



A Timid Hello to Professional Nursing: Letters from Newly Graduating Nurses During Coronavirus Disease 2019 Pandemic

Profesyonel Hemşireliğe Ürkek Bir Merhaba;
COVID-19 Pandemisi Sırasında Mezun Olan
Hemşirelerden Mektuplar

Funda ASLAN¹ 
Nilay ERCAN ŞAHİN² 

¹Çankırı Karatekin University,
Faculty of Health Science, Çankırı,
Turkey

²Hacettepe University, Faculty of
Nursing, Ankara, Turkey



ABSTRACT

Objective: To identify newly graduating nurses' experiences and expectations, while transitioning from being a student to working life from the narratives of them.

Methods: Narrative inquiry method was applied in this study. Data were collected from 18 newly graduated nurses via letters that they write down between September and October 2021 and analyzed by using the thematic analysis method.

Results: Three themes and 6 subthemes emerged. The main themes were "The transition from imaginary practices to professionalism," "Feeling more powerful," and "Change."

Conclusion: These findings showed that the challenging process of the coronavirus disease 2019 pandemic affected newly graduating nurses at different levels. Understanding the newly graduating nurses' needs and expectations can serve nurse educators and healthcare organizations to focus on preparing newly graduating nurses to work life.

Keywords: Education, expectations, experience, narrative, nursing students, graduation, working life, coronavirus disease 2019 pandemic

ÖZ

Amaç: Yeni mezun hemşirelerin öğrencilikten çalışma yaşamına geçiş sürecindeki deneyimlerini ve beklentilerini onların anlatılarından tespit etmek.

Yöntemler: Bu çalışmada anlatı sorgulama yöntemi uygulanmıştır. Yeni mezun 18 hemşireden Eylül-Ekim 2021 tarihleri arasında yazdıkları mektuplar aracılığıyla veriler toplanmış ve Tematik analiz yöntemi kullanılarak analiz edilmiştir.

Bulgular: Üç tema ve altı alt tema ortaya çıkmıştır. Ana temalar "Hayali uygulamalardan profesyonelliğe geçiş," "Daha güçlü hissetmek" ve "Değişim."

Sonuç: Bu bulgular, COVID-19 pandemisinin zorlu sürecinin yeni mezun hemşireleri farklı düzeylerde etkilediğini göstermiştir. Yeni mezun hemşirelerin ihtiyaç ve beklentilerini anlamak, hemşire eğitimcilerin ve sağlık kuruluşlarının yeni mezun hemşireleri çalışma hayatına hazırlamaya odaklanmalarına yardımcı olabilir.

Anahtar Kelimeler: Eğitim, beklentiler, deneyim, anlatım, hemşirelik öğrencileri, mezuniyet, çalışma hayatı, COVID-19 pandemisi

Received/Geliş Tarihi: 14.12.2022

Accepted/Kabul Tarihi: 22.05.2023

Publication Date/Yayın Tarihi: 18.06.2023

Corresponding author/Sorumlu Yazar:
Funda ASLAN
E-mail: fundaaaslan03@gmail.com

Cite this article as: Aslan F,
Ercan Şahin N. A timid hello to
professional nursing: Letters from
newly graduating nurses during
coronavirus disease 2019 pandemic.
J Nursology 2023;26(2):135-140.



Content of this journal is licensed
under a Creative Commons
Attribution-NonCommercial 4.0
International License.

INTRODUCTION

Since December 2019, the world has been struggling with the spreading of the coronavirus disease 2019 (COVID-19) pandemic. After the confirmation of the first cases in China, the novel coronavirus

COVID-19 quickly became the primary healthcare issue,¹ and the World Health Organization (WHO) declared it as a pandemic.² According to the WHO, there have been 765 222 932 confirmed COVID-19 cases as of May.³

Based on the past 2 years, COVID-19 effects continue to appear and have been experienced in every corner of the world. Medical education has been the most affected by the COVID-19 pandemic considering university education.^{4,5} This is because strict isolation measures applied in universities worldwide and delays in lessons and practicum negatively affected future health professionals.⁶ Similarly, the pandemic has substantially affected the education of future nursing professionals. The hazardous and contagious nature of the virus has disrupted nursing education and has made it challenging to continue lectures. This situation influenced nursing education based on lectures, especially practice-based teaching.

