



Students' evaluation of living and coping in pandemic process*

Öğrencilerin pandemi sürecini yaşama ve baş etme biçimlerini değerlendirmeleri*

Fatma Öz¹, Hilal Merve Belen²

¹ RN, PhD, Lokman Hekim University, Faculty of Health Sciences, Department of Nursing, Söğütözü, Ankara, Turkey, fatma.oz@lokmanhekim.edu.tr, <https://orcid.org/0000-0002-1275-7743>

² RN, Lokman Hekim University, Faculty of Health Sciences, Department of Nursing, Söğütözü, Ankara, Turkey, hilal.belen@lokmanhekim.edu.tr, <https://orcid.org/0000-0002-3162-1649>

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ABSTRACT

Aim: The aim of this study was to evaluate what university students experienced and felt during the pandemic process, how they coped, what they learned and what they gained. **Materials and Methods:** The research was carried out in descriptive research design. 212 students participated. A data collection form created by scanning the literature was used. Kolmogrov-Smirnov, Descriptive statistics, Pearson Chi-Square and Bonferroni Corrected Z test were used for data analysis. **Results:** Students expressed their feelings as "I felt fear, anxiety, I was sad" when they first heard about the pandemic. The positive contributions of this process to them is understanding the importance of what they have knowing, their value being patient, acquiring new habits, doing research; on the other hand, it was determined that there were fear, anxiety, panic, negative thoughts. **Conclusions:** The pandemic process has shown that it is important to teach students effective coping methods with stressful life events. For this it is recommended to strengthen the psychological resilience of the students and to gain the skills of coping with stress.

ÖZ

Amaç: Bu çalışmanın amacı, üniversite öğrencilerinin pandemi sürecinde neler yaşadıklarını, hissettiklerini, nasıl başa çıktıklarını, neler öğrendiklerini ve neler kazandıklarını değerlendirmektir. **Gereç ve Yöntem:** Araştırma betimsel araştırma deseninde yapılmıştır. Araştırmaya 212 öğrenci katılmıştır. Literatür taranarak oluşturulan veri toplama formu kullanılmıştır. Verilerin analizinde Kolmogrov-Smirnov, tanımlayıcı istatistikler, Pearson Ki-Kare ve Bonferroni Düzeltilmiş Z testi kullanılmıştır. **Bulgular:** Öğrenciler pandemiye ilk duyduklarında, duygularını "Korktum, endişelendim, üzüldüm" şeklinde ifade etmişlerdir. Bu sürecin onlara olumlu katkıları, bildiklerinin önemini, sabırlı olmanın değerini anlamaları, yeni alışkanlıklar edinmeleri, araştırma yapmaları; diğer yandan korku, kaygı, panik, olumsuz düşüncelerin olduğu belirlenmiştir. **Sonuç:** Pandemi süreci, öğrencilere stresli yaşam olayları ile etkili baş etme yöntemlerinin öğretilmesinin önemli olduğunu göstermiştir. Bunun için öğrencilerin psikolojik dayanıklılıklarının güçlendirilmesi ve stresle baş etme becerilerinin kazandırılması önerilmektedir.

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Corresponding Author/Sorumlu Yazar: RN, Lokman Hekim University, Faculty of Health Sciences, Department of Nursing, Söğütözü, Ankara, Turkey, hilal.belen@lokmanhekim.edu.tr, <https://orcid.org/0000-0002-3162-1649>

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INTRODUCTION

Pandemic is the spread of the disease or infectious agent over a wide area in countries, continents and the World (1). "Coronavirus Disease 2019 (Covid-19)" infection was first identified in China in December 2019 and spread rapidly all over the world and was declared a pandemic (2). With the first case seen on March 11, 2020 in our country, education was suspended for three weeks in all schools of all grades on March 12. However, this period was extended later as it was understood that the process was more serious than expected (3). In the

process, curfews started in many metropolitan cities and the number of diseases increased gradually. The gradual increase in the epidemic left all the measures taken in the societies inadequate, caused many emotional problems and negatively affected the mental health of the society. In studies conducted for this purpose, it was stated that the epidemic was perceived as a great stress together with uncertainty, social isolation, changing living conditions, depression and anxiety symptoms were experienced the most (4-6). In the study investigating the psychological reactions and related factors in the acute process on the general population



in China; it was determined that poor health perception, depression and anxiety symptoms were more common in females and students. On the other hand, in the same study, it started that providing correct information and hand washing etc. it has also been reported that taking protective measures can alleviate these effects (7).

While the process continued by staying at home, great changes were experienced in education. Online education was needed instead of formal and face-to-face education, and education was carried out online with the decision of the Higher Education Council (8). This method in the process has brought both instructors and students face to face with a different system that they are not accustomed to. Humans have the potential to cope with and adapt to the challenges they face in their lives, whatever they are (9). In this context, all universities have tried to continue their education online / synchronous, online / asynchronous or hybrid within the scope of distance education opportunities, due to the necessity of maintaining their responsibilities at the same time while experiencing the pandemic process.

