

POLYTECHNIC INSTITUTE OF SANTARÉM

IX INTERNATIONAL WEEK VIRTUAL

**INTERNATIONALIZATION IN TIMES OF PANDEMIC:
CHALLENGES AND GOOD PRACTICES**

11TH – 14TH MAY 2021



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IX INTERNATIONAL **WEEK** VIRTUAL

**INTERNATIONALIZATION IN TIMES OF PANDEMIC:
CHALLENGES AND GOOD PRACTICES**

Nursing Education in Pandemic Times

Higher School of Health



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<https://www.noticiasao minuto.com/dossiers/coronavirus/mapa-mundo>

<https://www.metropoles.com/mundo/saude-int/grafico-interativo-veja-a-evolucao-do-coronavirus-pelo-mundo>



Pandemic measures upon education

The effort captures and showcases information across four key areas:

- **Status of schooling**
- **Modalities of learning (remote, in-person or hybrid)**
- **Availability of remedial educational support**
- **Status of vaccine availability for teachers**

UNICEF, 2021

Modalities of learning...

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Pandemic measures upon education

Modalities of learning (remote, in-person or hybrid):

Online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media.

In simple language, is defined as learning that is enabled electronically. Typically, is conducted on the Internet, where students can access their learning materials online at any place and time

E-learning

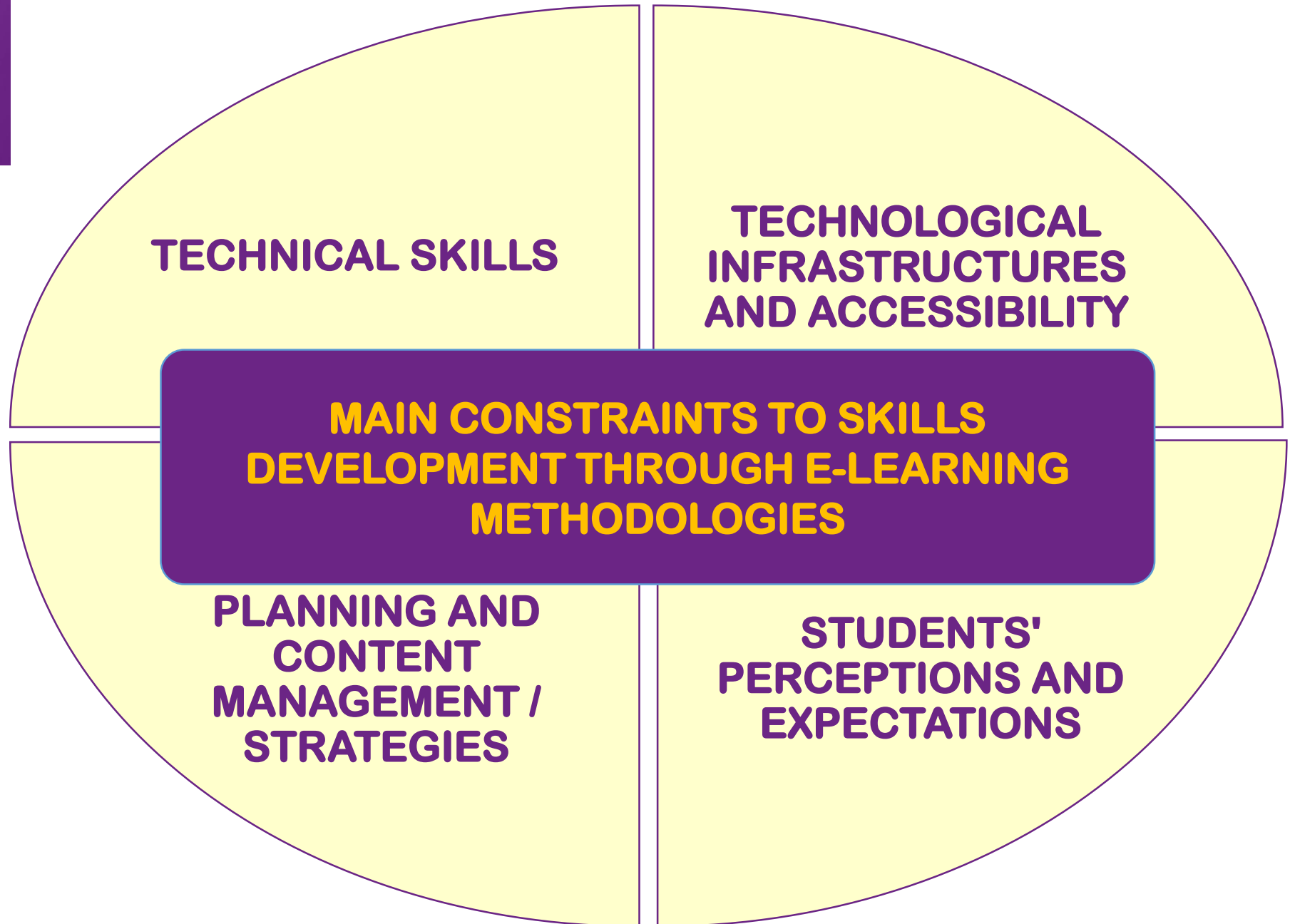
Sudden changes...

