8

Ethics and Evidence-Based Teaching in Nursing Education

LEARNING OBJECTIVES

After the completion of the chapter, the readers will be able to:

- Define and explain key ethical concepts, principles, and codes as applicable to nursing practice and education.
- Describe value-based education in nursing and identify how professional values are developed and nurtured.
- Demonstrate understanding of ethical decision-making frameworks and apply them to nursing dilemmas.
- Recognize the ethical responsibilities of both students and faculty in academic and clinical environments.
- Apply the principles and steps of evidence-based teaching to enhance the quality and effectiveness of nursing education.

CHAPTER OUTLINE

- Definitions
- Ethical Principles in Nursing
- Value-Based Education in Nursing
- Value Development Strategies
- Ethical Decision-making
- Ethical Standards for Students
- Student-Faculty Relationship
- Evidence-Based Teaching
- Evidence-Based Education Process

KEY TERMS

Ethical decision-making: It is a systematic approach to explore the solution to ethical dilemmas with consideration of moral principles and professional standards.

Ethical standards: Rules, regulations, and guidelines which are expected to be followed in the nursing profession

Ethics in nursing education: Adherence to professional standards and values that promote respect, accountability, and fairness in teaching, learning, and practice.

Evidence-based teaching: It is the practice of using evidence and proven methodologies to utilize the teaching strategies in nursing education.

Nursing code of ethics: It is a guide for "carrying out nursing responsibilities in a manner consistent with quality in nursing care and confer to ethical obligations".

Process of evidence-based teaching: It is the sequence of incorporating evidence in teaching practice.

Student-faculty relationship: It is a dynamic and multifaceted aspect of nursing education which creates a positive impact on student's resilience.

Value clarification process: It is the process in which the individual will examine their own value systems.

Values: It refers to a set of ethical beliefs and preferences that determine our sense of right and wrong.

DEFINITIONS

- Ethics are the moral principles that control or influence a person's behavior. In nursing education, ethics involve adherence to professional standards and values that promote respect, accountability, and fairness in teaching, learning, and practice.

  > **Meaning of the term, 'Ethics':** *The word 'ethics' comes from Greek word 'ethos', which means custom or character. It denotes the principles which address what is morally right or wrong and guide the behavior accordingly (Fig. 8.1).*

- *Ethics is defined as, "a well-founded standards of right and wrong that prescribe what humans ought to do in terms of rights, obligations, benefits to society, fairness or specific virtues".* —**Manuel Velasquez et al, 2001**
- *Ethical standards are defined as "universal rules of conduct which provide a practical basis for identifying what kinds of actions, intentions, and motives are valued".* —**Haddad & Geiger, 2023**
- *Ethical decision-making is defined as, "inherent process in nursing practice and involves deliberate reasoning through moral problems".* —**Smith, 1996**
- *Value-based education in nursing is defined as, "a system that integrates ethical, social, and moral values into curriculum to develop empathy, professional qualities, and respect to reform the nurse's character and decision-making skills to render the expected nursing care compassionately".* — **Prakash, 2025**
- *Value development in nursing is defined as, "a process by which nurses internalize the core values, such as integrity, compassion, and accountability to guide their own professional behavior and decision-making skills".* —**Prakash, 2025**
- *Evidence-based teaching is defined as, "a conscious use and application of various knowledge sources, including the use of published research in conjunction with clinical expertise and patient values or preferences".* —**Horntvedt et al., 2018**
- *Evidence-based education process is defined as, "the application of research-based approach in the assessment of teaching-learning process, utilization of appropriate teaching strategies and curriculum design".* —**Prakash, 2025**
- *Code of ethics is defined as "a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession".* —**American Nurses Association, 2015**
- *Code of ethics is defined as "a standard for ethical nursing behavior and decision-making, grounded in respect for human rights, dignity, and ethical responsibilities in all professional relationships".* —**International Council of Nurses, 2021**
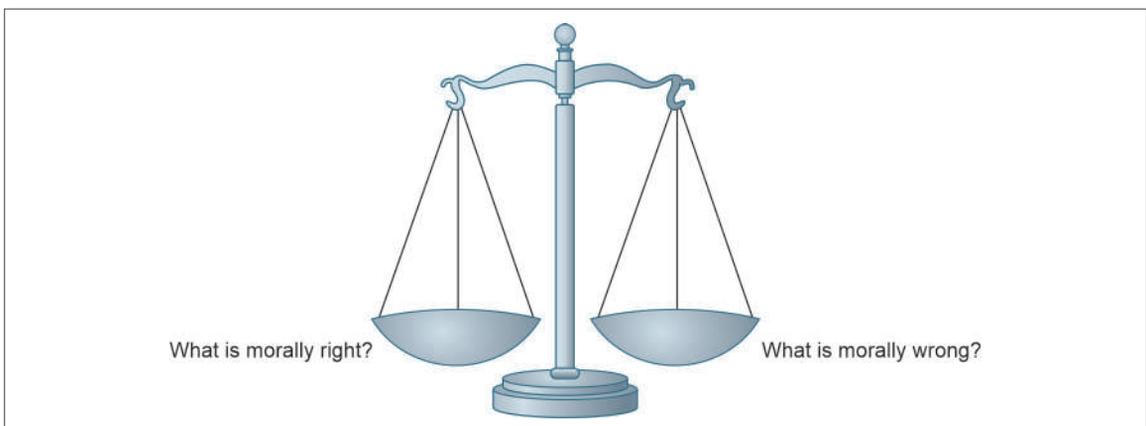

FIGURE 8.1: Basic concept of ethics

- *Code of ethics is defined as "a set of principles that reflect the primary goals, values, and obligations of the nursing profession".*
  — *Kozier & Erb, 2012*

ETHICAL PRINCIPLES IN NURSING

- **Autonomy:** Respect the patient rights to take their own decisions about their care.
- **Beneficence:** Doing good to the patients.
- **Nonmaleficence:** Do not harm or minimize the risks to patients.
- **Justice:** Ensure fairness in treatment.
- **Confidentiality:** Protect patient's information and share it only if necessary for their care.
- **Fidelity:** Keep promises and being trustful in professional relationships.
- **Veracity:** Being honest and truthful in all professional interactions.
- **Accountability:** Accepting responsibility for one's actions.

VALUE-BASED EDUCATION IN NURSING

Values refer to a set of ethical beliefs and preferences that determine our sense of right and wrong. Values influence how an individual chooses to act in a situation. Personal values are carved by individual experiences, family, and society. The nursing profession across the globe focuses on patients, families, and society.