In this process, besides the physical negative effects of the pandemic, the students were also seriously affected psychosocially (10). Thus, the epidemic brought not only the risk of death from infection, but also compelling emotional and psychological pressures. Despite the increasing measures, it was stated that the epidemic affected all segments of the society; there are reports of psychological effects on the elderly, healthcare personnel, children and adolescents (11-14). In addition, in the study that examined the psychosocial effect of the Covid-19 pandemic in China on university students; it was determined that students maintain their attendance to lessons but during the pandemic process, they had difficulty in controlling their anxiety levels and questioned the adequacy of their education by conducting the education online. In the same study, it was found that students had mild, moderate and high levels of anxiety. Some of the factors affecting the anxiety levels of students are living with family, not having a fixed income, not knowing what their future employment will be, being exposed to social isolation, having an infected relative and not being able to access the internet in rural or urban areas (15). In the study on distance education in Turkey; It was determined that the students most frequently experienced lack of motivation and often could not receive training on technical problems (16).

Considering the context, the research was conducted to examine how university students experienced the process, how they evaluated the situation, how they were affected and how they coped with the epidemic. It is thought that students who will become a professional

health worker as a result of their education will evaluate their lives during the pandemic process and will shed light on the structuring of the counseling services to be given to their students in a health-themed university, and the creation of the courses and contents to be planned.

Therefore, answers to the following questions were sought in the study.

Students;

- How they evaluated the pandemic process?
- What are the positive and negative effects of the pandemic process on them?
- What are the coping behaviors during the pandemic process?
- How they evaluate the education they received during the pandemic and how this education process affects them?
- What are their recommendations for this process or any other process?

MATERIAL-METHOD

Participant and Sample of the Research

The research is a descriptive study. The universe of the research was determined by the 1st class of a university studying at the faculties of health sciences, medicine, dentistry, sports, pharmacy and vocational school during the 2019-2020 academic year and 2. the class consisted of students 920 in total. The place where the research was conducted was a newly established university and only 1st and 2nd year students were educated, data were collected from students in these classes. The sample was 212 students voluntarily participated in the research.

Data Collection Method

The created data collection form was transferred to the electronic environment (Google Forms) and sent to the students online (Whatsapp, Mail) after obtaining the permission of the university's non-interventional research ethics committee. The purpose, scope and content of the study were explained; Consent of the participants was obtained when they filled in the field to mark that they gave their consent to the study. Participants were also informed that they have the right to withdraw from the study at any stage they wish. In the applied online questionnaire, students were informed that the results of the research would not affect their course grades, and the students who agreed to participate in the research started answering the questions after confirming that they were volunteers.

The response time of the form will take is approximately 25 minutes to answer. The data were collected between June and October 2020.

Ethical Considerations

Ethics committee approval was obtained from the XXX universty (Karar No: 2020/047, Kod No:2020044).

Data Collection Tools

The data collection form was created by reviewing the literature (17-20). Questions were created to evaluate students' coping and life in the pandemic process. The form consists of 20 open-ended questions containing the introductory characteristics of students (17,19), their views on online education (17,20), their life experiences related to the pandemic (18,19), coping behaviors and suggestions for the process (17,18,20).

Statistical Analysis

Data were analyzed at a significance level of 0.05 using the Statistical Package for Social Sciences (SPSS: IBM) version 22.00. It was determined by Kolmogorov-Smirnov Test that the sample data did not show normal distribution. Number and percentage for descriptive statistics; Pearson Chi-Square test was used for the analysis of qualitative data. In order to determine from which category the statistically significant difference originated, further analysis was performed with the Bonferroni Corrected Z test.

RESULTS

Of the students participating in the study, 83.5% are women, 75.5% are between the ages of 18-20, 53.8% are health sciences students.68.9% of the students live in Ankara, 74.5% live with their parents; 93.4% have their parents living with them, 77.4% have two or more siblings,88.2% have a fixed income from their family.

Regarding the decision to have the education process online, 53% of the students stated that the first thought that comes to their mind is a "positive decision". The next thought is 50.5% as "I thought it would not be efficient, it would create a deficiency and I felt bad". %86 of the students stated that the support of the university was "good/adequate". In this process, 28.3% stated that they wanted "people to be more sensitive and pay more attention to the rules" and 23.1% wanted "earlier and tighter implementation of quarantine measures". %53.3 of the students thought that the first thought that came to their minds regarding the decision to have the education process online was a "positive decision". The next thought is 50.5% as "I thought it would not be efficient, it would create a deficiency and I felt bad"(Table-1).

When they first heard about the pandemic, 74.5% of the students expressed their feelings as "I was scared, worried, upset". During this process, the students mostly followed the precautions (50.9%) and spared time for themselves and family, and engaged in domestic activities (33%). In this process, the students stated that the most common problems (35.4%) were "family conflicts, financial, moral and psychological adjustment problems". They stated that the most common (47.45%) solution method for the problems they experienced was to continue their daily life activities (Table-1).

When we look at what the students have learned from the pandemic process, 28.8% said they learned to "appreciate what they have", 23.1% said they learned "patience", 10.4% said they learned "enriching daily life activities", 10.4% said they learned the "importance of health". It was stated that the three positive things that this process contributed to them the most were "understanding the importance of what they have, knowing their value" (28.3%), patience (25.3%), acquiring new habits and doing research (10.4%). They stated that the most negative contribution of the process was "fear, anxiety, panic, negative thoughts (87.3%) (Table-2).