As in other countries, nursing schools in Turkey were obliged to protect nursing students and their continuing education. For this purpose, education has been shifted to online learning platforms, and clinical nursing rotations in hospital settings and other practices which are undergone in specific locations like nursing homes and primary healthcare centers have been suspended.⁷ Since COVID-19 pandemic started, nurses working in hospitals and other caring settings have been experiencing uncertainty, fear, and hardship.^{8,9} On the other hand, nursing education systems had to adapt to changing conditions. Nursing educators were obliged to reorganize the curriculum based on urgent needs. They upgraded to remote online teaching and learning platforms like Zoom, Microsoft Team, and Google Classroom. However, the role of students turned into passive recipients from active and participatory. In addition, clinical practices of nursing students were postponed to prevent the spread of disease and protect students in many countries like Turkey.^{10,11}

Studies conducted on the online learning environment depict that both nurse educators and nursing students have some concerns addressing that the platform is limited and lack of clinical practices have adverse effects on clinical education.^{4,12} Clinical practices are essential to acquiring cognitive, reflective, and effective nursing skills. However, studies reported that clinical practices during the pandemic were only done on case studies.¹³ In addition, many nursing students have faced uncertainties regarding the completion of the program, timelines, and licensure examinations in some countries.¹⁴ When considering the lack of digital resources and unpreparedness for this extreme situation, nurse educators have stated that all temporary solutions are insufficient to prepare nursing students for working life.

In Turkey, nurse educators have been concerned about the unproductive year left behind in nursing internship and practice as in other countries. The main concern is that learning the nursing profession requires communicating with and touching patients in real-life settings like hospitals, nursing homes, and primary healthcare centers.¹⁵

During the pandemic, studies conducted on nursing students focused on their thoughts and experiences about distance learning,^{16,17} coping styles and preparedness,^{18,19} and internship experiences.¹³

This extreme situation of 2 years has affected all nursing students, especially those about to graduate, regarding the educational

process and work-life readiness. In some platforms, third and fourth-year students were more fearful of being a nurse. Has this situation create a gap in the feelings and expectations of newly graduated nurses (NGNs) and do they feel ready to be a nurse?

To our knowledge, no previous study revealed the experiences, feelings, and expectations of NGNs about the transition to work life. Therefore, it is not enough to understand how the COVID-19 pandemic affected nursing students and understand the experiences and feelings of NGNs to support the work-life transition and fill the gaps required in the process.

Two essential ingredients of the present study were analyzing written narratives and choosing NGNs as a sampling group. For this purpose, we wanted the NGNs to write a letter which covers the last 2 years experiences about COVID-19 and how this process affected the transition to working life

METHODS

The study aimed to identify themes present in the narratives of NGNs about their experiences, expectations, and feelings while transitioning from being a student to working life during the 2-year COVID-19 pandemic.

Design

This study used the narrative inquiry method to explore how the experiences through the 2 years affected the expectations of NGNs and their transition to future working life.

According to Pennebaker, therapeutic writings about emotional experiences provide a different perspective about cases.²⁰ Similarly, the narrative concept of time was thought to allow a unique perspective on the newly graduated students writing about their experiences during the current crisis while envisioning future challenges in working life.

A narrative framework was used for organizing and interpreting the embedded case data. In this study, the narrative inquiry method helped understand the participants as NGNs narrators who experienced COVID-19 pandemic in the past 2 years.

Sample and Settings

In Turkey, the duration of nursing education is 4 years. After the COVID-19 pandemic break, as in other countries, all nursing schools in Turkey were obliged to take precautions to protect nursing students and continue their education. As a result, the learning environment of fourth-year students shifted to online platforms, and clinical nursing rotations in hospital settings, nursing homes, and primary healthcare centers were suspended in 2020. These students graduated in the year 2020.⁷ The sample of the study consisted of the first graduates of pandemic process nursing students who still have not been working. This study was conducted in a nursing faculty from Ankara in Turkey. The second author reached out to the NGNs after graduation to participate in the study via e-mail. Eighteen NGNs accepted to attend the study.

