



## Virtual modality in Nursing training: opportunity or threat?

### Modalidad virtual en la formación en Enfermería: ¿oportunidad o amenaza?

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The COVID-19 pandemic forced a rapid migration from essentially in-person training to one mediated by technology. Various studies were carried out to assess the level of development of skills in this modality, concluding the existence of marked difficulties in achieving the objectives proposed in the curriculum in the face of the complete virtualization of the contents and activities (1). After the pandemic, many institutions resumed in-person training, highlighting the benefits of classroom work, simulation spaces and health centers, while others decided to implement variable degrees of virtuality and evaluate the performance of students, in order to ensure training quality (2).

In mid-May 2024, a Spanish alliance of Nursing organizations and institutions (3) published a position statement against the implementation of hybrid and blended modalities in Nursing careers in Spain that had a lot of impact in Argentina, which highlighted that “the face-to-face teaching modality is the one that best guarantees the acquisition of the knowledge, aptitudes and attitudes, skills and competencies necessary in the health sciences, to be able to offer the best care to citizens.” The text continues by stating that “in a face-to-face environment, using all the technological resources available, students can interact with the teaching staff and receive immediate feedback on their doubts or their performance, a circumstance that facilitates, improves and consolidates their learning process.”. From the manifesto, it could be said that the benefits of face-to-face training are well known and widely described, however, in a context like the current one where technology contributes positively to learning processes, change should not be denied, and, On the contrary, we must embrace the advantages of technological advancement and the potential benefits for teachers and students of health disciplines.

Recent studies such as one published by Spector et al., (2) whose objectives were to compare the partial grades of students who took subjects in face-to-face and semi-face-to-face modality of the Faculty of Health Sciences and to evaluate the degree of satisfaction of the students with The blended modality showed equivalence in the grades obtained in the face-to-face and blended modalities (using the same criteria as in the full face-to-face modality) and a high level of student satisfaction with the blended training. Studies carried out in other institutions and contexts reached similar conclusions (4).

Currently, hybrid and blended training in countries like Argentina are a reality, which makes it easier for students, in complex socioeconomic environments, to maintain access to education, minimizing the need for mobilization and the integration of academic and family life. However, it should be considered when analyzing the usefulness, efficiency or effectiveness of technology-mediated modalities, what type of subjects can allow themselves to go through the process of virtualization of part of their content, suggesting that it be implemented in subjects of a largely theoretical nature, such as those of the socio-humanistic axis or professionals with a high theoretical load (epistemology, anthropology, sociology, research methodology and deontology, to mention a few). Also, the virtual load of the subjects, the training of teachers, the availability of technological

resources that ensure the connectivity of the actors in the educational process, and the need for supervision and constant support of the latter by the team must be considered. pedagogy of the institution, so as to ensure the correct implementation of the modality (5).

There is no doubt that the implementation of training modalities mediated by technology represents a challenge, but it could be an opportunity to provide quality training with less face-to-face burden to the student body, without compromising safety in the care of subjects. be careful (6). Countries with a higher degree of connectivity and availability of technological devices, such as Spain, have a less challenging environment - more suitable - for the virtualization of content blocks without compromising the scope of institutional objectives and the profile of the graduate, which is why it is urged not to close oneself to the possibility of adapting to technological and disciplinary advances.

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