Professional Values According to American Association of College of Nursing

The care component in nursing can be achieved by focusing on the core values of nursing education including dignity, integrity, autonomy, altruism, and social justice as described in Table 8.1. Professional values in nursing reflect the collective approach including the behavior and conduct of the professionals.

Nurses need to make ethical decisions every day; therefore, it is important to consider these core values when making such decisions in patient care to maintain safe and effective care. The nursing students must learn these professional values to ensure safe care, which is central to the nursing profession.

TABLE 8.1: Core professional values as per American Association of College of Nursing with their descriptions and examples

Core professional values	Description	Example
Dignity	Respecting the worth and uniqueness of every individual irrespective of their health status or background	Nurse provides privacy to the patient when providing nursing care procedure to protect the patient's dignity
Integrity	Being honest and trustworthy	Nurse admits to the medication error that occurred and rectifies the same in future
Autonomy	Supporting the patient's right to take informed decisions about their care	Nurse explains the risks and benefits of the surgery. Then, the patient can take their own decisions on the same.
Altruism	Having selfless concern for the well-being of others	Nurse stays beyond her duty time, if any emergency occurs in her shift.
Social justice	Delivering fair and equal care without disparity	Nurse provides equal care to all the assigned patients without any partiality.

International Council of Nurses: Code of Ethics for Nurses

International Council of Nurses (ICN) Code of Ethics for Nurses has four principal elements that give the framework for ethical conduct (Fig. 8.2).

1.   Nurses and patients or other people requiring care or services (respect, privacy, empathy, inclusivity, care, dignity, compassion, and confidentiality)
2.   Nurses and practice (advocacy, safety, trust, competence, leadership, skill, judgment, and confidentiality)
3.   Nurses and the profession (accountability, knowledge, public goodness, integrity, expertise, and service) and
4.   Nurses and global health (responsiveness, equity, solidarity, justice, collaboration, fairness, and responsibility)

Mohsen Shahriari et al. (2013) conducted a literature review on nursing ethical values and definitions and explored ten nursing ethical values: (1) Human dignity, (2) Justice, (3) Privacy, (4) Precision, and accuracy in caring, (5) Autonomy in decision-making, (6) Human relationship, (7) Commitment, (8) Honesty, (9) Sympathy, and (10) Individual/professional competency.

Indian Nursing Council: Value-Based Education

Value-based education emphasizes core values that govern nursing practice. Making the students understand professional values and getting into practice is an important component of transforming a nursing student into a nurse. Value-based education is essential to embed the core values among nursing students. The Indian Nursing Council guides nurses on ethics and professional conduct.
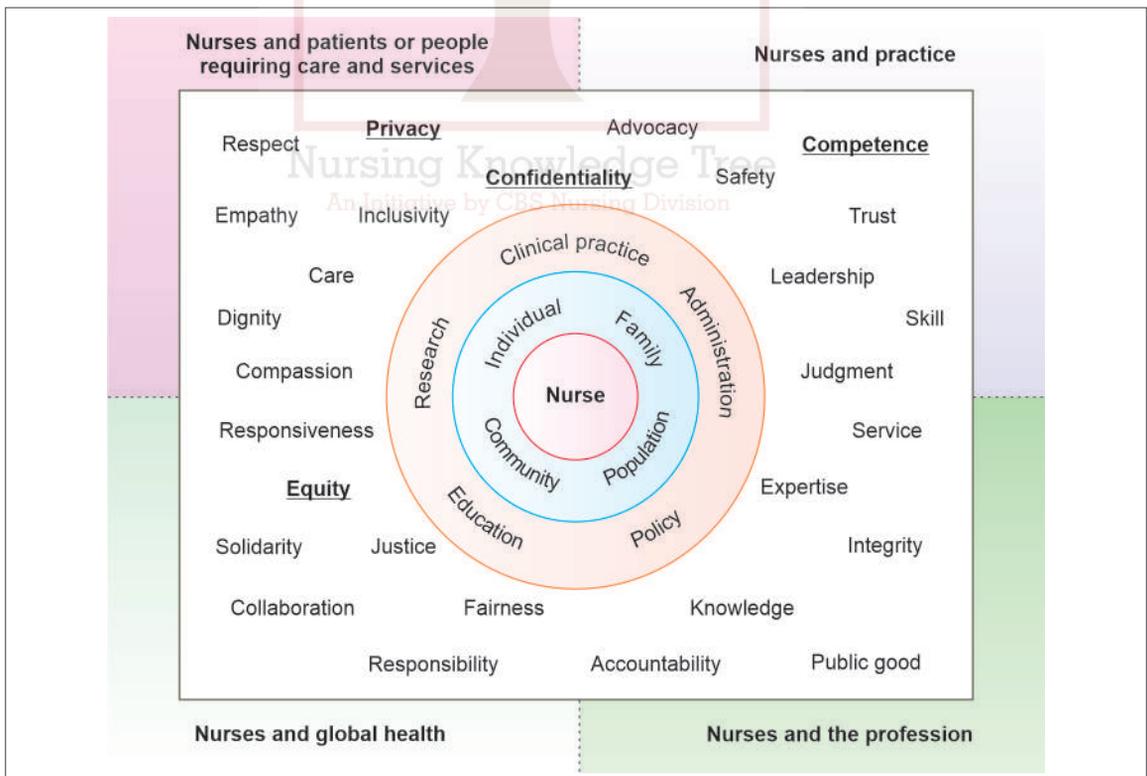

FIGURE 8.2: ICN code of ethics for nurses: Professional values

Professional values paint a picture of the profession, and how it is viewed in society. It impacts potential students who choose to enter the profession. The Indian Nursing Council describes the essential values a nurse must show when registered as a nursing professional. The nurses must take professional responsibility and accountability for their actions. The nurses must take responsibility for their actions and are encouraged to update their knowledge owing to the fast pace of changing healthcare. The second professional value as defined by the Indian Nursing Council expects the nurses to provide care with dignity and ensure patient-centered care. Communication is an important component of nursing care and nurses are encouraged to facilitate communication among team members to provide optimal care to the patients and public. It is also expected that the nurse must value human beings by empowering the individual, advocating for their patient and challenging unethical practices. Nurses facilitate care and are often in charge of the allocation of resources. It is expected that the nurses would allocate resources judiciously, delegate and participate in overall improvement of services in the healthcare setting. Lastly, the professional code of conduct demands nurses to take charge of their own knowledge and competency development and facilitate research to advance the field of nursing.

Understanding these core values nursing students will be able to gauge the roles and responsibilities when they complete the course and successfully practice as a professional nurse (Box 8.1).

