

Perspective

Strategies to Transform On-Site to Remote Community Clinical Experience in Covid-19 Pandemic

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Abstract

The Covid-19 pandemic continues to affect lives. This evidence-based strategy describes pathways to address the crisis and meet goals of undergraduate baccalaureate nursing education. Impact of the pandemic on clinical site availability provided opportunities to revise the maternity clinical course from direct on-site clinical to a clinical course with multiple modalities including small-group hospital clinical, faculty-facilitated remote clinical days, and written assignments. The design incorporated adult learning principles.

This presentation illustrates transformation of the “Community Clinical Education Day” from on-site activities to remote virtual experiences. Teaching strategies that successfully fulfilled requirements of maternity clinical course, components of the eight-hour offering, and effectiveness of a multimodal clinical course compared to a traditional clinical course are described.

Objectives: To identify mission, services, and population of community agencies and to develop education offerings for

target population

Format: Live remote faculty presentation on community-based health promotion; assessment, values, and beliefs; social and health-related issues affecting women; cultural competence in healthcare; and health literacy. Students independently review agency websites, and in small groups develop client education materials on assigned topics. Students reconvene remotely to present teaching projects.

Implications: Changes from traditional methods of on-site community clinical education to remote model with multiple modalities of instruction reflect adult learning principles, enhance student engagement, and provide templates for educators. Evaluations of remote community clinical demonstrate completion of course objectives and positive student and faculty perceptions of the experience. The effectiveness of a remote multimodal course compared to traditional course provides a model for adaptation of clinical courses.

Biography

Dr. Marianne Allen is an assistant professor at the University of Pittsburgh and perinatal clinical nurse specialist. She is a leader in promoting quality and safety of health care through nursing research and evidence-based practice, nursing education, and collaboration with faculty and colleagues. Her research interests focus on the childbearing family. Dr. Allen earned her BSN and MN from the University of Pittsburgh and her DrNP from Drexel University. She has presented topics at national and international conferences and is the primary author of the AWHONN Monograph Hyperbilirubinemia: Identification and Management in the Healthy Term and Late Preterm Infant (2015).

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