If the students had a similar process they made some suggestions to themselves. They are; "calm down, be patient, don't give up, it will end eventually (47.6%)", "don't waste time (22.6%)", "protective measures are important, definitely take precautions (16.5%)". The suggestions to the instructors are to be understanding towards the students and not to make the process difficult for them (34.4%), to empathize with both themselves, the students (23.6%), to follow the precautions (17.9%). In a process similar to this, their messages to the world are; "Follow the rules" (34.43%), "Appreciate your health, live in the moment, people, yourself and social life (32.07%)" (Table-2).

It was determined that the answers given to the question "What would you like to be done in pandemic process" in the opinions of the students about the online education process were statistically significant according to the gender ($p=0.41$). When the distribution of those who felt the pandemic when it was first heard and those who did it in this process by gender was examined, it was found out that the difference was statistically significant ($p=0.00$). It was determined that the difference in the distribution of the positive things that the students learned and contributed to them during the pandemic process by gender was statistically significant ($p=0.02$) (Table 3).

In the subgroup of "what was done in this process?" of the students' opinions about the pandemic; it was

Table 1: Students' Views on the Pandemic Process and Online Education Process

Students' Views On The Pandemic Process	N=212	%
Feelings When The Pandemic Was First Heard		
I Felt Fear, Anxiety, Sad	158	74.5
I Am Shocked	16	7.5
I Accepted, I Accepted	20	9.4
I'm Glad	18	7.6
What Has Been Done In This Process		
I Followed The Precautions	108	50.9
I Spared Time For My Family And Myself, I Participated In Domestic Activities	70	33
I Worked Lessons	27	12.8
I Slept, I Got Bored, I Didn't Do Anything	7	3.3
Problems In This Process		
Family Conflicts, Problems Of Material, Spiritual And Psychological Adaptation	75	35.4
Wondering What The Training Will Be Like	52	24.5
Stress, Anxiety, Fear	43	20.3
Sedentary Life, Inability To Spend Time	6	2.8
I Didn't Have Any Problems, I Adapted	36	17
The Solution Of The Problems Experienced In This Process * (N=176)		
Maintaining Activities Of Daily Living	84	47.45
Hygiene, Obeying The Distance Rules	39	22.03
Communicating-Maintaining With The School/Teacher	27	15.3
Normalizing The Situation	26	14.8
Students' Views On The Online Education Process		
The First Thought And Reaction That Comes To Mind Against The Decision To Make The Education Process Online		
I Said A Positive Decision	113	53.3
I Thought I Would Fail	69	32.5
I Was Worried, I Was Scared	24	11.3
I Found It Unnecessary	6	2.8
Further Thoughts On The Decision To Have The Educational Process Online		
Glad I Supported It, Thought It Would Be Useful	90	42.4
I Was Wondering How The Process Would Progress.	15	7.1
I Thought It Wouldn't Be Efficient, It Would Create A Shortage, And I Felt Bad.	107	50.5
Evaluating The Support Of The University In This Process		
I Think It's Fine/Enough	183	86.3
I Think It Is Moderate/Developable.	29	13.7
What To Do In This Process		
Making People More Sensitive And Paying More Attention To The Rules	60	28.3
Earlier And Stricter Implementation Of Quarantine Measures	49	23.1
To Be More Understanding In Online Education	36	17.
What Was Done Was Enough	22	10.4
Activities That Will Make It Easier For Us To Go Through The Process (Online Tournament, Entertainment, Etc.)	21	9.9
I Have No Idea, I Don't Know	18	8.5
Providing Equal Conditions For All	6	2.8

Table 2: What Students Learned from the Pandemic Process and Suggestions of Students for a Process Similar to the Pandemic Process

What Students Learned From The Pandemic Process	N=212	%
What Is Learned From This Process		
To Appreciate What They Have	62	28.8
Be Patient	49	23.1
Enriching Daily Life Activities	22	10.4
Hygiene-The Importance Of Distance Protective Measures	31	15.
The Importance Of Health	22	10.4
That Death Is Not Far Away	19	9.
Nothing	7	3.3
The Positive Things This Process Has Brought Them		
Understanding The Importance (Family, Health, Cooperation, Socialization, Self-Confidence, Family, Activity)	60	28.3
Patience	54	25.5
Hygiene	9	4.2
Making New Habits, Doing Research	22	10.4
Don't Spend Time With Yourself And Your Family, Get To Know Them	20	9.4
Prepare For Emergencies, Be Cautious	17	8.
Gaining The Habit Of Studying, Learning To Plan The Day	13	6.2
There Is No Positive	17	8.
The Most Negative Things That This Process Gives Meaning To		
Fear, Anxiety, Panic, Negative Thoughts	185	87.3
Constant Cleaning, Washing Hands, Sedentary Life, Not Wanting To Leave The House, Overeating	27	12.7
Suggestions Of Students For A Process Similar To The Pandemic Process		
If You Experience A Similar Process To This Process What Would You Recommend Yourself?		
Be Calm, Be Patient, Don't Give Up, It Will End Eventually	101	47.6
Don't Waste Time, Spend Time On Personal Development	48	22.6
Protection Measures Are Important, Definitely Take Precautions	35	16.6
Continue Your Education	28	13.2
If You Experience A Similar Process To This Process What Would You Recommend To Trainers?		
To Be Understanding Towards The Student And Not To Make The Difficult Process Difficult For Them.	73	34.4
Educators Empathize With Both Themselves And Students.	50	23.6
Comply With The Precautions	38	17.9
Let The Student Manage The General Exam Time, Not The Time Per Question.	23	10.8
Planning The Lessons In Such A Way That They Can Be Given Face To Face	8	3.8
It Enables Trainers To Renew Their Technical Knowledge And Improve Themselves.	8	3.8
Organizing Certificate Programs That Can Be Actively Participated In	7	3.3
Starting And Ending Classes On Time	5	2.4
If You Experience A Similar Process To This Process If You Could Send A Message To The World, What Would It Be?		
Obey The Rules	73	34.43
Be Patient, Don't Lose Hope, Everything Will Be Fine	31	14.63
Apologize To Nature And The World	40	18.69
Appreciate Your Health, Living In The Moment, People, Yourself And Social Life.	68	32.07