BOX 8.1: Summary of the professional conduct, India

Code of professional conduct
• Professional responsibility and accountability.
• Nursing practice in accordance with set standards.
• Communication and interpersonal relationships.
• Valuing human beings.
• Management of resources and facilitation of services.
• Professional advancements.

Indian Nursing Council: Code of Ethics

The nursing code of ethics is a guide for "carrying out nursing responsibilities in a manner consistent with quality nursing care and confer to the ethical obligations". Box 8.2 summarizes the broader headings for ethical practice for nurses in India as proposed by the Indian Nursing Council.

Nursing students must be aware of the ethical principles that guide nursing practice. The Indian Code of Ethics emphasizes respecting the individuality of the person irrespective of caste, creed, and beliefs which may hinder the nurse-patient relationship. It also implies that the nurse must not impose their own beliefs on patients. The nurse must view patients as partners in their care, which echoes the global concept of patient-centered care. This would ensure that the needs of the individual are met, and they oversee their care and have the right to decide what is in their best interest. The code of ethics also mentions that the patient's confidentiality must be maintained, and the information related to an individual should be used judiciously.

BOX 8.2: Code of ethics: Indian Nursing Council

Code of Ethics: Indian Nursing Council
• The nurse respects the uniqueness of the individual in the provision of care.
• The nurse respects the rights of the individual as partner in care and helps in making informed choices.
• The nurse respects individual's right to privacy, maintains confidentiality, shares information and judiciously.
• The nurse maintains competence to render Quality Nursing Care.
• The nurse is obliged to practice within the framework of ethical, professional, and legal boundaries.
• The nurse is obliged to work harmoniously with members of the healthcare team.

The nurse is legally bound to respect and share only essential information with relevant professionals. The healthcare settings seek consent to share information during initial contact with the patient in most situations. It should state that information will be shared as required to facilitate patient care. Nurses usually do not need to take consent each time information is shared as the patient agrees to share information as and when necessary. However, nurses must use their discretion when sharing information. Nurses must maintain their competence by updating their knowledge and participating in the advancement of the profession by conducting and participating in nursing research while abiding by ethical principles. They must be aware of the code of ethics and professional conduct as proposed by the Indian Nursing Council and be aware of the laws which apply to nursing practice. It is expected that nurses will abide by the laws personally and professionally in the country they practice.

Lastly, nurses must work with other professionals and respect the role of other team members in patient care. In certain countries, nursing students are expected to work with other professionals and are often supervised by other healthcare professionals. Interprofessional working could clarify the role of various professionals for better-coordinated patient care.

Nursing students must be aware of the code of ethics as they are part of the clinical team and might be spiralled into patient care in certain situations. It is important to know the responsibility of a professional and the limitations of practice. If unsure, the nursing students must seek clarification from academics to support them.

> **Did You Know?**
>
> The **Code of Ethics by the Indian Nursing Council** emphasizes responsibility, accountability, and advocacy.

VALUE DEVELOPMENT STRATEGIES

Personal and professional values might be different and would vary from person to person. The nursing students who decide to pursue the profession must understand the importance of reflecting on professional values. It is important to realise one's own personal values. If these do not align with the professional values, it might be worth considering whether it is the right choice to enter the profession. The nursing profession has forever been known to follow principles, such as autonomy, beneficence, nonmaleficence, veracity, and fidelity. The nursing students must look closely at whether they are prepared to be courageous and practice as nursing professionals.

Value Development within the Nursing Profession

- **Mentoring and supervision:** Observation is a good way to learn. Nursing students often witness the practicalities of the world in clinical practice. Sometimes there is a mismatch between what is taught and what is being practiced. By involving the clinical staff in supervision and mentoring, there is a chance to bridge the gap between the academic and practical world. Many universities follow the dual role model where academics also practice in the clinical setting. It is an excellent opportunity to demonstrate the values taught in the classroom.
- **Professional learning programs:** Nurses who receive the opportunity to grow professionally can feel a sense of achievement. Such nursing professionals would be more open to teaching and supporting others in their growth and reflect professional values in many aspects.

- **Staff support system:** Nursing is a demanding profession. There are days which could be physically, mentally, and emotionally exhausting at times. Placing a support system and positive culture would preserve the essence of professional values.
- **Collaboration with other professionals:** As per the professional values, nurses are expected to facilitate care by coordinating and communicating effectively with other professionals. This could be further strengthened by encouraging interprofessional collaborations and learning from other professionals. Certain countries promote interaction between nursing students and other professionals during their clinical placements and encourage them to reflect upon their learning. Literature suggests that healthcare professionals may be oblivious to the role each professional plays in patient care. Collaboration among different professionals will improve the understanding of the roles in patient care. Furthermore, it would facilitate learning and lead to quality improvement to achieve the ultimate goal in healthcare.

Clinical Insights

"Clarifying one's values is not an academic exercise—it is a clinical necessity." Nurses who go through value clarification are better at ethical decision-making.

Value Clarification Process

Value clarification process is the process in which the individual examines their own value systems. Louis E Raths (1978) listed the steps as shown in Figure 8.3 and Table 8.2.

Must Know

Value clarification helps students understand their own beliefs and align them with professional ethics.
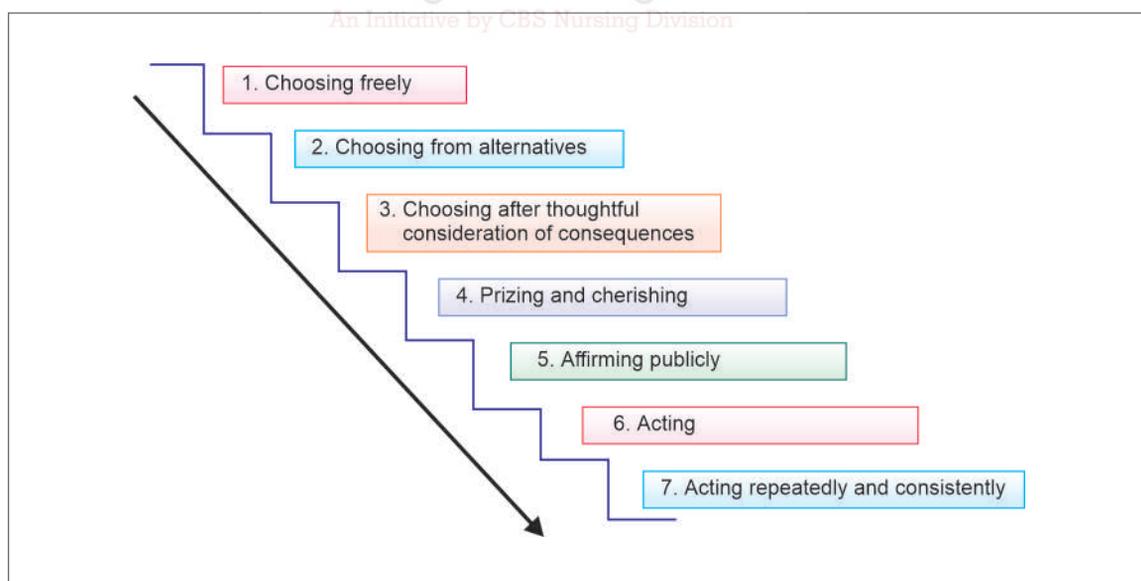

