Past Event: 2024 NCSBN Scientific Symposium **- Impact of COVID-19 Pandemic: Assessing the Impact of the COVID-19 Pandemic on Nursing Education: A National Study of Prelicensure RN Programs Video Transcript**
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Event
2024 NCSBN Scientific Symposium

More info:

This period of within program data collection then carried through the end of May, as you can see from the diagram in front of you. This served as a major inflection point in kind of the data collection process for this study, because at this stage, we pivoted away from student and faculty and kind of within program data collection to early career data tracking.

There are kind of two pivotal moments here that aren't necessarily, like, super highlighted with the red dots. But, you can see one in August in 2022. So, what we wanted to do with the new nurse graduates is we wanted to track them six months into their early career practice. So, we had two intervals for data collection for those new nurse graduates, one at three months, or August 2022, and then another in November 2022, or about six months following graduation.

In parallel as you can see, kind of sandwiched in there, we also conducted our focus groups from June 2022 to August 2022. And I'll get into some of the specifics on the focus groups in a second. But, what you can kind of see in terms of bookending of this, it was really July 2020 where we started to initiate some of our kind of proactive data collection efforts to December 2022, when really all phases of the formal data collection period closed.

Regarding the study methodology, we used a combination of real-time student and faculty self-report data as relayed to us via email-based surveys, using Qualtrics. We used a combination of in-house and externally validated instruments. All I mean by in-house are kind of custom survey elements or instruments that we generated. The explicit purpose of those custom survey instruments was really just to track and collect baseline demographic practice, academic information, really at the point of intake for the study.

So, if you were consenting to participate in the study, we just wanted to learn a little bit more about you. When we got into the actual program outcomes, the faculty outcomes, the student outcomes, etc., we relied uniquely on externally validated instruments. In addition to that, we also collected within program and end of program standardized examination scores, so end of program kind of being the NCLEX score obviously.

We were able to collect that information because it was facilitated by the individual program, kind of research site coordinator. So, each of the participating programs had a faculty or an administrator designated as the primary point of contact for us as the study went forward. The quantitative survey findings were then supplemented with focus groups. So, the focus group sampling method was very much purposeful.

So, we were interested in understanding how what we had learned quantitatively kind of translated into kind of a more general space. So, we initially sampled from the folks who had consented to participate in prior stages of the study. Individuals who participated in our study were separated into one of three distinct groups. So, either the profile as students, administrators or faculty.

In the event that somebody wore two hats in the study and that did come up, oftentimes took the form of a faculty member who had administrative responsibilities or an administrator who had faculty responsibilities, we simply asked the respondent to really kind of reflect on where the majority of their

span all the way to Generalized Estimating Equation models, where we were trying to account for, like, some of the longitudinal nature of the data, and then detailed textual analysis with our guy over here, Charlie.

And then, what we wanted to do with that is we really wanted to assess student, faculty and institution level data kind of at large for all the data points that we were collecting. So, like our workforce study, we would argue that this study stands as one of the most comprehensive and rigorous assessments of prelicensure nursing education in the United States since the onset of the pandemic.

And more importantly, the reason why I have this slide here is because as I've mentioned, and I will mention it again, I don't think you can mention it too many times, these results are freely downloadable from the "Journal of Nursing Regulation" website. So, I'm going to go over a number of tables in today's presentation. This is but a snapshot. Imagine how many tables and figures that you can fit into 60 pages. The world is your oyster as a researcher here.

So, let's get into the results. What were we able to find, at least kind of broad strokes a little bit. So,

understanding when and what thresholds we should use kind of some of these educational tools, these technological tools at our disposal to really facilitate experiential learning on the part of the students, not just in the clinical environment, but even online through didactic and lecture content.

So, I am going to, look at that. I saved you a minute. So, I did not do a good job of saving time at the end. So, what I will do is if you have questions, please, I am here the entire conference. Catch my ear. Ask me any questions you have. Follow up with me.

My email, I can make my email widely available to anyone who needs it. But, thank you for your time and attention. I hope you found the presentation interesting.