

# Chapter 1

## EVIDENCE BASED TEACHING STRATEGIES IN NURSING EDUCATION

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### **Introduction**

Evidence-based practice (EBP) is trying to be improved and implemented in patient care by nurses in order to offer a high quality and effective health care all over the world. At the international level, the necessity of the inclusion of undergraduate students' skills and information related to EBP in clinical decision-making and professional applications is stressed (Johnson et al., 2010; Melnyk, 2013). It's suggested that EBP as a lifelong learning approach, should be started at undergraduate education years and should be improved throughout the vocational career (Ramis, Chang, & Nissen, 2018; Young et al., 2014). In almost all countries today, question forms and scales are being developed by academicians to measure students' knowledge in this area, in order to carry EBP into effect (Phillips et al., 2016; Upton, Scurlock-Evans, & Upton, 2016; Zhang et al., 2018). There are measures being taken for eliminating the established problems and deficiencies in this field, various teaching strategies are determined in order for students to attain EBP skills.

It is important to consider some factors while determining teaching strategies. Factors to consider should be shaped according to institutional politics as much as a student and a teacher (Youssef et al., 2018). In addition to individual characteristics such as gender and age, students also have a number of qualities that can be changed by training (Wallin, Bostrom, & Gustavsson, 2012). Teaching strategies should be planned by taking the cultural values and perspectives of educators and nursing students into account. First, educators should believe that evidence based nursing practices improve the quality of care and patient outcome. In order to be a role model for the students, they should have sufficient knowledge and skills in this area, should be able to carry out these applications themselves, encourage the students to use the evidence in the clinic and make the trainings they planned consistently (Reid et al., 2017; Youssef et al., 2018). For this, a good training of EBP should be planned during the undergraduate period and students should be able to acquire these skills with appropriate teaching strategies. As the information about the EBP increases for the students, they use the EBP more in the clinical setting for patient care (Ashktorab et al., 2015). For this reason, starting from the license period, students should

The online magazine club was designed and realized as a Twitter Journal Club via a Flipped Model. Academics stated that this approach was effective in developing the critical evaluation skills of nursing students, facilitating the interaction between students in an online environment, and increasing student participation and EBP satisfaction (Ferguson et al., 2017).

### ***Participation in academic conferences and meetings***

Academic conferences and meetings provide up-to-date information for participants in important health issues. This information is often derived from evidence-based practice and research results. Participation in these meetings is important since in such meetings students learn how the results of a research are to be evaluated and how the results of the blood-based practice can be integrated into patient care. Not knowing how to evaluate and present the results of a research cannot result in implementing the information acquired through the research on patient care and the clinic (Dhakal, 2018). Indeed there is evidence regarding that posters and oral presentations on EBP implemented in the curriculum improve EBP application skills of the students (Keib et al., 2017).

### **Conclusion**

This article is concerned with teaching strategies that have been identified as efficient in nursing education. It is conferred that the common ground of examined methods is their efficacy on advancing knowledge, stand and motivation concerning evidence-based research and increasing skills of problem solving and critical evaluation. Particularly, it is determined that simulation/scenario based training studies were examined through randomized controlled studies and it is observed that obtained results are rich in evidence. However, it is revealed that other evidence-based teaching strategies mentioned above are more effective than traditional learning methods and have a positive impact on nursing students. Whereas the level of evidence associated with these methods is often low. Thus, employing methods for creating and maintaining an efficient learning environment along with research methods that can provide various evidence regarding EBP may be suggested.

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