Nursing education in pandemic times

Educación de enfermería en tiempos de pandemia

O ensino de enfermagem em tempos de pandemia

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Introduction: In late December 2019, several healthcare facilities in Wuhan City, Hubei Province, China, reported groups of patients with pneumonia of unknown origin who were epidemiologically linked to a wholesale seafood market. In an investigation, they identified and described a new coronavirus, Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2), detected in patients with pneumonia[1]. In Brazil, the first case was confirmed at the end of February 2020 and one year after the first official case, there are 12,658,109 confirmed cases, 11,074,483 recovered cases and 317,646 dead[2]. The disease caused by SARS-CoV-2, called COVID-19, is a respiratory syndrome transmitted from droplets from the infected person's cough or sneeze. It can also be transmitted through indirect contact, through touching contaminated surfaces and objects and through aerosols, generated during specific procedures such as orotracheal intubation[3]. The COVID-19 pandemic brought numerous challenges to society, generating impacts and uncertainties regarding the consequences of public health policies. Thus, starting from the premise that precautions to prevent the potential spread of COVID-19 in school environments are particularly important, including social isolation and care for individuals considered at risk of contagion, the Ministry of Education published an ordinance authorizing for thirty days, remote learning for the duration of the pandemic situation. The deadline could be extended depending on the guidelines of the Ministry of Health and state, municipal and district health agencies[4]. The suspension of classroom classes meant that teachers and students quickly adapted to new ways of teaching and learning. In this context, the use of technologies and remote classes emerged to continue school activities. Since the suspension of classes on March 17, 2020, several higher education institutions have maintained their activities at a distance through information and communication technologies. However, many public and private universities initially suspended their academic calendar due to inequalities among students in accessing these technological resources and the Internet[4,5]. Although the educational adaptations adopted are considered important for the continuity of academic training, in Nursing, interaction between people cannot be dispensed with, given the practical nature of professional training for nurses. Given the above, the question arises: What are the difficulties faced by professors in nursing education in times of pandemic at COVID-19?

Objective: Present, based on a search in the scientific literature, the difficulties faced by professors in nursing education in times of the COVID-19 pandemic.

Methodology: Study of integrative review of scientific literature, where it was decided to follow the five stages of the review: identification of the research problem, literature search, data evaluation, data analysis and presentation of results[6]. 1. Identification of the research problem: What are the difficulties faced by professors in nursing education in times of the COVID-19 pandemic? 2. Literature search: took place on March 7, 2021, on the VHL Portal (Virtual Health Library). The following exclusion criteria were determined literature review article, editorial and unpublished theses, and dissertations. As a time, frame, the period from 2019 to 2021 was defined. This choice is justified by the emergence of the COVID-19 pandemic in December 2019 and the adoption of restrictive measures by world governments. The search strategy used was simple, using predefined descriptors, combined with the Boolean operator AND: distance education AND nursing teachers AND pandemic. 3. Data evaluation: the first step of the evaluation was reading the titles and abstracts, so it was possible to

eliminate duplicate articles in more than one database and the retrieval of the articles in full. Of the ten articles identified on the VHL Portal, after reading the abstract, five studies were selected from which one repeated, one editorial and three that did not meet the objective of the study were removed. After reading the full text, the final study sample consisted of four articles. 4. Data analysis: studies were classified according to the level of scientific evidence, using the scale developed by the Oxford Center for Evidence Based Medicine[7]. According to this scale, the methodology used to develop the study will determine its degree of recommendation and level of evidence. The grade of recommendation is classified as A, B, C or D, where grade A has the highest value[7]. Also at this stage, the articles that made up the sample were characterized according to the year and country of publication, type of study, objective and identified difficulties. Subsequently, an exhaustive reading was carried out, seeking to identify the difficulties pointed out by the professors in nursing education. 5. Presentation of results: in this last step, the evidence obtained in the studies included in the review was analyzed and synthesized, compared to that found in other reference publications.

Results and Discussion: The four articles included in this review indicate that access to the internet is a difficulty for the proper development of activities remotely. The suspension of classroom classes at public and private universities stems from the need for teaching alternatives, as well as attempts to adapt and implement digital systems[5]. Amidst these changes, some problems are identified, including the lack of psychological support for teachers, low quality in teaching, work overload attributed to teachers, student discontent and the limited or non-existent access of students to the necessary technologies[5]. The implementation of the remote format of classes permeates teacher training regarding the virtual technologies used, aiming at bringing educator-learner closer together to favor the educational process[8-10]. Reduced digital accessibility and social inequality represent challenges that must be considered. In Brazil, reports on the high number of students excluded from online access due to lack of computers or Internet access, in addition to the lack of adequate conditions for studying in homes and the chronification of the socioeconomic situation of Brazilian families, signal the dimension and the complexity of the problem[5,8,9,11].

Conclusion: It is concluded that limited access to the Internet, linked to social inequalities, represent a difficulty for remote nursing education during the COVID-19 pandemic. Knowing the difficulties of individuals involved in the teaching-learning process enables the identification of needs that demand priority resolution.

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