Table 3: Findings Regarding Some Introductory Characteristics of Students*

Distribution of students' views on the online education process by gender	Female N=177 / n (%)	Male N=35/ n (%)	P
The first thought and reaction that comes to mind against the decision to make the education process online			
I said a positive decision	93(% 52.5)	20 (%57.1)	0.95
I thought I would fail	59 (%33.3)	10 (%28.6)	
I was worried, I was scared	20(%11.4)	4 (11.4)	
I found it unnecessary	5(%2.8)	1(%2.9)	
Further thoughts on the decision to have the educational process online			
Glad I supported it, thought it would be useful	71(%40.1)	19 (%54.3)	0.23
I was wondering how the process would progress.	14 (%7.9)	1 (%2.9)	
I thought it wouldn't be efficient, it would create a shortage, and I felt bad.	92 (%52)	15 (%42.8)	
Evaluating the support of the university in this process			
I think it's fine/enough	153 (%86.4)	30 (%85.7)	0.54
I think it is moderate/developable.	24(%13.6)	5 (%14.3)	
What to do in this process			
Making people more sensitive and paying more attention to the rules	51(28.9)	9 (%25.7)	0.41
Earlier and stricter implementation of quarantine measures	40 (%22.6)	9 (%25.7)	
To be more understanding in online education	33(%18.6)	3 (%8.6)	
Yapılanlar yeterliydi	19 (%10.7)	3 (%8.6)	
Activities that will make it easier for us to go through the process (online tournament, entertainment, etc.)	17 (%9.6)	4 (%11.4)	
I have no idea, I don't know	15 (%8.5)	3 (%8.6)	
Providing equal conditions for all	2 (%1.1)	4 (%11.4)	
Distribution of students' views on the pandemic by gender			
Feelings when the pandemic was first heard			
I felt fear, anxiety, sad	143 (%80.8)	15 (%42.9)	0.00
I am shocked	13 (%7.3)	3 (%8.5)	
I accepted, I accepted	10 (%5.6)	10 (%28.6)	
I'm glad	11 (%6.3)	7 (%20)	
What has been done in this process			
I followed the precautions	93(%52.5)	15 (%42.9)	0.01
I spared time for my family and myself, I participated in domestic activities	20 (%11.3)	7 (%20)	
I worked lessons	61(%34.5)	9 (%25.7)	
I slept, I got bored, I didn't do anything	3 (%1.7)	4 (%11.4)	
Problems in this process			
Family conflicts, problems of material, spiritual and psychological adaptation	65 (%36.9)	10 (%28.6)	0.05
Wondering what the training will be like	44 (%25)	8 (%22.9)	
Stress, anxiety, fear	38 (%21.6)	4(%11.4)	
Sedentary life, inability to spend time	6 (%2.9)	1 (%2.8)	
I didn't have any problems, I adapted	24 (%13.6)	12 (%34.3)	
The solution of the problems experienced in this process * (N=176)			
Maintaining activities of daily living	71 (%48.3)	13(%44.8)	0.89
Hygiene, obeying the distance rules	31 (%21.1)	8 (%27.6)	
Communicating-maintaining with the school/teacher	23 (%15.6)	4 (%13.8)	
Normalizing the situation	22 (%15)	4 (%13.8)	

Table 3 (Devam): Findings Regarding Some Introductory Characteristics of Students*

