



29th Annual Meeting Florence Network

Nursing and Midwifery Education: A New Era After The Pandemic

9-10 May 2022

**Ege University Nursing Faculty
İzmir- Türkiye**

ABSTRACT BOOK



<https://www.fnam2022ege.com/>



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COMMITTEES

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Meryem YAVUZ van GIERBERGEN, Türkiye

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Aylin TANER

Mücahide GÖKÇEN

Yağmur ARTAN

Erkan ÜNSAL

Mehmet CAN


FLECO ATTENDEES' LIST	UNIVERSITY
Jana Nemcová	Comenius University In Bratislava
Meryem Yavuz Van Giersbergen	Ege University
Laura Visiers Jiménez	Centro Universitario San Rafael-Nebrija
Marianne Kisthinos	Malmö University
Lisbeth Engel	University College Copenhagen
Havva Arslan Yürümezoğlu	Dokuz Eylul University
Louise Bjerring	UCL University College
Hasseler, Martina	Ostfalia University Of Applied Science, Faculty Of Health Science
Cláudia Bacatum	ESEL - Nursing School Of Lisbon
Tanja Pallesche	Frankfurt University Of Applied Sciences
Giuseppina Tomaiuolo	Humanitas University
Christine Tschudi-Madsen	Oslo Metropolitan University
Merja Jokelainen	Savonia University Of Applied Sciences
Federica Canzan	Università Degli Studi Di Verona
Maria Malliarou	University Of Thessaly
Richard Luck	Coventry University
Helene Kelly	University College Absalon
Susan Schärli-Lim	Zurich University Of Applied Sciences
Renzo Moreale	Udine University
Simona Saibertová	Masaryk University
Petra Van Dodewaard	NHL Stenden Hogeschool
Tuija Rinkinen	LAB University Of Applied Sciences
Louise Bjerring	UCL University College
Gasser Tabea	Berner Fachhochschule - University Of Applied Sciences Bern
Agita Melbarde-Kelmere	Riga Stradins University

Mirza Oruč	University Of Zenica
Paula Yliniemi	Lapland University Of Applied Sciences
Petra Graf	ZHAW
Wouter Coussement	Odisee University College
Erika Feldhaus-Plumin	Evangelische Hochschule Berlin – Protestant University Of Applied Sciences
Martina König-Bachmann	Health University of Applied Science
Sibylle Frey	Bern University Of Applied Sciences

PROGRAM


Central European Summer Time (CEST)	Session	Monday 09 May 2022	
08.45-09.30am	Opening Ceremony	<p><i>Ege University Nursing Faculty (Video presentation)</i> <i>Welcome from Ege University Nursing Faculty (Video presentation)</i> <i>Meryem Yavuz van Giersbergen (Host President of FNAM 2022)</i> <i>Letizia Polla (Student Board President of FN)</i> <i>Jana Nemcova (President of FN)</i> <i>Ayşegül Dönmez (Dean of Ege University Nursing Faculty)</i> <i>Necdet Budak (Rector of Ege University)</i></p>	
09.30-10.00am	Priority Session 1	<p>Moderators: <i>Susan Schärli-Lim, (Switzerland)</i> <i>Lisbeth Vinberg Engel (Denmark)</i> “ Nursing And Midwifery Education : A New Era After Pandemic” <i>Jana Nemcova, Comenius University In Bratislava Jessenius Faculty of Medicine In Martin (Slovakia)</i></p>	
10.00-10.30am	Virtual Coffee Rooms	<p><i>Turkish Folk Dances - Manisa Soma Region, Wedding Traditions</i> Ege University State Conservatory of Turkish Music Turkish Folk Dances Department</p>	
10.30-11.30am	Parallel Sessions 1-2	<p>Parallel Sessions 1 Experiences Sharing Panel Moderators: <i>Christine Tschudi-Madson, (Norway)</i> <i>Merja Jokelainen (Finland)</i></p> <p>Practical Training During Pandemic Speakers:</p> <ol style="list-style-type: none"> 1. “When The Covid 19 Occurred” /<i>Helene Storebø Opheim, Oslo Metropolitan University (Norway)</i> 2. Nursing Students' Self-Competency Concerns About Clinical Practices During The Pandemic: Sample Of Ege University /<i>Meryem Yavuz van Giersbergen, Müge</i> 	<p>Parallel Sessions 2 Experiences Sharing Panel Moderators: <i>Letizia Polla (Italy)</i> <i>Ayşin Kaya (Türkiye)</i></p> <p>Pandemic Period Students Experiences Speakers:</p> <ol style="list-style-type: none"> 1. Türkiye Experience <i>Nazlıcan Elmas and Rümeyza Yalçın /Ege University / Ege University Nursing Faculty (Türkiye)</i> 2. Greece Experience / <i>Kouroutzis Ioannis, Ntounias Gerasimos</i>

		<p><i>Coşgun, Merve Deniz Kılınç, Anas Ibrahim, Burçak Şahin Köze, Ege University Nursing Faculty (Türkiye)</i></p> <p>3. Experiences From An Online Interprofessional Course Regarding Innovation / <i>Tina Rich Mogensen And Maria Louise Kræmer, Institut For Sygeplejerske- Og Ernæringsuddannelser Det Sundhedsfaglige Fakultet (Denmark)</i></p>	<p>Faculty of Nursing, University of Thessaly (Greece)</p> <p>3. Italy Experience / <i>Letizia Polla, University of Udine (Italy)</i></p>
11.30-11.45am	Coffee Break	<p>Meditation & Yoga Gözde Koçak / Ege University Nursing Faculty</p>	
11.45-12.45am	Priority Session 2	<p><i>The Future in Nursing & Midwifery Education: Metaverse</i> Moderators: <i>Pavi Hoffren (Finland)</i> Speaker: <i>Muhammet Damar – Computer Engineer (Türkiye)</i></p>	
12.45-13.30pm	Lunch		
13.30-14.30pm	Parallel Sessions 3-4	<p>Parallel Sessions 3 How The Pandemic Is Reshaping Nursing and Midwife Education?</p> <p>Moderators: <i>Jana Nemcová (Slovakia)</i> <i>Ioanna V Papathanasiou (Greece)</i></p> <p>Speakers:</p> <ol style="list-style-type: none"> 1. Nursing Students Social and Individual Responsibility During the Pandemic: Service[1]Learning Methodology / <i>Cláudia Bacatum, Lina Antunes, M^a Isabel Malheiro, Sónia Ferrão, Viriato Moreira Escola Superior De Enfermagem De Lisboa (Portugal)</i> 2. Impact of The Coronavirus (Covid-19) Pandemic on Teaching In Surgical Nursing /<i>Edita Hlinková, Jana Nemcová, Comenius University In Bratislava Jessenius Faculty</i> 	<p>Parallel Sessions 4 Cultural Communication and competency</p> <p>Moderators: <i>Maria Malliarou (Greece)</i> <i>Laura Visiers (Spain)</i></p> <p>Speakers:</p> <ol style="list-style-type: none"> 1. Intercultural Communication Styles (Workshop) / <i>Susan Schärli-Lim, Zurich University of Applied Sciences, (Switzerland)</i> 2. How Culturally Competent Are European Nursing University Lecturers? Preliminary Results (Cca-Eunurse)” / <i>Laura Visiers, Lara Martínez, Isabel Baeza. Centro</i>

		<p><i>of Medicine In Martin (Slovakia)</i></p> <p>3. Capacitating Asian Nursing Universities In Promoting Infection Prevention And Control Education /<i>Marja Silen-Lipponen, Leena Koponen, Mikko Myllymäki, Ulla Korhonen, Savonia University of Applied Sciences, (Finland) Joao Graveto, Joao Pardal, Nursing School of Coimbra, (Portugal)</i></p> <p>4. Is There a Need to Increase Financial Literacy Among Healthcare Students / <i>Andrea Pokorná And Simona Saibertová Masaryk University Faculty of Medicine Department Of Health Sciences (Czech Republic)</i></p>	<p><i>Universitario San Rafael (Spain)</i></p>
14.30-15.00pm	<p>Evaluation of Day / Jana Nemcova (Slovakia)</p> <p>Virtual Group  Picture</p>		
15:00-16:30pm	<p>Work Group Meeting</p>	<p>FLECO Meeting Chair: Jana Nemcova (Slovakia)</p>	<p>Student Board Meeting Chair: Letizia Polla (Italy)</p>
16.30-17.00pm	<p>Virtual Market Place</p>	<p>From Each University (on the website)</p>	
17.00-18.00pm	<p>Virtual FN Evening</p> <ul style="list-style-type: none"> • Turkish Art Music – Turkish Classical Music Concert / Mehmet Yalgin, Kaşif Demiröz, Yakup Selim Şenel, Ege University State Conservatory of Turkish Music • Turkish Folk Dances – Atçalı Kel Mehmet Folk Dance / Ege University State Conservatory of Turkish Music Turkish Folk Dances Department 		

<p>09:00-10:00am</p>	<p>Parallel Sessions 5-6</p>	<p>Parallel Session 5 <i>Internationalization in Nursing Education</i></p> <p>Moderators: Anna Bonmati Tomas (Spain) Evangelos Fradelos (Greece)</p> <p>Speakers:</p> <ol style="list-style-type: none"> 1. Introduction to COILs & BIPS Erasmus / Konstantina Zerva, Laura Ripoll, Universitat de Girona (Spain) 2. Internationalising the curriculum for students who can't go on physical mobility using COIL / Paul Irving, Coventry University (UK) 3. Experiences of COIL among Cuba, Spain and Colombian Universities / Maurenis Ejalde Calderón, Universidad Lidia Dolce (Cuba) 	<p>Parallel Session 6 <i>Nursing Students' Lives in the Different Countries</i></p> <p>Moderators: Yasmine Ekim, (Türkiye) Amar Muslic, (Bosnia And Herzegovina)</p> <p>Speakers:</p> <ol style="list-style-type: none"> 1. Emma von Schéele Frejd, Swedish Red Cross University (Sweden) 2. Sedad Klisura, University of Zenica (Bosnia and Herzegovina) 3. Marc Folkers, Menso Alting College Groningen (Netherlands)
<p>10:00-11:30am</p>	<p>Oral Presentations</p>	<p>Moderator: Margaret Moran (UK) Ruşen Öztürk (Türkiye)</p> <ol style="list-style-type: none"> 1. Investigation of Knowledge, Attitudes, Behaviors and Associated Factors Regarding Covid 19 Disease Among Nursing Students: Turkish Perspective / Aynur Uysal Toroman, <u>Damla Ünsal</u> 2. Virtual Reality Simulation in Women's Health Nursing Education During The Pandemic; A Scoping Review / 	

		<p><u>Sümeyye Bakır</u>, Ruken Yağız Altıntaş, Ruşen Öztürk, Oya Kavlak</p> <p>3. The Relationship Between Loneliness and Life Satisfaction In Elderly Individuals With Home Restrictions During The Covid-19 Pandemic / <u>Yağmur Artan</u>, Canan Bozkurt, Yasemin Yıldırım</p> <p>4. Investigation of the effect of anxiety experienced by university students on internet addiction and sleep quality during the Covid-19 Pandemic/ <u>Yağmur Artan</u>, Eda ERGIN, Yasemin YILDIRIM, Şebnem Çınar Yücel</p> <p>5. Investigation of Anxiety Levels of Nursing Students Related to Intravenous Interventions and Factors Affecting the Anxiety/ <u>Deniz Tekin</u>, Eda Ergin, Şebnem Çınar Yücel</p> <p>6. Evaluation of Jigsaw Technique in Nursing Students Learning About Childhood Cancer / Şeyda Binay Yaz , Hale Sezer, <u>Sinem Başdemir</u></p>	
11:30-12:00am	Coffee Break	<p>Turkish Art Music – Gourd Violin Recital Özgür Çelik / Ege University State Conservatory of Turkish Music</p>	
10:00-12:00am	Work Group Meeting	<p>Room 1. FLECO Meeting Chair: Jana Nemcova (Slovakia)</p>	<p>Room 2. Student Board Meeting Chair: Letizia Polla (Italy)</p>
12:00-13:30pm	Lunch	<p>Turkish Folk Dances - Balkans Skopje Region, Soldier Farewell Festival Ege University State Conservatory of Turkish Music Turkish Folk Dances Department</p>	
13:30-14:30pm	Parallel Sessions 7-8	<p>Parallel Sessions 7 Education Diverse Technology Experiences, Integration Technologies to Curricula</p> <p>Moderators: Chris Van der Aa (Belgium) Marília Santos Rua (Portugal) Speakers: 1. Healing Greenery-Implementation of A Multidisciplinary And</p>	<p>Parallel Sessions 8 Coronavirus Anxiety: Fear And Worry Stress Management During Pandemic</p> <p>Moderators: Havva Arslan Yürümezoğlu, (Türkiye) Tabea Gasser (Switzerland) Speakers: 1. Experiences, Fears, Concerns of Greek Students From Their Clinical Practice During The Pandemic Period In The</p>

	<p>Multinational Virtual Intensive Course / <i>Susanne Hämäläinen, Savonia University of Applied Sciences, Unit Of Health Care, (Finland)</i></p> <p>2. Social And Health Care Students Studying In Working Life Technology Projects / <i>Hannele Tiittanen and Tuija Rinkinen, LAB University of Applied Sciences (Finland)</i></p> <p>3. Promoting Change In Health Sciences: A Product Design And 3d-Printing Experience/ <i>Manuel Lara, Marta Martín, Elena García Y Pedro Chana. Centro San Rafael. Fundación San Juan De Dios (Spain)</i></p> <p>4. 3D printing in Nursing Education Useful or Not / <i>Mirza Oruč /University of Zenica, (Bosnia and Herzegovina)</i></p>	<p>Clinical Learning Environment. A Lesson For The Future / <i>Maria Malliarou, Faculty of Nursing University of Thessaly (Greece)</i></p> <p>2. Psychological distress and religious coping in Greek nursing students during the second wave of the pandemic / <i>Evangelos Fradelos, Faculty of Nursing University of Thessaly (Greece)</i></p> <p>3. Psychological Counseling And Guidance Services In The Faculty of Nursing: An Example From Ege University / <i>Gizem Beycan Ekitli, Ege University Nursing Faculty(Türkiye)</i></p>
14.30-15.00pm	Coffee Break	
15.00-15.30pm	General Assembly / Jana Nemcova and Letizia Polla	
15.30-16.00pm	<p>Closing Ceremony <i>Meryem Yavuz van Giersbergen (Host President of FNAM 2022)</i> <i>Letizia Polla (Student Board President of FN)</i> <i>Jana Nemcova (President of FN)</i> Candidates of FNAM 2023 / San Rafael Nebrija University Madrid Spain Virtual Group  Picture</p>	

WELCOME

Jana Nemcová

President Florence Network



Dear colleagues and students, members of the Florence Network,

on behalf of the Academic Committee, as well as in mine name, allow me to invite you to our meeting of members Florence Network, representing teachers and students of higher education in nursing and midwifery.

Every year we expect and look forward to meeting friends on the Florence Network Annual Meeting. This year, the 29th meeting will take place on May 9-10, 2022, which is also the second, held virtually. We will all miss personal meetings with friends, but in a COVID pandemic situation, the Academic Committee decided to hold the meeting online. The duration and impact of the pandemic on education inspired us on this year's theme "*Nursing and Midwifery education: a new era after the pandemic*".

Education from classrooms and practical exercises had to adapt to the pandemic situation and transfer to the virtual space. The beginnings were not easy and placed increased demands on teachers as well as students. Thanks to digital technologies, knowledge and skills demonstrated, important in professional training, could be conveyed.

I believe that our conference will present interesting approaches and experiences in the higher education environment of future nurses and midwives in an international context, both from the point of view of teachers and students during a pandemic.

We are all well aware that practice in the profession of nurse and midwife is essential. The contribution of nursing and midwifery students during a pandemic is unquestionable. Students were involved in teams testing citizens, helping people provide food and medicine, and engaged in practice under the guidance of mentors. The importance of teamwork between professionals and students has proven to be mutually beneficial.

Unfortunately, not only the COVID pandemic has entered our lives, but also the war in Ukraine, which does not leave us cold to the suffering of the people. Let me express, on behalf of all of us, members of the Florence Network, solidarity with teachers and students of nursing and midwifery, as well as with the people of Ukraine. Florence Network support the end of this terrible war and join in the peaceful resolution of the war in Ukraine!

WELCOME

Letizia Polla Student Board President



Hello students from all the University!! I'm the current President of the Student Board and I want to ask you something...

Do you want to be an integral part of this event that involves many students like you in a unique and special meeting?

Now I will tell you what you can do! But first, let's start explaining what the Student Board is.

What is the Student Board?

The student board is a set of 5 students all from different European universities, who have the task of collaborating with the other organizational groups to make the event of the Florence Network annual meeting more pleasant and fun for the students.

Each member of the group has a particular task that distinguishes him:

- The President has the role of keeping in touch with the president of the Florence Network and attending the meetings for the organization of the event.
- The Vice-President has the role of ...
- The Newsletter Editor has the role of ...
- The Academic Committee Representative has the role of ...
- Visibility Committee Representative has the role of ...

How to become a member of the Student Board?

During one of the days of the Florence Network a meeting will be held between all the students and during that meeting it will be possible to apply for a specific role and in case be elected by the other participating students.

However, it should be specified that only a student who will still be attending University during the next year will be able to apply as a member of the Student Board.

Also remember to ask your University Contact for your application to the Board.

For the rest there are no limitations!!

We are waiting for you! and see you at the next Florence Network Annual Meeting!

WELCOME

Meryem YAVUZ van GIERSBERGEN (Host President of FNAM 2022)



Dear Florence Network colleagues,

On behalf of Ege University Nursing faculty Organizing Committee, it is a great pleasure for us to invite you to attend the 29th Florence Network Annual Meeting and Conference 2022. We were hoping for a face to face meeting held in Türkiye (Turkey) in the beautiful city of İzmir 9th and 10th of May 2022. However, due to the unpredictable landscape with COVID-19 restrictions and Omicron Variant FN board has decided that a virtual meeting is the safest and most realistic way forward.

The Ege University and Nursing Faculty were established in 1955. It followed up to a long and successful activity for Nursing Education, which is celebrating 67 years from its establishment. Ege University Nursing Faculty currently has more than 100 expert academic personnel in their fields. As many people have still remembered, we hosted at FNAM in 2010. We are obviously disappointed that we can't come together face-to-face, but our programme will remain the same and the FN annual meeting will have an interactive virtual platform. Our faculty, as well as our organization, has the entire infrastructure necessary for a successful meeting. The COVID-19 pandemic affects the way things are done in life, including nursing education in all countries. Many schools responded quickly by initially doing face-to-face lessons online to prevent and reduce community spread. This was followed by the transformation from face-to-face teaching to online/virtual presentation of the theoretical aspect of the curriculum. Online learning has become a solution to complete the curriculum; however, it caused deficiencies in clinical practice training not to be completed. Virtual simulations and high-accuracy simulation equipment are still a problem for developing countries as there are difficulties with access and cost. The return of students to the schools and clinical field in their education presented different challenges for the safety of patients and students.

The theme for FNAM 2022 is “Nursing and Midwifery education: a new era after the pandemic”. The COVID-19 pandemic taught the world a lesson about the importance of the health care system and the critical role of nursing. Health care was the system most significantly impacted, and the role of nurses within that system emerged as a key. Many people recognized for the first time why nurses are important not just to do patient care but also to community health. So the pandemic crisis has been a transformational time for the field of nursing. While the pandemic has rearranged nearly every aspect of health care, the impacts on nursing may be the most profound. All these changes have made it inevitable to renew the nursing education programs and clinical practice content.

Thus, we are quite excited to discuss this transformational time defined as “a new era after pandemic”. We hope this meeting will give us a chance to share our experiences and future

planning. We believe that this meeting provides valuable opportunities to extend and strengthen the nursing and midwifery knowledge together in an international view.

For any question regarding meeting, you are kindly invited to contact the organization committee at florencenetwork.ege@gmail.com and visit our website <https://www.fnam2022ege.com/>

It would be our honor to host the FNAM 2022.

We look forward to meeting with you.