Data Collection

The authors asked the 18 participants to write a letter about their experiences and feelings from the 2 years and how their expectations about future working life were affected. All letters were submitted by 1 student whom other participants agreed

on without name or additional special information to the second author between September and October 2021. All documents were saved as numbered electronic documents and stored in password-protected computers by the authors.

Statistical Analysis

There are different analysis methods to analyze narratives, and researchers could choose the most appropriate analysis method based on how they treated the reports.²¹ It has been addressed that the thematic approach helps theorize several cases to find common thematic elements across the research participants and the events they report during narrative analysis.²² In this study, Braun and Clark's²³ 6-phase thematic analysis method was used to analyze all the narratives (Figure 1). Finally, 3 themes and 6 subthemes reflecting the content of the interviews were developed. Each participant was assigned a unique numerical code that ranged from 1 to 18. This code, along with their age and gender, was documented next to their statements (e.g., P1, 22Y, F).

Ethical Statement

Informed consent was obtained from all participants. The study followed the principles of the Declaration of Helsinki (World Medical Association, 2013). Çankırı Karatekin University ethics review board granted the ethical approval (Date: September 9, 2021, Decision no: 21).

Rigor

The researchers evaluated the trustworthiness criteria, including credibility, transferability, dependability, confirmability, and authenticity.²⁴ The Consolidated Criteria For Reporting Qualitative Research was used in this study for reporting qualitative research guidelines.²⁵

RESULTS

This study examined 18 NGNs' (14 females and 4 males) experiences, expectations, and feelings about transitioning from being a student to working life during the 2-year COVID-19 pandemic. The ages of the nursing students ranged from 22 to 25 years.