Distribution of what students learned during the pandemic process by gender. What is learned from this process	Female N=177 / n (%)	Male N=35/ n (%)	P
To appreciate what they have	55 (%31.1)	6(%17.1)	0.22
Be Patient	42 (%23.7)	7 (%20)	
Enriching daily life activities	15 (%8.5)	7 (%20)	
Hygiene-the importance of distance protective measures	24(%13.6)	8(%22.9)	
The importance of health	19 (%10.7)	3 (%8.6)	
That death is not far away	17 (%9.0)	2 (%5.7)	
Nothing	5 (%3.4)	2(%5.7)	
The positive things this process has brought them			0.02
Understanding the importance (family, health, cooperation, socialization, self-confidence, family, activity)	49 (27.7)	11 (%31.4)	
Patience	51 (%28.8)	3 (%8.6)	
Hygiene	6 (%3.4)	3 (%8.6)	
Making new habits, doing research	19 (%10.7)	3(%8.6)	
Don't spend time with yourself and your family, get to know them	11 (%6.2)	6 (17.1)	
Prepare for emergencies, be cautious	12 (%6.8)	5 (%14.3)	
Gaining the habit of studying, learning to plan the day	10 (%5.6)	3 (%8.6)	
There is no positive	19 (%10.8)	1 (%2.1)	
The most negative things that this process gives meaning to			
Fear, anxiety, panic, negative thoughts	153 (%86.4)	32 (%91.4)	
Constant cleaning, washing hands, sedentary life, not wanting to leave the house, overeating	24 (%13.6)	3 (%8.6)	
Distribution of students' suggestions for a process similar to the pandemic process			0.75
If you experience a similar process to this process. What would you recommend yourself?			
Be calm, be patient, don't give up, it will end eventually	82 (%46.3)	19 (%54.3)	
Don't waste time, spend time on personal development	41 (%23.2)	7 (%20)	
Protection measures are important, definitely take precautions	29 (%16.4)	6 (%17.1)	
Continue your education	25 (%14.1)	3 (%8.6)	
If you experience a similar process to this process. What would you recommend to instructors			0.09
To be understanding towards the student and not to make the difficult process difficult for them.	64 (%36.2)	9 (%25.7)	
Educators empathize with both themselves and students.	37 (%20.9)	13 (%37.1)	
Comply with the precautions	34 (%19.2)	4 (%11.4)	
Let the student manage the general exam time, not the time per question.	21 (%11.9)	2 (%2.7)	
Planning the lessons in such a way that they can be given face to face	5 (%2.8)	3 (%8.6)	
It enables instructors to renew their technical knowledge and improve themselves.	5 (%2.8)	3 (%8.6)	
Organizing certificate programs that can be actively participated in	6 (%3.4)	1 (%2.9)	
Starting and ending classes on time	5 (%2.8)	0 (%3)	
If you experience a similar process to this process If you could send a message to the world, what would it be?			0.43
Obey the rules	57 (%32.2)	16 (%45.7)	
Be patient, don't lose hope, everything will be fine	26 (%14.7)	5 (%14.3)	
Apologize to Nature and the World	34 (%19.2)	6 (%17.1)	
Appreciate your health, living in the moment, people, yourself and social life.	60 (%33.9)	8 (%22.9)	

Table 3 (Devam): Findings Regarding Some Introductory Characteristics of Students*

Distribution of students' views on the online education process by place of residence	The university is located (Ankara) N=146 n (%)	Out of Ankara N=66 n (%)	p
The first thought and reaction that comes to mind against the decision to make the education process online			
I said a positive decision	78 (%53.4)	35 (%53)	0.78
I thought I would fail	48 (%32.9)	21(%31.8)	
I was worried, I was scared	17 (%11.6)	7(%10.6)	
I found it unnecessary	3 (%2.1)	3 (%4.6)	
Further thoughts on the decision to have the educational process online			
Glad I supported it, thought it would be useful	58 (%39.7)	32 (%48.5)	0.38
I was wondering how the process would progress.	12 (%8.2)	3 (%4.3)	
I thought it wouldn't be efficient, it would create a shortage, and I felt bad.	76 (%52.1)	31(%47)	
Evaluating the support of the university in this process			
I think it's fine/enough	129 (%88.4)	54 (%81.8)	0.20
I think it is moderate/developable.	17 (%11.6)	12 (%18.2)	
What to do in this process			
Making people more sensitive and paying more attention to the rules	42 (%28.8)	18 (%27.3)	0.23
Earlier and stricter implementation of quarantine measures	33 (%22.6)	16 (%24.2)	
To be more understanding in online education	21 (%14.4)	15 (%22.7)	
Yapılanlar yeterliydi	20 (%13.7)	2 (%2)	
Activities that will make it easier for us to go through the process (online tournament, entertainment, etc.)	13 (%8.9)	8 (%12.1)	
I have no idea, I don't know	12 (%8.2)	6 (%9.1)	
Providing equal conditions for all	5 (%3.4)	1 (%2.6)	
Distribution of students' views on the pandemic process by place of residence			
Feelings when the pandemic was first heard		N=146	N=66
I felt fear, anxiety, sad	114 (%78.1)	44 (%66.7)	0.12
I am shocked	7 (%4.8)	9 (%13.6)	
I accepted, I accepted	13 (%8.9)	7 (%10.6)	
I'm glad	12 (%8.2)	6 (%9.1)	
What has been done in this process			
I followed the precautions	77 (%52.7)	31 (%47)	0.01
I spared time for my family and myself, I participated in domestic activities	14 (%9.6)	13 (%19.7)	
I worked lessons	53 (%36.3)	17 (%25.8)	
I slept, I got bored, I didn't do anything	2 (%1.4)	5 (%7.5)	
Problems in this process			
Family conflicts, problems of material, spiritual and psychological adaptation	51 (%35.2)	24 (%36.4)	0.54
Wondering what the training will be like	37 (%25.5)	15 (%22.7)	
Stress, anxiety, fear	31 (%21.4)	11 (%16.7)	
Sedentary life, inability to spend time	6 (%3.4)	1 (%1.5)	
I didn't have any problems, I adapted	21 (%14.5)	15 (%22.7)	

Table 3 (Devam): Findings Regarding Some Introductory Characteristics of Students*