OPENING CEREMONY

Speaker 1:

Prof. Dr. Meryem Yavuz van Giersbergen

Host President of FNAM 2022

Dear 29th Florence Network Annual Meeting 2022 attendants,

Hoşgeldiniz, Onur verdiniz



A very pleasant Good Morning

On behalf of Ege University Nursing Faculty Organizing Committee, it is our great pleasure and honors for us to welcome you to 29th Florence Network Annual Meeting

We are proud to be able to host FNAM 2022 and we are so excited to have you all here

Thank you all for being and joining us here today

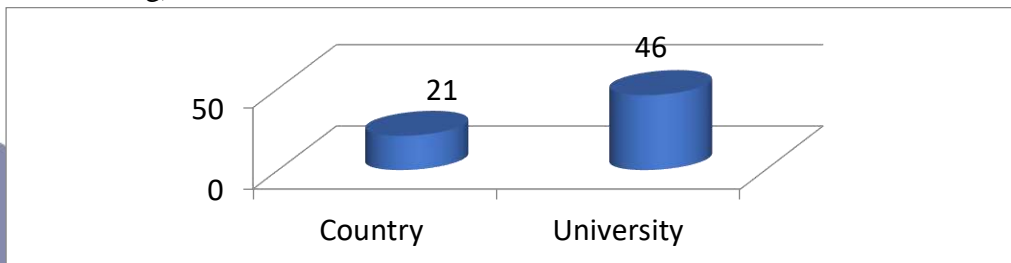
So a very warm welcome again to each and every one of you

In my presentation content is;

- Ege University Nursing Faculty in Florence Network
- Information about FNAM 2022 program Florence Network

The FN is one of Europe's oldest nursing and midwifery networks established in 1995.

Nowadays Florence Network has member 46 University from 21 Countries (<http://florence-network.org>).



Ege University Nursing Faculty would like more cooperation with all the members of FN.

Ege University in Florence Network

Katholieke University Leuven Nursing Department (which we are partners in the Erasmus student and lecturer exchange program) was informing our school to about Florence Network membership.

We thank them so much for this opportunities.

Ege University was applied to join Florence Network in 2005 and was accepted as a member in the same year.



First FNAM 2006 for Ege University
Prof. Dr. Zeynep Conk,
Prof. Dr. Gülümser Argon,
Öğr. Gör. Nilay Özkütük
FNAM Participants from Ege University

FNAM Participants from Ege University 2007,
2008, 2009



2007 Halmsted University School of
Nursing, Campus Verberg/ Sweden
Süheyla Özsoy, Gönül Özgür



2008/Masaryk University Brno/
Czech Republic
Gülümser Argon, Süheyla Özsoy



2009 Haagge Hogeschool / Holland
Gülümser Argon, Asiye Akyol

18th FNAM 2010 hosted from Ege University 5-9 October Çeşme, Turkey.
Theme: Globalization and Internationalization in Nursing

18th FNAM 2010 5-9 October Çeşme, Turkey

Globalization and Internationalization in Nursing



Gülümser Argon, Çiçek Fadiloğlu



İnci Erefe, Ayla Bayık



Gülümser Argon
Meryem Yavuz
Hande Yağcan

18th FNAM 2010
5-9 October Çeşme, Turkey



FNAM Participants from Ege University 2011, 2012, 2013



2011/Escola Superior de Enfermagem de Lisboa/Portugal
Gülümser Argon



2012 Malmö University Faculty of Health and Society / Sweden
Çiçek Fadiloğlu, Gülümser Argon, Aynur Uysal Toraman



2013 Groningen-Leewarden/Holland
Esra Engin, Elem Kocaçal Güler

FNAM Participants from Ege University 2014, 2015, 2016



2014 Fatih Üniversitesi Hemşirelik/Türkiye
Ayfer Karadakovan, Aynur Uysal Toraman, Jülide Gülizar Yıldırım



2015 Kopenhag/Denmark
Ayfer Karadakovan, Aynur Uysal Toraman



2016 Università di Verona/ Italy
Ayfer Karadakovan, Aynur Uysal Toraman

FNAM Participants from Ege University 2021



Preparation of Meeting

We would like to express our gratitude to all of organizing committee's generously helped us make this event come together smoothly, successful.

Committees

Committees



FN Scientific Committee

- **President** Jana Nemcova, Slovakia
- **Vice President** Lisbeth Engel, Denmark
- **Academic Committee**
Christine Tschudi-Madson, Norway
Laura Visiers Jimenez, Spain
Marianne Kisinthinios, Sweden
- **Visibility Group**
Paivi Hoffren, Finland
Anna Bonmati Tomas, Italy
John Pendleton, UK
- **Research Group**
Maria Malliarou, Greece
Meryem Yavuz van Giersbergen, TR
Laura Visiers Jimenez, Spain



Student Board

- **Student President**
Letizia Polla, Italy
- **Student Vice President**
Natalie Elfriede Mellin, Sweden
- **Academic Committee**
Suleyman Yaman, Türkiye
- **Visibility Group**
Aysin Kaya, Türkiye
- **Newsletter Editor**
Amar Muslic, Bosnia and Herzegovina



Ege University Organising Committee

- Ayşegül DÖNMEZ (**Dean**)
Fahriye VATAN (Vice Dean)
Eda DOLGUN (Vice Dean)
- **Host President**
Meryem YAVUZ van GIERBERGEN
- Ruşen ÖZTÜRK (**Secretary**)
- Merve GÜMÜŞ (**Secretary**)
Aynur UYSAL TORAMAN
Esra Engin
Fatma DEMİR KORKMAZ
Hülya KANKAYA
Nilay ÖRKÜN
Nihal ÇELİKTÜRK
Aylin TANER
Mücahide GÖKÇEN
Yağmur ARTAN
Erkan ÜNSAL
Mehmet CAN

FN Organization Committee Meetings

FN Organization Committee Meetings



16 June 2021



12 October 2021



9 December 2021



10 February 2022



24 March 2022



25 April 2022



6 May 2022

Ege University Organizing Committee



Ege University FNAM 2022 Organization Committee



Dean

Prof. Dr. Ayşegül DÖNMEZ



Vice Dean

Doç. Dr. Fahriye VATAN

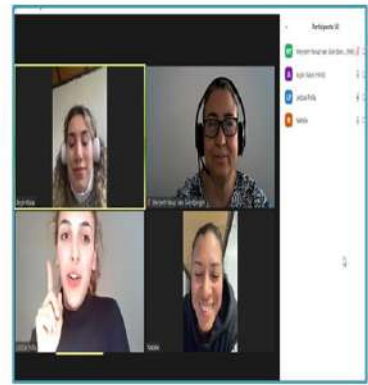
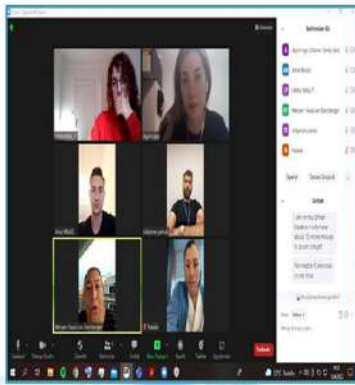


Vice Dean

Doç. Dr. Eda DOLGUN



FN Student Committee



The theme for FNAM 2022: “Nursing and Midwifery education: a new era after the pandemic”.

We are quite excited to discuss this transformational time defined as “a new era after pandemic”.

We hope this meeting will give us a chance to share our experiences and future planning

Program

We believe that this meeting provides valuable opportunities to extend and improve the nursing and midwifery knowledge together in an international view.

We would like to thank moderators, speakers and everyone for all for their participations

Priority Session (2)

Nursing And Midwifery Education : A New Era After Pandemic (Jana Nemcova)

The Future in Nursing & Midwifery Education: Metaverse (Muhammet Damar)

Parallel sessions (8)

- Parallel sessions 1. Practical training in during pandemic
- Parallel sessions 2. Pandemic period students experiences
- Parallel sessions 3. How the pandemic is reshaping nursing and midwife education?
- Parallel sessions 4. Cultural Communication and competency (Workshop)
- Parallel sessions 5. Internationalization in Nursing Education
- Parallel sessions 6. Nursing Students' Lives in the Different Countries
- Parallel sessions 7. Education diverse technology experiences, Integration technologies to curricula
- Parallel sessions 8. Coronavirus anxiety: fear and worry stress management during pandemic

Poster presentations

You can able to reach from web page <https://www.fnam2022ege.com/posters/>

Virtual Market Place

It is an opportunity for students, FLECOs and teachers to present their own University, Erasmus opportunities, and undergraduate and graduate courses. Moreover it would be a moment in which students and teachers can ask and receive information about what opportunities each University can offer them and some information about work opportunities for each Country. Please visit web page <https://www.fnam2022ege.com/virtual-market-place/>

Moderators and Speakers

21 Moderators - 13 Countries

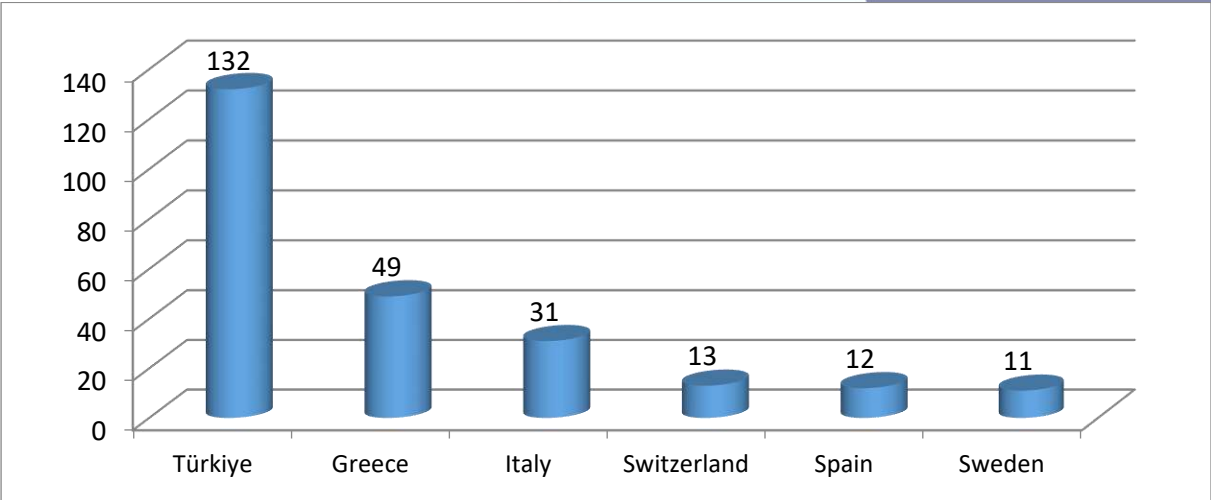
28 Speakers - 17 Countries

Oral Presentations 6 Oral abstracts

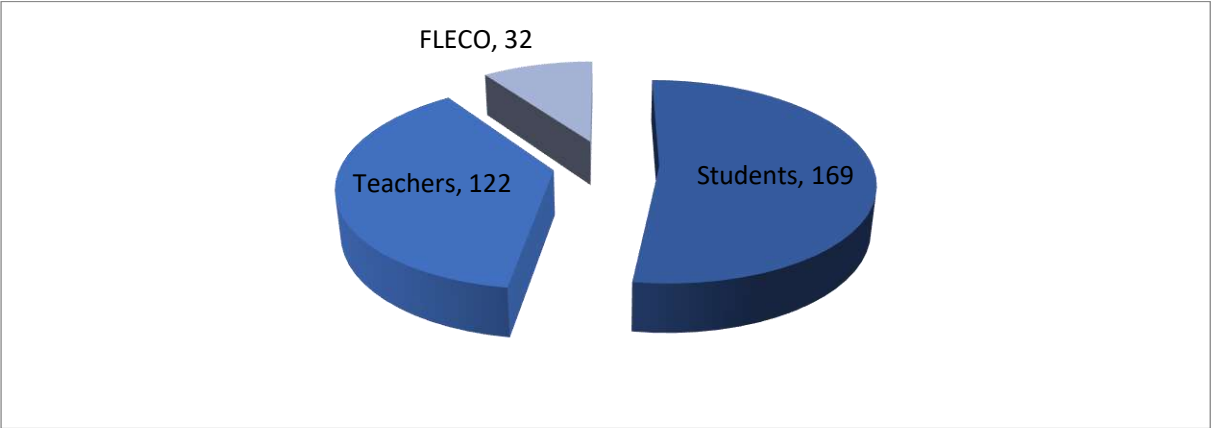
Participants Countries (23)

Albania	Austria	Belgium	Bosnia and Herzegovina	Czech Republic	Denmark
Finland	Germany	Greece	Italy	Latvia	Lebanon
Norway	Portugal	Scotland	Slovakia	Spain	Sweden
Switzerland	The Netherlands	Tunisia	Türkiye	United Kingdom	

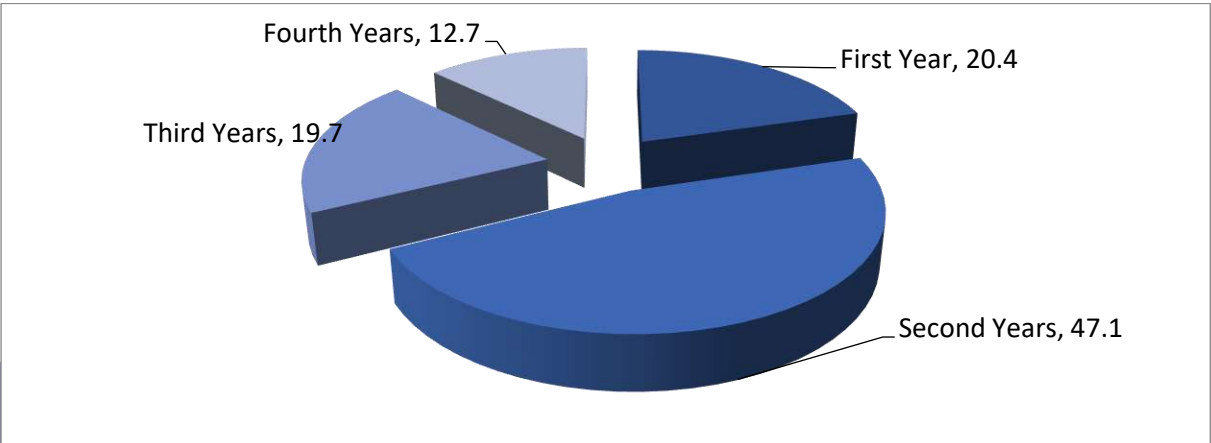
Countries Participants Numbers



Participants Distribution (n=323)



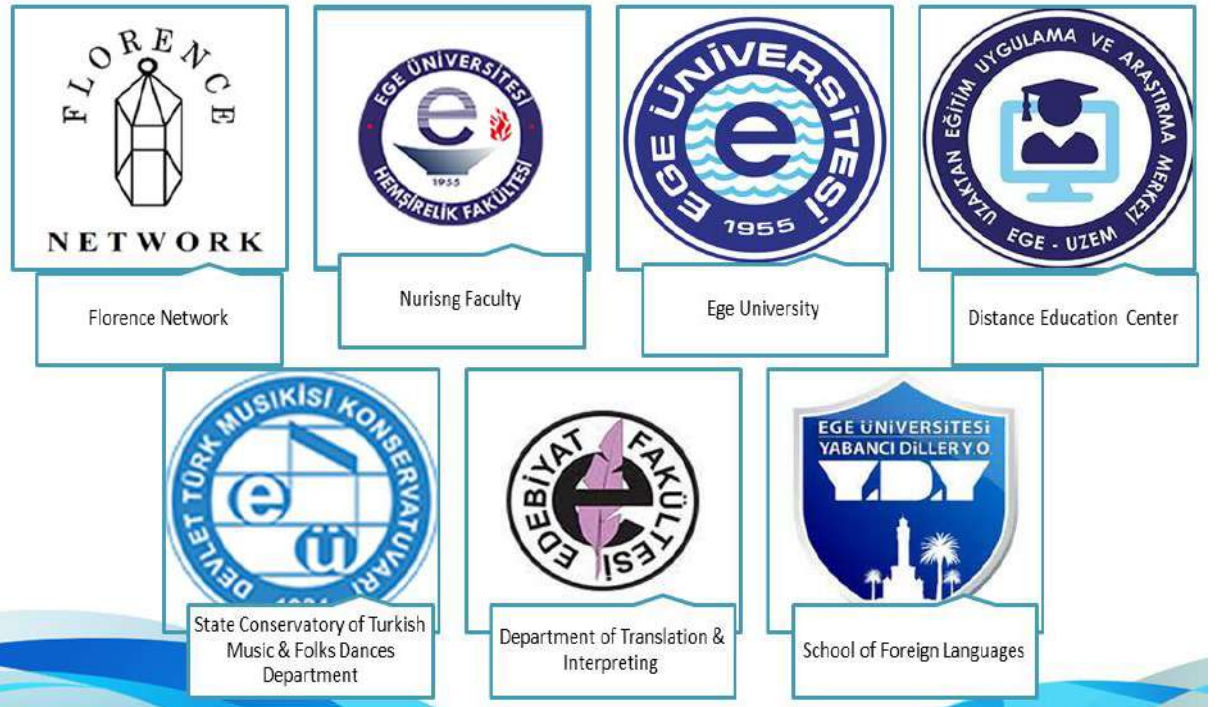
Distribution of Students Class (n=157)



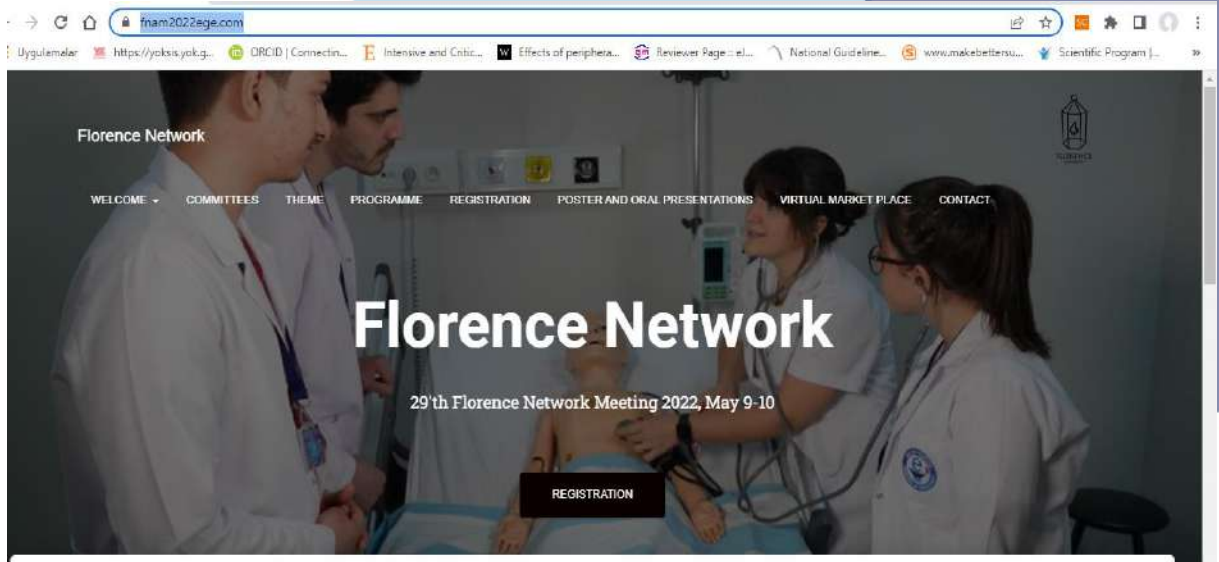
Social and Cultural Programs



Special thanks go to the cooperating institutions



For any question regarding meeting, you are kindly invited to contact the organization committee at florencenetwork.ege@gmail.com and visit our website <https://www.fnam2022ege.com/>



We wish happy nurses week



Thank you to each one of you for being a part of this Annual Meeting
We wish you a productive and successful meeting. A very good day to you all
Thank you for your attention
Best Regard

Speaker 2:

Letizia Polla,

“Good morning, I am Letizia Polla, the president of the Student Board. I am in my third year of nursing at the University of Udine, Italy. I thank Turkey for hosting this beautiful event and the Florence Network for allowing me to be part of this event. I want to start by saying that this event is especially for students. My Student Board colleagues and I have devised several sessions dedicated exclusively to students. Take this as an opportunity to get to know people from different parts of Europe and learn about the new research that has taken place in the nursing field. I really hope you appreciate the hard work we have put into preparing this event and I look forward to seeing you at the meeting this afternoon”

Speaker 3:

Jana Nemcova,

“Dear Florence Network friends, colleagues and students, A warm welcome again to our virtual conference of the Florence Network. We all hoped after last online conference in Kuopio to meet physically in Turkey on 2022, but COVID pandemic with an unpredictable course disrupted our thinking about it. The theme for this year is "Nursing and midwifery education: a new era after the pandemic", which is based on the continuation of the training future nursing and midwifery professionals with an understanding of the changing period in education. I would like say great appreciation and huge thanks to dean, representatives and organizers from the Ege University in Izmir from Turkey, for preparing this year virtual conference. I would also like to thanks the Florence Network Board for working hard to make this virtual meeting happen. Also I would like to give our student board thank you. The programme this year FNAM is thematic divided and offer many interesting experiences, information about influence of pandemic reshaping nursing and midwife education and training, intercultural communication. The organizers have prepared a surprise for us in the form of meditation in break time and a concert performance of Turkish Classical Music and Turkish Folk Dances for the evening, which will at least virtually transport us to the country of our friends in Turkey. I wish you all a wonderful and successful meeting!”

