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

Farahnaz Farzinfard*1, Morteza Alibakhshi Kenari*1

*Martyr Beheshti University of Medical Sciences and Health Services, Tehran, Iran
MS Student of Nursing-Department of Nursing Shahid Beheshti University of Medical Sciences Tehran, Iran
E-Mail: Morteza.alibakhshikenari@gmail.com

DOI: http://dx.doi.org/10.15520/ijnd.2015.vol5.iss01.19.59-61

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 underalmost 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.
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, client identify problems and design, implement and evaluate interventions to resolve these problems (Salsali, M 2004). Nurses that their actions were based on scientific evidence, have been able to make better decisions, higher quality care to the patient, 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), evidence-based nursing prioritizes patient interests over patient outcomes. 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 patients' doubt and uncertainty have been reported (Lien, CY 2010). In order to prepare for employment, nursing students need skills to value and use research findings to gain (Balakas, K 2010). The evidence-based method of pain relief is accomplished through (Carlson, CL 2010).

The results of this study show that users who use evidence-based education to increase their academic scores (Brown, CE 2010). According to the order, the study was conducted by researchers in the real environment (Li, Y 2009). Forrest also expressed opinions in the field of education for nurses to improve their skills for future patients (Forrest, 2000). These methods are purposeful to ways to meet the needs of clinical and nonclinical decisions (Melnyk 2005). Green and colleagues also showed that the ability to update data on patient inclusion is a self-assessment of critical thinking issues. Green also indicates that the findings of clinical scenarios and discussions conducted by students, effective ways of thinking (Green, M 2000). Abedini adhered to the study that the use of evidence-based practice in theoretical and empirical concepts and according to the theoretical literature areas well as the progress of scientific knowledge is not possible to simply practice and learn fitness professionals involved in the real environment (Abedini 2012). Considernestudy of using evidence-based care for stroke patients to improve care and better health outcomes (Condiniso 2010). Carlson CL study showed that the use of evidence-based care for reducing anxiety in cancer patients be gaining chemotherapeutic effect (Carlson 2010). This study revealed that Drew and his instructions that are used to prepare the best evidence available, nursing care can lead to patients' correct (Drew 2004). McKinley et al. used a checklist to use research evidence in the hospital. Physical fitness and ensuring significant factor in the decision to provide care in evidence-based approaches (McKinley 2007).

METHODS:

The study population consisted of 40 nursing students of the 6th semester that are referred to the Department of Psychiatry, Beheshti University of Medical Sciences, Tehran, Iran (Hospital of Imam Hussein) for the practical course. After obtaining written informed consent from the authorities and introduction to the study, researchers referred to the department of psychiatry, Beheshti University of Medical Sciences, Tehran, Iran. The main goal of the study was to provide evidence-based care to enhance the skill of patients through four sessions of 2 hours. After each session, the researchers obtained feedback from the students and the patients. In one study, increases in the prevention of early breast cancer, chemotherapy, reduction and increasing patients' doubt and uncertainty have been reported (Lien, CY 2010). In order to prepare for employment, nursing students need skills to value and use research findings to gain (Balakas, K 2010). The evidence-based method of pain relief is accomplished through (Carlson, CL 2010).

The results of this study show that users who use evidence-based education to increase their academic scores (Brown, CE 2010). According to the order, the study was conducted by researchers in the real environment (Li, Y 2009). Forrest also expressed opinions in the field of education for nurses to improve their skills for future patients (Forrest, 2000). These methods are purposeful to ways to meet the needs of clinical and nonclinical decisions (Melnyk 2005). Green and colleagues also showed that the ability to update data on patient inclusion is a self-assessment of critical thinking issues. Green also indicates that the findings of clinical scenarios and discussions conducted by students, effective ways of thinking (Green, M 2000). Abedini adhered to the study that the use of evidence-based practice in theoretical and empirical concepts and according to the theoretical literature areas well as the progress of scientific knowledge is not possible to simply practice and learn fitness professionals involved in the real environment (Abedini 2012). Considernestudy of using evidence-based care for stroke patients to improve care and better health outcomes (Condiniso 2010). Carlson CL study showed that the use of evidence-based care for reducing anxiety in cancer patients be gaining chemotherapeutic effect (Carlson 2010). This study revealed that Drew and his instructions that are used to prepare the best evidence available, nursing care can lead to patients' correct (Drew 2004). McKinley et al. used a checklist to use research evidence in the hospital. Physical fitness and ensuring significant factor in the decision to provide care in evidence-based approaches (McKinley 2007).
raised. Scorinchecklist was based on2_0 (2_do headcorrectly, 1-partlycorrectly, 0_doesnot do).

After collectingthe data have used of SPSSsoftwareto confirmation ofdata normalityby theKolmogorov-Smirnov(p

<table>
<thead>
<tr>
<th>Table1</th>
<th>The meanscoresof skills careprovided bystudents before andafter training.</th>
<th>Mean ( Std.Diviation)</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before</td>
<td>After</td>
<td>33.70± (6.975)</td>
<td>39.6± (4.661)</td>
</tr>
</tbody>
</table>

The Table 1 Shows that after completion ofstudy skills care provided by thestudentwere significantlyincrease

<table>
<thead>
<tr>
<th>Table2</th>
<th>The Comparemeanscoresof skills careprovided bystudents before andafter training.</th>
<th>Mean ( Std.diviation)</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>different Before and After</td>
<td>5.925 ± (3.964)</td>
<td>P&lt;0.0001</td>
<td></td>
</tr>
</tbody>
</table>

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-BasedNursingis consideredasone of themodern methods ofinstruction. This study aims todetermine the impactof evidence-basednursingskills,nursing processtook place that indicates theuse ofevidence-based nursingdue tonew scientificevidence ,Outdatedinformationand methodandtimeto improveand updatethe necessarymeasures.Therefore, it is important to learn the technique and its use in the clinical setting. Becausenursing studentsandnurseeach dayreliable informationondiagnosis, treatment, prognosis, prevention, investigationandidentification, planning, implementation and evaluation needs. Thetraditionalinformationsourcesareinadequateandof outdated. Thisapproachleads toimprovedcritical thinking, independentclinicaldecisionsand ultimatelyimprove the qualityofnursing care. Thusoptimizingthe use ofresearchin nursingwith emphasis on evidence-based nursing leads totheacquisition of professional identityandthequality ofnursing care. Another objectiveofthis study wastodemonstrate theclinicaltrainingofevidence based on thequality ofpatient careand satisfaction. The results showed that twogroupsof students based on traditional evidence ofpractical skillsin providingcarewasserelatively different fromeach other. Butthe dimensions of patient educationand the use of theoreticalpractice evidence-basedclinical care differencessarentisticallysignificant. Among other results of this study improved student learning by integrating evidence-based care programsare 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 themajorobstacles in using evidence-based approach in this study can be cited: Evidence is difficult to obtain because of 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 search articles and an attitude that was not good 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 evidence include: The lack of practical nursing research, nurses lack the skill 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 processes to promoting skills in nursing students. Therefore, this method can be used in clinical education.

ACKNOWLEDGMENTS:

The author would like to express his sincere thanks to Martyr Beheshti University of Medical Sciences and Health Services and Imam Hossein hospital, Tehran, Iran.

REFERENCES:


