



Student nurses, nursing curriculums, and emergency healthcare responses to Covid-19: a scoping review.

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Introduction

- Emergency healthcare responses to COVID-19 substantially impacted upon nursing curriculums for student nurses.
- Understanding the impact of Covid-19 on student nurses' learning experiences could inform nursing curriculums going forward.

Data Extraction Results

- 356 papers were retrieved through initial database and hand searches; 260 once duplicates were removed.
- After sifting title and abstract, 180 papers were removed because they did not meet the inclusion criteria.
- 80 full text papers remained, of which 64 were excluded because they did not meet the inclusion criteria on full screening, e.g., they focused on the disruptive impact of Covid-19 on clinical practice rather than nursing curriculums.
- The remaining 16 papers were included for review which comprised of qualitative studies, mixed-methods studies, and reflective editorial informed by prior empirical studies.

Aims

- Identify the extent, range and nature of literature related to emergency healthcare response to Covid-19 and its impact on student nurses and nursing curriculums.
- Explore the findings within the searched literature.
- Position the findings within the broader content of the ongoing impact of Covid-19 on nursing curriculums.
- Identify gaps in the literature.

Findings

- The selected papers emphasise the impact of healthcare responses to Covid-19 on the mental health and well-being of student nurses.
- Their fears for themselves and their families as frontline staff in the fight against the pandemic.
- Their anxieties about their future career prospects as registered nurses whose training has been impacted by the transition to blended learning and emergency clinical practice.
- A persistent theme is the high level of support they receive from nursing educators who are themselves responding to abrupt changes caused by the pandemic.

Methodology

- Using the Johanna Briggs Institute (JBI) methodology, we conducted a scoping review of literature published in the English language from 2019 to 2021.
- Our search strategy included specific search terms which were used to search five online databases: CINAHL, ProQuest, and PubMed and OVID, and Google Scholar. A narrative approach was used to synthesise the identified papers.

Limitations

- Only studies in English searched.
- No quality assessment of studies.

Conclusions

- The review did not assess for quality but, given the selected studies were themselves emergency responses to Covid-19 conducted in haste, the reviewers deemed the quality of evidence to be low.
- Nonetheless, they suggest healthcare responses to Covid-19 have been highly disruptive for many student nurses.
- Significantly for the OU, studies focused almost entirely on face-to-face learners on traditional nursing courses, with distance learners only mentioned in passing in two papers.

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