The solution of the problems experienced in this process * (N=176)	N = 123	N=53	p
Maintaining activities of daily living	57 (%46.3)	27 (%50.9)	0.61
Hygiene, obeying the distance rules	26 (%21.1)	13 (%24.5)	
Communicating-maintaining with the school/teacher	22 (%17.9)	5 (%9.4)	
Normalizing the situation	18 (%14.7)	8 (%15.1)	
Distribution of what students learned during the pandemic process by place of residence What is learned from this process	N=146	N=66	
To appreciate what they have	40 (%27.4)	22 (%31.8)	0.43
Be Patient	31 (%21.2)	18 (%27.3)	
Enriching daily life activities	18 (%12.3)	4 (%6.1)	
Hygiene-the importance of distance protective measures	22 (%15.1)	10 (%15.1)	
The importance of health	17 (%11.6)	5 (%7.6)	0.34
That death is not far away	12 (%8.2)	7 (%10.6)	
Nothing	6 (%4.2)	0 (%1.5)	
The positive things this process has brought them			
Understanding the importance (family, health, cooperation, socialization, self-confidence, family, activity)	43 (%29.5)	17 (%25.8)	0.01
Patience	35 (%24)	19 (%28.8)	
Hygiene	8 (%5.5)	1 (%1.5)	
Making new habits, doing research	16 (%11)	6 (%9.1)	
Don't spend time with yourself and your family, get to know them	17 (%11.6)	3 (%4.5)	0.83
Prepare for emergencies, be cautious	10 (%6.8)	7 (%10.6)	
Gaining the habit of studying, learning to plan the day	7 (%4.8)	6 (%9.1)	
There is no positive	10 (%6.8)	7 (%10.6)	
The most negative things that this process gives meaning to	N=146	N=66	
Fear, anxiety, panic, negative thoughts	122 (%83.6)	63 (%95.5)	0.01
Constant cleaning, washing hands, sedentary life, not wanting to leave the house, overeating	24 (%16.4)	3 (%4.5)	
Distribution of the place of residence and the suggestions of the students for the process similar to the pandemic process			
If you experience a similar process to this process. What would you recommend yourself?			
Be calm, be patient, don't give up, it will end eventually	68 (%46.6)	33 (%50)	0.83
Don't waste time, spend time on personal development	35 (%24)	13 (%19.6)	
Protection measures are important, definitely take precautions	25 (%17.1)	10 (%15.2)	
Continue your education	18 (%12.3)	10 (%15.2)	
If you experience a similar process to this process* (N=170)			
What would you recommend to instructors	N=170	N=75	
To be understanding towards the student and not to make the difficult process difficult for them.	54 (%37)	19 (%28.8)	0.03
Educators empathize with both themselves and students.	34 (%23.3)	16 (%24.2)	
Comply with the precautions	29 (%19.9)	9 (%13.6)	
Let the student manage the general exam time, not the time per question.	13 (%8.9)	10 (%15.2)	
Planning the lessons in such a way that they can be given face to face	2 (%1.4)	6 (%9.1)	
It enables instructors to renew their technical knowledge and improve themselves.	6 (%4.1)	2 (%3)	
Organizing certificate programs that can be actively participated in	3 (%2.1)	4 (%6.1)	
Starting and ending classes on time	29 (%19.9)	9 (%13.6)	

Table 3 (Devam): Findings Regarding Some Introductory Characteristics of Students*

If you experience a similar process to this process If you could send a message to the world, what would it be?	N=146	N=66	p
Obey the rules	50 (%34.24)	23 (%34.8)	0.81
Be patient, don't lose hope, everything will be fine	21 (%14.38)	10 (%15.2)	
Apologize to Nature and the World	30 (%20.54)	10 (%15.2)	
Appreciate your health, living in the moment, people, yourself and social life.	45 (%30.84)	23 (%34.8)	
Distribution of students' views on the online education process by place of residence	Live with family N=158 n (%)	Alone /Dormitory N=54 n (%)	
The first thought and reaction that comes to mind against the decision to make the education process online			
I said a positive decision	85(%53.8)	28(%51.9)	0.84
I thought I would fail	49 (%31)	20(%37)	
I was worried, I was scared	19 (%12)	5(%9.3)	
I found it unnecessary	5(%3.2)	1(%1.9)	
Further thoughts on the decision to have the educational process online			
Glad I supported it, thought it would be useful	64(%40.5)	26(%48.1)	0.79
I was wondering how the process would progress.	81(%51.3)	26(%48.1)	
I thought it wouldn't be efficient, it would create a shortage, and I felt bad.	13(%8.2)	2(%3.7)	
Evaluating the support of the university in this process			
I think it's fine/enough	140(%88.6)	43(%79.6)	0.04
I think it is moderate/developable.	18(%11.4)	11(%20.4)	
What to do in this process			
Making people more sensitive and paying more attention to the rules	17(%10.8)	4(%7.4)	0.25
Earlier and stricter implementation of quarantine measures	35(%22.2)	14(%25.9)	
To be more understanding in online education	24(%15.2)	12(%22.2)	
Yapılanlar yeterliydi	45(%28.5)	15(%27.8)	
Activities that will make it easier for us to go through the process (online tournament, entertainment, etc.)	4(%2.5)	2(%3.7)	0.25
I have no idea, I don't know	20(%12.7)	2(%3.7)	
Providing equal conditions for all	13(%8.2)	5(%9.3)	
Distribution of students' views on the pandemic process by place of residence			
Feelings when the pandemic was first heard			
I felt fear, anxiety, sad	122 (%77.2)	36(%66.7)	0.25
I am shocked	9(%5.7)	7(%13)	
I accepted, I accepted	16(%10.1)	4(%7.4)	
I'm glad	11(%7)	7(%13)	
What has been done in this process			
I followed the precautions	82(%51.9)	26(%48.1)	0.64
I spared time for my family and myself, I participated in domestic activities	17(%10.8)	10(%18.5)	
I worked lessons	55(%34.8)	15(%27.8)	
I slept, I got bored, I didn't do anything	4(%2.5)	3(%5.6)	
Problems in this process			
Family conflicts, problems of material, spiritual and psychological adaptation	35(%22.2)	8(14.8)	0.59
Wondering what the training will be like	41(%25.9)	11(%20.4)	
Stress, anxiety, fear	5(%3.2)	2(%1.9)	
Sedentary life, inability to spend time	57(%36.1)	18(%33.3)	
I didn't have any problems, I adapted	20(%12.7)	16(29.6)	