Speaker 4:

Aysegul Donmez, Dean of Ege University Nursing Faculty

Dear Rector,

Dear Deans,

Dear Florence Network President,

Dear Academic Staffs,

Dear Students...

Good morning from our beautiful Izmir

Welcome to our 29th Virtual Florence Network Annual Meeting with the theme of "Nursing and Midwifery Education: A New Era after the Pandemic", which we have been waiting for with excitement and prepared with great devotion.

Ege University Faculty of Nursing was established in 1955 and is the first nursing school to provide undergraduate education in our country and Europe. Our faculty provides an integrated education program and 30% English education with its strong academic staff. We are proud and happy to be an institution that has been accredited for five years, with our training program between 2021-2026, and for the first time in our country, to be accredited for 5 years. Our faculty has Erasmus and abroad opportunities, equipped skills and simulation laboratories, first aid training center, mental health laboratory, public health standard patient laboratory, cultural and sports activities.

There are nine departments in our faculty: Fundamentals Nursing, Nursing Education, Internal Medicine Nursing, Surgical Nursing, Women Health and Gynecology Nursing, Pediatric Nursing, Mental Health and Psychiatry Nursing, Public Health Nursing and Administration Nursing. 23 administrative, support staff and 98 academic staff work in our faculty.

We are honored to host the 29th Florence Network meeting, which we became a member in 2006 and hosted in 2010, again this year.

While concluding my speech, I would like to thank our Rector Professor Necdet Budak who supported our meeting and especially our Erasmus Coordinator Professor Meryem Yavuz van Giersbergen, the whole Organizing Committee and our valued participants for your efforts in the planning of our meeting, I wish you a successful meeting.

SPEAKERS PRESENTATIONS

Priority Session 1

Moderators:

Susan Schärli-Lim, (Switzerland)



- Workshop Parallel Session 4; Cultural Communication & Competency Intercultural Communication Styles
- Nursing FLECO ZHAW Head of International relations Institute of Nursing, Zurich University of Applied Sciences
- Lecturer Intercultural Competence development
- Author of book “Intercultural Interactions for health Professionals: A Critical Incident Approach
- Project partner of TraINERs – Training Intercultural Nursing Educators and Students EU & Movetia funded project
- Consultant and project lead “Lost in Communication: an intercultural meeting”
<https://www.youtube.com/watch?v=JfATJkWyD7g>

Lisbeth Vinberg Engel (Denmark)



Nurse, Senior Lecturer,
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International Team Coordinator
Vice President of the Florence Network
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Speaker:**“ Nursing And Midwifery Education : A New Era After Pandemic”**

Jana Nemcova, Comenius University In Bratislava Jessenius Faculty of Medicine In Martin (Slovakia)

The time of the covid infection that we have been living since 2020 has brought changes to which we have had to adapt. People reassessed their priorities and health came first, not only formally but really. The pandemic revealed in full the need and importance of the work of health professionals, including the irreplaceable role of nurses and midwives. The continuing unsatisfactory condition of nurses in the health care system in many countries in Europe and the world was also fully presented here. The schools were closed, as one of the important anti-epidemic precaution, have inevitably led to a rethinking of approaches in education. The area of practice in the fields of nursing and midwifery resonated in particular, which could not be implemented in hospitals during the pandemic. Medical facilities have been closed to nursing, midwifery, medical and other health care students in order to protect hospitalized patients and to prevent infection from patients with covid from spreading to families and communities. In order to cope with these unforeseen events, educational institutions in the preparation of future nurses had to choose such approaches in education that would lead to effective learning of students and fulfill the goals of curricula in preparation for professional practice. Education has moved to the home environment, using digital technologies in the nature of video conferencing, videos, pre-recorded lectures, e-mail communication, etc. Although the current generation of students is brought up on digital media, there have been some obstacles and problems during home learning, such as technical cooperation with others and the problem was also dedicated to school work during the presence of other family members at home. Fatigue and eye strain from long-term computer exposure may have disrupted student concentration, evoking in the future the need to include online learning breaks and adhering to the recommended online learning time, which should not exceed four hours per day (<https://doi.org/10.1186/s12912-021-00788-9>). Distance education has its limits especially in acquiring the skills needed for nursing care and midwifery. The possibility is methods where we use pre-recorded videos to demonstrate skills, which supports the acquisition of knowledge and procedures in individual performances, but without the involvement of skills in practice classes, where critical thinking is developed and feedback is possible. that's not enough. Unsatisfactory preparation for clinical practice through distance learning has led to thinking about using virtual environments where students can experience different scenarios and tasks that they could do and solve in real life. Virtual learning allows experiential learning to go beyond conventional learning methods. Virtual reality and simulations are advancing and are also used in nursing. With the rapid expansion of virtual technologies, it would be appropriate for educational institutions to use them to provide distance learning opportunities for students. The positive impact of distance learning has been demonstrated in independence and taking responsibility in learning planning, strengthening students' internal motivation to learn, or creating small groups online when studying, where online social interaction is proving to be another motivating factor for distance learning. Providing space for peer interaction through chat and other platforms leads students to a sense of community and motivation even for those students who have difficulty keeping independent on assigned tasks. The exhaustion of nursing staff in hospital wards, many of which have reprofiled to care for covid patients, has led to an exemption for internship nursing students, but sometimes juniors. Students and their teachers were invited and welcomed, more than before, to continue their nursing practice in natural conditions. Nursing practice during the pandemic crisis was also marked by accompanying phenomena, such as fear and anxiety about the fear of infection and infection of

loved ones, meeting with the dying, fear of coping with difficult substitutes in practice in the absence of nurses in the workplace while ensuring patient safety. Closer cooperation between educational institutions and practice has proved to be a positive aspect. It should also be noted that students have acquired communication skills, knowledge and experience, as well as a higher level of acceptability from other team members, which has and will have an impact on students in their professional careers as a nurse and midwife. Closing the borders for the pandemic has also moved our cooperation between Florence Network members, students and teachers, to the online space, which has not prevented us from supporting each other, sharing experiences and consulting each other. Florence Network is not only an association of universities bringing together teachers and students of nursing and midwifery, but also a powerful platform for developing intercultural friendship and understanding. Digital technologies allow us to stay connected and pass on information, which will be the task of our joint Florence Network website <https://florence-network.org/>, which will also raise the profile of the network, enable cooperation in the education of nurses and midwives, as well as joint projects and research and, last but not least, support students and teachers for a permanent Erasmus + exchange initiative to be used in the next more stable period after the pandemic. Our online meeting is a unique opportunity to make contacts, albeit at this stage, remotely, but it can continue with a real journey of professional intercultural experiences and interactions. International cooperation, as a key phenomenon in the Florence Network, continues even during the challenging period of the covid pandemic, which has resulted in the ongoing online Annual Meeting of the Florence Network, organized by Ege University from Izmir, Turkey. The chosen topic, Nursing and Midwifery education: a new era after the pandemic, gives an opportunity at this year's meeting to present experiences with education and nursing practice during the pandemic, but especially to present visions of university and intercultural education, practice and research in nursing and midwifery after a pandemic. and will show in full how we consider securing and fulfilling curricula, as well as shaping the courage of future generations of professional nurses and midwives in dealing with times of crisis in health and social systems. We need courage to be able to face and defend ourselves not only in the discovery of rapidly and dangerously spreading infections, but also in the existing war. Florence Network has adopted a Statement in support of Ukrainian teachers and students of nursing and midwifery, as well as the entire Ukrainian people, as published on the FN website. The European Union is a very strong support for the Ukrainian people, as well as individual states trying to help refugees, especially women and their children, seniors who have fled their homes before the military aggression. The issue of refugees and the need for intercultural acceptance also affects the area of nursing practice and education. Educational institutions respond to the situation by implementing language courses or involving young people from Ukraine in the educational process in a culturally different environment. The determination and courage of Ukrainian women and young people also gives us strength and motivates us. Florence Network Annual Meeting takes place on the eve of International Nurses Day, which annually celebrates the birth of the founder of modern nursing Florence Nightingale, whose ideas are inspiring for us even today. Florence Network also has the ambition of the current conference to build on the best results of cooperation between universities, and also to present a high level of knowledge and creativity in the educational process. in the difficult times of the pandemic and the determination to use the vision with effective education in the future to ensure quality professional training of nurses and midwives. The nurses of the future will be instrumental in shaping global health. Education in all countries must continue to integrate global health perspectives (<https://www.icn.ch/>). Thank you for your attention and I wish you a positive experience at FNAM!

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Parallel Sessions 1
Experiences Sharing Panel

Moderators:

Christine Tschudi-Madson, (Norway)



- Nurse FL-ECO of Oslo Metropolitan University, Faculty of Health Sciences (2016 -)
- Member of the Florence Network Permanent Board/Academic Committee (2021 -)
- Member of the research group Learning and Collaboration (learning and interaction in education and professional practice)

Associate Professor

Contact:

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Merja Jokelainen (Finland)



- Nursing FLECO of Savonia University of Applied Sciences, Finland
- PhD, Senior lecturer in Nursing at Savonia University of Applied Sciences

Practical Training During Pandemic Speakers

1. “When The Covid 19 Occurred” /Helene Storebø Opheim, *Oslo Metropolitan University (Norway)*
2. Experiences From An Online Interprofessional Course Regarding Innovation / *Tina Rich Mogensen And Maria Louise Kræmer, Institut For Sygeplejerske- Og Ernæringsuddannelser Det Sundhedsfaglige Fakultet (Denmark)*

Examining Nursing Students' Self-Efficacy and Concerns Regarding Their Clinical Experience in Distance Education Process

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Merve Deniz KILINÇ

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Müge Coşğun

Lecturer, Research Ass, Msc student, Demokrasi University, Izmir, Türkiye

Anas İbrahim

Ege University Faculty of Nursing, Grad student, Izmir, Türkiye

Burçak ŞAHİN KÖZE

Lecturer, Research Ass, RN, MSc, PhD, Department of Surgical Nursing, Ege University Faculty of Nursing, Izmir, Türkiye

ABSTRACT

Purpose: This study was conducted to examine nursing students' self-efficacy and concerns about their clinical experience in the distance education process.

Materials and Methods: This is a descriptive study. The research was conducted between February 2021 and June 2021. The population of the research consisted of 902 second, third and fourth year students in the Faculty of Nursing of a university in Turkey, and the sample consisted of 503 students who agreed to participate in the research. The research data consists of 23 questions prepared by the researchers with the literature and 17 questions about the self-efficacy scale, and the data were collected via an online questionnaire (www.surveey.com). The obtained data were transferred to the SPSS 26 (Statistical for Social Sciences) program and analyzed as numbers, percentages and averages.

Results: In the study, the mean age of the students was 22.09 ± 1.53 (min:19 max:29), 88.9% (n:447) were female, 34.4% (n:173) were second class, while 71.4% (n=359) stated that they chose the nursing education voluntarily, 74.8% (n=376) graduated from Anatolian high school, 46.5% (n=234) lived in metropolitan cities, 87%, It was observed that 7 (n=441) lived with their families and 87.1% (n=438) did not work. 71.8% (n=361) of the students felt anxious about doing the applications as distance education during the Covid-19 pandemic, 72% (n=362) of the students negatively affected their self-efficacy by doing the applications as distance education, 55.3% It was observed that students (n=278) could partially transfer the theoretical knowledge learned in distance education into practice, 58.3% (n=293) could partially transfer the skills to practice, and 49.7% (n=250) of the students had concerns about their own clinical experience. It was observed that the total mean score of the General Self-Efficacy Scale was 61.87 ± 15.92 in the second year students, 60.43 ± 18.19 in the third year students, and 62.54 ± 15.07 in the fourth year students.

Conclusion: In the research, it was seen that the average score of the students from the general self-efficacy scale was at a good level, although half of the students stated that they felt anxious because of doing the applied courses as distance education and that this situation had a negative impact on their self-efficacy.

Keywords: *Student nurse, clinical practice, self-efficacy*

INTRODUCTION

With the COVID-19 pandemic, nursing students in our country, as well as all over the world, had to continue their theoretical and applied courses with distance education. Although faculties offer alternatives in face-to-face education standards so that their students can become professional nurses, the transition from face-to-face education to online education, adaptation to the new process and uncertainty increase the anxiety of nursing students both individually and for the future (Yancey 2020). According to the education standards determined for higher education institutions; Nursing education covers 4600 hours of theoretical and clinical education and half of this education period is clinical education. Clinical education is applied in order for the student to have sufficient clinical experience to be able to practice the nursing profession (YÖK 2008). Nursing education is a theoretical and applied process with a theoretical and clinical infrastructure (Göger and Çevirme 2019). According to a study in the literature, it was found that the educational stress experienced by nursing students is related to clinical practice (Chan et al 2009). It is thought that understanding the self-efficacy level that affects the student's performance will be an important step in determining the extent to which the nursing education process achieves learning goals (Cheraghi et al 2009). Clinical practice is important in terms of ensuring the development of professional competence of nursing students and supporting their readiness to enter working life (Järvinen et al 2018). Self-efficacy in the ability to perform nursing care is thought to be an important factor for nursing students to be successful in a clinical setting. All people have been affected in different ways by the Covid-19 pandemic, which is accepted as a pandemic by the World Health Organization. Nursing faculty students had to conduct their applied courses remotely. There are few studies examining the effect of the pandemic process on nursing students who will start their professional life in the future. In this study, it is aimed to examine the concerns and self-efficacy of students in a nursing faculty in Izmir about their clinical experience.

MATERIALS AND METHODS

Type of study: It is a descriptive study.

Location and time of the study: The study was conducted between February 2021 and June 2021. The research was carried out at the Faculty of Nursing of a university in Izmir, Turkey.

The universe and sample of the research: The population of the study consisted of 902 students studying in the second, third and fourth grades of a university's Faculty of Nursing, and 503 students who accepted to participate in the study constituted the sample. While calculating the sample in the study, the known universe sampling formula was used.

Data collection and evaluation: The data were collected from people who voluntarily agreed to participate in the study through an online questionnaire, which was created via the online survey system www.surveey.com and took about 5 minutes to fill out. The group forming the universe was invited to work by sharing the online questionnaire form via online messaging applications (WhatsApp, Telegram). Those who read the mandatory informed consent form on the first page of the created online questionnaire and ticked the "I have read and accept the terms" button were able to fill out the questionnaire. 23 questions about sociodemographic and clinical experiences-concerns of students in the data collection tools were created by the researchers in line with the literature. 17 questions in the data collection form are related to the self-efficacy scale. General Self-Efficacy Scale: It is a 17-item, five-point Likert scale developed by Sherer et al. (1982) and validated and validated in Turkish by Yıldırım and İlhan (2010). Each item score ranges from 1 to 5. Items 2, 4, 5, 6, 7, 10, 11, 12, 14, 16 and 17 in the scale are reverse scored. The total score of the scale can vary between 17-85; The higher the score, the higher the self-efficacy belief. SPSS 25.0

package program was used in the analysis of the data. Number, percentage distributions and chi-square test were used in the analysis of the research findings. All statistical analyzes were accepted as $p \leq 0.05$ significance level.

Research Ethics: Legal permissions (E-27344949-100-185923) were obtained from Ege University Health Sciences Scientific Research and Publication Ethics Committee (27.05.2021-05/02 Protocol No: 979) and Ege University Faculty of Nursing Dean's Office in order to conduct the research. Participation in the research was based on the principle of voluntariness, and informed consent was obtained from the participants at the beginning of the online questionnaire. The research was carried out within the scope of ethical principles, taking into account all the relevant articles of the good clinical practices and the Declaration of Helsinki.

RESULTS

Table 1: Examination of students' sociodemographic characteristics

Average age:22,09±1,53 (min:19 max:29)		
Socio-demographic Characteristics	Number (n)	Percentage (%)
Gender		
Female	447	88.9
Male	56	11.1
Class level		
Second class	173	34.4
Third class	159	31.6
Fourth class	171	34
Did you choose the nursing faculty willingly?		
Yes	359	71.4
No	144	28.6
Graduated high school		
Anatolian High School	376	74.8
Science High School	43	8.5
Health vocational high school	20	4
Other	64	12.7
Living place		
Big city	234	46.5
District	133	26.4
Village/Town	87	17.3
City	49	9.7
Who lives with		
Family	441	87.7
Alone	16	3.2
Friends	40	8
Other	6	1.2
Working Status		
Not working	438	87.1
Working	65	12.9
Total	503	100

In the study, the mean age of the students was 22.09±1.53 (min:19 max:29), 88.9% (n:447) were female, 34.4% (n:173) were second class, 71% While 0.4% (n=359) stated that they chose the

nursing profession voluntarily, 74.8% (n=376) graduated from Anatolian high school, 46.5% (n=234) lived in metropolitan cities, 87.7%' It was observed that 87.1% (n=438) of the patients (n=441) lived with their families and did not work.

Table 2: Examination of students' thoughts about distance education

	Number (n)	Percentage (%)
Do you feel worried because you are doing your clinical practices in distance education during the Covid-19 pandemic?		
Yes	361	71.8
Partially	110	21.9
No	32	6.4
Has it affected your self-efficacy to have received your clinical practices in distance education during the Covid-19 pandemic?		
Yes	362	72
Partially	105	20.9
No	36	7.2
Do you think you can transfer the theoretical knowledge you learned in distance education into clinical practices?		
Yes	107	21.3
No	118	23.5
I'm undecided	278	55.3
Do you think you can put the skills you learned in distance education into clinical practices?		
Yes	75	14.9
No	135	26.8
I'm undecided	293	58.3
Do you have concerns about your own clinical experience?		
Yes	250	49.7
No	139	27.6
Partially	114	22.7

71.8% (n=361) of the students felt anxious because they did the clinical practices as distance education during the Covid-19 pandemic, 72% (n=362) of the students had a negative impact on their self-efficacy because they did the clinical practices as distance education, 55.3% (n =278) could partially transfer the theoretical knowledge they learned in distance education into practice, 58.3% (n=293) could partially transfer the skills to practice, and 49.7% (n=250) of the students had concerns about their own clinical experience.

Table 3: Examination of students' thoughts about distance education (average points given to the scale between 1 and 10)

Status of attending classes in distance education	7.31 ± 2.17
The contribution of the videos watched to the learning level to improve clinical skills	5.20 ± 2.01
Contribution of the cases given to the learning level to improve clinical skills	5.66 ± 2.10
Contribution of homework given to improve clinical skills on learning level	5.07 ± 2.11
The level of feeling sufficient to complete the clinical practices as distance education	3.86 ± 2.14

The mean participation rate of the students in distance education was 7.31±2.17. The average score given to the contribution of the videos watched to the learning level to improve clinical skills was found to be 5.20±2.01. The average of the scores given to the contribution of the case examples given to improve clinical skills to the learning level was found to be 5.66±2.10. The average of the scores given to the contribution of the homework given to improve clinical skills to the learning level was found to be 5.07±2.11. It is seen that the average of the scores given by the students is 3.86±2.14, at the level of feeling sufficient to complete the applications as distance education.

