

## シンポジウム 1

【Room 1】 11 : 00～12 : 00

### マレーシア・タイ・アメリカにおける COVID-19 の現状と 看護教育への影響

司会：大植 崇（兵庫大学）

## シンポジスト

**Hamidah Hassan, PhD, RN**

**(Faculty of Medicine and Health Sciences, University Malaysia Sabah)**

“Current Status of COVID-19 in Malaysia and its impact on Nursing Education”

**Jaruwan Kownaklai, PhD, RN (Faculty of Nursing, Mahasarakham University)**

“Current Status of COVID-19 in Thailand and its impact on nursing education”

**Ann L. Eckhardt, PhD, RN**

**(College of Nursing and Health Innovation, University of Texas at Arlington)**

“Current Status of COVID-19 in the US: Implications for Nursing Education”

## シンポジウム

### マレーシア・タイ・アメリカにおける COVID-19 の現状と看護教育への影響

司会：大植 崇（兵庫大学）

2019 年 12 月末以来、各所報道では、国内および国際的に蔓延している新型コロナウイルス感染症に起因する新規肺炎が報告されている。2021 年 5 月現在でも、新型コロナウイルス「COVID-19」で、162,706,830 人が感染し、少なくとも 3,512,115 人が死亡した。そのことに伴い、世界ではワクチン開発され、ワクチン接種が急がれている中、変異株は世界の各地域でも急増している。このような状況の中、世界における看護師は COVID-19 感染症患者の対応に追われている。

そのことに伴い、我が国の各教育機関では、オンライン授業や実習の中止及び短縮等、教育方法の見直しを余儀なくされた。看護実践能力を高めると考えられる実習が、中止や短縮及びシミュレーションへの変更を行い、看護学生の看護実践能力の低下が懸念されている。加えて、看護学生は、看護師として就職後、「コロナ世代」というレッテルを貼られることへの不安を抱えている。

これらのことを踏まえ、本シンポジウムでは、マレーシア・タイ・アメリカの看護教員から話題提供し、各国の COVID-19 の現状と看護教育への影響を共有し、With/after コロナにおける看護教育への示唆を得るため議論をしたい。

### Current Status of COVID-19 in Malaysia and its impact on Nursing Education

Hamidah Hassan, PhD, RN (Faculty of Medicine and Health Sciences, University Malaysia Sabah)

Despite Malaysia being under a third movement control order (MCO) since 12 May 2021 and implementing Phase 1 of the National Recovery Plan, the reported cases, severe cases, deaths and test positivity rates have not gone down. Cases categorized as “sporadic” and “unlinked at the time of reporting” indicate the widespread of community transmission. For now, the Malaysian total population have received the second dose of the COVID-19 vaccine till 11th July is 10.8%. All universities have been closed, the Ministry of Higher Education did not permit face-to-face learning and teaching during the full lockdown. Students remained where they are and continue with online learning. Research activities requiring laboratory and special equipment must be approved by the department head. Academic and non-academic staff must work from home, attendance in the office is be limited from 20% to 40% depending on essentiality. Meetings are to be conducted online, co-curricular activities, gatherings are prohibited. International students’ admission is subjected to the Malaysian Immigration Department requirements. As for the nursing education in the country, we are experiencing an ever -indefinite situations. Our concerns about patient safety in the hands of our future graduated nurses are worrisome due to the ever -changing learning schedules. The unattainable clinical experience which is already a year and a half, student competencies still cannot be measured effectively. These are things that caused nerve-racking among the nursing lecturers and we need to think about how the skills and competence of our nursing students can be obtained in facing the new norm in nursing education.

## **Current Status of COVID-19 in Thailand and its impact on nursing education**

Jaruwan Kownaklai PhD, RN (Faculty of Nursing, Mahasarakham University)

In Thailand, the first COVID-19 patient was identified in January 2020 and the number of patients has been increasing significantly through 2021. During the first year the situation was well controlled, but during the second year the pandemic spreads rapidly and widely. The spreading of the coronavirus is divided into 3 waves; early March 2020, the 1st wave was from Lumpinee Thai Boxing Stadium Cluster (from 42 cases to 1,651), the 2nd wave (December 2020) was from Immigration and workers in Shrimp Samutsakhon Market Cluster and the 3rd wave (January-April 2021) was from Thongloa Pubs & bars in Bangkok. Transmission from working ages to older people at home jumps from a thousand to ten thousand and one hundred- thousand within 2 months and vaccinations are being operated concurrently. The outbreak has affected people's daily lives including on nursing education. We fear, panic and feel insecure but we have to adapt to this situation and keep going. Impact of COVID-19 is also a turning point to transform nursing education from traditional learning to be hybrid and transformative learning. Thailand's nursing curriculum and learning outcome measurement are being changed like never before.

## **Current Status of COVID-19 in the US: Implications for Nursing Education**

Ann L. Eckhardt, PhD, RN  
(College of Nursing and Health Innovation, University of Texas at Arlington)

The COVID-19 pandemic continues to have a significant impact on nursing education in the US and throughout the world. The US lacked a cohesive nationwide response to the pandemic with individual states determining mask mandates, business closures, and stay at home orders. As of July 2021, more than 34.4 million Americans have tested positive for COVID-19 and over 600,000 people have died. When hospitals stopped allowing prelicensure nursing students in March 2020, programs throughout the US were challenged to determine the best way to educate future professionals. A rapid transition to online learning allowed continued delivery of didactic content while virtual experiences and simulation were used in place of clinical experiences. Unfortunately, students who completed school during the pandemic lack confidence and do not feel prepared to enter the workforce. The COVID-19 pandemic resulted in significant changes to nursing education which will continue to impact future nursing students. Nursing programs continue to explore innovative modes of delivery including an increase in simulation. Nurse educators are grappling with future implication of the pandemic including potential shifts in nursing curricula and the continued use of technology to enhance traditional modes of learning.