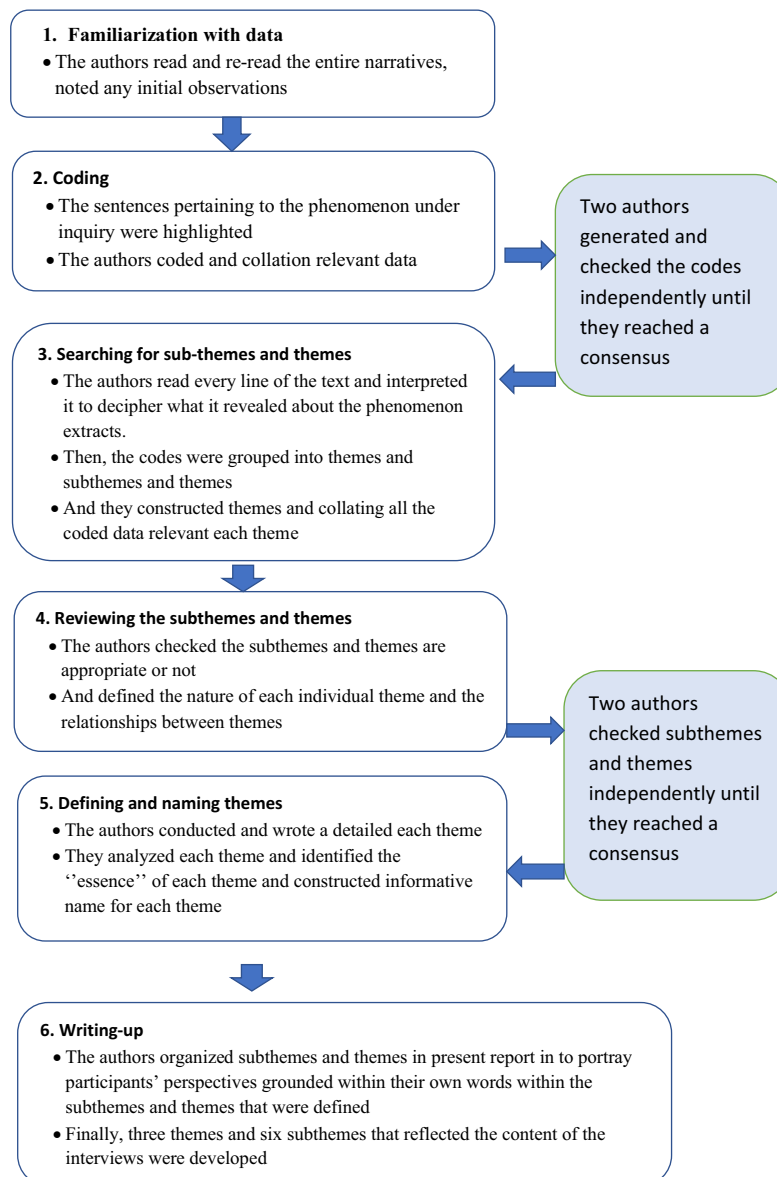


Figure 1. Phases of thematic analysis²³

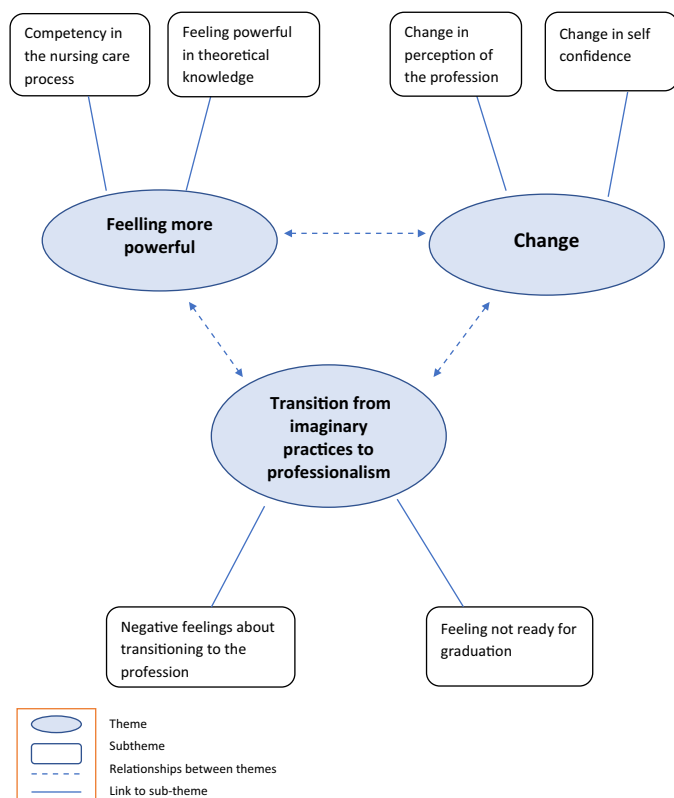


Figure 2. The map of thematic analysis.

The 3 themes and 6 subthemes yielded by data analysis are presented in Figure 2.

Theme 1: The Transition from Imaginary Practices to Professionalism

Most students stated that online case discussions, watching videos, and role-plays were done instead of face-to-face practices. Besides, they noted that the instructors worked hard to teach the techniques thoroughly. However, they were not ready for graduation or expressed negative thoughts about transitioning to the profession. Therefore, they did the practices that should be performed one-on-one in the clinic or the field in an unrealistic environment.

... It was very difficult and inefficient to practice by creating a patient/case in our mind and leaving some things to our imagination in a practical training. (P9, 24, F)

Subtheme 1: Negative Feelings About Transitioning to the Profession

Many students mentioned that practicing without being in the clinical setting for the last 2 semesters led them to experience negative feelings like anxiety and fear about their professional life. In addition, the unavailability of some introductory nursing courses in the clinical setting for practice has caused prejudices about the possibility of working in those clinics when they start their professional life.