Table 4: Examining the mean scores of the General Self-Efficacy Scale sub-dimensions of the students

Class level	GSES Start $\bar{x} \pm SS$	GSES Don't give up $\bar{x} \pm SS$	GSES Sustain $\bar{x} \pm SS$	GSES Total $\bar{x} \pm SS$
Second class	33.78±8.44	17.7±4.74	10.34±2.74	61.87±15.92
Third class	32.33±9.92	17.57±5.31	10.53±2.96	60.43±18.19
Fourth class	33.72±8	17.97±4.66	10.85±2.41	62.54±15.07

The all students' general self-efficacy total score average is 61.72±10.32. It was observed that the total mean score of the general self-efficacy scale was 61.87±15.92 in second-year students, 60.43±18.19 in third-year students, and 62.54±15.07 in fourth-year students.

DISCUSSION

Student nurses, who are the health professionals of the future, are expected to increase the self-efficacy perceptions of healthy and patients, to abandon unhealthy behaviors and to start and maintain healthy behaviors (Aksayan et al. 1998). In order for student nurses to achieve this goal, first of all, it is important that they have a high self-efficacy perception (Karadağ et al. 2014). According to the results of this study, the students' self-efficacy scale total score average is 61.72±10.32. Considering that the highest score obtained from the scale is 85, students show general self-efficacy behavior above the average. Similar to our study finding, it was determined that the general self-efficacy scores of nursing students were above the average in studies examining the level of self-efficacy (Göger et al. 2019, Dikmen et al. 2016, Kızılcı et al. 2015, Çetinkaya et al. 2014, Karadağ et al. 2011).

In the study, when the General Self-Efficacy total score averages of the students according

to their grade levels were examined, it was seen that the fourth grade students were higher than the other grade levels. In parallel with the results of the Kızılcı et al (2015) study, the fourth grade average score was higher than the other grade levels, and unlike our study findings, Vural and Keskin (2017) found self-esteem in second-year nursing students and Okçin et al. (2013) in first-year students. proficiency score average was found to be higher and significant compared to other grade levels. According to the results of the study, it can be said that it is important to make applications that will improve the sense of belonging to the profession in the first grade. In addition, it is thought that it is important to plan different studies to investigate the factors for increasing self-efficacy belief.

RESULT

As a result, although half of the students participating in the study stated that they felt anxious because they did the applied courses as distance education, and this situation negatively affected their self-efficacy, it was seen that the average score of the students from the general self-efficacy scale was above the medium level.

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Parallel Sessions 2

Experiences Sharing Panel

Moderators:

Letizia Polla (Italy)



- Email address: letiziapolla@gmail.com
- Phone number: (+39) 3332918433 WORK EXPERIENCE [10/2019 – Current]
- Student of Nursing University of Udine City: Udine Country: Italy [2021 – 2022]
- President of the Student Board Florence Network Annual Meeting City: Udine Country: Italy
- EDUCATION AND TRAINING [2014 – 2019] Graduation from the Secondary School Liceo Scientifico Nicolò Copernico Address: Udine
- LANGUAGE SKILLS Mother tongue(s): Italian Other language(s): English

Ayşin Kaya (Türkiye)



I am Ayşin Kaya, currently a last semester nursing student at Ege University, Faculty of Nursing in İzmir, Turkey. I am one of the student board members in FNAM, and function as visibility committee representative from 2021 to 2022, also the second time I have been joined as a nursing student. During my internship is continued as an intern nurse, being able to participate in FNAM, the only one of the network and union relevant to nursing, is very significant for me and that affects my future occupation as a nurse. I value importance to being aware of innovations in the nursing profession in over the world.

Pandemic Period Students Experiences

Speakers:

1. Italy Experience / Letizia Polla, University of Udine (Italy)

Türkiye Experience

Nazlıcan Elmas and Rûmeysa Yalçın
Ege University, *Ege University Nursing Faculty* (Türkiye)

What have had the students educational experiences since the pandemic process?

The Beginning of The Pandemic (Lockdown)

During The Pandemic (Online Education, EgeDers- Microsoft Teams)

Post Pandemic (New Normal, Advantages/Disadvantages, Online Training)

The Beginning

Lockdown began on the 16th of March 2020 and all students returned to their homes.

It was said that the training would be suspended for a while.

After 3 weeks we started online classes.

Online training continued from home until July 2021.

The classes were taken online during the pandemic process:

- Nursing Fundamentals
- Teaching and Management in Nursing
- Public Health Nursing
- Mental Health and Psychiatric Nursing
- Pediatric Diseases and Nursing
- Internal Medicine and Nursing
- Gynecological Diseases and Nursing
- Surgical Diseases and Nursing

Online Education

An educational experience that has no physical boundary, allows for students to take part in classes and interact with peers from any location.

Online education during the pandemic was a valuable solution to reduce contamination of Covid-19 and to continue education.

Online Education System of Our University

We had to keep in touch to have meetings and classes with the university, so we've been using the Microsoft Teams and the university system which is EgeDers.

Online Education System of Our University

There are promotional videos for the use of the EgeDers system on the university's website.

We can get support from the 'Live Support System' for technical problems related to distance education.

We can join classes live or we can view a recording later.

What have we done to Increase the effectiveness of the classes?

- Case/Group Discussions
- Article Presentation and Discussion
- Group Script Writing
- Interview Technique
- Watching Videos of Sample Patients
- Video Design From Home
- Recorded
- Simulations of Courses

to see sample cases, a comprehensive patient file containing a lot of information from the patient's anamnesis to the laboratory results was sent. Students were held responsible for these files. Recorded simulations of courses videos prepared in the school laboratory by the teachers at the school and explained in online classes. In addition video design from home (Patient education, Leopold maneuvers, etc.).

What have we USED to Increase the effectiveness of the classes?

- Google Documents
- Kahoot
- Edmodo
- Edpuzzle

Mentorship

All students have a professor or associate professor assigned to them to be a mentor. Mentors are beneficial to students;

- Contact via mail
- Private conversations
- Course questions
- Psychological problems
- Technical problems

Supportive mentors has made everything easier!

Normalization Process

Started with hybrid learning.

We were able to begin the internship portion of our education.

Some theoretical courses are given online via EgeDers or Microsoft Teams.

However, exams, laboratory practices, clinical practices and some theoretical courses are held face to face at school.

Until very recently everyone had to wear masks during:

- Exams
- Meetings
- Simulations
- Laboratory practices

New Normal

These are the vaccines the faculty demands for the students to go to the clinic.

- Covid 19
- Tetanus
- Chicken Pox
- Meningococcus
- DTaP
- Hepatitis-A
- Hepatitis-B
- MMR
- HIV
- Influenza

The Covid-19 vaccine is optional.

Emergencies

Anyone who is suspected or shows symptoms of Covid-19 is tested.

Every student with Covid-19+ is quarantined.

Missed clinic, lab. practices, and exams are compensated for later.

In case of any emergency, including Covid-19 infection, it's the students responsibility to report it to the appropriate faculty member.

Then it is reported to the Dean's Office and the Occupational Health and Safety Unit of the relevant institution (ÇASAGÜB).

Remedial Training

The cases are selected by the students from the clinics where they work, and the prepared patient files are uploaded to the EgeDers system online and scored. In fact, all the theoretical exercises that we had during the online education process have been very helpful to preparing patient files which include nursing interventions.

Disadvantages of Online Education

- Increased homework load
- Excess exposure to technology
- Problems caused by the pandemic
- Internet, systemic and technical problems
- Insufficient diversity in methods and techniques

The disadvantages were of course not seeing any patients and being away from laboratory practices and hospital was a huge disadvantage. What we have done to improve the effectiveness of the classes reduces the impact of disadvantages. (Case discussion ,recorded simulations, etc.)

Advantages of Online Education

Flexibility: Attend classes and courses anywhere with a computer or phone and access to the internet.

Accessibility: Online course materials can be accessed 24 hours a day every day.

Economic: It offers a lot of savings because there are no additional costs for transportation and accommodation.

- **Creating opportunities to participate in free online training**

We are happy to leave the pandemic process behind us and we're grateful for getting back together with our friends and teachers and also going back to the hospital to our patients!

THE EXPERIENCE OF DISTANCE EDUCATION IN GREECE THE CASE OF NURSING DEPARTMENT OF UNIVERSITY OF THESSALY

Greece Experience

Kouroutzis Ioannis,

Ntounias Gerasimos Faculty of Nursing, University of Thessaly (Greece)

INTRODUCTION

Historically, humanity has faced many challenges. Many and serious consequences were caused by pandemics, such as the new coronavirus pandemic. Pandemics in general, have caused serious shocks to both the economic and social life of the people, in addition to affecting the physical and mental health of the people.

The restrictive measures adopted in order to limit its spread affected Education, greatly. The global crisis that erupted as a result of the covid-19 pandemic was an unexpected and aggravating event that had a catalytic effect on the educational sector. The urgent need for social distancing forced the universal closure of universities and the cessation of face-to-face teaching. Distance learning was the only solution.

"EDUCATIONAL CRISIS" DUE TO THE PANDEMIC

The urgent need to restrict in the Spring of 2020 due to covid-19 had the immediate effect of abruptly shutting down all educational structures around the world. This new reality that was formed in the educational field, according to the bibliographic sources, could be characterized as a "crisis". It is confirmed that the sudden suspension of the operation of educational structures has the characteristic properties of a crisis.

The public good of education was clearly threatened, as distance learning lost many features from typical education. However, all this disorganization, questioning and upset can be a favorable opportunity for the adoption and development of innovative practices in education.

PANDEMIC AND SOCIAL REALITY

As in most countries, in Greece as well, strict restrictive measures were imposed (isolation of cities, travel instructions and bans, quarantines, etc.) aimed to limit the spread of covid-19. Educational institutions did not escape this condition, as most governments imposed their temporary closure in order to reduce the contagion of the virus. In response to this new reality, e-learning protocols were adopted and implemented, which meant the transition to distance education. Since this sudden reversal of educational regularity, teaching has been carried out through electronic-digital platforms, but without timely guidance and clear instructions to both professors and students.

THE GREEK EDUCATIONAL REALITY IN THE PERIOD OF PANDEMIC

In March 2020, Greece, applied the practice of foreign countries and suspended the face-to-face teaching practices of all educational levels in order to reduce the spread of the coronavirus. According to Government Gazettes, urgent measures were taken to prevent and limit the spread of coronavirus and the educational process within the curricula of the first and second cycle of Higher Education Institutions, may be carried out by methods and means of distance education in

derogation from any other relevant national provision.

For the implementation of distance education, the University of Thessaly used its existing digital structures and new ones in order to continue the educational process for its students. It should be noted that in the course "Surgical Nursing I" of the curriculum of the Department of Nursing of the University of Thessaly, the technical solution of MS Teams was applied, before the support of IT team.

Distance education was organized in two pillars, synchronous and asynchronous teaching. In the first phase of the shutting down of our campus, the transition to the new online teaching method did not go smoothly. Professors carried the burden of this project. The time and the situation were stressful, some professors were not properly equipped and trained and many students had similar difficulties as they did not have similar experience. Problems that were not expected arose. Some of these were internet access, unavailability of proper infrastructure such as personal pc, etc. E-learning came into our lives and was presented as the educational process that can solve all the problems that arise from the suspension of the face-to-face education of Universities. Thus, the integration of new technologies and the constructive use of the internet in the educational process is gradually emerging.

Distance education in the Greek educational system was at a fairly early stage. E-learning was introduced mainly in Higher Education - at an early stage of course - while at other levels it was almost non-existent. The most important reasons for this reality were on one hand the increased costs for the introduction and implementation of e-learning platforms, on the other the lack of training and familiarization of professors for the creation and management of e-learning content.

DESCRIPTION OF DISTANCE EDUCATION

The University of Thessaly granted MS Teams as a distance learning platform. The main features of this platform during the video conference are:

- a. screen sharing
- b. the raising of the hand
- c. the digital - virtual board (whiteboard)
- d. the assignment of tasks
- e. the division of the class into subgroups.

It also provides chat, document storage, and other applications. It enables professors to share material, receive feedback and grade.

Another platform that was used mainly for the scientific conferences of the Department of Nursing was Zoom. It is user friendly, has good sound and image quality, enables digital whiteboarding, content sharing (screen share) to participants and real-time commentary.

Finally, the Nursing Department broadcast events through the DIAVLOS service. It concerns the live digital transmission through the Internet of speeches, seminars, artistic events and other events held or hosted by important cultural institutions, as well as by educational and research institutions, primarily to all members of the Research and Academic community of the country.

Asynchronous distance learning tools are:

1. E-mail (webmail.uth.gr): Allows you to write, send, receive and save messages. Contains attachments (documents, images, videos, presentations, etc.).
2. Asynchronous distance learning platform E-class (eclass.uth.gr): The student enters the system with a username and password given to him during registration in the Department and automatically has access to the content. The electronic courses are created and managed

by the person in charge of the course. The registration in them is done with a request, which is accepted by the administrator. Professor has the ability to communicate with his students through messages or announcements, to enter and manage texts, images, videos, assignments, presentations, links, tests, grades and to create forum for discussion.

3. Website of the Department (nurs.uth.gr): Managed by the administrative staff of the Department for posting information related to student issues, course statements, scholarships, conferences, seminars, events, etc.
4. Office forms: It was used for weekly quizzes and for the final exams of the courses.

DIFFICULTIES OF DISTANCE LEARNING

Everything new hides obstacles and difficulties. This could not be missing from the transition to distance education, as everyone found it difficult to adapt and respond to their new roles.

Many students had problems with technological infrastructure, as during the first phase of distance learning, which was sudden and unexpected, they were not fully equipped with the required technological means. Many were connected from their mobile phones so they could not take full advantage of the digital platform due to the small screen.

Furthermore, the lack of student-teacher interaction was a major difficulty on both sides. The result was a reluctance on the part of the students. Distance learning itself is not something new. It has been applied in various subjects and many universities, even before COVID, had their own moodle type educational programs or even MScs and life-long education programs. With one fundamental difference. Most of these programmes were applicable to theoretical subjects and not to a subject such as nursing, an applied science and art. The very nature, therefore of the subjects made our training almost impossible and inadequate. Most of the lessons included clinical practice and labs which were impossible to take place face to face, so labs were replaced with videos and power-point presentations and clinicals were replaced with case-studies. The pandemic and lockdowns [] made our college years insufferable with our social life on halt, our stress and anxiety levels skyrocketing, our insecurities and phobias manifesting at their worst forms. Now imagine if, something that most people in our age took for granted in the past years becoming something like that. Most of us though, and frankly we are still thinking of this, that zero practical and clinical skills were achieved in these past semesters. And that's the truth, our year which was year one when the pandemic struck, is pretty much clinically illiterate. When we finally came in close contact especially from last September and forth with our real working environment (the hospital and the patients) no video and presentation could have prepared us for this. Most of us were clumsy around the hospital environment, awkward with the patients and had a lot of clinical skills to catch on. Many [] students including ourselves, expressed feelings of discomfort, anxiety and fear for their academic and professional future. Let me remind you that 3 semesters were "lost" for our year. Which translates to many hours of labs and clinicals being replaced with long distance education.

This for the part of the labs and the clinicals and the skills that were never acquired properly. Truth be told, our professors tried to make the best out of this, but the it was terra incognita for the university personnel as well as for the students. To make up for the lost hours of clinicals, our department organizes Summer schools for basic and specialized clinical skills for nursing students, hoping to mend the gaps in nursing expertise and make the students feel more comfortable in the clinical environment of which they were deprived in the lockdown years.

Another part of the distance learning that will remain unforgettable was the distance semester exam

taking. A tragicomic situation which caused great suspiciousness and distrust amongst students and professors well. Of course, another factor that caused great anxiety among us. For example, a two-hour exam was reduced to a 20-30 minutes multiple choice ms-forms sheet, of course always with the cameras and microphones open to secure the process.

As you can well understand this took a toll in our already broken mental health status and made us yearn not only for face-to-face socialization but for learning as well.

BENEFITS OF DISTANCE LEARNING

A comprehensive assessment of the situation concludes that the entire academic community, in order to respond decently and successfully to the unprecedented and difficult conditions created by the coronavirus pandemic, has made every effort.

The transition from face-to-face learning to distance learning has helped us discover the opportunities that technology has given us, including the acquisition of digital skills.

Also, the screen sharing saved time and effort, thus making the professor, mentor and facilitator of the educational process.

At the same time, the ecological consciousness was cultivated, since no paper for photocopies or anything else was wasted.

Finally, some emotional benefits were observed. The professors collaborated with each other to respond to the digital lesson. This made them feel that they were entering the world of technology, and therefore of the youth.

At the same time, the students who represent the new generation from a very young age use computers, digital media and digital applications, the internet and social media. The introduction of four IT courses in the curriculum of our department also helped.

1. Introduction to Computer Science
2. Health Informatics
3. Telematic services in Health
4. Programming and computational intelligence Principles

Teachers had made every effort to meet students' needs in nursing clinical training as well. For example, the clinical exercises of the courses "Medical Nursing 1" and "Surgical Nursing 1", as well as the laboratory part of the course "Diagnostic Nursing" were done through the discussion of clinical cases, until we were allowed to enter the University Hospital of Larissa, where our department is located.

CONCLUSIONS

After elaborating on the advantages and disadvantages of face to face and distance learning education, the following appear as a hybrid solution:

1. The professor should be able to meet the requirements of a complex hybrid educational environment in order
 - a. to organize innovative activities that will promote academic teaching, and
 - b. to analyze the data resulting from the performance of his students and have feedback from them to guide them more effectively.
2. Accordingly, the student must handle technology to be able to achieve his goals. Proper use of digital tools and critical use of various sources of interest will lead to scientific knowledge.

3. The carefully designed, electronic, educational programs can bring excellent learning outcomes.
4. Students are required to take initiatives for the online issues of the course and increased motivation for attention, effort and practice, should be elaborated by professors.
5. E-learning does not replace face to face learning, but it can enrich it (hybrid learning model-blended learning).

GOOD PRACTICES THAT EMERGED

The good practices that emerged from distance learning pave the way for a more modernized, and more student-centered education.

The fact that professors got together is a good practice. Their meaningful communication and fruitful exchange of views gives a boost to innovation in education.

In addition to collaborative relationships and exchange of experiences, the courses are enriched by the use of new technologies. New teaching aids, new interactive learning techniques provide motivation to students for research and activate them.

Also, hybrid learning model based on the combination of face to face and distance education can be applied in other crisis with great learning outcomes.

In conclusion, the rapid development of technology leads to the digitization of the education system. The recent covid-19 pandemic will hopefully be the occasion for the modernization of education, both in Greece and worldwide.

Priority Session 2
The Future in Nursing & Midwifery Education: Metaverse

Moderators:

Pavi Hoffren (Finland)



- Midwifery FLECO Savonia University of Applied Sciences
- Lector Midwifery Savonia University of Applied Sciences
- Coordinator practical training Midwifery education
- Savonia UAS – Campus Microstreet – Finland

The Future in Nursing and Midwifery Education: Metaverse

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ABSTRACT

The rapidly growing need for nurses, midwiferies, and other health professionals in the health sector, as well as the growing number of graduates and their professional competency, may all be considered. As a result, strategies to improve quality and competency may be found within the existing educational system, and institutions or nations can use technology to add new tools to their educational systems. At this moment, technical advancements have incorporated virtual and augmented reality technology into our lives, and it is expected that current advances such as metaverse will continue to do so. Nursing and midwifery education can benefit from the usage of relevant technologies. Every day, a new nurse, midwifery, doctor, or other health care worker begins her career, faces new situations, gets the opportunity to use what she has learned in school, and continues the learning process throughout her life. The relationship between healthcare employees and the job market is also explored in this article. The health-care system and the educational system are always in contact. Population density, quality, and structure are all factors that have an impact on both structures. In a system cycle, the structure feeds itself, and the employment required by the industry is produced inside this cycle. More than a billion people throughout the world lack access to high-quality health care, owing to a severe scarcity, uneven skill mix, and unequal geographic distribution of professionally certified health workers including physicians, nurses, and midwives. As a result, solutions focusing on scalable, efficient, and high-quality health professions education have become important. In conclusion, when the Metaverse and the technologies it contains are looked at, the ability to work with content made on a scenario using digital technologies, as well as the time, space, and budget benefits, make this technology appealing for training nurses, midwives, and other health professionals.

