

Students understand and participate in nursing research

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ABSTRACT

Evidence-based medicine in talks on patient care, the term "research" is frequently used. Nursing/midwifery as a profession has a responsibility to teach their students with a primary focus on research-based practise. Evaluation is a crucial component in education that determines what and how students chose to study and learning is generally based on the quality of assessment. The usage of a learning log is one prominent way for supporting learning and assessment. This article discusses the usage of a learning log as a learning and assessment tool for undergraduate nu-

-rsing and midwifery students, as well as reflective comments from students and module leaders. The instructors' ambition to be innovative when teaching a research module drove the use of a learning record lesson to students who frequently believe that research is a difficult and unpleasant subject to study.

Key Words: *Learning log; Research; Student; Undergraduate; Nursing/midwifery education.*

INTRODUCTION

The utilization of evidence (i.e. research) is the core of nursing/midwifery practice, yet it is challenging to educate student in research language and practice. A positive attitude toward research is crucial in educating pupils; otherwise, knowledge and utilization would be limited. While understanding evidence and its application in practice is important, students find learning about research tough and demanding. As a result, research as a subject ranks lower than other disciplines on the curriculum and is not often regarded as therapeutically relevant. Students have expressed a lack of interest in research as a subject, despite the fact that research helps guide practice improvements and evidence-based practice. Undergraduate curriculum should include research content to help students comprehend the research process and the importance of evidence-based practice. With this in mind, the second author (module leader) set the task of integrating their students in the topic matter, participating in courses and tutorials, and being interested in researching and thinking critically about the issue beyond the prescribed reading. With this in mind, the second author (module leader) set the task of integrating their students in the topic matter, participating in classes and tutorials, and being engaged in researching and thinking critically about the issue in a way that goes beyond the required reading [1]. This is consistent with worldwide professional nursing/midwifery associations, which state that pre-registration education is essential. This is consistent with international professional nursing/midwifery bodies, which state that pre-registration education programmers should equip students with the skills to analyze, think critically, solve problems, and reflect.

Conscious of this, and in order to prepare students for their encounters with a multifaceted, ever-changing healthcare environment, the second author created a formative and summative assessment (present knowledge and a learning log) tailored to a research module as part of an undergraduate course. Students from the intellectual disability, mental health, general nursing, and midwifery programmers (n=120) composed the student group. Nursing/midwifery is the foundation of health care and it should be strengthened through regulation, management, teaching, and research. Research must be understood as a continuous process in which educators enhance instructional practices that emphasize the vital relationship between research and practice. As a result, research must be communicated in a comprehensible manner to practitioners. Due to limited exposure to research applications in clinical practice, undergraduate students are uninterested in research. Students must recognize the significance of research and be required to engage in research throughout their curriculum in order to be enthused about it [2]. In general, research modules only give students with the "tip of the iceberg," and once completed students must continue to expand their competence and knowledge of applying the research process. Creating a blended learning strategy should make module content more meaningful, connect theory to practice, and make the module more accessible to a wide range of learning styles [3]. However, in order to develop effective approaches for integrating evidence-based practice into the curriculum, it is critical to understand the different sources of evidence that students use, how retrieving evidence can be problematic, students' knowledge and attitudes toward evidence-based practice, and their current use of evidence-based practice, as well as what is preventing students from

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undertaking projects. What is preventing students from engaging in project work where they can confront a clinically relevant subject, uncover evidence to support it, and implement the findings? Students, on the other hand, usually anticipate research to be a tough subject to grasp, and educators' duty is to combine the appropriate aspects to engage the student [4]. Computer technology, collecting information, conducting research, and critical thinking abilities have all been identified as essential for evidence-based practice. As a second-year undergraduate student on the BSc four-year nursing degree programme, I completed a research module using a learning log as a means of assessment. The assignment required me to create a learning journal that reflected my experience through the research process [5]. The courses' goal was to advance understanding, attitude, and skills in critically reviewing research literature and applying it to practice, as well as to promote an appreciation of the impact research has on practice. I had never used a learning log before, so it provided me with the opportunity to learn about the research process in a novel and original approach [6]. I was concerned about the topic area when I started this module because it was new to me as a subject, even though the concept of evidence-based and research-informed knowledge had been ingrained throughout our modules and practice placements up until that point. My issue stemmed from the fact that there were many new concepts and ideologies to learn that I did not believe were clearly relevant to patient care. Another cause of concern was that we might select a methodology to frame our learning from a predetermined list developed by the module leader. All of these approaches were unfamiliar to me, and I indicated my difficulty in making a decision [7]. This prompted a group debate and consensus that the module leader would either assign or utilise a lottery system to assign each student a methodology [8]. We concluded as a group that a lottery approach looked the most equitable because we were all in a similar circumstance. The assigned methodology was then used and applied to the module learning during the study process to investigate its use in nursing/midwifery as well as its implementation and utilisation in practice [9]. The first objective was to undertake a formative evaluation of a 500 word document summarising my thoughts and ideas about the approach used in the research process. The research process phases might be utilised as predetermined headers here, and other headings were encouraged if applicable [10].

DISCUSSION

However, research continues to be a challenging subject to teach since many students fail to understand research terminology and are unable to grasp the notion of research and recognize its value and link to practice. The importance of educators having a positive attitude, research expertise, a solid theoretical foundation, and excitement for making learning exciting in teaching research cannot be overstated. Thus, the adoption of innovative teaching methods and research expertise helps to preserve credibility and aids students. However, there are challenges in overcoming cultural and abstract obstacles to research in order to build students' self-confidence in their ability to understand and apply research in their work. These barriers, as well as the difficulty in engaging and communicating to students the relevance and fundamental role of research in professional practice, can be discouraging. As a first step, we must cultivate a love of research and a desire to understand how research relates to real-world practice. Not only by teaching a research module, but also by infusing evidence-based practice ideas across the curriculum and cultivating a spirit of inquiry in students as they progress through their education. Because approaches to teaching research can influence students' views, educators play an important role in students' development of evidence-based practice, knowledge, skill, and coordination.

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CONCLUSION

As a result, nurses/midwives must build research competency as they engage with evidence and gain new information to guide practice throughout their careers. Furthermore, nurses/midwives must learn to translate best evidence into their practice in order to influence the treatment offered, its quality, and its cost effectiveness. As a result, nursing/midwifery achieves its mission of providing evidence-based care that promotes quality outcomes for patients, families, healthcare professionals and the system. However, we must assure adequate evidence application in everyday practice because there will always be a research practice gap between publication and practice adoption, which could range from 10 years to 30 years.

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