... graduating without seeing any patients (especially in pediatrics) and without being able to practice creates serious anxiety for me. I think that this will negatively affect my professional success as I have graduated with no application of important clinical skills (P16, 23, F)

... It scared me to take lessons on the computer and stay away from the hospital environment. I asked myself, "Am I a nurse now?" (P18, 25, M)

Subtheme 2: Feeling Not Ready for Graduation

Students reported not feeling ready for graduation due to remote clinical practice.

since I am far from the clinical environment and I do not feel competent both mentally, and in terms of my skills, the idea of graduating and having a profession often made me nervous. (P5, 23, F)

Theme 2: Feeling More Powerful

The students received more opportunities to study the theoretical part of their courses due to distance education. In addition, their nursing knowledge and nursing care process became potent because they communicated with their teachers through case discussions for practice.

Subtheme 1: Competent in the Nursing Care Process

Some students improved themselves in the nursing care process through detailed case discussions with teachers.

Apart from that, I feel much more effective in the nursing care process. I think I will be a successful nurse after getting used to the clinic. (P11, 22, F)

Subtheme 2: Feeling Powerful in Theoretical Knowledge

Some students had more time to study and repeat distance education and became potent in theoretical knowledge.

... Because I believe that I am theoretically competent. I thought that I had a lot of difficulties during the semester, but I saw that this situation improved me a lot in terms of knowledge, and I believe that I can learn the skills in a short time when I start to work that I think I lack in practice. (P5, 24, F)

... We had more interaction with the instructors, the theoretical subjects became more consolidated. It has been a good experience for me to realize my theoretical gaps, close them and practice on them. (P12,24, F)

Theme 3: Change

The students stated that their self-confidence decreased because they did not undergo clinical practice in the past 2 years. At the same time, the nursing profession developed a negative perception due to the nurses working under heavy circumstances during the pandemic.

Subtheme 1: Change in Perception of the Profession

As it is known, the COVID-19 epidemic increased the burden of the health sector, and nurses were among the health workers most affected by this situation, and everyone saw it through media channels. The adverse conditions that nurses are exposed to have also negatively affected the nursing students' view of the profession. Some students expressed a negative change toward the profession.

... In addition, inequality and poor working conditions in the health sector during the pandemic process made me afraid of the nursing profession. I am briefly hesitant and afraid of working life. (P7,23, F)

Subtheme 2: Change in Self-Confidence

The students stated that their nursing skills regressed because they did not practice in the last 2 years, which reduced their self-confidence.

... The biggest problem is that I feel inadequate to be a nurse. Many questions arose, such as will I be competent as a nurse, will I be able to approach my patients correctly, will what I learned to be permanent? (P1,22,F)

DISCUSSION

The current study reached significant results and revealed the necessities that need to be considered about NGNs. Those concerns expressed in the letters showed that most NGNs need more support and preparedness before transitioning to work life. Because they especially had negative thoughts about their practicing knowledge, which caused the anxiety. The study results of Cao et al⁶ confirmed this outcome by depicting that most nursing students suffered from anxiety in the COVID-19 pandemic.

This study showed that the thought of becoming a member of the working life was a significant concern for many NGNs. The narratives under this theme showed that the lack of internship practices relating to nursing care would affect the adaptation to working life. In addition, they had concerns about being a good nurse and encountering mobbing in the workplace. NGNs, the results of a study in Spain showed that even fourth-year nursing students working as healthcare aid developed more anxiety and adaptation problems.⁵ This result supported that they did not feel equipped enough to get to working life both mentally and practically.

One of the remarkable results of this study was that some students felt that this process caused them to be more equipped at the theoretical level. In other words, they thought that the COVID-19 process made them robust, especially theoretically due to extra time for reviewing past lessons because of online education. The nursing education process has an intense curriculum full of theoretical and practical knowledge. Before COVID-19, studies already addressed the prevalence of anxiety among nursing students than in other healthcare disciplines because of some concerns, including academic performance, heavy course loads, pressure to succeed, and post-graduation plans.^{26,27} Especially, it was stated that clinical training during nursing education is more stressful than the theoretical aspect. Complex interpersonal relationships and challenges of the clinical environment are consistently associated with anxiety among students.^{28,29} This result showed that some nursing students need additional time to return and review the past topics. The extra time can make them feel confident and aware of the education process.