Keywords: nursing, midwifery, education, future, health sector, metaverse.

Introduction

Virtual reality, or augmented reality, is a phenomenon that has been in varying stages of growth for years. Virtual reality has a long history dating back to the 1930s (Massis, 2015). With the use of these technologies in educational processes, their value has grown even greater, particularly in pandemic processes like Covid 19. Through social media contact, virtual reality has now brought the idea of the metaverse into our daily lives. In the metaverse, augmented reality has taken the position of virtual reality. Metaverse technology has begun to raise questions about its significance in humanity's future. It appears to be a technology that interacts with all industries, from manufacturing to mining, from military to education and health care, or will interact more in the next years. Furthermore, in today's world, where metaverse virtual world talks are gaining traction, it's clear that related technologies are one of the primary backbones of metaverse technology (Lee, 2021), and, as Damar (2021) predicted, their relevance will grow with time.

Virtual reality, augmented reality, and simulation technologies prove to be an effective and appealing tool in health education, allowing professionals to master all conceivable circumstances. Simulation technologies, which allow for scenario-based application of this form of reality

perception, may be employed widely in undergraduate and postgraduate medicine and nursing education, as well as staff training for other health professions. Many studies have demonstrated simulation's positive influence on teaching healthcare workers, and it provides safe and effective chances for students of all levels to practice and develop clinical skills important for patient care (McGaghie et al., 2009; Butt et al., 2018; Tiffany and Forneris, 2018).

Years ago, several countries set the foundation for the development of linked technologies. With the current metaverse explanations, it is expected that the relevance of virtual and augmented reality would steadily expand throughout the world (Damar, 2021). Governments in Europe, Asia, and America devote major resources to research and development in this subject. The current state of research and practice may be split into two categories. First, studies in virtual product creation and surgical simulation to develop certain vocations or hobbies. Second, attempts to improve and perfect the technology itself, such as haptic feedback devices, are manifested in high-quality, pleasant screens and quick, accurate three-dimensional viewers (Zheng et al., 1998).

The metaverse environment, like other new technology, has its own set of challenges. Metaverse apps help to close health gaps caused by differences in device ownership, digital literacy, and internet access, but virtual entities like digital twins pose new challenges about how we define patient data and privacy (Hawks and Krasniansky, 2022). Palaha (2022) discusses the dangers of metaverse and virtual reality use, including cyber sickness (a condition that can occur as a result of prolonged vehicle use and causes symptoms such as nausea and dizziness.), eyestrain (VR gadgets can cause eyestrain by blocking the real world and replacing it with a digital environment.), and seizures (Some people have seizures triggered by different types of stimuli.)

The paper goes through the various advancements that metaverse technology may offer to nursing and midwifery education in great depth. It assesses the nursing notion of reality, the prospective consequences of associated technologies in the nursing and midwifery professions, and other applications of metaverse technology in the health industry.

Metaverse in Nursing and Midwifery Education

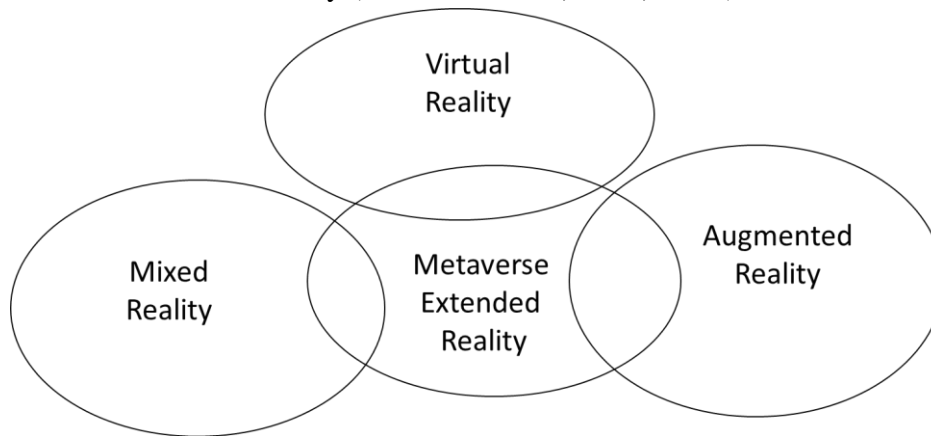
Education is no longer dependent on location or people thanks to virtual and augmented reality technology. In the subject of health, a variety of applications are carried out. Both in the educational process and in their professional lives, students will not be able to encounter all of the events or probable scenarios. Students can use augmented reality to create possible trainings in a totally self-contained game and scenario configuration. It appears to be a significant tool for nursing professionals to undertake key interventions in this regard. Virtual reality simulation, according to Farra et al. (2013), is becoming more successful every day, and the linked technology is a teaching approach that reinforces learning and enhances the permanence of learning. According to Heaney (2017), the globe will require 18 million nurses, physicians, and other health workers by 2030. This enormous amount places a tremendous strain on countries' educational institutions in order to provide this employment, and it may be said that it places a great obligation on the blessings of technology to teach qualified and expert nurses, physicians, and other health people.

For the constantly digitizing education industry, relevant technologies are also crucial and distinguishing technology. Car et al. (2019) is a digital education, online and offline computer-based education, open and online courses, virtual reality (VR), augmented reality (AR), mobile learning, gamification, and psychomotor skills training program. It is not restricted to these, though. The idea of extended reality (XR) has recently been introduced to this concept, emphasizing its significance in the metaverse. Virtual reality is a computer-based simulation of a real-world environment. This environment allows for interaction between one's reality and emotions. This is

the most fundamental element that sets virtual reality apart from other technologies like television (Schuemie et al., 2001, p.184). Professionals in a variety of fields can utilize virtual and augmented reality technology to prepare for unusual scenarios or to improve current skills and competencies. The medical field is another key area where this technology is used extensively and effectively.

Because the data and avatars of metaverse platform users are stored on multiple servers across the world, metaverse augmented reality uses metaverse artificial intelligence algorithms to analyze personal data differently in each region (Mozumder et al., 2022, p.258). The image below depicts several virtual reality, augmented reality, mixed reality, and metaverse extended reality perspectives.

Figure 1. Metaverse Extended Reality (Mozumder vd., 2022, s.259)



The World Health Organization (WHO, 2011, p.10) identified the need for a new effort to expand health professional education and assessed the transformation of the national health system, which was directed by people and communities who used health services and implemented by the public and national authorities working with them. A reform process was assessed. It has revealed a system in which community health requirements are inputs and community health aspects are outputs, involving national authorities, development partners, communities, educational institutions, health services, regulatory organizations, and professional associations. The basic inputs at this phase are community health needs. In terms of future health professionals and patient comfort, every health condition that can be treated remotely in the metaverse cosmos, notably in the procedure of Covid 19, is regarded as important.

Virtual reality (VR) is widely used for patient education, information, and rehabilitation (Lanyi, 2006). VR enhances a variety of medical treatments by creating virtual 3D environments for patients and allowing healthcare practitioners to create more relevant experiences (Javaid & Haleem, 2020; Hilty et al., 2020; Fromberger et al., 2018).

Immersive educational experiences may be provided via virtual reality. It can, for example, be used to teach people about history or other cultures, as well as to prepare individuals for vocations that demand certain talents, such as surgery or airplane piloting. Virtual reality may also be utilized to help patients with physical rehabilitation, pain management, and mental health issues including anxiety and post-traumatic stress disorder (PTSD) (Palaha, 2022).

However, boundaries between the health professions, and all are subject to training procedures aimed at improving knowledge, skills, and values in order to promote patient and community health. As a result, there is a basic connection between occupational training and health problems on the one hand. In essence, in increasingly complicated healthcare environments, real practice is reliant on teams. The more abilities for this sort of work included in the educational experience, the more ready health professionals will be to adapt to cooperation where excellent practices are required (Frenk, 2010, p.26). In the nursing profession, as well as all healthcare

workers, playing a part in the field of practice and experiencing it is critical. As a result, numerous studies have shown a structuring of the virtual and augmented reality system, which permits and promotes the building of competence and experience in this direction, with input from the aforementioned stakeholders and possible improvement or events and scenarios to focus on. As a result, educational effectiveness can be enhanced, and nursing practitioners can become more confident and qualified in potentially life-saving actions.

Evaluation of Potential Effects of Related Technologies in Nursing and Midwifery Profession

It can help healthcare personnel become used to the experience and become extremely skilled before attempting something in a real-world setting. Health practitioners can become more prepared for difficulties they may face in the field thanks to the training modules that have been designed. The shock factor associated with unusual events can therefore be reduced. Because of the options provided by modern technology, professional experts may experience the moment of the event (Damar and Turhan Damar, 2021).

The application of simulation in nursing education is beneficial. Cant and Cooper (2010) noted that simulation-based learning is a legitimate teaching and learning technique in nursing education, whereas Norman (2012) stated that simulation fosters the development of knowledge, skills, trust, and safety. Because it allows students to engage in uncommon and crucial events and situations several times in a safe setting (Decker et al., 2008), without putting patients at danger. In order to effectively improve nursing education, Butt et al. (2018, p.31) emphasized that nurse educators must leverage contemporary technologies for the benefit of students. His virtual reality work was also highly accepted by the students, who indicated that it had a favorable impact on usability ratings, students' desire to try new things, and skill practice.

According to Kyaw et al. (2019, p.10), virtual reality has the ability to alter health professions education as an expanding and adaptable technology. They claim that, when compared to other forms of digital education, such as conventional education, online or offline digital education, the findings of their study come to the fore in terms of acquiring knowledge and skills following the intervention. In fact, it was discovered that persons who had greater involvement in their knowledge and skill outcomes were more successful than those who were treated with lower interactive virtual reality situations. In fact, this is an excellent illustration of how a virtual reality application may increase the quality of a scenario, its realism, engagement with stakeholders, and perception based on the degree to which it touches their emotions.

The absence of training programs (in terms of content, structure, and delivery) and the expertise necessary to offer uniform healthcare to all people may worsen the global scarcity and uneven distribution of healthcare personnel (Frenk et al., 2010). More than a billion people throughout the world lack access to high-quality health care, owing to a severe scarcity, uneven skill mix, and unequal geographic distribution of professionally certified health workers including physicians, nurses, and midwives. As a result, solutions focusing on scalable, efficient, and high-quality health professions education have become important (World Health Organization, 2011). Digital technology is increasingly being considered as a possible source of effective and efficient health professions education and training systems, because to its broad usage and constant progress (Crisp et al., 2008, pp. 689-690).

Other Uses in the Field of Health

Every day, a new nurse, doctor, or health professional begins his professional life, faces new situations, gets the opportunity to use what he has learned in school, and continues the learning process throughout his life with his experiences. The link between the health and education systems, the system structure, and the essential components of the education system was discovered by Frank et al. (2010). They found that transformational learning has a local and global impact on institutional and educational design in their research.

In the field of health education, augmented reality or simulation technologies appear to be a useful and appealing tool for experts to learn all conceivable circumstances. Simulation technologies, which allow for scenario-based application of this form of reality perception, may be employed widely in undergraduate and postgraduate medicine and nursing education, as well as staff training for other health professions. Many studies have demonstrated simulation's positive influence on teaching healthcare workers, and it provides safe and effective chances for students at all levels to practice and develop clinical skills important for patient care (Ifdil et al., 2022; Kim et al., 2021; Kurian et al., 2022; Lee, 2022; Liu et al., 2022; Locurcio, 2022; Son et al., 2022).

Crisp et al. (2008, p.689) cited the following important success elements for growing health worker education and training in countries: Political will, including long-term government engagement and support, collaboration within a country-led strategy, major financial investment, short-term and long-term commitment to health workforce planning; labor market ability and policies to absorb and maintain expansion. When the necessary success elements are considered, it can be concluded that the World Health Organization endorses the system approach's framework for reforming the education system.

Aminabadi et al., 2012), burn care (Das et al., 2005; Faber et al., 2013), juvenile pain in oncological patients (Chirico et al., 2016), and adult pain in general (Won et al., 2017) Virtual and augmented reality technology is emerging as a beneficial tool (Tashjian et al., 2017). Burn treatment, for example, is a complicated technique, as is pain management. Patients may be subjected to a series of unpleasant medical treatments as part of this process. By immersing patients in a computer-generated world, virtual reality diverts attention away from pain during acute treatments. Patients often engage with the computer environment via a head-mounted three-dimensional visual display to divert their focus away from their discomfort (Faber et al., 2013, p.2). Virtual reality technology has the potential to be employed in many various stages of the medical industry, not only in nursing. There have been several studies comparing virtual reality training to traditional training in non-resource sectors, particularly in the field of laparoscopic surgery (Ye et al., 1999). In many ways, virtual reality education is better than traditional schooling (Gurusamy et al., 2008).

Conclusion And Recommendations

Every day, millions of patients rely on nurses to execute vital treatments in a safe manner. Health personnel who are not appropriately prepared for the circumstances that their occupation brings risk contracting nosocomial infections, putting patients at risk (Butt et al., 2018, p.27). The rapidly growing need for nurses and other health professionals in the health sector, as well as the growing number of graduates and their professional competency, may all be considered. As a result, strategies to improve quality and competency may be found within the existing educational system, and institutions or nations can use technology to add new tools to their educational systems. At this moment, technical advancements have incorporated virtual and augmented reality technology into

our lives, and it is expected that current advances such as metaverse will continue to do so.

In the history of education, videos, websites, online or offline learning platforms have all served as key digital learning resources. The global world's quickly evolving technology has an influence on educational procedures as well. Virtual and augmented reality technologies, as the most recent and popular technology, are having an ever-increasing influence on educational processes. As a result, virtual and augmented reality technologies will be reviewed with a focus on the nursing discipline, and an assessment of their potential implications on the nursing profession will be produced.

In addition to all of these assessments, it is good to employ low-cost scenarios as much as possible when the topic is examined in order to enhance nursing-focused institutional training performance and effectiveness, as well as to conduct measurement or evaluation. Software and hardware advancements, as well as virtual and augmented reality technologies, have several applications in the health industry. The creation of training tools for health professionals is also a lucrative sector, and the literature analysis revealed that there is a considerable gap in the value of the worldwide literature in this area.

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Parallel Sessions 3
How The Pandemic Is Reshaping Nursing and Midwife Education?

Moderators:

Jana Nemcová (Slovakia)



- *“Nursing and Midwifery Education - A New Era After Pandemic”*
- Moderator Parallel Sessions 3
- How The Pandemic is Reshaping Nursing and Midwife Education?
- President Florence Network
- Nursing FLE-CO Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin (Slovakia)
- International coordinator and senior lecturer at Nursing Department

Ioanna V Papathanasiou (Greece)



- Associate Professor of Nursing Department, University of Thessaly
- Head of Nursing Department, University of Thessaly, GREECE

Speakers:

1. Impact of The Coronavirus (Covid-19) Pandemic on Teaching In Surgical Nursing /*Edita Hlinková, Jana Nemcová, Comenius University In Bratislava Jessenius Faculty of Medicine In Martin (Slovakia)*
2. Is There a Need to Increase Financial Literacy Among Healthcare Students / *Andrea Pokorná And Simona Saibertová Masaryk University Faculty of Medicine Department Of Health Sciences (Czech Republic)*

Nursing Students Social and Individual Responsibility During the Pandemic: Service Learning Methodology

Cláudia Bacatum, Lina Antunes, M^a Isabel Malheiro, Sónia Ferrão, Viriato Moreira Escola Superior De Enfermagem De Lisboa (Portugal)

1. What Is Service – Learning Methodology

Service-Learning is a teaching-learning methodology that aims to provide students with a sense of critical awareness, involvement, responsibility, and social impact. It is an experiential methodology of education, where students learn by offering a service to the community. The participation of students in social projects allied to the mobilization of the theoretical and theoretical-practical content of all the courses of the curriculum and the aims of service and learning. This pedagogical methodology contributes to the positive transformation of both the community and the students. The participation of students in social projects combined with the mobilization of the contents of the different curricular units and the objectives of service and learning contributes to the positive transformation of both the community and the students.

2. How To Develop Service – Learning During The Pandemic?

In the option course Community Service, ESEL Nursing Degree Curriculum the practice of Service-Learning is implemented as a teaching-learning methodology in the context of fieldwork activities in several community institutions that provide services to vulnerable populations as children, elderlies, homeless people, and low-incoming families.

Service-Learning methodology promotes the development of personal skills (relational, communicational, adaptive adaptation, problem solving, proactivity and critical reflection) and professional skills (planning and organization, teamwork, decision making).

During the pandemic situation 65 students, develop activities from October 2020 till January 2021, in teams of 2 students once a week, in partnership with Lisbon City Hall (*Câmara Municipal de Lisboa*) in two social projects: "Food Response Project for deprived, disadvantaged and vulnerable people in the City of Lisbon" and "Housing and Emergency Centers for Homeless People".

3. Implications In Students Learning

Students show satisfaction with this experience, highlighting the possibility to get involved and respond to a real need and thus contribute to solving a problem in society.

Service-Learning develop in students a civic responsibility commitment, a positive social attitude with practical, theoretical practical and theoretical skills useful for personal, academic, and professional development.

Capacitating Asian Nursing Universities in Promoting Infection Prevention and Control Education

Marja Silen-Lipponen, Leena Koponen, Mikko Myllymäki, Ulla Korhonen, Savonia University of Applied Sciences, (Finland) Joao Graveto, Joao Pardal, Nursing School of Coimbra, (Portugal)

Healthcare-associated infections (HAI) are infections people get while receiving health care. They are acquired after 48 hours of admission and can take place in any healthcare facility, including hospitals, ambulatory surgical centers, and long-term care facilities.

HAIs are one of the most frequent adverse events in healthcare and lead to serious threats to patient safety and care efficiency worldwide. Even though the governments of Asian countries indicate the importance of promoting health, the HAIs education differs between universities and countries. Additionally, there is insufficient scientific research to evaluate the perception of lecturers and learners about HAI training programs in developing countries. Moreover, IPC education in Asian Nursing Universities has lack of suitable equipment to practice IPC skills possibly leading to shortcomings in pedagogy and students IPC competency. Therefore, it is urgently needed to support the Asian nursing educators in providing systematic and up-dated IPC education.

An Erasmus+ project Capacitating Asia's Nursing Students on Innovative and Sustainable Prevention and Control of Healthcare-associated Infections (PrevInf) aims to improve nursing students' competency related to HAIs prevention and control and foster good quality nursing skills. The project is led by the Portuguese Nursing School of Coimbra and Finnish Savonia University of Applied Sciences. Asian project partners are Vietnamese Nam Dinh University of Nursing and Hai Duong Medical Technical University, and Cambodian International University and Bolyno Institute.

The aim of this project output is to create innovative pedagogical methods to address HAIs prevention and control and improve the quality of the current nursing curricula in Cambodia and Vietnam higher education institutions (HEI).

Vietnamese and Cambodian HEIs are guided to develop new innovative pedagogies for nursing education to address HAIs prevention and control requirements. The development started by the curricula analysis of Cambodia and Vietnam HEI, indicating the gap of required competencies of HAIs in nursing care.

Scenario-based simulation (SBS) is an experiential learning method, in which students can assess a patient, respond to a given situation, and evaluate potential outcomes. Careful scripting of the scenario helps to ensure that the simulation is consistent, standardised and offers all students similar learning opportunities e.g. in infection control area. Additionally, the script makes it easier for teachers to run the simulation. Excessive variation in the planned psychomotor actions and dialogue can increase distractions, interfering with the understanding of the learning objectives and thus affecting the quality of the scenario. Overall, detailed and focused scenario scripts help students reach their learning objectives.