Table 3 (Devam): Findings Regarding Some Introductory Characteristics of Students*

The solution of the problems experienced in this process * (n=177)	N=138	N=39	p	
Maintaining activities of daily living	28(%17.7)	11(%20.4)	0.34	
Hygiene, obeying the distance rules	64(%40.5)	20(%37)		
Communicating-maintaining with the school/teacher	20(12.7)	4(%7.4)		
Normalizing the situation	26(%16.5)	4(%7.4)		
Distribution of what students learned during the pandemic process by place of residence				
What is learned from this process	N=158	N=54		
To appreciate what they have	37(%23.4)	12(%22.2)	0.25	
Be Patient	18(511.4)	4(%7.4)		
Enriching daily life activities	42(%26.6)	19(%35.2)		
Hygiene-the importance of distance protective measures	13(%8.2)	6(%11.1)		
The importance of health	19(%12)	3(%5.6)		
That death is not far away	5(%3.2)	2(%3.7)		
Nothing	24(%15.2)	8(%14.9)		
The positive things this process has brought them				
Understanding the importance (family, health, cooperation, socialization, self-confidence, family, activity)	39(%24.7)	15(%27.8)	0.80	
Patience	46(%29.1)	14(%25.9)		
Hygiene	9(%5.7)	5(%9.3)		
Making new habits, doing research	17(%10.8)	6(%11.1)		
Don't spend time with yourself and your family, get to know them	11(%7)	4(%7.4)		
Prepare for emergencies, be cautious	9(%5.7)	4(%7.4)		
Gaining the habit of studying, learning to plan the day	16(%10.1)	6(%11.1)		
There is no positive	11(%7)			
The most negative things that this process gives meaning to				
Fear, anxiety, panic, negative thoughts	134(%24)	51(%94.4)		0.82
Constant cleaning, washing hands, sedentary life, not wanting to leave the house, overeating	24(%15.2)	3(%5.6)		
Distribution of accommodation and students' suggestions for a process similar to the pandemic process				
If you experience a similar process to this process	N=158	N=54		
What would you recommend yourself?				
Be calm, be patient, don't give up, it will end eventually	74(%46.8)	27(%50)	0.63	
Don't waste time, spend time on personal development	38(%24.1)	10(%18.5)		
Protection measures are important, definitely take precautions	20(%12.7)	8(%14.8)		
Continue your education	26(%16.5)	9(%16.7)		
If you experience a similar process to this process. What would you recommend to instructors				
To be understanding towards the student and not to make the difficult process difficult for them.	38(24.1)	12(%22.2)	0.97	
Educators empathize with both themselves and students.	55(%34.8)	18(%33.3)		
Comply with the precautions	3(%1.9)	4(%7.4)		
Let the student manage the general exam time, not the time per question.	15(%9.5)	8(%14.8)		
Planning the lessons in such a way that they can be given face to face	4(%2.5)	4(%7.4)		
It enables instructors to renew their technical knowledge and improve themselves.	6(%3.8)	2(%3.7)		
Organizing certificate programs that can be actively participated in	5(%3.2)	0		
Starting and ending classes on time	32(%20.3)	6(%11.1)		
If you experience a similar process to this process. If you could send a message to the world, what would it be?				
Obey the rules	52(%32.9)	21(%38.9)	0.11	
Be patient, don't lose hope, everything will be fine	25(%15.8)	6(%11.1)		
Apologize to Nature and the World	32(%20.3)	8(%14.8)		
Appreciate your health, living in the moment, people, yourself and social life.	49(%31)	19(%35.2)		

determined that the difference according to the place of residence was statistically significant ($p=0.01$). It was found that the difference in the negative experiences that the students learned during the pandemic process contributed to them was statistically significant according to the place where they lived ($p=0.01$). When the distribution of suggestions to the instructors according to the place of residence in the pandemic was examined, it was determined that the difference was found to be statistically significant ($p=0.03$) (Table 3).

In the students' views on the online education process; it was determined that the difference in the distribution of the support of the university according to the place of residence was statistically significant ($p=0.04$) (Table 3).

DISCUSSION

Students expressed their feelings of "fear, anxiety, sadness" when they first heard about the pandemic. In this process, they positively stated that they learned to appreciate what they have, to be patient and to enrich their daily life activities.