In the past 2 years, COVID-19 taught some essential things about reviewing nursing education for future nurses. The current study revealed that creating certain times to simplify nursing students reviewing past lessons and feeling more confident about their knowledge is necessary. Gandhi et al¹⁸ reported that some nursing students had more self-efficacy, optimism, and resilience than expected. Another study showed that nursing students using humor and having strong resilience expressed less anxiety during the COVID-19 pandemic.³⁰

The last important theme of this study was changing perception toward the nursing profession and providing self-confidence to the NGNs. It was revealed that this complex process decreased their self-confidence, especially in being good nurses and providing care to the people in need. No research has shown the self-confidence or psychological status of NGNs. However, some

studies reported low self-efficacy levels in nurses, and their beliefs about doing their job well have been negatively affected during the COVID-19 pandemic.^{31,32} In the present study, many students expressed positive regard for their career choice despite the hardship. However, it was seen that some NGNs defined negative changes in approach to the nursing profession with decreasing self-confidence. Especially, seeing the complicated working circumstances of nurses in hospitals and other healthcare settings affected them negatively. They stated that society characterized nurses as worthless despite endangering their lives and facing harsh working conditions, negatively affecting their professional approach. A recent study on some undergraduate nursing students revealed a similar change of view toward nursing as in this study.¹⁷ Therefore, nurse educators should be aware of the needs and challenges of undergraduate nursing students and NGNs about transitioning to the working life and filling theoretical and practical gaps for the students.

Study Limitations

The sample size and narrative inquiry method could limit the transferability of the results to other settings or populations.

This was the first study to understand the perspectives of NGNs during COVID-19 in terms of transition to working life. The results of this study revealed that, on the one hand, most NGNs had negative feelings of anxiety about the transition to working life, and they felt low self-confidence. Yet, on the other hand, some of them came out of this process significantly stronger. Especially, the orientation programs should be planned by considering these needs for nurses who will start to work. Another significant result was the change of view about the nursing profession. The nursing profession has hardship in terms of working conditions. However, the reflections about the COVID-19 pandemic to the written and visual media caused nursing students to question the nursing profession. Therefore, nurse educators should be aware of all needs and develop more open communication to prevent negative views toward the nursing profession.

Ethics Committee Approval: Ethics committee approval was received for this study from the ethics committee of Çankırı Karatekin University (Date: September 9, 2021, Number: 21).

Informed Consent: Written informed consent was obtained from all participants who participated in this study.

Peer-review: Externally peer-reviewed.

Author Contributions: Concept – F.A.; Design – F.A., N.E.Ş.X; Supervision – F.A., N.E.Ş.; Resources – F.A., N.E.Ş.; Materials – N.E.Ş.; Data Collection and/or Processing – N.E.Ş.; Analysis and/or Interpretation – F.A., N.E.Ş.; Literature Search – F.A., N.E.Ş.; Writing Manuscript – F.A., N.E.Ş.; Critical Review – F.A., N.E.Ş.; Other – F.A., N.E.Ş.

Declaration of Interests: The authors declare that they have no competing interest.

Funding: The authors declared that this study has received no financial support.

Etik Komite Onayı: Bu çalışma için etik komite onayı Çankırı Karatekin Üniversitesi'nden (Tarih: 9 Eylül 2021, Karar: 21) alınmıştır.

Hasta Onamı: Yazılı hasta onamı bu çalışmaya katılan tüm katılımcılardan alınmıştır.

Hakem Değerlendirmesi: Dış bağımsız.

Yazar Katkıları: Fikir – F.A.; Tasarım – F.A., N.E.Ş.; Denetleme – F.A., N.E.Ş.; Kaynaklar – F.A., N.E.Ş.; Malzemeler – N.E.Ş.; Veri Toplanması ve/veya

İşlemesi – F.A., N.E.Ş.; Analiz ve/veya Yorum – F.A., N.E.Ş.; Literatür Taraması – F.A., N.E.Ş.; Yazıyı Yazan – F.A., N.E.Ş.; Eleştirel İnceleme – F.A., N.E.Ş.

