

CORONAVIRUS

STUDENT INNOVATION

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Student Panelist



Londyn Robinson, Medical Student, University of Minnesota

Angela Wilbon, Social Work PhD Student, Howard University

Gusna Hoque, Nursing Student, Rutgers University

Student Viewpoint Outline



- Self Introduction: (Name, Program, School, etc.)
- Describe your (& your peers') Experiences as health professional Students since COVID-19 pandemic. How are you Coping/Adapting?
- Explain any positive Educational Experiences that should be continued "even after COVID"
- Highlight Negative Experiences we should removed

Student 1: Londyn Robinson, Medicine

- **Fourth Year (MS4) Medical Student, University of Minnesota**
 - Currently applying to Internal Medicine residency programs
 - Aspire to become a Rheumatologist
- **Passions**
 - Social Determinants of Health
 - Eliminating Race-Based Medicine
 - Medical Education
 - Gender Equity
- **March, 2020: Transitioned to virtual rotations**
 - Almost all clinical rotations were transitioned to virtual formats from March → July
 - Of the past 9 months, most students have had in-person clinicals for 2-3 months of MS4
 - Are we prepared for residency? Students have doubts.

Student 1: Londyn Robinson, Medicine

- **Co-founded nonprofit MN Coidsitters**
 - Created smartphone app to 'match' HCW with volunteer babysitters
 - Used pod system based on dept health guidance
 - Formed branches in 32 states and 5 countries, over 1,000 families served
- **HPE Student Lessons**
 - Used technology to address societal need
 - Integrated public health response into grad curriculum
 - Students are not free labor, we are still learners
 - Focused on interprofessionalism (MBA, social work, vet school, etc.)
 - Most interprofessionalism I have had since starting med school

Student 1: Londyn Robinson, Medicine

COMMENTARY

**Health Professional Education Student
Volunteerism amid COVID-19:** How a diverse,
interprofessional team of health students created a
volunteer model to support essential workers

Brianna Engelson, MD, University of Minnesota Medical School; **Londyn Robinson, BS**, University of Minnesota Medical School; and **Darla Spence Coffey, PhD, MSW**, Council on Social Work Education

July 27, 2020

Grateful to NAM for publishing Commentary piece we authored on MN CovidSitters

Student 1: Londyn Robinson

Medicine

- **MedEd pandemic response positives:**
 - Fairly seamless transition to online coursework
 - Companies & conferences offered free (open platform) resources
 - Online format has increased student participation/engagement
- **MedEd Challenges**
 - You can not replicate in -person clinical environment!
 - Only 2 months of in -person rotations over last 9 months. (60% less)
 - Students question residency preparedness.
 - Schools continue to sweat the small stuff, particularly MS1 and MS2
 - Admissions (MCAT) and licensing (USMLE) exams are still in person!
 - Several students got covid taking MCAT: stress, moral injury
 - Many rescheduled exams multiple times in several states.

Student 2: Angela Wilson, Social work

- **Social Work PhD Student, Howard University**
 - Dissertation Proposal writing phase
 - Topic - Perinatally HIV infected adults locus of control, mental health & quality of life
- **Passionate about**
 - 1 of 450 transformational seminar leaders globally for 7 years
 - Empowering humanity to be it's best self & starting with myself
 - Emergency Department Medical Social Worker & Behavioral Health Therapist throughout COVID-19
- **Experiences since COVID -19**
 - Isolation during dissertation writing phase - creating Zoom writing group
 - Mastering empathy & connection w/ clients virtually and 6 feet away
 - Authentically acknowledging victories and challenges with transparency
 - Increased self-care, gratitude inventory, breathing exercises and meditation
 - Granting grace and compassion to others and self

Student 2: Angela Wilborn

Social work

- **Positive Educational Experiences**

- Dean met with advisee at 8pm via Zoom (example of going beyond to support students)
- Faculty encouragement & support via Zoom, email, & telephone calls (personal & academic)
- Interactive, Experiential & Problem -Based Student -Centered Learning
- Students participate in Standardized Patients Case Tele -Simulations
- Students being taught best practices and ethics of telehealth services
- Interprofessional education and training opportunities
- Strength -based approach to teaching and training students
- Students assisted faculty and staff in using varied online platforms & resources
- Integrity of professional standards of behavior and performance upheld via virtual platform
- Faculty provided opportunity to facilitate at statewide and national conferences
- Faculty provided multiple publication opportunities

Student 2: Angela Wilson, social work

- **Closing Gaps**

- Lectures & powerpoint slides void of student engagement or interaction
- Student requests for additional case scenario role -play or case tele -simulation exercises
- Improved student health insurance for access to quality mental health services
- Virtual/distance education vs. in -person connection to fellow students & faculty (Bison Family)
- Continued need for students to master virtual client rapport building
- Strategies to reach and serve medically underserved communities who lack technology

Student 3: Gusna Hoque

- **Nursing Student, Rutgers University**
 - Currently a Junior in the School of Nursing
 - An EOF student (Educational Opportunity Fund)
 - Also currently minoring in sociology
- **Passionate about**
 - Financial disparities leading to healthcare disadvantages
 - Nursing education
 - Importance of being a patient advocate
 - especially during the COVID -19 Pandemic

Student 3: Gusna Homayouni

March 2020

- Suddenly the news to take this devastating pandemic serious was out.
- In person lecture classes were cancelled and moved online with short notice. Students and Professors had hard time adjusting to the new realm.
- Clinicals stopped due to the shortage of masks and ppe at the hospitals and for safety.
- Many students felt stressed on how to thrive survive nursing school that has an intensely hard curriculum during a national pandemic
- At home students also experienced familial stress because many people were diagnosed with the virus.
- **Positives**
 - Working from home saves money on gas and on parking meters
 - Working from home also saves time because we just have to turn on the computer
 - These hard times created stronger bonds between peers and family members.
 - Many students experienced individual growth to know our own strengths and weakness

Student 3: Gusna Hossain

- Negatives

- Sudden change of learning (in person to online) was hard to adjust
 - many students focused more in a classroom setting
 - Missing out on hands-on learning. Nursing lab work was best understood in simulation rather than virtual learning.
- Encountered struggles at home
 - Studying and test taking difficulties while living in a small apartment with other children.
 - Taking care of family members who experienced Covid
 - Mourning for family members who lost lives due Covid
 - All while still expected to continue on with the high expectations of Nursing school.
- Financial difficulties as most colleges did not reduce tuition although classes were online.

● Coping Strategies :

- Finding peer to peer support, acknowledging emotions rather than suppressing

Hopes for the future: Since students did not get the full lecture, clinical, and lab work experience in person, I hope experienced healthcare staff can take the consequences of this pandemic into consideration to help us during the many struggles we may encounter on the units.

Student Interaction

COVID-19



Final Thoughts



*Thank
you*