Many, many questions...

- The use of **distance learning platforms** to complement face-to-face classes was already a reality in higher education but were probably **taking the first steps in nursing education...**
- Were **teachers and students** prepared for such a **sudden change**? And did the existing **resources, regulations** and established **pedagogical practices** respond to **this new reality too**?
- Could the evaluation activities happen from a **distance**? How did the **institutions** react to these **challenges**?
- Was higher education **prepared** to face the sudden paradigm shift in teaching activities imposed by the **COVID-19 pandemic**?
- At a **critical time**, when quick but effective solutions were required, **how can we conclude that things worked out...?**

Sudden changes...

- **An important number of the papers reviewed explore the impact of online learning programs, approaches or specific resources as tools to enhance the effectiveness of issues connected to the teaching-learning process in a positive way**
- **Most students showed a high readiness to use e-learning strategies, which reinforces its importance as a chosen option**



TECHNICAL SKILLS

➤ teachers' constraints to provide guidance and conduct learning via e-learning (Regmi; Jones, 2020; Ramos-Morcillo *et al*, 2020; Diab; Elgahsh, 2020)

➤ constraints associated with computer skills and / or educational experiences with e-learning by students (Ali, 2016; Regmi; Jones, 2020; Ramos-Morcillo *et al*, 2020)

➤ **low level of digital literacy**

➤ lower levels of technical skills for the use of e-learning methodologies by students and teachers contribute to less involvement in the process

PLANNING AND CONTENT MANAGEMENT / STRATEGIES

- the need to build flexible systems that may allow students to perform activities at their own pace has been identified (Chan, 2016; Regmi; Jones, 2020; Diab; Elgahsh, 2020)
- as the adequate programming of the time needed to develop recommended tasks as well (Ramos-Morcillo, 2020, Diab; Elgahsh, 2020)
- the discussion of situations in real time with the teacher (Chan, 2016) was stated as students' needs too
- the application of e-learning in a pandemic context revealed additional concerns regarding the training of practical nursing care skills since these cannot be offered in e-learning modalities (Ramos-Morcillo, 2020; Diab; Elgahsh, 2020)

PLANNING AND CONTENT MANAGEMENT / STRATEGIES

- **interaction with teachers is stated as one of the relevant aspects to the success of e-learning in this context**
 - **the use of videoconferencing allows greater interaction with the teacher**
 - **however, one of the drawbacks is the impossibility of the teacher to effectively manage all the questions put on the chat, if there are too many messages**
 - **students are surprised about how fast the teachers answer the e-mails**
- **chat interaction generally is good but the interruptions, even though they may be short, make very difficult to follow it**
- **exclusive use of chats, asynchronous modalities with very rigid formats and homework are considered as unattractive strategies (Ramos-Morcillo *et al*, 2020)**
- **another limitation is the lack of feedback about homework**

TECHNOLOGICAL INFRASTRUCTURES AND ACCESSIBILITY

- the abrupt change from face-to-face to distance learning due to restrictions on mobility exposed **constraints associated with technological infrastructures, limited and unstable access to the internet network** (Ramos-Morcillo, 2020; Diab; Elgahsh, 2020)
- **technical assistance to deal with technological problems of access to e-learning platforms as well** (Diab, 2020)
- “there was a high statistically significant negative correlation between obstacles facing nursing students and their attitudes toward e-learning” (Diab; Elgahsh, 2020)
- **difficult access to digital networks in more remote areas and online technologies by students in need, highlighted the evidence of social inequalities** (Dhawan, 2020)