Çıkar Çatışması: Yazarlar çıkar çatışması bildirmemişlerdir.

Finansal Destek: Yazarlar bu çalışma için finansal destek almadıklarını beyan etmişlerdir.

REFERENCES

- World Health Organization. *A year without precedent: WHO's COVID-19 response*; 2020. <https://www.who.int/news-room/spotlight/a-year-without-precedent-who-s-covid-19-response>. Accessed November 25, 2021.
- World Health Organization. *WHO COVID-19 Case definition. Update Public Heal Surveil COVID*; 2020. https://www.who.int/publications/item/WHO-2019-nCoV-Surveillance_Case_Definition-2020.2. Accessed November 25, 2021.
- World Health Organization. WHO coronavirus (COVID-19) dashboard. WHO coronavirus (COVID-19) dashboard with vaccination data. *Who*. 2021;1-5. <https://covid19.who.int/>. Accessed November 25, 2021.
- Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. *Int J Environ Res Public Health*. 2020;17(15):1-15. [\[CrossRef\]](#)
- Casafont C, Fabrellas N, Rivera P, et al. Experiences of nursing students as healthcare aid during the COVID-19 pandemic in Spain: A phenomenological research study. *Nurse Educ Today*. 2021;97:104711. [\[CrossRef\]](#).
- Cao W, Fang Z, Hou G, et al. The psychological impact of the COVID-19 epidemic on college students in China. *Psychiatry Res*. 2020;287:112934. [\[CrossRef\]](#)
- YÖK. *YÖK Üniversitelerde Uygulanacak uzaktan Eğitime İlişkin Açıklama*. Türkiye: Yüksek Öğretim Kurumu; 2020. <https://www.yok.gov.tr/Sayfalar/Haberler/2020/universitelerde-uygulanacak-uzakla-n-egitime-iliskin-aciklama.aspx>. Accessed November 26, 2021.
- White EM, Wetle TF, Reddy A, Baier RR. Front-line nursing home staff experiences during the COVID-19 pandemic. *J Am Med Dir Assoc*. 2021;22(1):199-203. [\[CrossRef\]](#)
- Halcomb E, McInnes S, Williams A, et al. The experiences of primary healthcare nurses during the COVID-19 pandemic in Australia. *J Nurs Scholarsh*. 2020;52(5):553-563. [\[CrossRef\]](#)
- Tantillo L, Christopher R. Transforming graduate nursing education during an era of social distancing: tools from the field. *Nurse Educ Today*. 2020;92:104472. [\[CrossRef\]](#)
- Farsi Z, Sajadi SA, Afaghi E, et al. Explaining the experiences of nursing administrators, educators, and students about education process in the COVID-19 pandemic: a qualitative study. *BMC Nurs*. 2021;20(1):151. [\[CrossRef\]](#)
- Suliman WA, Abu-Moghli FA, Khalaf I, Zumot AF, Nabolsi M. Experiences of nursing students under the unprecedented abrupt online learning format forced by the national curfew due to COVID-19: A qualitative research study. *Nurse Educ Today*. 2021;100:104829. [\[CrossRef\]](#)
- Duprez V, Vermote B, Van Hecke A, Verhaeghe R, Vansteenkiste M, Malfait S. Are internship experiences during a pandemic related to students' commitment to nursing education? A cross-sectional study. *Nurse Educ Today*. 2021;107:105124. [\[CrossRef\]](#)
- Agu CF, Stewart J, McFarlane-Stewart N, Rae T. COVID-19 pandemic effects on nursing education: looking through the lens of a developing country. *Int Nurs Rev*. 2021;68(2):153-158. [\[CrossRef\]](#)
- Vatan F, Unsal Avdal E, Yağcan Dağ H, Şanlı D. COVID-19 pandemic and nursing education association activities. *J Educ Res Nurs*. 2020. [\[CrossRef\]](#)
- Kim SY, Kim SJ, Lee SH. Effects of online learning on nursing students in South Korea during COVID-19. *Int J Environ Res Public Health*. 2021;18(16):8506. [\[CrossRef\]](#)