To use SBSs in a consistent manner, one needs to have a script of all the scenario phases including briefing, simulation action and debriefing as essential components of the learning process. In this project the Asian partners are guided in detail to script scenarios and pilot the scenarios to find out how the scenario works best.

To educate the Cambodian and Vietnam HEI staff on simulation pedagogy, each partner university has created simulation scenarios based on the curricula analysis. Simulation templates and the monthly online pedagogical guidance has been provided by Savonia UAS to support the simulation scenario development process. The simulation scenarios will be piloted in partner universities during spring 2022.

The provision of education, where nursing students' can integrate knowledge into practice, is suggested as the best way to improve HAIs competency. Simulations allow students to implement their practical competency safely in authentic environments and receive valuable feedback on the practical application of their skills and know-how. The implementation of simulation scenarios into the nursing curricula stimulates nursing students' development of their competency in HAIs prevention and control.

Keywords: Healthcare associated infections, nursing education, simulation pedagogy

Parallel Sessions 4

Cultural Communication and competency

Moderators:

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- Member of the Academic Committee and Research Committee of the Florence Network Permanent Board
- Associate Professor and Nursing Placement Coordinator at San Rafael-Nebrija University Centre
- Principal investigator “Cultural Competence’s assessment at the Nursing Degree within the European Higher Education Area (CCA-EUnurse). <https://sites.google.com/view/cca-eunurseesp/inicio>

Maria Malliarou (Greece)



Maria Malliarou is an Associate Professor of Occupational Health Nursing, in the Nursing Faculty of the University of Thessaly, Greece.

She is a Director of the Laboratory of Education and Research of Trauma Care and patient safety.

She is a member of the Ethics Committee of the University of Thessaly and the Erasmus Academic Coordinator of the Nursing department of the University of Thessaly. She is a graduate of the Military Nursing Academy. She holds a Master's Degree (MSc) in "Health Informatics" by the Department of Nursing of EKPA and in "Health Services Management" of the Cyprus Open University. She holds a PhD from the Nursing Department of EKPA. She has extensive clinical experience as she has worked for over 25 years in different clinical settings in Military Hospitals and in different positions such as Head Nurse of the Operating Room, Head Nurse of the Emergency department etc. She has extensive experience in Health and Safety and in human resource management as Head of the Health and Safety Departments of Military Hospitals. Since 2014 she is an Adjunct Professor in the Postgraduate Programme "Health Services Management" at the Hellenic Open University. She has supervised more than 50 diploma theses of students in the Postgraduate Programme "Mental Health", and the Postgraduate Programme "Primary Health Care" of the University of Thessaly but also at the Postgraduate Programme "Health Services Management" of the Hellenic Open University.

She has a large number of announcements at national and international conferences, a large number of publications in Greek and international scientific journals, as well as presentations at workshops-seminars-round tables. Her scientific work includes writing articles and the scientific editing of chapters in Nursing books. Her published research activity in Greek and international journals has been internationally recognized for her contribution to the progress of science

Speakers:

1. How Culturally Competent Are European Nursing University Lecturers? Preliminary Results (Cca-Eunurse)" / *Laura Visiers, Lara Martínez, Isabel Baeza. Centro Universitario San Rafael (Spain)*
2. Intercultural Communication Styles (Workshop) / *Susan Schärli-Lim, Zurich University of Applied Sciences, (Switzerland)*

Parallel Session 5
Internationalization in Nursing Education

Moderators:

Anna Bonmati Tomas (Spain)



- Associate Professor at Nursing Department, Universitat de Girona (Spain)
- Diplomate in Nursing, Diplomate in Business Degree, Pharmacy Graduate,
- Master on Health Promotion and Master in Nutrition
- Member of Permanent Board of the Florence Network
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- *Current position:*
- *Assistant Professor of Clinical Nursing, Department of Nursing, University of Thessaly.*
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- Staff Nurse, Psychiatric department Athens General Hospital for Thoracic Diseases “Sotiria”, Athens, Greece. [2017-2020].
- Staff Nurse, Psychiatric Hospital of Attica “Daphne”, Athens, Greece. [2008-2017].

Speakers:

1. Introduction to COILs & BIPS Erasmus
/ Konstantina Zerva, Laura Ripoll, Universitat de Girona (Spain)
2. Internationalising the curriculum for students who can't go on physical mobility using COIL / Paul Irving, Coventry University (UK)

Experiences of COIL among Cuba, Spain and Colombian Universities

Maurenis Elejalde Calderón, PhD. Cuba

Alicia Baltasar Bagué, PhD. España

Claudia Milena Caballero Daza. Colombia

Anna Bonmati Tomas, PhD. España

Caridad Dandicourt Thomas, PhD. Cuba

Undoubtedly, the Covid-19 pandemic forced us to reformulate the way in which we carried out many of our activities.

In this sense, the area of Higher Education has not been the exception. Online classes are no longer unknown; they are part of our daily lives. But, rethinking new strategies in this pandemic period has maintained the conception that an International University has to be an interconnected University.

What has made it possible for the COIL Internationalization Methodology to have gained greater strength during these times and thanks to it our students can live an international experience without leaving home and much more now that the possibilities of carrying out physical mobility are increasingly scarce.

The collaboration of a COIL project between the Faculty of Nursing Lidia Doce of the University of Medical Sciences of Havana, the Faculty of Nursing of the University of Girona, Spain and the University of Compensar, Colombia, gave us the possibility of cultural exchange between students and teachers from these different contexts.

The project was developed as a short course, in the period from March 14 to April 7, and the main objective was to Socialize through problem situations, the Health System of the countries Cuba, Spain and Colombia, identifying the different administrative and assistance processes that allow access and guarantee the provision of services.

The students from the Universities of Cuba and Spain who participated in the project were studying for a Bachelor's degree in Nursing, 3rd and 4th year. And the students of the University of Compensar were studying Physiotherapy. When the professors carried out the planning to develop the activity, we identified that the final subject in both specialties was Health Administration. To develop the problem situations, we identified those health problems that were common to the three contexts and how they were solved from the particular characteristics of the Health Systems of these countries, so that Bronchial Asthma, Diabetes mellitus and Hypercholesterolemia, were the ones with the highest incidence in these countries.

The students, divided in groups, through asynchronous sessions, had to carry out the comprehensive analysis based on the following questions:

- The students were able to: Identify the route of health care in the problems situations,
- Identify coincident points in health care between Spain, Cuba and Colombia
- What actions of Attention Primary Health must be carried out
- Who is responsible for the actions

The synchronous sessions were carried out through the Microsoft Teams platform and the asynchronous ones, the different groups selected the WhatsApp Network, email.

At the end of the project, the students answered the evaluation survey whose main results expressed:

- More than 90% express their strong agreement that the COIL project allowed them to give more value to the subject
- Provides the possibility to explore their learning, develop skills and competencies
- Promotes the development of relationships and teamwork
- 100% state that they would like to participate in other COIL projects
- The COIL project has given more value to this subject and help to increases my competences
- Increase the decision making trough Reflective and critical thinking
- 100% express that they would like to travel and learn about another culture, as well as collaborate with the health
- Enriching experience in terms of cultural knowledge
- Commitment of the students who participated
- Socialize with students from other cultures and explore my learning
- Collaboration in teams

They identify as a Barriers

- Use of technology, sometimes limitation in communication through platforms, not all of them were accessible to Cuban students
- Share cloud resources
- The time difference

Conclusions

The COIL methodology is a valuable opportunity to bring learning experiences closer to a broader spectrum of students, regardless of their geographical location. COIL offers students and teachers the opportunity to learn, compare, analyze the differences that exist in multicultural contexts and thus be able to propose relevant solutions. It is a rewarding, motivating and enriching experience for students and teachers.

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Parallel Session 6

Nursing Students' Lives in the Different Countries

Moderators:

Yasmine Ekim, (Türkiye)

Amar Muslic, (Bosnia And Herzegovina)



My name is Amar Muslić, and I am a second year nursing student from the University of Zenica and a member of the Florence network student board. I was elected in the student board last year for the position of Newsletter editor. I am very fortunate to be part of this great network from which I carry very positive experiences like meeting fellow nursing students and learning lots of new information about nursing. I am hopeful next years meeting will be in person which will make this experience even better!

Speakers:

1. Emma von Schéele Frejd, Swedish Red Cross University (Sweden)
2. Sedad Klisura, University of Zenica (Bosnia and Herzegovina)
3. Marc Folkers, Menso Alting College Groningen (Netherlands)

Parallel Sessions 7

Education Diverse Technology Experiences, Integration Technologies to Curricula

Moderators:

Marília Santos Rua (Portugal)

Chris Van der Aa (Belgium)



- Midwifery FLECO Odisee
- Lector Midwifery Odisee
- Coördination practical training Midwifery education
- Odisee – Campus Sint Nikolas – Belgium

Speakers:

1. Social And Health Care Students Studying In Working Life Technology Projects / *Hannele Tiittanen and Tuija Rinkinen, LAB University of Applied Sciences (Finland)*
2. Promoting Change In Health Sciences: A Product Design And 3d-Printing Experience/ *Manuel Lara, Marta Martín, Elena García Y Pedro Chana. Centro San Rafael. Fundación San Juan De Dios (Spain)*
3. 3D printing in Nursing Education Useful or Not / *Mirza Oruč /University of Zenica, (Bosnia and Herzegovina)*

Healing Greenery-Implementation of A Multidisciplinary and Multinational Virtual Intensive Course

*Susanne Hämäläinen, Savonia University of Applied Sciences, Unit Of Health Care,
(Finland)*

Healing Greenery Project is funded by NordPlus and started in 2017. Participants are Rīga Stradiņš University (Latvia), Tallinna Tehnikakõrgkool Mõdriku Teenusmajanduse Instituut (Estonia), Estonian University of Life Sciences Tartu (Estonia), Kauno Kolegija (Lithuania) and Savonia UAS (Finland).

The Healing Greenery project organizes, among other things, intensive courses in different participating countries with different themes. Intensive courses are usually one week-long and take place in live meetings. In 2021, due Covid19, intensive course was organized virtually using the OpenEdu platform, Zoom and Facebook.

Content of the intensive course was divided into 2 weeks. According to the feedback the participants were satisfied and the learning goals were achieved.

Parallel Sessions 8
Coronavirus Anxiety: Fear And Worry
Stress Management During Pandemic

Moderators:

Havva Arslan Yürümezođlu, (Türkiye)



- Nursing FLECO of Dokuz Eylul University
- Associate Professor at Dokuz Eylul University
- Vice-chairman of the Nursing Education Association (Turkey)

Tabea Gasser (Switzerland)



- Lectures/Seminaries/other teaching in obstetrics
- and midwifery
- Research Modules
- Bachelorthesis Tutor
- Teaching in the BSc Midwifery Head of International Exchange in the BSc Midwifery

Speakers:

4. Experiences, Fears, Concerns of Greek Students From Their Clinical Practice During The Pandemic Period In The Clinical Learning Environment. A Lesson For The Future / *Maria Malliarou, Faculty of Nursing University of Thessaly (Greece)*

Experiences, Fears, Concerns Of Greek Students From Their Clinical Practice During The Pandemic Period In The Clinical Learning Environment. A Lesson For The Future

Maria Malliarou
Associate Professor, Faculty of Nursing, University of Thessaly

Introduction

On 12 January 2020, the World Health Organization (WHO) confirmed that a novel coronavirus was the cause of a respiratory illness in a cluster of people in Wuhan City, Hubei Province, China, which was reported to the WHO on 31 December 2019.

The first case in Greece was confirmed on 26 February 2020 when a 38-year-old woman from Thessaloniki who had recently visited Northern Italy, was confirmed to be infected.

On 10 March 2020, with 89 confirmed cases and no deaths in the country, the government decided to suspend the operation of educational institutions of all levels nationwide. On 22 March 2020, the Greek authorities announced restrictions on all non-essential movement throughout the country. Most universities worldwide have either suspended or cancelled their campus events such as classroom lectures, conferences, workshops. Faculty members transitioned their teaching to distance online teaching. The absence of face-to-face interaction between the students and the instructor as well as the lack of traditional classroom socialization are amongst the issues encountered with higher education students.

Students in the pre-pandemic era in Greece had either little or none blended-learning approaches or e-learning programs, whereas students in the midst of a pandemic were required to complete entire modules online.

The global COVID-19 pandemic has led to the need for educators to explore online platforms in delivering lessons to students.

Measures taken to support nursing teaching in University of Thessaly in Greece

- ✓ new digital platforms for synchronous online teaching were introduced in the teaching process
- ✓ Content that was previously taught only 'face-to-face' had to be quickly converted to online delivery.
- ✓ Video demonstrations to supplement the lack of clinical exposure were used
- ✓ clinical experience was substituted by simulating clinical scenarios

Lockdowns which made impossible to use lab infrastructures of our University made it really difficult to continue training without problems as we did not have the necessary resources to address the challenges of teaching fully online and implementing virtual simulations. Clinical skills and required competences for students who were not graduating would be provided in the future

Challenges we faced due to Online Education

- ✓ synchronous learning using various software platforms was an a challenge as we have not used them ever before
- ✓ The shift to online learning was not a choice but a forced situation that teachers and students had to adapt without delay in order to continue the all courses of the semester. A shift toward remote teaching at such short notice was a novel phenomenon which stressed both students and teachers to manage to stay effective using new web technologies. Faculty members had to conceptualize and offer alternative experiences, to be innovative to ensure an education that would prepare nursing students adequately

- ✓ Switched off webcams did not allow for teachers to create a fruitful learning environment. As we all know the physical presence inside a classroom with a teacher and fellow peers often leads to an atmosphere that can't be replicated through virtual means.
- ✓ Not all students had infrastructural requirements

Students' Psychological Consequences

- ✓ the closure of campuses, the interruption of social interaction and the increase in the number of Internet-mediated learning activities had several consequences, such as the significant decrease in the number of activities and physical contact.
- ✓ sedentary time increased, the activities of body and mind relaxation diminished. this contributed to generating psychological discomfort

Reflection of Students' Fears, Concerns due to changes in nursing education during the Pandemic Period

- ✓ the hands-on clinical experiences and direct patient care are indispensable.
- ✓ Our students' acceptance of solely online learning is low, as they think that online learning could be used as a supplement to support traditional didactic teaching
- ✓ The imposition of digital educational culture brought fear and uncertainty. They claimed not to be prepared to face the world of work.
- ✓ Nursing students worldwide and our students as well reported that remote education is not suitable for their degree, as they do feel satisfied with competencies acquired during the period of Covid 19 and that they need to be involved in much more clinical practical activities to catch up

Lessons for the future

- ✓ In Greece nursing students' training in the University is supported both in lab and in hospitals. During Covid 19 and more specifically 2 semesters this clinical practice had to be replaced with online methods of training. This forced experience did not meet students' expectations and created a situation of uncertainty for them
- ✓ Faculty members of our Department have acknowledged this difficulty, they try to be supportive, understanding, and they try to create new opportunities in order to prepare students properly.

Conclusion

In order to be prepared for the future we should recognize the positive aspects of online learning and we will use them along with face to face training and teaching methods to support innovation and creativity that could be developed in blended learning methods of training. We have to take the positive and abort the negative that this pandemic has taught us. Correct preparation will sure create more positive experiences and will meet expectations of online education in the future.

Psychological Distress And Religious Coping Among Nursing Students During The Second Wave of COVID-19 Pandemic.

Evangelos C. Fradelos

Assistant Professor of Clinical Nursing, Department of Nursing, University of Thessaly,
Larissa Greece.

Background: The COVID-19 pandemic and subsequent restrictive measures had both health and social impact and lead in psychosocial impact on adults. Due to their age and their unique characteristics that differentiate them from the rest of the population, nursing students are considered to be a vulnerable group in terms of the manifestation of psychological disorders. **Aim** of this study was to examine the possible effect of religious coping on mental health in nursing students during the second wave pandemic.

Methods: A cross-sectional e-Survey design was adopted where a total of 137 undergraduate nursing students aged between 18 years to 65 years completed the online survey. *The online questionnaire consisted of three sections:* The first section comprised the socio-demographics, including gender, age, marital status and other sociodemographic variables, as well as info regarding their studies (year of study etc.). The second part was HADS (Hospital Depression and Anxiety Scale) for the assessment of Depression and anxiety. Finally, the third part was b-cope for the assessment of religious coping. PRC items rely on a secure relationship with God, whereas NRC items reflect religious struggle that grows out of a more tenuous relationship with God. The higher the score, the stronger the PRC and NRC, respectively. Both descriptive and inferential statistic were applied. A p-value of <0.05 was considered to be statistically significant. Analysis was performed using the SPSS 26 statistical package (SPSS Chicago, IL).

Results: From the total of 137 students 84.8% were female, the mean of age was 22.8 ± 15.2 , and the majority were in the second year of their studies. According to the cut-off point of HADS, 34.8% of the participants were experiencing depressive symptoms and 53.6 % anxiety symptoms. Finally, negative religious coping was associated with higher levels of anxiety.

Conclusions: In the present study, the results show that the levels of Anxiety and Depression in students of an academic institution are mild to moderate. This is due to the change in their lives that the pandemic induced. If one perceives difficulties in life as a divine punishment, it may lead to increased levels of psychological distress.

Psychological Counselling and Guidance Services in The Faculty of Nursing: an Example from Ege University

Gizem BEYCAN EKİTLİ

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Ege University Faculty of Nursing, Mental Health and Psychiatric Nursing Department

University entrance is an important life goal for many youths. Adapting to life at university can be challenging. During this period, it is expected that students can deal with their developmental crisis and adjust to university life. It may be easier for some than others, but overall, it's both exciting and frightening at the same time. This is a transition period that can cause physical and psychosocial risks that may affect young adults. Being apart from family, feelings of isolation and aloneness, having a new economic structure - own responsibility to earn and pay income, new social environment and friendship issues are accepted as important examples of psychosocial risks. These circumstances can cause extreme stress and can lead to the development of any mental disease or condition.¹⁻²

According to studies, the first year of university is the most challenging. It is seen that most first-year degree students have issues with the most basic needs of life, such as eating or sleeping. A study carried out in 2020 by Islam et al. showed us the prevalence rates of moderate to extremely severe levels of depression and anxiety were 69.5% and 61%, respectively, with no significant gender differences.³ The main risk factors for depression were described as unsatisfactory sleep quality and lack of physical exercise; the main risk factor for anxiety was excessive internet use. It could be acceptable that the first-year university students are as a vulnerable group for mental illnesses.

Nursing education is an area where the stress load is high due to the necessity of; well-developed knowledge, practice, and basic skills in human relations, the responsibility of life, the absence of the comfort of making mistakes. Furthermore, maintaining continuous awareness and empathy can cause nursing students to be at higher risk than their peers in terms of reduced self-compassion and compassion fatigue. 4-5 High standards of care, assignments and responsibilities, academic evaluations, and negative or hostile social encounters are all examples of these stressors. As a result, stress overload, anger dysregulation and hostility, inhibiting learning, and burnout can occur.6-7 To deal with these sources not only impact on academic performance but could also trigger several psychiatric disorders as depression or anxiety, as well as other associated problems such as sleep disorders, alcohol, and psychoactive drug abuse. Furthermore, it can result in decreasing the quality of health-care services which in the short and long term may affect the patient care.⁸⁻⁹

Villatte et al. (2017) showed us eight variables contributed uniquely to the variance of depressive symptoms and were, in decreasing order of importance: the absence of personal goals, a high level of anxiety, dysfunctional thoughts regarding success, a lack of emotional adjustment to college, being female, receiving little warmth and encouragement of autonomy from one's mother and father, being lesbian, gay, and bisexual students.¹⁰ Researches also show that psychological distress and low self-esteem are predictors of suicidal ideation. 15.2 % Students have suicidal ideations, 24.3% have death wishes, 6.8% have any suicide plans and 6.3% attempted suicide.¹¹

The psychological consequences of the COVID-19 epidemic on college students could be serious. Following the COVID-19 epidemic, medical students may be more stressed than non-medical peers. Nursing students are accepted as a new and important reserve force against COVID-19, especially in internship. Further research is required to help educators to develop systems that support students through periods of crisis and uncertainty, including future public health emergencies.¹²⁻¹⁴ Cause the fear of contracting COVID-19, medical personnel, especially nurses and nursing students, were avoided, harassed, and even blame by some as possible COVID-19 spreaders by society. The nursing students who worked in the hospital were also anxious about the chance of getting the COVID-19 infection and passing the infection to their families and beloved ones. Nursing students experienced extreme psychological stress and a range of feelings such as guilt, doubt, and helplessness after the COVID-19 outbreak.¹³⁻¹⁶

As nursing students are an important reserve force against the COVID-19 pandemic, special psychological interventions should be implemented to assure their mental health. Gao et al. (2020) mentioned as: «... a considerable number of nursing students reported having symptoms of PTSD and insomnia... reported mental symptoms of depression, anxiety, and stress.».¹⁷ During the COVID-19 pandemic, over a half of student nurses reported suffering from depression, nearly one-third reported stress and/or anxiety and over a quarter experienced sleep disturbance.¹⁸

It is a fact that whether related COVID-19 or not, nursing students of all degree are a risk group of well-being issues and should be screened systematically. Educators' awareness and their adequate support is vital to bolster the mental health and well-being of student nurses. Based on this requirement, we configured psychological counselling and guidance services since 2013 under the Psychological Guidance and Consultancy Unit (PGC Unit).

