

Effect of evidence-based education to nursing students on the Care Skills for patients with mental disorders in the psychiatric ward of martyr Beheshti University of Medical Sciences, Tehran, Iran

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Abstract: Nowadays, evidence-based education with a serious purpose, explicit and rational than the best current evidence to decision-making in nursing education has been addressed. This study aimed to assess the effect of clinical evidence based on the quality of patient care was performed. Usual care based on traditional evidence-based care training has been under almost identical. Student feedback questionnaire data, patient satisfaction and quality of care were collected and then were analyzed with descriptive and inferential statistics. This study suggests that the use of evidence-based education in nursing care is not only effective as traditional education. But also knowledge and skills and promote high quality of care and the patient's hospital stay and costs were reduced.

Keywords: Evidence-based nursing, student nurse, patient care, patient satisfaction.

INTERNATIONAL JOURNAL OF NURSING DIDACTICS**RESEARCH PAPER****INTRODUCTION:**

Nurses make up the largest provider of health services and essential role in maintaining and improving health care and health care delivery systems at different levels of play (Adib Hagbaghery 2004). Continuing advances in scientific knowledge and technical expertise combined with their professional and scientific evidence and the practice in multidisciplinary groups, clients identify problems and to design, implement and evaluate programs of care for these problems are solved (Salsali, M 2004). Nurses that their actions were based on scientific evidence, have been able to make better decisions, higher quality care to do, the patient's hospital stay and reduced costs and better cost effectiveness for the patient (McKenna, HP 2004). Sackett and colleagues (2000) the application of evidence-based care with research knowledge, expertise, clinical experience and patient values in providing care to have known (Sackett, DL 2000). Gibbs (2003) for evidence-based nursing priorities to put the interests of patients through the use of best evidence for clinical decisions in patient care is defined (Gibbs, L 2007). Care based on evidence-based nursing care is progressively, but due to lack of skills in all cases, this approach is not used. The use of evidence-based education on nursing students of high performance and good results (Oh, EG 2010) in one study, increases in the prevention of venous thrombosis patients (Duff, J 2010) in another study of women with early breast cancer, chemotherapy, reduction and increasing patient self-doubt and uncertainty have been reported (Lien, CY 2010). In order to prepare for employment, nursing students need skills to evaluate and use research findings to gain (Balakas, K 2010). The evidence-based methods of pain relief is accomplished through (Carlson, CL 2010).

The results of this study show that users who use evidence-based education to increase students' academic scores (Brown, CE 2010). According to the order Li Yuse evidence to solve problems that are faced by workers in the real environment (Li, Y 2009). Forrest also expressed in terms of the needs and problems of clinical questions and search strategies in response to the evidence-based learning component that has been known (Forrest 2000). These methods are effective ways to meet the needs and problems of care and improve clinical decisions (Melnyk 2005). Green and colleagues also showed that the ability to update data in an inclusive sense of self is to address clinical issues. Green also indicates that the findings of clinical scenarios and discussions led by students, the effectiveness of training (Green, ML 2000). Abedini stated in their study that the use of evidence in clinical practice linking theoretical and empirical concepts and according to the theoretical literature as well as the progress of scientific knowledge is not

possible to simply practice and learn fitness professional involved in the real environment (Abedini 2012). Consider in study employing evidence-based care for stroke patients to improve care and better health outcomes (Considine 2010). Carlson CL study showed that the use of evidence-based care for reducing anxiety in cancer patients be gaining chemotherapy is highly effective (Carlson 2010). This study revealed that Drew and his instruction that are used to prepare the best available evidence, nursing care can lead to patients correctly (Drew 2004). McKinley also reduced the use of research evidence has crashed in the hospital. Physical fitness and to ensure significant factor in the decision to provide care us in evidence based approach (McKinley 2007).