- Heilferty CMG, Phillips LJ, Mathios R. Letters from the pandemic: nursing student narratives of change, challenges and thriving at the outset of COVID-19. *J Adv Nurs*. 2021;77(8):3436-3445. [\[CrossRef\]](#)
- Gandhi S, Sahu M, Govindan R, et al. Psychological preparedness for pandemic (COVID-19) management: perceptions of nurses and nursing students in India. *PLoS One*. 2021;16(8):e0255772. [\[CrossRef\]](#)
- Sümen A, Adibelli D. Nursing students' readiness and coping strategies for the COVID-19 pandemic in Turkey. *J Prof Nurs*. 2021;37(3):553-561. [\[CrossRef\]](#)
- Pennebaker JW. Writing about emotional experiences as a therapeutic process. *Psychol Sci*. 1997;8(3):162-166. [\[CrossRef\]](#)
- Kohler Riessman C. View of review: Catherine Kohler Riessman. *Narrative Methods Hum Sci / Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*. 2008. <https://www.qualitative-research.net/index.php/fqs/article/view/1418/2906>. Accessed November 29, 2021.
- Thornborrow J. Narrative analysis. In: *The Routledge Handbook of Discourse Analysis*; 2013:51-65. [\[CrossRef\]](#)
- Braun V, Clarke V. Thematic analysis. In: *APA Handbook of Research Methods in Psychology, vol 2: Research Designs: Quantitative, Qualitative, Neuropsychological, and Biological*. American Psychological Association; 2012:57-71. [\[CrossRef\]](#)
- Patton MQ, Guba EG, Lincoln YS. Effective evaluation: improving the usefulness of evaluation results through responsive and naturalistic approaches. *J Higher Educ*. 1983;54(3):339-342. [\[CrossRef\]](#)
- Booth A, Hannes K, Harden A, et al. COREQ (Consolidated Criteria for Reporting Qualitative Studies). In: *Guidelines for Reporting Health Research: A User's Manual*. England: Wiley-Blackwell Inc.; 2014:214-226. [\[CrossRef\]](#)
- Chen CJ, Chen YC, Sung HC, Hsieh TC, Lee MS, Chang CY. The prevalence and related factors of depressive symptoms among junior college nursing students: a cross-sectional study. *J Psychiatr Ment Health Nurs*. 2015;22(8):590-598. [\[CrossRef\]](#)
- Beiter R, Nash R, McCrady M, et al. The prevalence and correlates of depression, anxiety, and stress in a sample of college students. *J Affect Disord*. 2015;173:90-96. [\[CrossRef\]](#)
- Labrague LJ. Stress, stressors, and stress responses of student nurses in a government nursing school. *Heal Sci J*. 2013;7(4):424-435. https://www.researchgate.net/profile/Leodoro-Labrague/publication/257299104_Stress_Stressors_and_Stress_Responses_of_Student_Nurses_in_a_Government_Nursing_School/links/00b7d524ce68c57c3b000000/Stress-Stressors-and-Stress-Response-s-of-Student-Nurses-in-a-. Accessed January 14, 2022.
- Chernomas WM, Stress SC. depression, & anxiety among undergraduate nursing students. *Int J Nurs Educ Scholarsh*. 2013;10(1):255-266. [\[CrossRef\]](#)
- Savitsky B, Findling Y, Erel A, Hendel T. Anxiety and coping strategies among nursing students during the COVID-19 pandemic. *Nurse Educ Pract*. 2020;46:102809. [\[CrossRef\]](#)
- Xiong H, Yi S, Lin Y. The psychological status and self-efficacy of nurses during COVID-19 outbreak: a cross-sectional survey. *Inquiry*. 2020;57:46958020957114. [\[CrossRef\]](#)
- Cui PP, Wang PP, Wang K, Ping Z, Wang P, Chen C. Post-traumatic growth and influencing factors among frontline nurses fighting against COVID-19. *Occup Environ Med*. 2021;78(2):129-135. [\[CrossRef\]](#)