1. Choosing freely
2. Choosing from alternatives
3. Choosing after thoughtful consideration of consequences
4. Prizing and cherishing
5. Affirming publicly
6. Acting
7. Acting repeatedly and consistently

FIGURE 8.3: Steps of value clarification process

TABLE 8.2: Steps of value clarification process with descriptions and examples

Steps of value clarification process	Description	Example
1. Choosing freely	Individuals make choices without external pressure and ensure decision are made as per their beliefs and values.	Nurse would like to work in emergency unit out of her own passion and interest.
2. Choosing from alternatives	Individuals consider the available options before taking any decisions.	Nurse can decide whether to work in emergency unit to take care of acute care patients or can work in dialysis unit where specialized care for the patients with kidney failure takes place.
3. Choosing after thoughtful consideration of consequences	Weighing the pros and cons of choice and its impact.	Nurse working in the emergency unit has greater exposure of taking care of acute care patients, whereas working in dialysis will have narrow focus to take care the renal failure patients.
4. Prizing and cherishing	Individuals feel pride and satisfied with one's own decision.	Nurse decides to work in emergency unit and feels pride about one's own decision.
5. Affirming publicly	Share the chosen value publicly to demonstrate commitment.	Nurse explains to her juniors "why she has chosen this decision of working in emergency unit?"
6. Acting	Take consistent actions which align with their chosen values.	Nurse gains in emergency unit as it aligns with the chosen value.
7. Acting repeatedly and consistently	Values are reinforced through consistent actions.	Nurse gaining experiences with variety of acute care patients 'consistently.

ETHICAL DECISION-MAKING

Ethical decision-making is central to the nursing profession. Ethics refers to the moral principles that control or influence a person's behavior. The nursing profession is bound by ethical principles to safeguard the patients in their care. Nurses are expected to act in patients' best interest and to do what is 'right'. It is more than often that nurses must make ethically difficult decisions.

Nursing professionals must make many decisions every day which can be ethically challenging. For example, it could be difficult to challenge the poor practices or behavior of a colleague. Ethical decision-making can be made easier if the ethics of the profession are communicated and imbibed by the nurses during their training so that they can challenge ill practices with confidence.

Factors Considered by the Nurses to Ensure Ethical Decision-Making

- **Respect and compassion:** By respecting the patient as an individual, nurses maintain their dignity and give them a fair chance to express themselves and opportunities to make their own decisions. Compassion refers to a feeling of sympathy where one wishes to help others.

- **Advocacy:** Nurses are expected to advocate for patients by protecting their rights and maintaining their safety. This becomes more important when patients are not able to advocate for themselves. Examples include vulnerable populations, such as the elderly, children, and those with special needs.
- **Accountability and responsibility:** Nurses are often reminded that they are accountable legally and responsible for their actions. By doing so, nurses as professionals act in the best interest of patients, as they can be challenged regarding their practice legally. Nurses are registered professionals which implies that their practice is regulated. This protects the public from action taken by the nursing professionals.
- **Professional development:** By updating their knowledge and participating in advancement within healthcare, nurses display a sense of responsibility toward patients by providing evidence-based care.
- **Quality improvement:** Nurses are part of the quality initiatives in the healthcare environment. By challenging poor practices and participating in quality initiatives, nurses ensure ethically safe care.

Steps for Ethical Decision-Making

According to the **ethical decision-making framework (EDMF),** a sequence of 5-step approach (5 A's) will create ethical awareness and enhance the ethical decision-making process as shown in Figure 8.4.

1. **Assessment:** Gather substantial data regarding the existing ethical dilemma and check whether it is abided with the ethical values.
2. **Alternatives:** Enlist all the possible alternatives with their positives and negatives. If none of the options suit, then further data need to be collected.
3. **Analysis:** After selecting the option, analyze the impact of the option on faculty, students, nursing education system and organization. If you still find the lack of good impact, then the review process is necessary.

   Davis (1999) introduced the terms to test the selected option as follows:
   - **Colleague test:** Take the colleague's response into consideration.
   - **Professional test:** Check the selection option is suitable as per the professional norms.
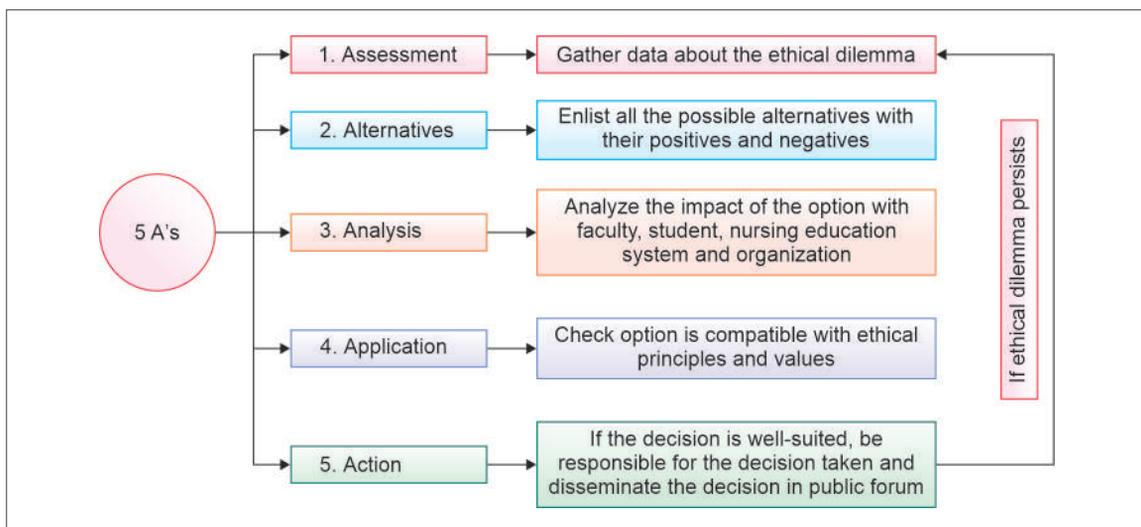

FIGURE 8.4: Steps for ethical decision-making according to the ethical decision-making framework

- **Harm test:** Check whether the selected option is less harm in nature.
- **Publicity test:** Determine which platform you will publish the option.
- **Defensibility test:** Test the defensibility of choice with peer groups.
- **Reversibility test:** Check whether the selected option may cause any adverse consequences.
- **Organization test:** Check the selected option abide with organizational norms.

