



During 2002 and 2003, NCSBN surveyed new nurses about how they were educated and about their transition programs.

## Evidence-Based Nursing Education for Regulation (EBNER)

Evidence-Based Elements	Sources	Level of Evidence
<b>Adjunctive Teaching Methods</b>		
Promote faculty-student interaction with online learning	Babenco-Mould, Y., Andrusyszyn, M. & Goldenberg, D., 2004; Buckley, 2003; MacIntosh, MacKay, Mallet-Boucher, & Wiggins, 2002	All Level II
Facilitate learning simulation	Issenberg, McGaghie, Petrusa, Gordon & Scalese, 2005	Level I
Combine online strategies with traditional strategies	Greenhalgh, 2001 Joubert, Vijoen & Bester, 2002	Level I Level II
<b>Assimilation to the Role of Nursing</b>		
Provide experiences for relationship-building with professionals	Li & Kenward, 2006; Smith & Crawford, 2003; White, 2003	All Level II
Provide experiences for students to gain comfort in nursing role	Benner, 2004; White, 2003	All Level II
Provide experiences for students to work effectively in a team	Li & Kenward, 2006; Smith & Crawford, 2003	All Level II
Provide transition programs	Kenward & Zhong, 2006; Li & Kenward, 2006	All Level II
<b>Deliberate Practice with Actual Patients</b>		
Provide experiences for relationship-building with patients	White, 2003	Level II
Provide clinical experiences with actual patients	Angel, Duffy, Belyea, 2000; Babenco-Mould, 2004; Benner, 2004; Joubert et al., 2002; Murphy, 1995; Smith & Crawford, 2003; White, 2003	All Level II
Provide experiences for gaining confidence	Babenco-Mould, et al., 2004; White, 2003; Yates, Moyle & Wollin, 1997	All Level II
Provide opportunities for reflection	Benner, 2004; Bjørk & Kirkevold, 1999; Platzer, Blake & Ashford, 2000	All Level II
Provide feedback	Benner, 2004; Bjørk & Kirkevold, 1999	All Level II
<b>Faculty-Student Relationships</b>		
Faculty teach clinical and didactic courses	Li & Kenward, 2006	Level II

learning as well. Programs using online teaching strategies should evaluate whether or not they provide enough faculty interaction for their students.

The evidence suggests that new nurses must become assimilated to their role in nursing. A well designed transition program, particularly when specialty content is taught, is supported by NCSBN research. NCSBN is currently conducting further research into the transition of new nurses to practice. When nurses have been taught to work effectively in a team, they have significant less difficulty with their work. For example, the evidence supported providing students with experiences where they are allowed to delegate tasks and supervise the work of others. Building relationships with professionals was another important element in this section. This includes students having the opportunity learn when and how to call a physician. The evidence supports allowing students time to gain comfort in their role as a nurse, for example with coaching or mentoring by qualified faculty or preceptors.

See NCSBN's position paper on clinical experiences in prelicensure programs (available on the NCSBN Web site) where the importance of students having deliberate practice with actual patients is discussed in detail. Providing opportunities for reflection is especially important, as is providing accurate feedback. Faculty members who are qualified to teach nursing students have the background to provide this deliberate practice.

NCSBN's elements studies, and a few other studies, demonstrate the importance of faculty interactions with students. This section shows the importance of having qualified faculty members teaching nursing students and suggests that faculty members should be knowledgeable in education strategies. Further, this evidence also suggests that nursing programs should have a good ratio of full-time faculty, who teach clinical and didactic courses, to part-time and adjunct faculty members.

There were some interesting evidence-based teaching methodologies identified in this work. Better outcomes were identified when evidence-based practice, information technology, pathophysiology and critical thinking are integrated into the curriculum. The evidence also supports teaching population courses, such as pediatrics, women's health, psychiatric and mental health, critical care, and medical-surgical nursing, as separate courses. Requiring students to demonstrate skills prior to performing them was identified as an evidence-based element of education. This result again addresses the value of simulation in nursing education.

## **Conclusions**

The identification of evidence-based nursing education is an ongoing journey for the PR&E Committee at NCSBN. Since the EBNER will be updated yearly, boards of nursing will have the most current evidence to support their current rules and regulations and to promulgate new rules and regulations. Further, as part of their strategic initiatives, NCSBN will continue to conduct studies to provide evidence for nursing education.

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