Continuing Nursing Education in an Uncertain Context in the COVID Pandemic

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Abstract

Statement of the Problem: Education in nursing has encountered numerous challenges following the worldwide outbreak of coronavirus disease. These challenges are mainly due to the virtual, in-person, and hybrid learning courses. Teaching and learning based on students' satisfaction with the quality of the courses are essential tasks of the higher education systems. This study aimed to investigate nursing education changes during the pandemic in a nursing school.

Methodology and Theoretical Orientation: This qualitative study was conducted from June to October 2020. Thirteen participants were recruited by the purposive sampling method. They were nursing administrators, educators, and students in a nursing school in Tehran, Iran. Data were collected through in-depth and semi-structured interviews and coded and analyzed simultaneously. Conventional content analysis was employed to analyze the data.

Findings: Three main topics emerged: 1) Gradual formation of education in a virtual context, 2) Unstable clinical education, and 3) Unstable theoretical education.

Conclusion & Significance: COVID-19 has accelerated the exploitation of digital technologies for education. New complicated situations have led to instability and numerous challenges to the education process, which can be turned into opportunities.

Biography

Prof. Zahra Farsi has completed her Ph.D. at Tehran University of Medical Sciences, Tehran, Iran in 2011. She is the director of Research and Community Health Departments of a Nursing School in Tehran. She has published more than 150 papers in national and international reputed journals and has been serving as a chief editor and an editorial board member of repute.