4. **Application:** Check the selected option is compatible with ethical principles and values, if not, a further review process is needed.
5. **Action:** If the decision is well-suited, be responsible for the decision taken and disseminate the decision in public forum. If still ethical dilemma persists, it needs to continue from the first step onward.

Steps to be Followed for Ethical Decisions in Clinical Practice

The following steps (Fig. 8.5) can be followed to make ethically-sound decisions in clinical practice.

1. **Identify the problem:** It is important to gather information about the problem. Identify whether it conflicts with your values, patients or their loved ones. For example, a patient diagnosed with diabetes has fluctuating sugar despite being on insulin therapy. Upon discussion with the patient, the nurse identifies that despite understanding that the patient must not consume drinks with high sugar, the patient continues to consume it. It conflicts with the code of ethics of respecting an individual's uniqueness and practicing within professional boundaries.
2. **Apply the code of ethics:** Relate the issue with the code. What would the code of ethics say about the problem? In a difficult situation, it is imperative that the nurse reviews the information and relates it to the code of ethics.
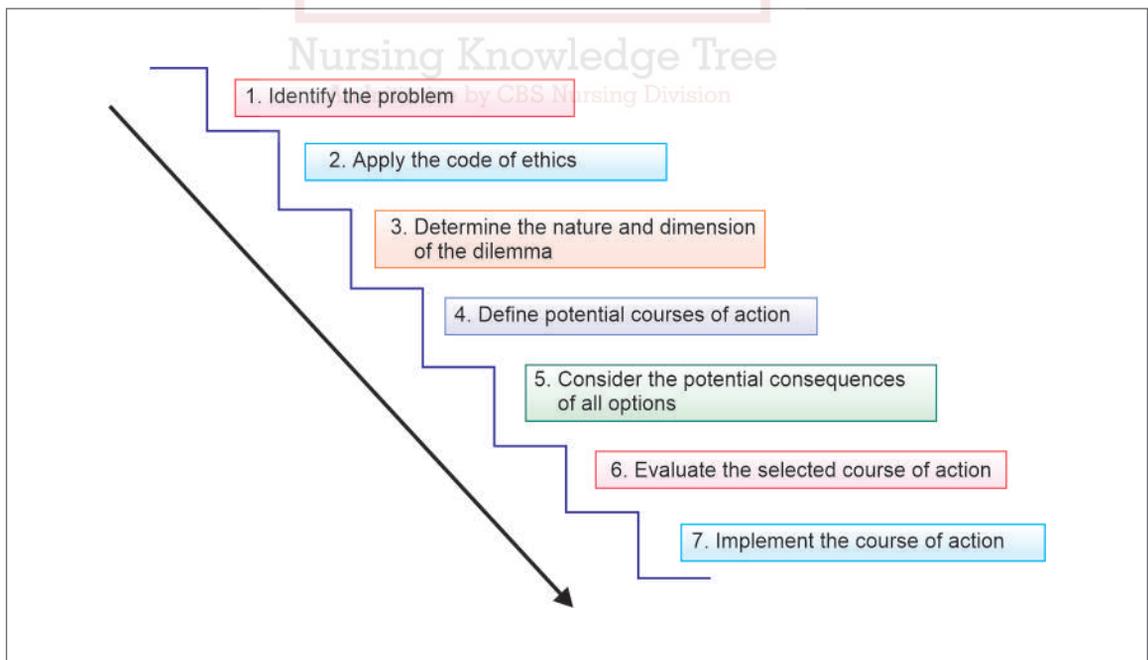

FIGURE 8.5: Steps of ethical decision-making followed for ethical decisions in clinical practice

3. **Determine the nature and dimension of the dilemma:** Analyze the dilemma and relate it to the ethical principles. The dilemma might be related to more than one ethical principle. Identify which ethical principle takes priority in the case. For example, a patient is on end-of-life treatment and has verbalized that they want to stop all medications, however, the family members are not willing to let go and demand that the healthcare professionals explore all possible ways to save the patient's life. The Code of Ethics proposed by the Indian Nursing Council in this scenario would refer to respecting individual rights and working within legal boundaries.

4. **Define potential courses of action:** The next step would be to define possible courses of action and analyze how they might impact the patient. Seeking colleagues' suggestions might help in deciding on the best course of action, as they might have experienced similar situations.

5. **Consider the potential consequences of all options:** After discussion and analysis of the possible solutions, weigh the risks and benefits to the patients. Choose the option which appears to be beneficial and practical. Discard the options which are not suitable for the patient, are impractical or unsafe.

6. **Evaluate the selected course of action:** Choosing the best course of action requires thorough thinking. Check if the solution to the problem is safe and something you would suggest to someone else with confidence and even if it were ever to be disclosed in media, it would not be considered unfair or unethical.

7. **Implement the course of action:** It might still be difficult to take this action, so seek help and support from your team and involve others to ensure that the decision taken is the best possible solution in that situation. Nurses might need mental health support in such situations and should not hesitate to seek counseling support.

Did You Know?

Nurses who use structured ethical frameworks report **greater confidence** in morally complex cases.

ETHICAL STANDARDS FOR STUDENTS

Nursing is a profession where theory and practice go hand in hand. Nursing students must be taught about ethical principles early. During clinical placements, students experience ethical decision-making every day. Nursing students must understand the ethical principles that guide the professional practice.

The ethical issues which affect the student's academic performance are academic dishonesty and clinical dishonesty.

Academic Dishonesty

Involvement in Fraudulent activity or cheating (for example: Copying the answers in the exams), plagiarism (copying content from other sources without proper citation or getting their permission to reproduce it), wilfully providing false information are considered forms of academic dishonesty. As per educational theories, there are certain factors which influence academic dishonesty, as follows:

- **Ethical factors:** Only success matters but not given importance to the moral values to reach the success.
- **Environmental factors:** Surroundings which influence or encourage dishonesty.
- **Psychological factors:** Internal pressure created in the student's mind to score good marks in academics.
- **Social factors:** High level of competition and justification created by others that 'all are dishonest' in one or other situations.