STUDENTS' PERCEPTIONS AND EXPECTATIONS

- **lower motivational levels or students' preference for the use of e-learning interfere in their receptivity to be involved in these strategies**
- **anxiety and stress (Regmi; Jones, 2020) [strong lack of face-to-face social presence]**
- **older students have additional difficulties in managing their training processes with personal and professional responsibilities (Ramos-Morcillo *et al*, 2020)**
- **difficulties in maintaining motivation in the educational process (Mohamed, 2016; Dhawan, 2020)**
- **uncertainty regarding the future results of adaptations introduced in training processes**

Sudden changes...

- **first, faculty must be clear about the difference between what many are doing - offering education in an emergency distance learning format - and robust online education**
- **adding content to an already overloaded curriculum will not be the solution to preparing nurses for a future in which events such as Covid-19 are expected to become more common**
- **the challenge to provide relevant clinical experiences has resulted in an increased use of simulation in consequence of many situations about clinical internships that have been suspended**

And what about the professional nurses...?

Continuing professional development needs...

- In these unusual and difficult times, people in health services have been challenged to think about new ways of working
- Nurses have been expected to rapidly access and assimilate new information about how to manage and protect patients and themselves and during a pandemic they need to access sources and evidence to inform their practice in the most flexible and user-friendly way possible, at a time and location that suits them
- We are turning to the internet not only to keep in touch with each other and those we care for but also to learn and develop new skills
- And then, remote learning may be the only viable option. Online learning approaches have been around for a long time but have much increased in popularity.
- WEBINARS
- Online or e-learning is an example of a positive outcome of COVID-19 that will probably be sustained long after this crisis is over, rooting a new perspective for the meaning of continuing professional development

Sudden changes...

Global challenges...

- **the importance of assuming the great need for training and improvement of teachers in this area to respond to the changes and challenges**
- **despite the emphasis placed on the pedagogical dimension that must be inherent in the formative process, more important than just how we communicate will be the ways how we create networks of belonging among the intervening, motivating for learning and developing the necessary skills for different training processes**

Main References

- Ali, W. G. M. (2016). Nursing students' readiness for e-learning experience. *Gynecology & Obstetrics (Sunnyvale)* 6:6, 1-6. DOI:10.4172/2161-0932.1000388
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- Regmi, K; Jones, L. (2020). A systematic review of the factors – enablers and barriers – affecting e-learning in health sciences education. *BMC Medical Education*, 20:91, 1-18. DOI:10.1186/s12909-020-02007-6

