



FINE Conference “Nursing Education for a Sustainable Future: Challenges and Opportunities”

UIC Barcelona, March 2024

The post COVID-19 new graduate nurses: findings from the POSTCOVID_COMPENURSE study

Dr. Sara Dentice
RN, MNS

dentice.sara@spes.uniud.it

COVID-19 pandemic

Rapid spread
Impact on public health, economy and society (WHO, 2023)

Changes in education

Prohibition of aggregation
Interruption of class lessons (Consiglio dei Ministri, 2020)

Interruption of clinical training

Crucial aspect of the formation of a healthcare professional

Online learning

Impacted both students and educators, completely changing formative and communicative mode

AIM

To understand the impact of the pandemic on the competency outcomes of nursing students compared to those exposed to education in the pre-pandemic era.

Longitudinal study



2 Universities
Northern Italy



4 Cohorts

- Graduated 2019 (pre COVID-19)
- Graduated 2020, 2021 and 2022 (during COVID-19)



Questionnaire: individual variables + Nursing

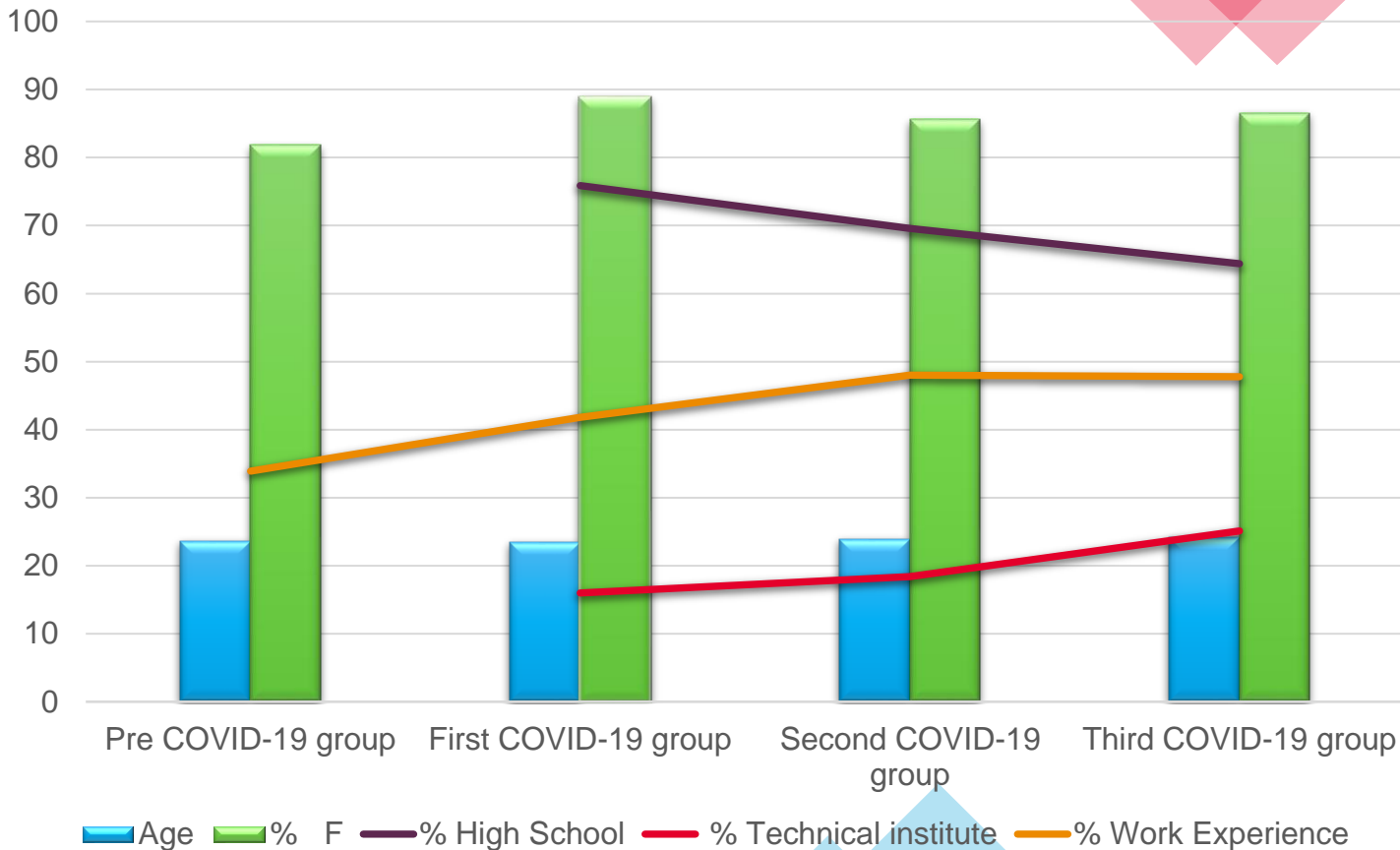
Competence Scale (Meretoja et al., 2004)