Clinical Dishonesty

This is an alarming signal and a great threat to patient safety. The reasons for clinical dishonesty are due to the work stress, high workload, faulty role model, non-cooperative patients, highly competitive rate in peer groups, lack of awareness about ethical values, fear of failure and pressure to be succeed. Hence, it is the responsibility of the nursing faculty to teach the students in regard to the ethical values and coping strategies to reduce stress.

Clinical Insights

"Ethics in education is the rehearsal space for professional ethics." Nursing students must uphold honesty both in simulation labs and clinical placements.

STUDENT-FACULTY RELATIONSHIP

The student-faculty relationship is a dynamic and multifaceted aspect of nursing education which creates a positive impact on student's resilience. The faculty teaching the students should be mindful of the potential challenges in the clinical setting where students are assigned. A comprehensive and open discussion about various situations which can be confusing for the students must be discussed and analyzed to understand the most suitable solution. Such exercise could be fruitful in student learning and help advance the profession.

Key Elements

The key elements (Fig. 8.6) for the effective student-faculty relationship have been divided into faculty role, student role and role of both faculty and student.

Faculty Role

- **Active listening by the faculty and respecting student perspectives:** Firstly, the teacher needs to be active listener because this gives an opportunity for the teacher to listen to the concerns of the student and take a constructive decision in case of any conflicts or existing issues during the teaching-learning process.
- **Providing information and instructions:** Faculty is responsible to give necessary information and instruction to the students whenever necessary. Faculty should ensure the information or instructions provided have been understood clearly by the students.
- **Facilitating and mentoring:** Faculty acts as guide or facilitator in the teaching learning process. Faculty as a mentor (expertise in their own field) guides the novice (freshers or students).
- **Constructive feedback:** Feedback is vital part of promoting self-esteem among students. So, faculty should ensure to give only constructive feedback to promote the student's well-being in the studies and it should not act as demotivating factor to any extent.
- **Maintaining the professional boundaries:** Maintaining professional boundaries will help both the faculty and students to create the professional teaching-learning behavior and prevent boundary violations.
- **Encouraging student autonomy:** Promoting the students' well-being by developing their independent functioning help the students to enhance their self-esteem.
- **Faculty approachability:** Whenever the students feel there are some concerns, faculty should always be approachable in nature.
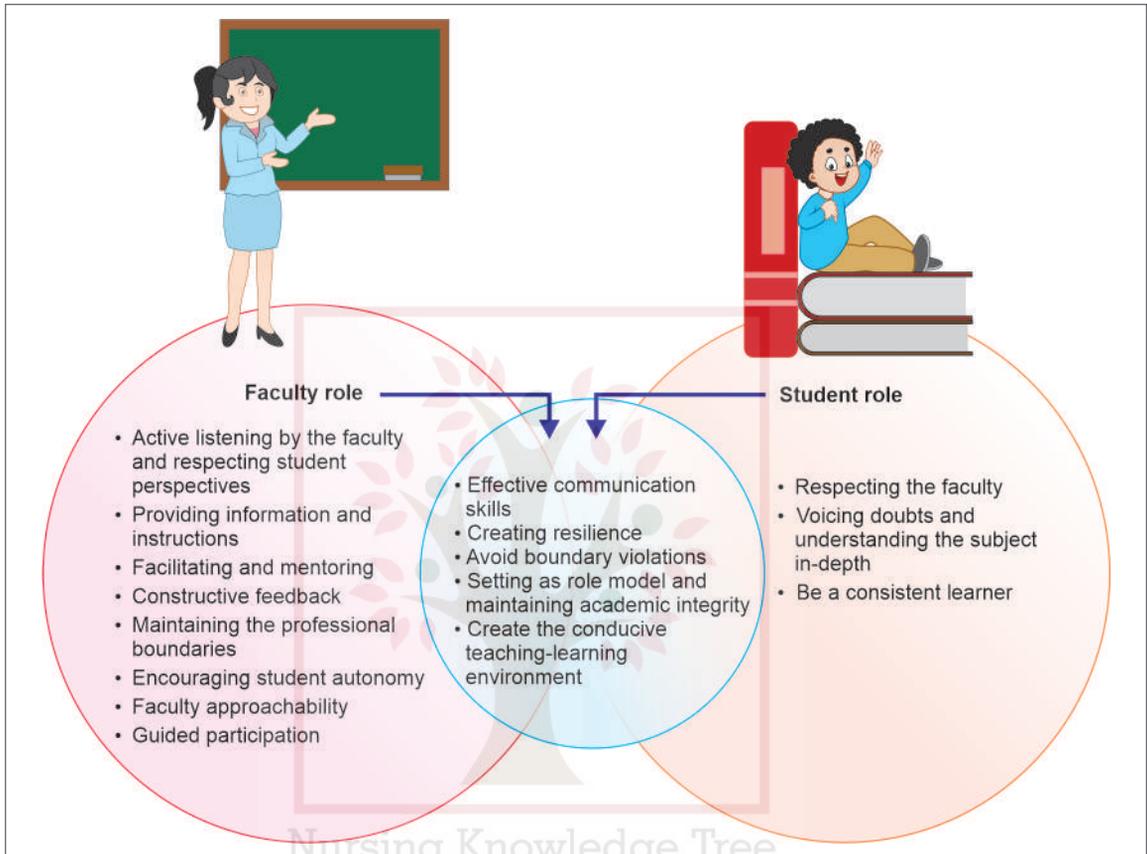
FIGURE 8.6: Key elements in student-faculty relationship

- **Guided participation:** Faculty should act as a 'guide' to the students; at the same time, the active participation with the students will help the faculty to understand them in better way.

Clinical Insights

"Faculty are not just teachers—they are ethical mentors." Faculty who practice ethical mentorship shape professional behavior in students.

Student Role

- **Respecting the faculty:** Faculty is an individual who teaches all goodness along with the subject matter to the students. Hence, it is important to respect the teachers.
- **Voicing doubts and understanding the subject in-depth:** Students should not just memorize the content, rather than it is expected to understand the core concept of the subject and need to develop self-motivation to voice for doubts without any shyness or hesitation.
- **Be a consistent learner:** Learning should be a consistent process to have better understanding of the subject. So, students need to develop the habit of learning the subject daily.

