would implement them in a community clinical setting (Farris, 2021).
	Nursing students were assigned to follow the latest COVID-19 information from Centers for Disease Control and Prevention. Students described impact of COVID-19 on nursing care, interdisciplinary collaboration, and public and personal safety. Students applied critical thinking skills to find out best practices regarding COVID-19 and infection prevention, and to correlate findings with the government policies (Wyatt et al., 2021)

CONCLUSIONS

Adoption of new technologies is an opportunity to enhance oncology nursing education in the post COVID-19 era. Direct observation with undergraduate students may be possible using three-way calling features with video conference. For advanced practice nursing students, assessment and management of patients virtually can be suitable in precepted clinical experiences. New technology for remote simulation should be considered for oncology nursing teaching strategies.

