

# FACILITIES AND DIFFICULTIES OF THE ONLINE TEACHING-LEARNING PROCESS OF PERIOPERATIVE NURSING IN THE COVID-19 PANDEMIC CONTEXT

<https://doi.org/10.5327/Z1414-4425202100030001>

The global scenario established by the Coronavirus Disease (COVID-19) required society to change habits, needs, and perceptions due to the pandemic. In this context, these demands also occurred in the adapted teaching-learning process in nursing education.

Managers of higher education institutions (HEIs) and nursing professors adopted challenging strategies in the process of teaching nursing through information and communication technologies (ICT), tools rarely used prior to the pandemic, considering that students must learn in relational processes of “people taking care of people.”

Faced with so many uncertainties, emergency remote/online teaching was introduced as an alternative, aiming to reduce the damage to learning and ensure the continuity of the training process of the sought-after professionals in the pandemic care scenario.

A study pointed out that the imposition of online education sets limitations to older students, those who live in rural areas, those with professional and family responsibilities, and students with limited electronic resources, as online education goes beyond the continuation of in-person classes<sup>1</sup>.

Another research showed that students, as well as professors, had to adapt to a routine at home, even with the maintenance of days and shifts already planned prior to the pandemic period. This is because family members, overall, have also been developing remote activities, whether concerning work (home office) or related to kindergarten, elementary, secondary, and higher education. In addition, there are household chores and the need to deal with the full-time presence of children in the home space, which is also a distractive factor for learning<sup>2</sup>.

Long-standing challenges have emerged with the pandemic. For many professors and students, the use of new technologies was another barrier to be overcome, in addition to other adversities caused by the pandemic.

Although these difficulties have been faced with courage and commitment, it is worth reflecting on how our

university classes were before the pandemic. Were practice scenarios actually used? Did the professors provide updates in their field of knowledge? Did the in-person teaching really bring students and professors closer? How can the use of technology in education be an ally? Even though technologies in teaching have been absorbed, it is necessary to reflect on the pedagogical approach provided by the teacher, and not only technology itself. It must be understood that technology is not a self-sufficient tool; its pure and simple application will not solve all the problems inherent in teaching<sup>3</sup>.

Currently, the teaching provided in 2020 has been under evaluation, retrieving possible damage to students regarding content, restructuring, replacement of practical activities, and continuing education of teachers to improve the use of ICT.

To date, a scenario of great transformations persists, with the permanence of contemporary technologies in the education of perioperative nursing in different levels: undergraduate and graduate programs, continuing education in health institutions, associations, and class councils.

Increasingly, the world of work pressures the nursing services, seeking competent professionals to take over the several fields of activity in the perioperative period. Thus, the responsibility for training and preparing these professionals cannot be disregarded, even in a challenging moment like this. What is envisioned for nursing education is the emergence of interface technologies that articulate the physical and the digital environments and also expand the debate, the exchange of experiences, interaction, reflection, and critical thinking<sup>4</sup>.

The educational adaptations due to the pandemic were relevant to the continuity of academic education; however, in courses such as nursing, resources that ensure interaction between people should not be disregarded. This is because the profession is imbued with a practical character, as it deals with the health-disease process and requires

the development and/or improvement of specific skills for providing care<sup>4,5</sup>.

In post-pandemic times, one must remember that nursing care is essential and carried out in-person. Thus, the education of professionals to take care of human lives must be developed and based on this precept.

Everyone has a role to play in advocating for the health of our communities and supporting nurses everywhere. Amidst all the uncertainties about the virus and how long it may take for life to return to a “new normal,” the training of nursing professionals will gain new educational technologies, and these professionals will become stronger and better prepared to face new challenges.

**Simone Garcia Lopes** 

*Doctoral student at the Graduate Program in Adult Health Nursing (PROESA) of the School of Nursing, Universidade de São Paulo (EEUSP). Professor of the Undergraduate Program in Nursing at Centro Universitário Faculdade de Medicina ABC (FMABC) and Director of Assistance at SOBECC Nacional (2019-2021 administration).*

**Soraya Palazzo** 

*Master in Adult Health from EEUSP. Coordinator of Graduate Nursing Programs in Sterile Processing Department, Surgical Center, and Anesthetic Recovery and Multiprofessional Graduate Program in Oncology at Centro Universitário São Camilo and Director of Regional Events at SOBECC Nacional (2019-2021 administration).*

## REFERENCES

1. Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. *Int J Environ Res Public Health*. 2020;17(15):5519. <https://doi.org/10.3390/ijerph17155519>
2. Bastos MC, Canavarro DA, Campos LM, Schulz RS, Santos JB, Santos CF. Ensino remoto emergencial na graduação em enfermagem: relato de experiência na COVID-19. *REME [Internet]*. 2020 [access on Sept. 9, 2021].;24:e1335. [Available from: <https://pesquisa.bvsalud.org/portal/resource/pt/biblio-1135978>
3. Bezerra IMP. State of the art of nursing education and the challenges to use remote technologies in the time of coronavirus pandemic. *J Hum Growth Dev*. 2020;30(1):141-7. <https://doi.org/10.7322/jhgd.v30.10087>
4. Lira ALBC, Adamy EK, Teixeira E, Silva FVD. Nursing education: challenges and perspectives in times of the COVID-19 pandemic. *Rev Bras Enferm*. 2020;73(Supl. 2):e20200683. <https://doi.org/10.1590/0034-7167-2020-0683>
5. Prado C, Santiago LC, Silva JA, Pereira IM, Leonello VM, Otrenti E, et al. Ambiente virtual de aprendizagem no ensino de enfermagem: relato de experiência. *Rev Bras Enferm*. 2012;65(5):862-6. <https://doi.org/10.1590/S0034-71672012000500022>