Role of Both Faculty and Student

- **Effective communication skills:** Communication is the vital part of life skills and so, it is important for both the faculty and the students.
- **Creating resilience:** Overcoming stress is great challenge nowadays. So, teacher has to help the students by teaching coping strategies and students also need to cooperate by practicing stress management strategies in daily practice.
- **Avoid boundary violations:** As the professional boundaries have been already set by the university or college regarding the faculty and student relationship. Hence, it needs to following and avoid boundary violations to prevent any consequences.
- **Setting as role model and maintaining academic integrity:** Faculty acts as role model for the student and it is vital responsibility of the faculty to maintain academic integrity by following the principles and regulations of the college.
- **Create the conducive teaching-learning environment:** Students can create a conducive learning atmosphere with the good lighting, ventilation, silence, and self-interest to enhance the learning process. Teacher also creates a positive teaching learning environment by treating the students equally, following the regulations, maintaining the discipline and create a stress-free atmosphere.

> **Must Know**
>
> Positive faculty-student relationships increase academic success and emotional resilience.

EVIDENCE-BASED TEACHING

Evidence-based nursing is assumed to have been practiced by Florence Nightingale in the 1800s and its relevance has long been emphasized for safe care. Nursing research is part of undergraduate and postgraduate nursing programs which prepares nurses to critically analyze current practices and sometimes challenge old-age practices. There are many nursing skills which have been made redundant or modified as a result. Evidence-based nursing ensures that nursing students are exposed to the most recent and scientifically proven practices while providing care. By doing this, nursing education and clinical settings come in synchronize together to meet the goal of preparing the next generation of nursing professionals.

Definition

Evidence-based teaching (EBT) is defined as the use of methods, strategies, and practices of the best available research evidence to improve learning outcomes. It includes the critical application of proven teaching approaches obtained from empirical studies rather than relying solely on intuition, tradition or untested methods.

Key Features

- **Data-driven:** Teaching methods are used based on evidence that states they work well among students to achieve the learning outcome.
- **Continuous improvement:** Teachers regularly assess their teaching practices with the use of feedback from the students, marks secured by the students, and updated research findings. Based on assessment findings, continuous improvement will be done.

- **Learner-centered:** Focus on certain approaches which are highly beneficial for improving student learning process.

Example: Nursing faculty incorporates active learning techniques, namely case-based discussions or high-fidelity simulations, as research states these methods are enhancing the critical thinking ability and necessary skills in clinical practice.

Process

The process of EBT is the sequence of incorporating evidence in teaching practice and has the following steps as shown in (Fig. 8.7). However, there are few differences exist between EBP and EBT as given in Table 8.3.
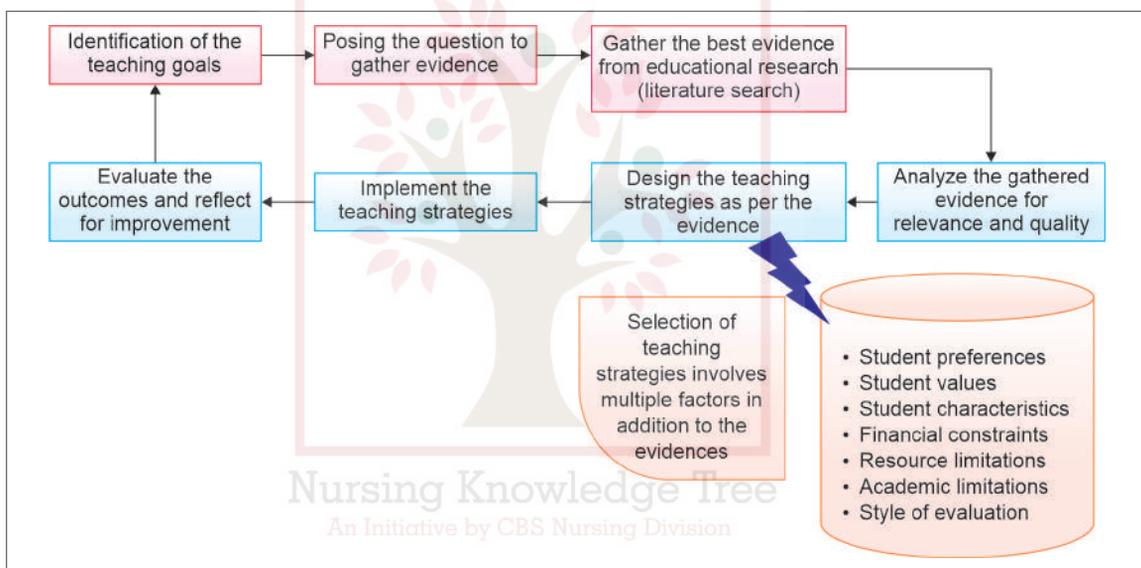

FIGURE 8.7: Process of evidence-based teaching

TABLE 8.3: Differences between evidence-based practice and evidence-based teaching

Category	Evidence-based practice	Evidence-based teaching
Definition	Integration of the best available clinical evidence into patient care.	Application of research to plan and implement effective teaching strategies.
Goal	To improve patient outcomes and quality of patient care.	To improve learning outcomes and teaching effectiveness.
Focus	Patient-centered care and interventions.	Learner-centered teaching approaches.
Evidence source	Clinical research, clinical practice guidelines and patient's data.	Teaching methodologies, educational research and learning theories.
Application	Diagnosis and treatment of diseases.	Designing curriculum, preparation of lesson plans, and utilization of effective teaching methods.
Stakeholders	Healthcare providers, patients and policy makers.	Educators, students, and educational institutions.

Contd…

Category	Evidence-based practice	Evidence-based teaching
Questioning format used	PICOT format is used. P – Population I – Intervention C – Comparison O – Outcome T – Time	PSCOT format is used. P – Population S – Strategy C – Comparison O – Outcome T – Time
Outcome measurement	• Patient recovery rate • Patient's level of satisfaction • Relapse rate	• Academic performance • Student Engagement and • Skill attainment and retention.
Example	Implementation of clinical protocol to reduce the infection rate in hospitals.	Implement active learning techniques, such as case studies, to attain the learning objective in effective manner.

Must Know

Evidence-based practice applies to patient care, whereas EBT applies to student learning strategies.