Nursing education in pandemic times

**Just nursing?
How do you see this phenomenon?**

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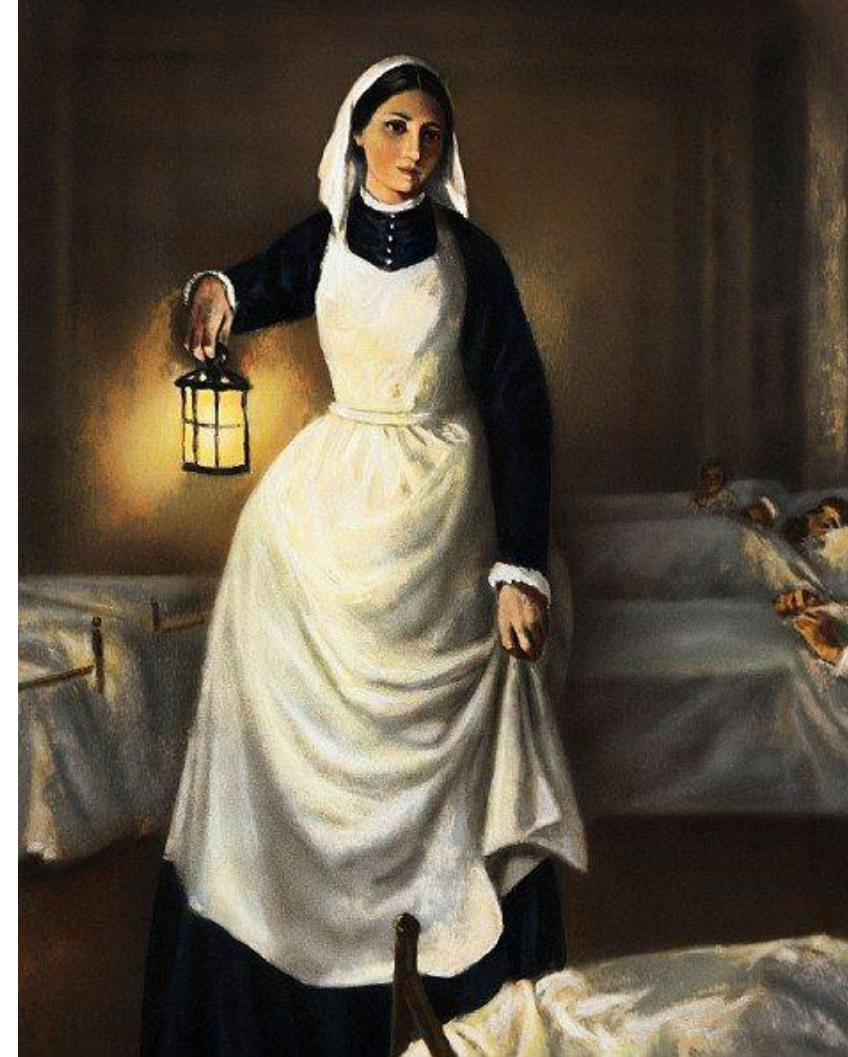
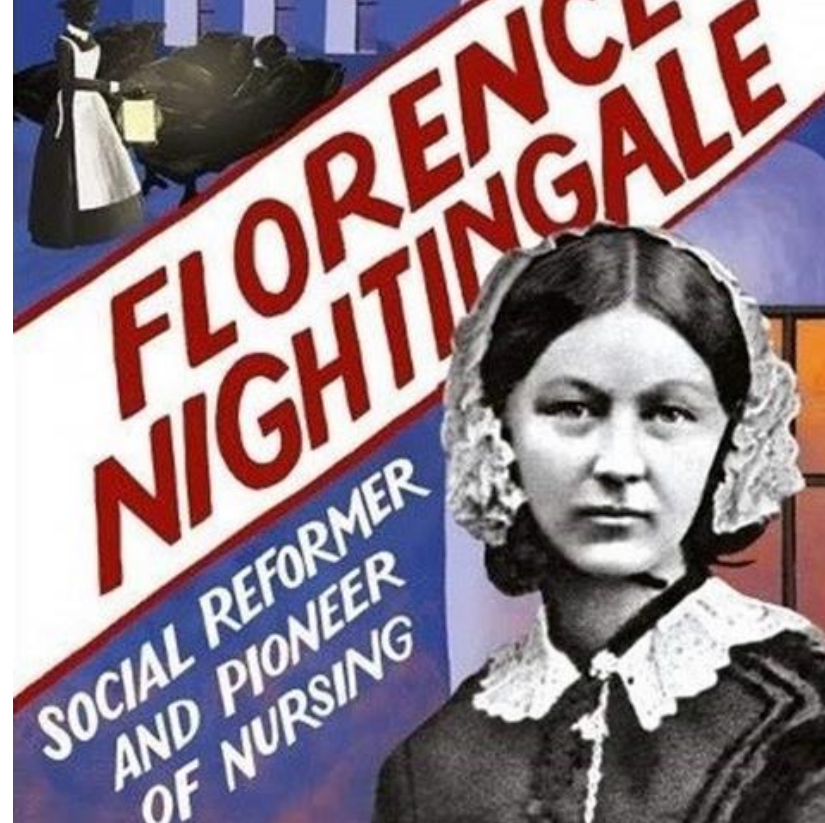
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Nursing education in pandemic times A proposal to analyse



InovSafeCare

InovSafeCare: Educating students for innovative infection prevention and control practices in healthcare settings, 5op, 2-2020



**About today,
12th May...**

**Florence Nightingale was born
on this day in 1820, so we are about
to celebrate her 201th birthday today**



International
**NURSE
DAY**

professional THERAPY PREVENTION
 AID HEALTHCARE HEALER
 RECOVERING HEALTH
 PREVENTION HELPING 12TH MAY INTERNATIONAL
 CARE. *friendly* HOSPITAL LOVING. *stethoscope* **DAY** MEDICAL
 DISEASE *caring* reception
 STAFF MEDICINE 12th May

12th May
 INTERNATIONAL
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Thank you so much for your presence and participation!



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