**Title: Faculty of Health Sciences Students' Views on Distance Education: SWOT Analysis**

**Purpose:** To determine the views of the Faculty of Health Sciences (FHS) students regarding the distance education model applied during the COVID-19 pandemic through SWOT analysis and to develop recommendations.

**Method:** After the participants were informed about the purpose of the study and the SWOT analysis, their verbal consent was obtained. Qualitative research was conducted by conducting 4 virtual focus group interviews with 31 students via purposeful sampling technique. Research data were obtained through a semi-structured form that includes questions in 4 categories: the strengths, weaknesses, opportunities, and threats of distance education at FHS. All interviews were recorded, transcribed verbatim and analyzed via thematic content.

**Results:** Strengths of distance education were stated as providing continuous access to course records and materials, saving time, being a more comfortable and less costly model; weaknesses sub-themes were the effectiveness of practice lessons, communication difficulties, loss of discipline, and motivation. Opportunities such as having a double major in distance education, taking courses from below / above classes, participating in research projects and certificate programs, developing foreign languages, and sparing time for cultural activities were experienced. Connection problems and the risk of discrimination in employment were among the threats to distance education. Participants suggested the implementation of lesson models in which the audience will play a more active role in the course, organizing online meetings and symposiums in to strengthen communication, strengthening the practice lessons and diversifying the materials and improving the web system to improve this modal.

**Conclusion:** The distance education system has revealed different opportunities compared to face-to-face education during the COVID-19 pandemic. However, this model seems to be vulnerable to some threats. Approaches should be developed to eliminate the disadvantages and threats that students may experience. The effectiveness of this education model should be regularly measured and evaluated for students to benefit from the strengths of the distance education model and to protect them from disadvantages of weaknesses. It may be beneficial to integrate this model into our system for lessons that can be continued with distance education after the pandemic.