The process of EBT is as follows:

- **Identification of the teaching goals:** Teaching goals are identified according to the specific learning objectives, skills, knowledge or attitudes that need to be achieved.
- **Posing the question to gather evidence:** PSCOT format is used to pose questions for gathering EBT.
  - **P** – Population
  - **S** – Strategy
  - **C** – Comparison
  - **O** – Outcome
  - **T** – Time
- **Gather the best evidence from educational research (literature search):** To gather the best evidence, reviewing the empirical studies, best practices, and expert opinions need to be done.
- **Analyzes the gathered evidence for relevance and quality:** It is vital responsibility for the course instructor to evaluate the credibility of sources and it is needed to assess how far the research findings apply in teaching context.
- **Design the teaching strategies as per the evidence:** Faculty need to prepare lesson plans by including the proven techniques. It is wise to choose appropriate technologies, tools, and activities to achieve the learning outcome. Remember, the selection of teaching strategies involves multiple factors in addition to the evidences as follows:
  - Student preferences
  - Student values
  - Student characteristics
  - Financial constraints
  - Resource limitations
  - Academic limitations
  - Style of evaluation

- **Implement teaching strategies:** Nursing faculty can apply the designed methods in the classroom or clinical area and can adapt with certain teaching strategies to suit diverse learners' needs.
- **Evaluate the outcomes and reflect for improvement:** Nursing faculty need to collect feedback from nursing students and measure the learning outcomes match with the preset teaching goals and whether areas for enhancement or improvements are necessary.

EVIDENCE-BASED EDUCATION PROCESS

Evidence-based education process should be integrated into the nursing curriculum naturally.

Strategies Adopted for Evidence-Based Education Process

- **Practical learning outcomes:** Modules focusing on research should be designed to encourage the students to go beyond meeting the bare minimum. Journal clubs and presentations are helpful ways to promote research among nursing students. Attending professional events, such as conferences can promote the dissemination of current practices.
- **Interactive learning activities:** Designing interactive activities to teach the research process can help the students understand and grasp the concept of evidence-based nursing practices. For example, educating students about literature searches by using digital tools or presenting the findings of research inquiries which they witnessed in the clinical setting following all the steps including proposal designing, mock ethical reviews to presentation and proposing recommendations would orient them to a more practical aspect of evidence-based practice.
- **Clinical collaboration:** Collaboration with professionals within a healthcare setting or conducting a small research project focusing on a limited number of patients could be a useful way to understand the process and implications of research. It would allow the student to experience first-hand the benefits and challenges of researching in the clinical setting.

Application of Evidence-Based Education Process to Nursing Education

There is a wider range of research on a daily basis has been conducted to empower the EBT. Table 8.4 gives an example for the application of evidence-based education process to nursing education.

Current research practices suggest the best teaching practices are as follows:

- **Simulation-based teaching:** Research shows that the method of creating a realistic situation in teaching has significantly improved the practical skills, student satisfaction and critical thinking ability.
- **Flipped classroom:** This approach includes giving preparatory notes or materials before the class will enhance the active learning process among students.
- **Peer-assisted learning:** A collaborative sharing of knowledge and subject-related information takes place among students.
- **Integration of technology:** Usage of mobile application, virtual reality and animations in teaching will create greater learning experience among students.

Clinical Insights

"Teaching without evidence is like treating without diagnosis." Using research-backed teaching improves student engagement and retention.

TABLE 8.4: Application of evidence-based education process into the nursing education

Process of evidence-based teaching	Application into nursing education
Identification of the teaching goals	To enhance students' ability to perform accurate measurement of blood pressure.
Posing the question to gather evidence	Using the PSCOT format. P – Population (nursing students) S – Strategy (simulation-based teaching) C – Comparison (video-based teaching) O – Outcome (accurate monitoring of blood pressure) T – Time (duration of teaching)
Gather the best evidence from educational research (literature search)	Literature search suggests that improvement in practical skills, student satisfaction and critical thinking ability occurs through simulation exercises.
Analyze the gathered evidence for relevance and quality	Choosing the evidence-based teaching strategies tailored for novice nursing students (first-year nursing students) versus advanced learners (final-year nursing students).
Design the teaching strategies as per the evidence	Use case studies to teach variations in blood pressure monitoring with real-world scenarios.
Implement teaching strategies	Conduct high-fidelity simulations to teach vital signs monitoring protocols, followed by debriefing sessions.
Evaluate the outcomes and reflect for improvement	Use Objective Structured Clinical Examinations (OSCEs) to evaluate competency and take feedback from the students for further refinement.

Conclusion

Nurse professionals must follow ethical principles that guide them to ensure safe practice in healthcare. Nursing students must be introduced to the ethical code of conduct to understand their role better and know their rights and boundaries in clinical practice. Evidence-based practices are an excellent way to improve nursing practices. Nursing students must be familiarized with it to ensure that they understand its relevance and their role in advancing the profession as they take the lead in future.

SUMMARY

- Ethics are the moral principles that control or influence a person's behavior.
- In nursing education, ethics involves adherence to professional standards and values that promote respect, accountability, and fairness in teaching, learning, and practice.
- The care component in nursing can be achieved by focusing on the core values of nursing education including dignity, integrity, autonomy, altruism, and social justice.
- The value development within the nursing profession is mentoring and supervision, professional learning programs, staff support system and collaboration with other professionals.
- Steps of value clarification process include, choosing freely, choosing from alternatives, choosing after thoughtful consideration of consequences, prizing and cherishing, affirming publicly, acting and acting repeatedly and consistently.

- Steps of ethical decision-making according to the Ethical Decision-Making Framework (EDMF) are assessment, alternatives, analysis, application, and action.
- Steps of ethical decision-making according to the ethical decision-making framework—identify the problem, apply the code of ethics, determine the nature and dimension of the dilemma, define potential courses of action, consider the potential consequences of all options, evaluate the selected course of action, and implement the course of action.
- Faculty roles to maintain the effective student-faculty relationship are active listening by the faculty and respecting student perspectives, providing information and instructions, facilitating and mentoring, constructive feedback, maintaining the professional boundaries, encouraging student autonomy, faculty approachability, guided participation.
- Student role to maintain the effective student-faculty relationship includes respecting the faculty, voicing doubts, and understanding the subject in-depth and being a consistent learner.
- Both the student and faculty roles to maintain the effective student-faculty relationship are effective communication skills, creating resilience, avoid boundary violations and setting as role model and maintaining academic integrity.
- EBT is defined as the use of methods, strategies, and practices of the best available research evidence to improve learning outcomes. It includes the critical application of proven teaching approaches obtained from empirical studies rather than relying solely on intuition, tradition or untested methods.
- Key elements of EBT are data-driven, continuous improvement and learner-centered.
- Process of EBT includes identification of the teaching goals, posing the question to gather evidence, gather the best evidence from educational research (literature search), analyze gathered evidences for relevance and quality, design the teaching strategies as per the evidences, implement teaching strategies, evaluate the outcomes, and reflect for improvement.
- Strategies adopted in the evidence-based education process are practical learning outcomes, interactive learning activities and clinical collaboration.
- Nurse professionals must follow ethical principles that guide them to ensure safe practice in healthcare.