The required psychosocial guidance, which was carried out through the university's common medical services and students' academic consultants before, was officially configured within the scope of the PGC Unit since the 2013-2014 academic year. From than till nowadays, Unit is carrying out its services as an example of case management with the partnership of students' academic consultants, Ege University Directorate of Health, Culture and Sports (student specific services), and Ege University Hospital (Application and Research Center both outpatient and hospitalized patient services).

The relevant unit consists of faculty members of the Mental Health and Psychiatric Nursing Department of Faculty. The basic competencies of the unit members can be listed as below:

- Number of PhD. Member: 8
- Number of Certified Psychotherapist: 7 (CBT, Psychodrama, Sex therapists)
- Family Consultant: 3
- Specialized Groups: Child and adolescence, LGBTIQ+, loss and grief, pregnancy, labor and domestic violence
- Specialized Tools: Art, music, narrative, play

The PGC Unit monitors, identifies, and supports students throughout their undergraduate education to provide services in the areas of mental health protection and development. To raise awareness of the need for support, to encourage students to seek help: asking for help, to guide for taking appropriate support, both socially and professionally, to teach how to manage internal and external sources, to improve their communication skills, interpersonal relations, and assertiveness, and to improve life satisfaction are main missions of the PGC Unit. Among nursing faculty students, the Unit adapts a duty to carry out guidance and counselling within the scope of primary,

secondary and tertiary mental health care services.

In order to gain these goals, the Unit’s actions can be listed briefly as below:

1. Screening mental health and risks of newcomers,
2. Identifying mentally risk groups and common problem areas and collaborating with relevant stakeholders for needed solution,
3. Consulting students to appropriate specialist according to risk severity
4. Monitoring mentally diagnosed students and saving treatment records
5. Conducting training and seminars regularly to promote wellbeing and psychological resilience
6. Providing individual or group psychosocial counselling to students in line with their demands and needs.
7. Giving support and guidance to faculty members for student relevant issues.

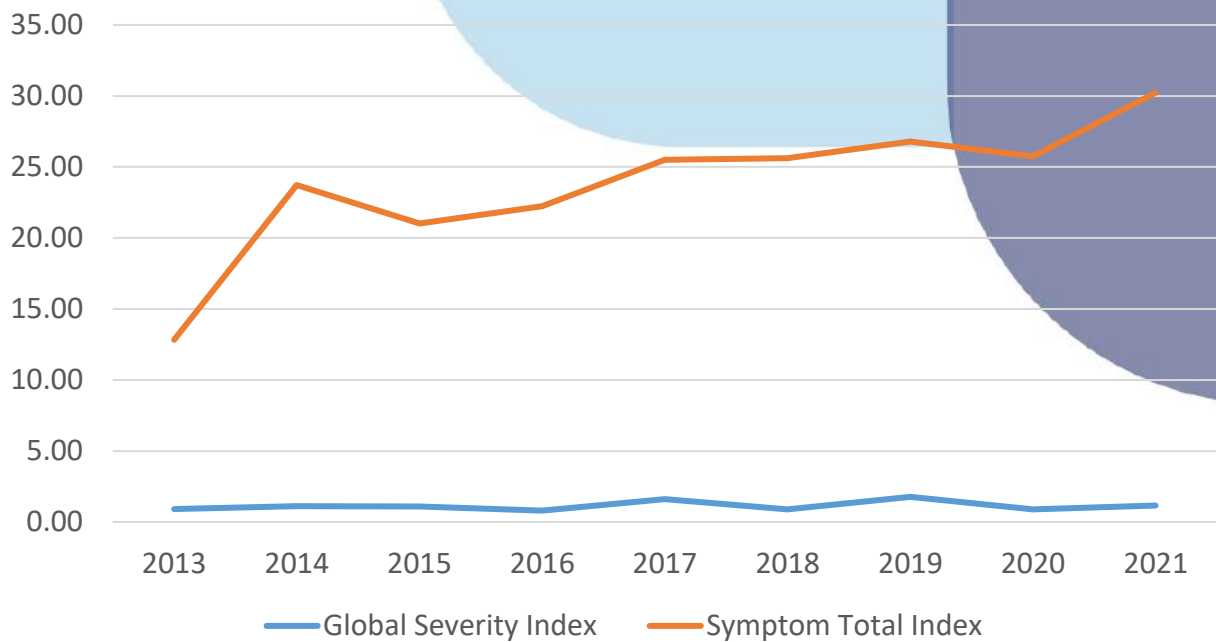
How Does Psychological Guidance and Counselling Unit Proceed Its Services?

The PGC Unit’s services are start with screenings. Members conducts mental health screenings of all first-year students of the faculty by standard measurement tools on a regular basis every year. Table.1 shows us the PGC Unit completed nearly 3000 students till today. Almost one out of every five students screened appears to need professional treatment and care.

Table.1. Distribution of Screening Results

PERIOD	Number of Students Screened	Number of Students Receiving Individual Counseling	Number of Students Consult for Psychiatrist
2013-2015	1251	49	15 (Three students received inpatient treatment at the clinic.)
2015-2016	287	61	21
2016-2017	262	53	18
2017-2018	293	49	12
2018-2019	290	52	16
2019-2020	309	33	15 (One student received inpatient treatment at the clinic.)
2020-2021	360	45	6
2021 – 2022	304	60 (till midterm)	18
TOTAL	2996	402	121

The PGC Unit use the Brief Symptom Inventory (BSI) to screen students’ mental symptoms mapping. BSI is a brief screening questionnaire used to assess adult self-report of psychological problems. The Global Severity Index (GSI) of BSI helps quantify one’s severity-of-illness. The reliability, validity, and utility of the BSI instrument have been tested in more than 400 research studies.¹⁹⁻²⁰ Graph.1 depicts the change in symptom total scores and symptom severity over time. As can be seen, students' symptoms of mental problems tend to become more severe by the timeline.



Grap.1: Symptoms load and severity changes over years

When screenings are completed, procedure to be applied for students whose average is above two means of GSI: 1. Emergency individual interviews, 2. Taking medical history, 3. Carry out mental status examination. During the face-to-face interviews, students determined to need psychosocial monitoring and counselling by a unit member are informed to taking required consultation from a professional. It might be the unit’s services or external sources.

When it’s decided to initiate with unit’s care, detailed information is provided about the basic principles of individual interviews and the rules between the student and the unit’s psychosocial counsellor. The individual sessions are structured with both student and counsellor’s participation from starting till ending. The following questions will be answered:

1. What are the frame and the basic rules of these process and sessions?
2. What do these services cover and responsible and do not?
3. What to do in an emergency? In which situations do emergency protocols used?

Moreover, students are informed about that The PGC Unit’s services are not paid.

Frequently, the counselling process is planned as a short-term intervention of about eight sessions based on problem-solving therapy.²¹⁻²⁴ However, in accordance with the interactions between the student and the counsellor, the approach can be enriched with the various of tools and expertise of the counsellor. In required conditions, students are consulted by a relevant specialist such as a psychiatrist. The PGC Unit’s consultation stakeholders are Ege University Directorate of Health, Culture and Sports, and Ege University Hospital Psychiatry Polyclinics.

When both students and the PCG Unit agreed consultation, follow-ups and treatment records of students are accepted as The PGC Unit’s responsibilities. Giving psychoeducation on new prescribed medication and psychosocial orientation interviews in terms of treatment compliance carried out. Individual interviews might postpone when there is a new prescribed medication, until the compliance completed.

Students who do not volunteer to get support are given psychoeducation, and detailed information about risk factors, and aid resources. In cases that are considered to be a life-

threatening risk for the students, the academic consultant and the management of the faculty will be informed directly.

Group intervention procedure applied for students whose average is between 1-2 means of GSI. The data obtained of the screenings is used to identify common problem areas. Students with an GSI mean score of 1-2 points are questioned about their suitability for group interventions. In terms of BSI sub-dimensions, all students are ranked according to the group average. Thus, it is decided which student has priority for which group intervention. These sub-dimensions are as follows: somatization, obsessive-compulsive disorder, interpersonal sensitivity, depression, anxiety, phobic anxiety, hostility, paranoid ideation, and psychoticism.²⁰⁻²¹ Different measurement tools are used to measure the related problem in each sub-dimension.²⁵⁻²⁶ Students are invited to the closed-group interventions. Short-term problem-solving approach is used for carrying group consultation.

When the time close to ending services, in accordance with the problem-solving approach, when the outcomes that the student set for themselves at the beginning of the interventions are achieved, the meetings are reduced at longer intervals by the final decision of counsellor. Students are also informed about early warning signs that the condition poses mental risks, further support sources, and conditions to applying the unit's services once more.

Individual submissions from students which are considered not to be at risk of mental symptoms (below 1 mean score of GSI) during the screenings follow a similar process. With face-to-face interviews and mental status assessments, students receive the required mental guidance and services. Group psychoeducations, seminars, and discourses are organized in order to strengthen mental health and in line with the unpredictable needs of the students. The GPC Unit supports students' development of the ability to find alternative ways of coping strategies, the ability to manage stressful life events functionally, the ability to regulate emotional experiences, the ability to improve self-awareness.

Within the scope of the unit's services, cooperation and guidance are provided between the student and the academic consultant upon the request of the consultant. Expert opinion and guidance are presented to the lecturers and academic consultants who have worries and adjustment issues related to students. If the unit member deems it necessary and the student volunteers, the student may be evaluated through face-to-face interviews by one of the members.

Covid 19 Based Changes

The PGC Unit's activities enriched with the requirements of Covid-19's consequences. Tele-psychiatric interviews and interventions, grief counselling, and consultation to specialists are some of these enrichments. Students' common problem areas and intervention needs could be listed under these main titles: Interventions that focus on academic concerns, anxiety, and depression: aimlessness and the need for excessive control, communication difficulties among family members. In conclusion screening students to identify risk groups in terms of the severity of mental symptoms, providing the necessary individual counselling services for students with serious mental symptoms, providing services with a short-term and structured standard approach such as Problem-Solving Therapy, where concrete evaluations of the targeted results can be made with a cognitive behavioural philosophy, generalizing interventions based on group practices can be suggested.

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ORAL PRESENTATIONS

Moderator:

Margaret Moran (UK)

Ruřen Öztürk (Türkiye)



Dr. Rusen Ozturk works as Associate Professor at the Ege University, Nursing Faculty, Department of Women's Health and Diseases Nursing. She studied postdoctoral positions between 2018 and 2019 at the University of Missouri -Columbia, Sinclair School of Nursing in the USA. Dr. Ozturk graduated with Ph.D. in Health and Diseases Nursing from Ege University, Institute of Health Sciences between 2010 and 2015, and had graduated with her master's in 2008-and 2010. She worked as a nurse for two years. Her research focuses on women's health issues (i.e., intimate partner violence, reproductive health and rights, psychological problems, infertility), effects on women's health and childbearing outcomes, and common complementary therapies in women's health.

Investigation of Knowledge, Attitudes, Behaviors and Associated Factors Regarding Covid 19 Disease Among Nursing Students: Turkish Perspective

Aynur Uysal Toraman, Damla Ünal, Damla Ünsal

Background: The purpose of this study was to investigate the knowledge, attitudes, behaviors and associated factors regarding covid 19 disease among nursing students

Materials and Methods: This cross-sectional study conducted on 382 nursing students registered to the Student Nurses Association in Turkey. The study data were collected with the 'Personal Information Form', "Covid 19 Knowledge Level Questions", "Covid 19 Attitude Questions" and "Covid 19 Behavioral Questions for Protection". The research data was collected between February 1 and May 1, 2021. The participants were reached via an electronic questionnaire form (i.e. Google Forms).

The ethical permission was obtained from the Ege University Scientific Researches and Publication Ethics Committee for Health Sciences. SPSS 22.0 package program was used in the statistical evaluation of the data. In the evaluation of descriptive data, numbers, percentile distributions, mean and standard deviation were used. Chi-square test, one of the non-parametric tests, was used in inferential statistics.

Results: It was noted that 86.1% of the students were female and their average age is $21,07 \pm 1,90$ years. While 19.4% of the students answered the statement "The cause of Covid 19 is the SARS-CoV-2 virus" incorrectly, 91.9% correctly answered the transmission of the virus through droplets. It was found that 100% of the students correctly knew the most common symptoms of Covid 19 disease. 99.4% of students consider Covid 19 as a serious disease. A statistically significant difference was found between the correct answer (82.7%) given by female students to the question "The cause of Covid 19 is the SARS-CoV-2 virus" and the correct answer given by males (67.9%) ($p=0,020$). While 97.3% of female students think of staying at home as a way to prevent Covid 19, 90.6% of male students agree with this idea. A statistical difference was found between the attitudes of women and men towards staying at home ($p=0.016$).

Conclusion: Nursing students' knowledge, attitudes and behaviors related to Covid 19 disease are affected by factors such as gender, age, the nursing school where they studied, the geographical region of the nursing school, class, income status, and place of residence during the pandemic. It has been concluded that the nursing students in our country have a high level of knowledge about Covid 19 and generally show positive attitudes and behaviors.

Virtual reality simulation in women's health nursing education during the pandemic; A Scoping Review

Sümeyye Bakır, Ruken Yağız Altıntaş, Ruşen Öztürk, Oya Kavlak*

**Ege University Nursing Faculty*

Background: With the pandemic, nursing education has had to adopt rapidly existing and developing technologies and use them in an innovative way. Virtual reality which combines digital learning and simulation has become more widely used in nursing education during the COVID-19 pandemic. Studies in the literature indicate that virtual reality simulation may have the potential to support the development of health and the management of diseases in the field of nursing education and that it can be used in clinical skills training of nursing students.

Research and Development Methods: Literature has been reviewed on the use of virtual reality in women's health and diseases nursing education during the pandemic process. Seven studies have been reviewed using the Google Scholar and Pubmed databases, published between 2020 and 2022.

Results: In these studies, virtual reality simulation shows that improves nursing students' practice skills on newborn infection control, and the learning motivation and satisfaction of the students in birth education are better with this method. It can be an alternative way to prepare students for the first cesarean section experience. Also, virtual clinics can be used to deal with gynecological diseases. It is stated that virtual clinics increase the level of knowledge in education on gynecological diseases and provide students with an interesting experience in the management of obstetric emergencies, and can be used to improve skills such as leopold maneuvers.

Conclusions: The results of the study show that virtual reality simulation has a positive effect on women's health and diseases education, especially in pandemic conditions. However, there is a need for more studies with higher levels of evidence and systematic reviews on this subject.

Key Words: Virtual reality, simulation, obstetric, gynegologic, nursing, education

The Relationship Between Loneliness and Life Satisfaction In Elderly Individuals With Home Restrictions During The Covid-19 Pandemic

Yağmur Artan, Canan Bozkurt, Yasemin Yıldırım

ABSTRACT

Aim: This study was designed to examine the relationship between loneliness and life satisfaction in elderly individuals with home restrictions during the CoViD-19 pandemic.

Methods: This study was planned as cross-sectional and descriptive. This study was conducted using Individual Identification Form, Loneliness Scale for the Elderly and Life Satisfaction Scale on a sample of 210 elderly individual who were ≥ 65 years old. Data were analyzed using descriptive statistics, independent t test, one-way analysis of variance, the Tukey's test, Kruskal Wallis H and the Pearson correlation test.

Results: In our study, 60.9% of the sample was female, 60.5% was primary school graduate, 58.9% was married, 57.7% was retired, and the mean age was 70.94 ± 6.14 (65-95). Loneliness scale mean score was 10.14 ± 6.40 (2-22); life satisfaction mean score was found to be 20.10 ± 7.15 (7-35). A moderately significant negative correlation was found between loneliness and life satisfaction mean scores ($r = -0.516$; $p < 0.001$).

Conclusion: In our study, the average score of loneliness and life satisfaction of the elderly was found to be moderate. At the same time, loneliness has a negative effect on life satisfaction; It was found that as loneliness increased, life satisfaction decreased. The COVID-19 pandemic crisis has revealed the need to support not only physical health but also psychological resources in the context of healthy aging. Strategies need to be developed to assess the loneliness of elderly individuals and to create interventions in the post-pandemic period.

Key Words: COVID-19; pandemic, loneliness; life satisfaction, elderly.

Investigation of The Effect of Anxiety Experienced by University Students On Internet Addiction and Sleep Quality During The Covid-19 Pandemic

Yağmur Artan, Eda ERGIN, Yasemin YILDIRIM, Şebnem Çınar Yücel

ABSTRACT

Aim: This study was conducted to examine the effects of anxiety levels of nursing faculty students staying at home during the COVID-19 pandemic on internet addiction and sleep quality.

Methods: This descriptive study was collected online using Google Forms between January and June 2021 with 535 students studying at the Faculty of Nursing of a university in the West of Turkey. Data were collected using the; The Personal Information Form, the Young Internet Addiction Test Short Form (YIAT-SF), the Coronavirus Anxiety Scale (CAS), and the Pittsburgh Sleep Quality Index (PSQI).

Results: In our study, average age of the students is 20.40 ± 1.77 years, 59.8% of them think they are not addicted to the internet, 49.7% of them use the internet to access social media, they spend 7.42 hours ($+ 3.31$) a day on the internet, and they say that they spend an average of 8.72 years ($+3.26$) on the internet. The mean CAS score of the students was 1.84 ± 2.86 , the mean YIAT-SF score was 28.2 ± 8.64 , and the mean PSQI score was 10.3 ± 1.89 .

Conclusion: As a result of the research, a relationship was found between the anxiety experienced by the students, internet addiction and sleep quality, and it was found that their internet addiction and anxiety levels were low and their sleep quality was bad. As a result of the correlation analysis, it was determined that there was a positive and significant relationship between the mean scores of the CAS, PSQI and YIAT-SF scales.

Investigation of Anxiety Levels of Nursing Students Related to Intravenous Interventions and Factors Affecting the Anxiety

Deniz Tekin, Eda Ergin, Şebnem Çınar Yücel

ABSTRACT

Purpose: This descriptive type study was conducted in order to determine the anxiety levels experienced by nursing students during IV intervention and the factors causing anxiety.

Materials and Methods: The study population consisted of 880 nursing students of the nursing faculty of a public university located in the west of Turkey. The study was completed with a total of 260 students, 86 of whom were year-2, 72 were year-3, and 102 were year-4 students, who voluntarily participated in the study. Data were collected online with a Google survey using the Personal Information Form and the Trait Anxiety Inventory.

Results: As per the study results, a total of 80.4% of the students were found to experience anxiety during IV interventions, and their trait anxiety (45.10 ± 8.8) levels were moderate. A statistically significant difference was found between the achievement status of the students and their mean trait anxiety score ($p < 0.05$). The students reported that the effect of performing an intervention on a living individual with 67.7%, not having any previous IV experience with 56.5%, and experiencing anxiety in determining the vein to perform the IV with 55.0% were factors originating from self that cause the students to experience anxiety during IV interventions.

Conclusions: As a conclusion of the study, the students were found to experience moderate levels of anxiety during IV interventions and their level of anxiety decreased as their achievement levels increased. This was the first study on the subject in our country and new studies are needed.