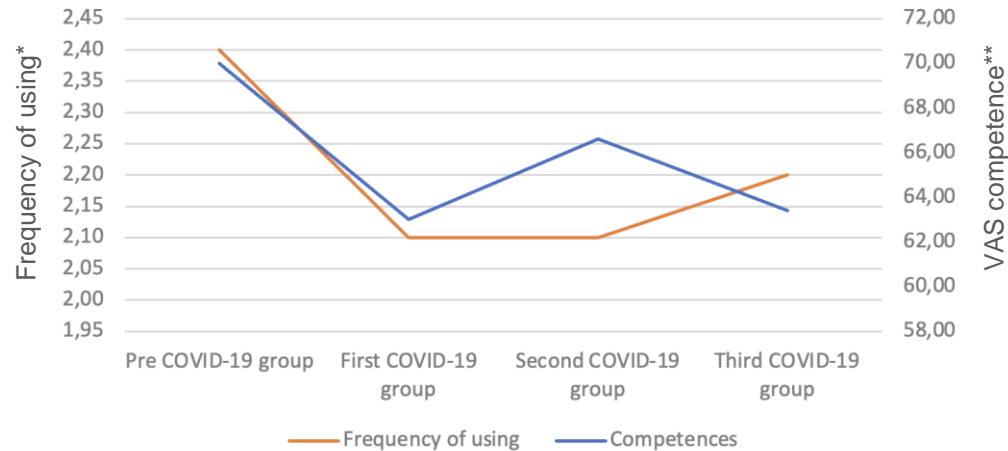
Statistic analysis:

- T-test
- Chi-square
- ANOVA

Individual Variables



Diagnostic Function - NCS



* Very seldom (=1), Occasionally (=2), Very often (=3)
 ** 0= Very low level of competence; 100= High level of competence

Homogeneous trend in the **perception of competence development**

Homogeneous trend in the **frequency of application of competences**



- **Diagnostic Function**
- **Therapeutic Intervention**
- **Ensuring Quality**

COMPARISON BETWEEN COHORTS

NCS Dimensions and frequency of use p-value	Single testing procedures					
	Pre COVID-19 vs	Pre COVID-19 vs	Pre COVID-19 vs	First COVID-19 vs	First COVID-19 vs	Second COVID-19 vs
	First COVID-19 group	Second COVID-19 group	Third COVID-19 group	Second COVID-19 group	Third COVID-19 group	Third COVID-19 group
Helping Role	0.006	→ 0.253	0.011	0.200	0.763	0.303
Frequency**	<0.001	<0.001	0.004	→ 0.017	→ <0.001	0.159
Teaching-Coaching	<0.001	0.004	<0.001	0.196	0.835	0.270
**	<0.001	0.003	→ 0.176	0.621	0.028	0.118
Diagnostic Functions	<0.001	0.022	<0.001	0.212	0.997	0.220
Frequency**	0.001	0.016	→ 0.510	0.426	→ 0.018	0.121
Managing Situation	<0.001	0.015	<0.001	0.059	0.546	0.194
Frequency**	<0.001	0.009	→ 0.097	0.132	→ 0.010	0.341
Therapeutic Interventions	<0.001	0.004	<0.001	0.092	0.908	0.119
Frequency**	0.019	→ 0.164	→ 0.356	0.485	0.197	0.617
Ensuring Quality	0.032	0.653	0.033	→ 0.024	0.956	0.025
Frequency**	0.242	0.855	→ 0.577	0.386	0.111	0.504
Work Role	<0.001	0.018	<0.001	→ 0.050	0.524	0.188
Frequency**	0.006	0.075	→ 0.526	0.492	0.053	0.264
Overall Competence	<0.001	<0.001	<0.001	0.093	0.678	0.222
Frequency**	0.001	0.001	0.093	0.856	0.159	0.131

** The frequency of using the competences increased from 'very seldom' (=1) to 'occasionally' (=2) and to 'very often' (=3).

VARIATION
IN THE
PERCEPTION OF
COMPETENCE

LIMITED
EXPOSURE TO
CLINICAL
TRAINING

REDUCTION
OF AUTONOMY
AFTER
EMPLOYMENT

EXPECTATIONS
VS
REALITY

2022 COHORT
MOST
AFFECTED

NO COMPARISONS WITH LITERATURE
POSSIBLE BECAUSE THERE ARE NO STUDIES

- Marked **decline** in perception skills
- Last semester with **distance learning**
- **Postgraduate employment** worries (COVID-19 departments)

2020

2021

2022

- **Adapted** to the pandemic
- **Perception of skills** developed lower than the pre-COVID-19 group

- **Competences** developed almost equivalent to the pre-COVID-19 group
- **Half** of academic pathway **pre-COVID-19**
- Basic **knowledge** already **strong**

- **Impact** of COVID-19 on competence development and perception
- Implementation of **collaboration between universities, hospitals and the health system** to develop appropriate training programmes for both students and nurses in transition (first employment)
- Conducting **analyses on future graduates** to monitor the progress of competence development



Gracias
Gràcies
Thank you
Merci