During the pandemic process, student gave priority to complying with the measures and wanted people to be sensitive and follow the rules. This finding is important in terms of showing the implementation and maintenance of the prevention methods of the first approach that the students learned against emergencies as health science students. Although they stated that they experienced the most family conflict and adaptation problems during this process, they stated that the most positive contribution of the pandemic process was to understand the importance of family, health, cooperation and socialization. This finding, it shows that students have discovered how to use the support systems, family and socialization, support systems and social life in solving the problems they experience. It was found that while the students reacted negatively to all kinds of uncertainty in the acute period of the pandemic, they responded positive in terms of ensuring the continuity of their education without interruption with the introduction of online education immediately after the pandemic ended. They have also given the message that they have adapted to the solution of continuing the education regularly, albeit online and that the support of the university during the pandemic process is good/sufficient, but that the instructors should be understanding and not make it difficult in this process. This finding shows that as stated the literature, educators need to keep in touch with students by systematically continuing their advisor/student meeting activities and students need to be supported regularly (21).

In the online education process; it has been determined that female students want "people to be sensitive and pay more attention to the rules" and "quarantine measures are applied earlier and more than male students. This finding is important because in a similar situation women's sensitivity can be more effective and useful in creating change, providing education and maintaining the rules and can be utilized.

In addition, although female students were afraid, anxiety and sadness when they hear about the pandemic for the first time compared to men, their desire to comply with the measures quickly and more. This finding shows that they gain sensitivity because they have more information about getting vocational training in the field of health and what to do to prevent it.

Similarly, in the study by Aslan et al. (24), in which they examined the views of nursing students on the Covid-19 pandemic and their perceived stress, it was found that the stress level of female students was higher than that of men. In the study of Huang et al. (25) in which they compared emotional reactions and coping strategies in nurses and nursing students, it was determined that women showed more severe anxiety and fear than men. In the study by Blake et al. (22), in which they determined the stress and depression levels of undergraduate students during the Covid-19 pandemic, it was found that female students had high levels of depression and stress.

The difference according to gender is significant in describing the positive experience that the pandemic process contributed to the students. Female students are more positive than males; they stated that they adopted the principle of being patient, understanding their value (being healthy, helping, socializing, being self-confident, family interaction and activity), acquiring new habits Alghamdi et al. (26) examined the impact of the Covid-19 pandemic on the social and educational aspects of university students in a study in which it was determined that female students "acquire new habits and understand their importance" at a higher rate. These findings, it is seen that students see the pandemic process as an opportunity to improve themselves, understand your worth of their values and make sense of their lives by adapting to new changes more easily.

A statistically significant difference was found according to gender in what the students did during the pandemic process; that is, female students stated that they followed more precautions in this process compared to men. In a cross-sectional study with nursing students, it was found that female students followed social media in preventive behaviors and followed the necessary precautions at a higher rate than men (27). It is seen that

students apply and maintain the measures determined during the pandemic process that affects the whole world, thus coping with uncertainty. At the same time, their message to the world; “Obey the rules”, “Be patient”, “Do not lose hope”, “Everything will be fine”, “Apologize to Nature and the World”, “Appreciate your health, living in the moment, people, yourself and social life”.

Considering what the students did according to the place where they lived during the pandemic process, those living in the city where the university is located (Ankara) stated the importance of complying with the measures at a higher rate than those living outside Ankara. In the studies in which they examined knowledge, attitudes and practices regarding the Covid-19 epidemic in the literature, similar to the findings were found in this research (27,28). In the context of these results, it is thought that living in an urban area increases exposure to the changes related to the pandemic and requires living in a crowd, so students follow more precautions, and at the same time, it is easier and more accessible to education via the internet and social media tools.

Students living with a family stated that the support of the university is better/sufficient than those staying alone/at the dormitory. Similarly, there are studies in the literature that positively evaluate the support of the university (29-31). The fact that the university quickly switched to online education and that they were able to continue their education with the establishment of support counseling systems for students helped them get rid of the uncertainty of continuing their education during the pandemic process. This also means that those who stay at the homestay receive social support from the family. On the other hand, some students also stated that there are intra-familial conflicts from being together with their families for a long time and continuously in the same house.

CONCLUSION

This research was conducted to evaluate what students experienced and felt during the pandemic process, how they coped and what they learned.

Students expressed their feelings as “I felt fear, anxiety, I was sad” when they first heard about the pandemic. In this process, they evaluated online education positively and stated that they received sufficient support from the university. They stated that they learned to appreciate what they have, to be patient and to enrich their daily life activities in a positive way during the pandemic process. The positive contributions of this process to them is understanding the importance of what they have, knowing their value, being patient and acquiring

new habits, doing research; on the other hand, it was determined that there were fear, anxiety, panic and negative thoughts. If they experience a process similar to the pandemic process; to be calm and patient, don't give up, it will end eventually; understanding instructors, they stated that they have messages to the world to obey the rules.

In this direction, it is important to teach students effective coping methods for stressful life events. In this context, it is important to support students with effective problem solving, coping and communication skills and to find meaning from their experiences. In addition, it is thought that the regular and student-centered continuation of the advisor-student activities of the universities will support the students systematically, and because they feel they belong, it will be good for them to adapt to stressful life events.

Limitations

The limitations of the study were that it was done online due to the compulsory stay at home during the pandemic process and it was limited to the people who filled in the data collection tools despite the online warning repeatedly. Therefore, the sample consisted of few people. In addition, the fact that it only consisted of health sciences students is another limitation.

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