**RUA Part 1: Topic Search Strategy Guidelines**

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Our group will handle the selected topic for this RUA project: " Nursing Colleges and Universities Adaptations to Clinical Learning during the COVID-19 pandemic." The pandemic has disrupted how many things are operating globally, and the education sector has not been left behind. Our group will focus on how the pandemic has affected clinical learning in nursing.

**Clinical Question**

The Covid-19 pandemic has changed how things are done, including nursing education. Nursing schools globally in both developed and developing countries are responding to the pandemic by following the safety guidelines that have been implemented by the World Health Organization (Agu et al., 2021). The escalation of the pandemic led to many governments closing schools, universities, and colleges. Because of the pandemic, face-to-face learning was suspended. Nursing students' skills labs and clinical learning were suspended and restricted, more so in areas and regions severely affected by the pandemic. This was done to ensure the safety of students and faculty.

Many schools were forced to switch from face-to-face learning to online learning to ensure that learning and education continued during COVID-19 while complying with government restrictions (Agu et al., 2021). The content was delivered by combining virtual mode teaching and face-to-face learning. However, this teaching model limited skills development and clinical learning since teachers had to navigate this new approach, and students had to have internet access to join the online classes.

The effect of this was that there were inequalities in access to the learning platforms by the students. There was also premature completion of nursing training in some states (Agu et al., 2021). The risk of prematurely trained nurses is that they may lack the confidence and necessary training, negatively affecting patient care. The PICOT question for this is "For nursing colleges and universities (P), how has blended face-to-face and online learning (I) compared to face-to-face learning has affected clinical learning (Outcome) during the Covid-19 pandemic (T). The purpose of this paper is to outline how nursing colleges have adapted to clinical learning during the COVID-19 pandemic.

**Level of Evidence**

The type of question being asked is "prediction." In this type of question, the outcomes of overtime and the likely complications of a condition are determined. The PICOT question is a prediction type since it wants to determine how nursing colleges and universities have implemented adaptations to clinical learning during the COVID-19 pandemic. In this research, our group will use a mixed qualitative and quantitative approach. Qualitative research will help our group understand the concept more. It will help in understanding how the pandemic has affected nursing learning. Non-numerical data will be analyzed. This approach will help us determine the new learning protocols that nursing schools have implemented during the pandemic. It will also help us determine how students and teachers perceive these new learning models.

A quantitative approach will be used to collect numerical data on the effects of the pandemic on learning. The data collected can be the number of nursing colleges and universities implementing blended online and face-to-face learning. It will also help us determine the number of nursing colleges that have been closed due to the Covid-19 pandemic. Quantitative research will also be used to determine the number of nursing students who can attend the online classes. Correlational research can also be used to determine the relationship between the Covid-19 pandemic on the number of students who have dropped out of nursing school. This topic gives us the latitude to use many strategies to collect evidence

**Search Strategy**

The first step in this search strategy is to be aware of the research design. Predictive research would be used in this case since we want to determine the relationship between the Covid-19 pandemic and clinic learning in nursing colleges and universities. I will start my search with the CU database. The search keywords were "Covid-19 Pandemic and Nursing Education," "Pandemic and Clinical Learning." In my search in the CU databases, many articles popped up since the Covid-19 pandemic is still ongoing, and hence there are many research articles related to it. I tried searching with Wiley Online Library, and there were over five 1000 articles. I refined my search to be limited between 2020 and 2021, and 400 results were returned. I decided to scroll down manually and viewed the article manually to determine the articles that had open access and did not require logins or payments.

The first article that caught my eye was titled "COVID-19 pandemic effects on nursing education: looking through the lens of a developing country." (Agu et al., 2021). This paper revealed that there was blended face-to-face learning and virtual learning. There were inequalities in access to education which negatively affected the delivery of nursing education. The second article was titled "Life in the pandemic: Some reflections on nursing in the context of COVID-19." (Jackson et al., 2020). This paper noted that schools responded to nursing educations variously. They included restricting students in hospitals and encouraging online teaching.

**Conclusion**

The covid-19 pandemic has disrupted the regulars in all spheres of life, and nursing education has not been left behind. A PICOT question can thus be formed to help determine how the pandemic has affected clinical learning experiences among nursing students. Two articles were selected through search strategies, which revealed that virtual learning is one of how schools have adapted to the pandemic.

**References**

Agu, C. F., Stewart, J., McFarlane‐Stewart, N., & Rae, T. (2021). COVID‐19 pandemic effects on nursing education: Looking through the lens of a developing country. *International Nursing Review*, *68*(2), 153-158. https://doi.org/10.1111/inr.12663

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