METHODS:

The study population consisted of 40 nursing students of 6 semester that are referred to The Department of Psychiatry martyr Beheshti University of Medical Sciences, Tehran, Iran (Hospital of Imam Hussain) for passing the practical course. After obtaining written informed from the authorities introduced a martyr Beheshti University of Medical Sciences, Tehran, researcher referred to the department of psychiatry martyr Beheshti University of Medical Sciences, Tehran, Iran (Hospital of Imam Hussein). Researcher after obtaining the consent of the relevant authorities to carry out research and acquisition oral consent to participate in the study sample with expressed the goals and methods of doing. Units of study under the guidance of their teacher and base on curriculum of nursing education, began their training. Requirement for evidence-based nursing is taking classes of evidence-based nursing education that during four sessions, 2-hour, taught by the researcher during the internship. In this class students learned with an introduction and a definition of evidence-based nursing, introduction to research methods, how to set up clinical questions, knowledge base of reliable information, how to use information sources and how to critique articles, how to find information Nursing, review and critique this information. Encourage the use of research findings in the care of the patient, match the information with patient's condition and eventually judgment and use the best available evidence on clinical to enhance care skills. After then the checklist that developed by the researcher and validity of that reached by 10 teachers and get reliability by the similarities between observer. By the investigator and during provided care by students is completed before and after their training in ward. After collection of data, the results were analyzed. The instrument used in this study was checklist that developed by the researcher, and consists of two parts. The first part was included questions related to demographic information of samples. In the second of part the questions about the skills care provided by students in field of communication with patients in psychiatric ward had been

raised. Scoring checklist was based on 2_0 (2_0 do head correctly, 1_1 partly correctly, 0_0 does not do).

After collecting the data have used of SPSS software to confirmation of data normality by the Kolmogorov-Smirnov (p

> 0.05) with chi-square, T-independent and T-test analysis. After completion of study skills care provided by the student were significantly increased. The mean scores of skills care provided by students before and after training are summarized in Table 1, 2.

Table 1. The mean scores of skills care provided by students before and after training.

| | Mean (Std.Deviation) | P |
|--------|-----------------------|----------|
| Before | 33.70 ± (6.975) | P<0.0001 |
| After | 39.6 ± (4.661) | |

The Table 1 Shows that after completion of study skills care provided by the student were significantly increase

Table 2. The Compare mean scores of skills care provided by students before and after training.

| | Mean (Std.Deviation) | P |
|----------------------------|-----------------------|----------|
| different Before and After | 5.925 ± (3.964) | P<0.0001 |

T test results showed that the mean scores of students in communication skills, care before and after intervention between groups was statistically significant difference (p<0/001).

RESULTS:

Evidence-Based Nursing is considered as one of the modern methods of instruction. This study aims to determine the impact of evidence-based nursing skills, nursing process took place that indicates these of evidence-based nursing due to new scientific evidence, Outdated information and method and time to improve and update the necessary measures. Therefore, it is important to learn the technique and its use in the clinical setting. Because nursing students and nurses each day reliable information on diagnosis, treatment, prognosis, prevention, investigation and identification, planning, implementation and evaluation needs. The traditional information sources are inadequate and often outdated. This approach leads to improved critical thinking, independent clinical decisions and ultimately improve the quality of nursing care. Thus optimizing the use of research in nursing with emphasis on evidence-based nursing leads to the acquisition of professional identity and the quality of nursing care. Another objective of this study was to demonstrate the clinical training of evidence based on the quality of patient care and satisfaction. The results showed that two groups of students based on traditional evidence of practical skills in providing care to patients who are not significantly different from each other. But the dimensions of patient education and the use of theory to practice evidence-based clinical care differences are statistically significant. Among other results of this study to improve student learning by integrating evidence-based care programs are taught. Students in this study believe that evidence-based approach with greater creativity, higher awareness and better diagnosis of care is associated with patient care needs. Among the major obstacles in using evidence-based approach in this study can be cited: Evidence is difficult to

obtain due to limited access to the internet and publications, a number of patients, lack of confidence to make changes, lack of knowledge of nurses, Restrictions on access to research articles and an attitude that was not enough for the care and need to learn new skills and find a lot of resources and detailed evidence. Also, the poll results indicate four major obstacles in the path of nursing care based on the evidence include: The lack of practical nursing research, nurses lack the skills to access and evaluate research evidence, lack of institutional support and time.

CONCLUSION:

Integration of research evidence in nursing care is not only effective as the traditional approach, it promotes professional nursing knowledge, skills and nursing care is of high quality and effective. They also reduce the duration and cost of hospitalization. Evidence-based nursing education to strengthen the critical thinking and Developing Creativity over traditional nursing process to promoting skills in nursing students. Therefore, this method can be used in clinical education.

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