Keywords: Intravenous Interventions, Nursing Student, Anxiety, Causes of Anxiety

Evaluation of Jigsaw Technique in Nursing Students Learning About Childhood Cancer

Şeyda Binay Yaz, Hale Sezer, Sinem Başdemir

ABSTRACT

Aim: To evaluate the effectiveness of the Jigsaw technique in nursing students' learning about childhood cancers.

Method: The design of the study is in a single-group pre-test-post-test quasi-experimental design. The sample of the study consisted of 59 nursing students who took the child health and diseases nursing course. To collect the data, a student introductory information form prepared by the researchers, a childhood cancers questionnaire, and an academic self-efficacy scale were used. SPSS 26 program was used to evaluate the data. An independent sample t-test was used due to the normal distribution of the data, and paired sample t-test was used to compare the scale and information form pre-test and post-test scores to determine the effectiveness of the Jigsaw technique.

Results: The mean age of the students participating in the study was 21.89 ± 7.69 , of which 66.1% were women. 81.4% of the students stated that they had not received any special training for childhood cancers before. The mean scores of the students on the Academic Self-Efficacy Scale were 20.06 ± 3.96 in the pre-test and 20.52 ± 3.80 in the post-test. While the mean score of the students from the information form prepared for childhood cancers was 36.01 ± 9.81 in the pre-test, it was found to be low, while the mean score of the post-test was 80.50 ± 9.36 , which was found to be at a high level. A statistically significant difference was found between pre-test and post-test mean scores ($p < .001$).

Conclusion: According to the findings of the study, it can be said that the Jigsaw technique is effective in teaching childhood cancers in nursing students. It is also recommended to be used in nursing education, especially in the expression of childhood-specific or other specific issues such as cancer.

Keywords: Jigsaw, childhood cancers, nursing education.



POSTER PRESENTATIONS

Obstetric Emergency Triage and The Role of The Nurse

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ABSTRACT

Obstetric triage is the identification of emerging obstetric pathologies at the earliest stage and appropriate interventions in order to maintain the well-being of the mother and fetus. Unpredictable obstetric problems can be seen in 15-20% of pregnancies. If possible, detecting obstetric problems at the earliest period and making the appropriate intervention are of vital importance in protecting maternal and newborn health. According to the Association of Women's Health, Obstetrics and Neonatal Nurses (AWHONN) (2016), obstetric triage is defined as a systematic maternal/fetal evaluation of the pregnant woman seeking medical care to prioritize medical needs that require urgent intervention and to improve the health status of the mother and baby. There are many advantages to obstetric triage. These are to improve the quality of care, reduce the potential liability for error, provide standardized assessment and appropriate management according to a systemic planning and evaluation process. Also obstetric triage, when applied appropriately, shortens the length of hospital stay and reduces the cost associated with unnecessary interventions. Many obstetric practices have negative consequences due to the lack of knowledge and practices related to obstetric triage. Misdiagnosis of emergency obstetric conditions, triage evaluation errors, failure to administer appropriate drug therapy, failure to detect birth stage, failure to detect membrane rupture, or failure to exclude antepartum hemorrhage are the most common erroneous obstetric results. In emergency obstetric situations, it is possible to prevent maternal mortality and morbidity by providing the fastest and most appropriate intervention by the health personnel or by promptly referral of the patient in accordance with the procedure in necessary cases. The first condition for quick decision making is knowing obstetric triage. Triage practices, which are the responsibility of nurses, are an important skill that oversees care in all areas including both emergency care and community health services, or provides direct patient care. The triage nurse is the first person that the patient and his family will encounter when applying to the emergency units. Sorting the needs of pregnant women according to obstetric triage is a key element to increase the safety of the pregnant woman and the fetus and to reduce medical errors due to how knowledgeable and timely the nurse is trained.

However, nurses who practice triage and work in the field of obstetrics in our country undertake this responsibility without receiving adequate training. For this reason, nurses need training on triage practices starting from the undergraduate level.

The aim of this review is to emphasize the importance of obstetric emergency triage and to share the role of nurses working in the field of triage practice in obstetric triage with the literature.

Keywords: Obstetric Triage; Nursing; Obstetric Emergency

Experiences Of Midwife Students About Peer-Mentorship And Peer-Earning In Dedicated Education Unit In Pregnancy And Postpartum Wards

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Background: The Dedicated Education Unit (DEU) -practice has been implemented in midwife students' practical training at Kuopio University Hospital (KUH) in collaboration with Savonia University of Applied Sciences (Savonia UAS). DEU-practice has been started during Covid-19 Pandemia in Pregnancy and Postpartum wards and will continue after pandemic. The DEU -practice includes 2-4 midwife students working together independently based on their daily learning goals under the supervision of a midwife mentor. The supervision of teacher implemented electronically via Teams.

Aim: The aim of the study was to describe midwife students' experiences of peer-mentorship and peer-learning in the DEU in Pregnancy and Postpartum wards at KUH during Covid-19 Pandemia.

Methods: Data was collected from midwife 4-year midwife students from the Forms-questionnaire. Data was analysed in Excel statistically.

Results: Students expressed how peer-mentorship affects to their competencies. The major affects were the development in Midwifery Profession, implement of Clients' Care Process, Co-working with peers, and also strengthening self-efficacy and making visible their own knowledge and skills. Minor affects were handling of ethical issues, reflecting their own learning process. Development of self-confidence and interaction in Client relationship have both major and minor affects. From Peer-learning midwifery students put in light as most majority learning from performance of other students, sharing their own knowledge and skills with peers and also giving support to peers. Minority issues in peer-learning were feedback receiving from clients and feedback giving to peers.

Conclusions: Most midwifery students experienced that Peer-mentorship and peer-learning have positive affects to their competencies. However, there are still matters to enhance after the Covid-19 Pandemia. At the moment it has been already developed new evaluation form for midwifery students practicing in DEU, which includes peer-mentorship and peer-learning. It is also necessary to add peer-mentorship and peer-learning approach to midwifery curriculum.

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We prefer a poster.



SAN RAFAEL CAMPUS

Health Sciences University Center



Baeza I., Visiers L., Cuenca B., De Castro N.M.
Paseo de la Habana 70 bis (Madrid, Spain)



Image 1. Campus main building facade

SAN RAFAEL CAMPUS

San Rafael Campus is linked to the Hospitaller Order of Saint John of God (devoted for more than 50 years to the academic training of Nurses and Physiotherapists in Spain) and to Comillas Pontifical University.

Our main goal is providing high quality training to our Health Sciences students, both academically and in human values, which prepare them to offer a global and holistic care within the healthcare field.

NURSING DEGREE (240 ECTS) HUMANISED CARE

Curriculum contains basic training (anatomy-physiology, biochemistry, pharmacology and nutrition, psychology, statistics and health research) and specific training modules in Nursing Science (basic nursing care, care in vital stages, medical and surgical specialities, bioethics, health and community education, emergency, mental health, palliative care, drug addiction and transcultural nursing).



Nursing Degree consists on a 4 year syllabus (60 ECTS each year). From the total 240 ECTS that students have to cover, 84 ECTS are in Supervised Placements. Internships develop from the first year until the end of the degree.



Image 2. Simulated hospital

BRAND NEW SIMULATED HOSPITAL

Basic care and procedure rooms, paediatric care, critical care, gynaecology/obstetrics, operating theatre, primary care consultation, debriefing rooms, physiotherapy rooms, anatomy-physiology and biochemistry laboratory, innovation and entrepreneurship centre.

INTERNATIONALIZATION AND INTERCULTURAL COMPETENCES

Students and lecturers perform exchanges within the Erasmus+ framework thanks to the establishment of bilateral agreements with different Universities and Higher Education Institutions across Europe, which also enables us to develop inter-institutional research collaborations and other academic activities.

PARTNER UNIVERSITY	COUNTRY / CITY	
IRFSS Poitou-Charentes IFSI Croix Rouge Française	Angoulême/France	
IFSI Lionnois	Nancy/France	
Università degli studi di Roma Tor Vergata	Rome/Italy	
Università degli studi di Roma La Sapienza	Rome/Italy	
Escola Superior de Enfermagem São José de Clary	Funchal/Madeira (Portugal)	
Universidades Católica Portuguesa	Porto/Portugal	
BFH Bern University of Applied Sciences	Bern/Switzerland	
Zürich University of Applied Sciences	Winterthur/Switzerland	
University College Lillebælt	Odense/Denmark	
Vilniaus Kolegijs/ University of Applied Sciences	Vilnius/Lithuania	
Tartu Health Care College	Tartu/Estonia	



READY FOR PARENTHOOD FAMILY COACHING - PROJECT

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Background

Savonia University of Applied Sciences has produced family coaching services in the VireTori learning environment in partnership with City of Kuopio, Kuopio University Hospital and Kuopio Familyhouse. Besides the midwifery students, who were entrusted the responsibility for the coaching, public health nurse, physiotherapist and dental hygienist students participated in the coaching. In addition, the coaching team included a public health nurse and a midwife from working life.

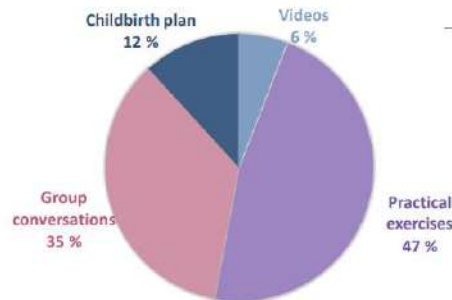
Project implementation

Family coaching includes four coaching sessions, where families were educated in subjects such as expecting a baby, beginning of labour and its phases, everyday life with a baby and the first weeks with a newborn, by means of functional training. The family coaching was organised mostly in Familyhouse, but during the coronavirus pandemic some of the coaching sessions had to be provided online (zoom).



Ready for Parenthood Family Coaching -project aims to support parents when they prepare for parenthood. The project strives to provide families with evidence-based and up-to-date information about parenting and life at home with a newborn, and reinforce the family's resources through theory and practical exercises. Feedback on the family coaching was collected from all participating parents (n = 20) in autumn 2021 and in spring 2022 using Webropol- and Mentimeter survey.

Figure 1. Functional exercises



Project results

The family coaching was considered extremely important and helpful. Functional experiences on group conversations and practical (figure 1), as well as peer support, were positive. The families benefited from the versatile content and sufficient information provided during the family coaching. The parents felt, that students have succeeded very well in performing the coaching sessions. The students' learning outcomes improved and they gained professionally relevant skills.

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Virtual reality simulation in women's health nursing education during the pandemic; A Scoping Review

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Background

With the pandemic, nursing education has had to adopt rapidly existing and developing technologies and use them in an innovative way. Virtual reality which combines digital learning and simulation has become more widely used in nursing education during the COVID-19 pandemic. Studies in the literature indicate that virtual reality simulation may have the potential to support the development of health and the management of diseases in the field of nursing education and that it can be used in clinical skills training of nursing students.

Research and Development Methods

Literature has been reviewed on the use of virtual reality in women's health and diseases nursing education during the pandemic process. Seven studies have been reviewed using the Google Scholar and Pubmed databases, published between 2020 and 2022.

Results

- ✓ In these studies, virtual reality simulation shows that improves nursing students' practice skills on newborn infection control, and the learning motivation and satisfaction of the students in birth education are better with this method.
- ✓ It can be an alternative way to prepare students for the first cesarean section experience. Also, virtual clinics can be used to deal with gynecological diseases.
- ✓ It is stated that virtual clinics increase the level of knowledge in education on gynecological diseases and provide students with an interesting experience in the management of obstetric emergencies, and can be used to improve skills such as leopold maneuvers.



Conclusions

The results of the study show that virtual reality simulation has a positive effect on women's health and diseases education, especially in pandemic conditions. However, there is a need for more studies with higher levels of evidence and systematic reviews on this subject.

Key Words: Virtual reality, simulation, obstetric, gynecologic, nursing, education

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How is Advanced Cardiac Life Support Training Given to Nursing Student



Nihal, Celikturk Doruker, PHD Student
Tugce, Yesilyaprak, PHD Student
Fatma, Demir Korkmaz, PHD

Abstract

Cardiac arrest is a condition characterized by cessation of cardiac functions, absence of pulse and respiration. The most important intervention to save life in sudden cardiac arrest is advanced cardiac life support. Advanced cardiac life support consists of a range of treatments and clinical interventions to save lives and provide emergency care in life-threatening emergencies due to heart, lung or cardiovascular problems.

Advanced cardiac life support



https://en.wikipedia.org/wiki/Advanced_cardiac_life_support

The application of advanced cardiac life support is a difficult technique in terms of theory and skill. Education is extremely important in acquiring theoretical knowledge and skills for advanced cardiac life support. Since advanced cardiac life support requires teamwork, all health professionals should receive advanced cardiac life support training. Nurses, who make up the majority of health services in terms of quantity, are the first healthcare team members to encounter sudden cardiac arrest. For this reason required to receive advanced cardiac life support training starting from their undergraduate education. However, there are uncertainties about the most effective method in providing advanced cardiac life support training, which consists of a complex set of knowledge and skills. Different methods are used in advanced cardiac life support training and the training method is not standardized. One of the methods used for this purpose is the simulation method. It is stated that the simulation method is useful in gaining cognitive and psychomotor skills in advanced cardiac life support training. Simulation includes many methods such as role play, use of patient or patient actors, computer simulation, virtual reality, low-fidelity, and high-fidelity mock-ups. There are many studies showing that high fidelity simulation is beneficial in advanced cardiac life support training, although the most appropriate teaching method is unclear in gaining knowledge and skills in advanced cardiac life support training. Studies have shown that the simulation method is effective in acquiring knowledge and skills, but remembering this information is insufficient in ensuring continuity. In this context, the necessity of new methods and developments in addition to the simulation method in advanced cardiac life support education arises.

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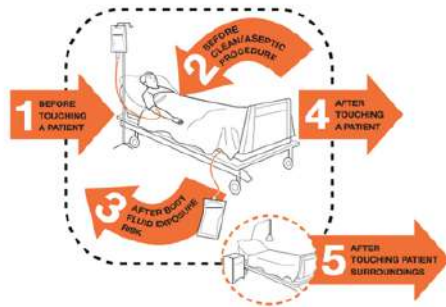


Hand Hygiene Among Nursing Students

Tugce, Yesilyaprak, PHD Student
Nihal, Celikturk Doruker, PHD Student
Fatma, Demir Korkmaz, PHD

Abstract

Hand hygiene (HH) is an important component in preventing pathogenic infections and ensuring patient safety. Its correct application reduces cross-contamination and the incidence of Hospital-acquired infections in healthcare institutions. HH is an application that includes washing all surfaces of the hands for 20 seconds with soap and water in case of visible contamination. In addition, the World Health Organization (WHO) states that HH can be provided with al-based products in cases where there is no visible contamination. HH before/after contact with the patient/environment and before/after aseptic procedures is the cheapest and safest application to prevent cross-contamination.



<https://openwho.org/courses/IPC-HH-en>

In 2005, the WHO, started to celebrate May 5 as "World Hand Hygiene Day" with the theme of "Clean Hands are Safer Hands" in order to emphasize the importance of HH and to encourage patient safety. It also made the HH the standard of quality care. In 2021, the importance of HH was emphasized with the slogan "Seconds saves lives - clean your hands" to draw attention.

In the literature, it is stated that health workers and nursing students have positive attitudes towards HH, but hand hygiene compliance is low. In other studies, it has been reported that hand hygiene is mostly inadequate after contact with the patient's environment and before aseptic procedures. Time constraints, lack of soap/paper towels, forgetfulness, lack of knowledge, skin problems and lack of positive role models are stated as the reasons for this situation.

In order to increase compliance with HH, it is necessary to consider the health beliefs and values of individuals, to identify errors, to include evidence-based practices, and to apply teaching techniques other than theoretical education such as simulation and video. WHO (2022), on the other hand, recommends using a five-item HH improvement strategy to increase HH compliance. These items are; system change, training and education, monitoring and feedback, reminders in the workplace and communications, and safety climate and culture change.

In this context, it can be said that it is necessary to use teaching methods that allow visual feedback and to create a perception of safety culture in order to increase the HH compliance of nursing students.

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**FLORENCE NETWORK, ASSOCIATED EUROPEAN
UNIVERSITIES IN NURSING AND MIDWIFERY**

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Izmir, Türkiye

Prof. Dr. Aysegul Donmez

Dean

THANKS

On behalf of the universities, members of the Florence Network, we would like to thank the management of the Ege University in Izmir, Türkiye, for help to prepare the Florence Network online Annual meeting named *“Nursing and Midwifery education: a new era after the pandemic”* on 9 & 10 May 2022.

Thanks to the creative and intensive work who have been involved with preparation of FNAM 2022 by the Nursing faculty Organizing Committee headed Prof. Dr. Meryem Yavuz van Giersbergen who have participated in preparation of FNAM 2022 conference days. The organizing the Florence Network was online and thanks access of professionals from your university we were able to continue the emerging trend of international cooperation between European universities, educating future professionals in nursing and midwifery.

The importance of the Florence Network is linked to Erasmus + students and teachers exchanges, the search for common approaches and standards for education, as well as the implementation of joint projects and research involving universities in Türkiye, which are of real benefit for the Florence Network.

17 th June 2022

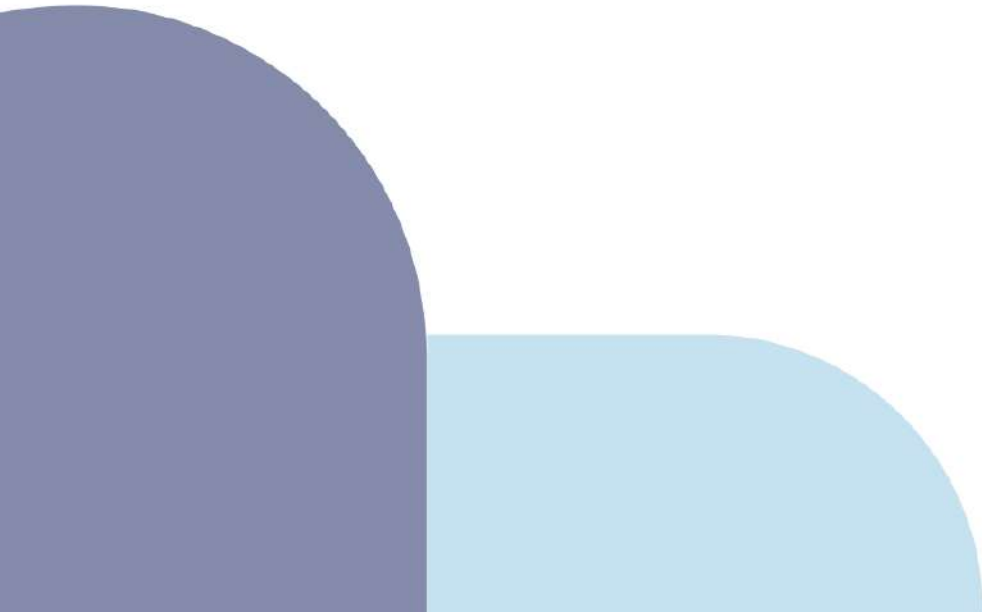
Jana Nemcová, PhD MSc RN
president Florence Network



THANKS FROM ORGANISATION COMMITTEE

Ege University Distance Education Implementation and Research Center
Ege University School of Foreign Languages
Ege University State Conservatory of Turkish Music
Ege University
Faculty of Letters English Translation and Interpreting Studies,

Thank you for your contribution and support to the 29 Florence Network annual meeting held in virtual on 9-10 May 2022 hosted by Ege University Nursing Faculty.



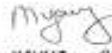
**29th ANNUAL MEETING
FLORENCE NETWORK 2022
Izmir, Türkiye- May, 9-10**

CERTIFICATE OF APPRECIATION

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School of Foreign Languages*

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*Margarete YAVUZ van GIEERSBERGEN
Chair of the 29th Annual Meeting
FLECO, Ege University*



*Aysegül DÖNİMEZ
Dean of Nursing Faculty
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*Jana NEMCOVA
President of the Florence Network*

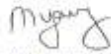
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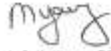
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