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Modern approaches in teaching nursing fundamentals course: Türkiye perspective

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Abstract

Nursing education has undergone significant transformation globally in response to the increasing demand for healthcare services and advancements in science and technology. Fundamentally, nursing education commences with the instruction of nursing fundamentals, integrating knowledge dissemination with various methodologies aimed at fostering students' clinical competencies. In this context, the teaching of nursing fundamentals constitutes a crucial determinant of healthcare service quality. Given that nurses play a pivotal role in patient care, the pedagogical strategies and techniques employed in this field are of paramount importance. The methodologies utilized in nursing fundamentals education are continually evolving to ensure that students acquire a robust theoretical foundation while concurrently enhancing their clinical proficiency. Educational strategies such as simulation training, case-based learning, online instruction, and clinical internships equip students with essential competencies while optimizing the efficiency of the learning process. In Türkiye, the fundamentals of nursing course is structured and implemented in accordance with national educational standards and accreditation requirements, ensuring consistency and quality across nursing programs. As nursing education continues to evolve, these innovative approaches will play an even greater role in advancing the professional capabilities of future nurses. Diverse educational approaches are implemented both globally and in Türkiye, with contemporary instructional techniques gaining increasing significance in nursing fundamentals education. In Türkiye, the teaching of nursing fundamentals has been modernized in alignment with global advancements and enriched through various instructional methods. The incorporation of quality assurance and accreditation principles, along with context-specific instructional strategies, ensures that nursing students in Türkiye are prepared to deliver safe and effective patient care.

Keywords: Nursing fundamentals education, instructional methods, essential skills, clinical competencies

Introduction

Technological advancements have profoundly influenced all aspects of life on a global scale. Nursing services, which form the dynamic foundation of transformations and advancements in the healthcare sector, have been significantly shaped by these changes [1-3]. The education of nurses, both internationally and in Türkiye, is delivered through continuously evolving and diversifying methodologies and techniques designed to enhance the quality of healthcare services and optimize nurses' professional competencies [1,2]. Given that nursing education is inherently practice-based, staying abreast of innovations, adapting to contemporary advancements, and incorporating technology into the learning process are of critical importance.

The effective implementation of innovative approaches in practical training necessitates the continuous monitoring of educational advancements. Technological progress, scientific developments, and shifts in healthcare services have also influenced nursing education, prompting the adoption of various pedagogical approaches across different countries. The most widely employed instructional methods and techniques in nursing education, both globally and in Türkiye, include the following [3,4].

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changes [1-3]. The education of nurses, both internationally and in Türkiye, is delivered through continuously evolving and diversifying methodologies and techniques designed to enhance the quality of healthcare services and optimize nurses' professional competencies [1,2]. In Türkiye, the fundamentals of nursing course is structured to ensure that students acquire theoretical knowledge and are able to safely apply basic clinical skills [1-3]. The course content places emphasis on topics such as basic nursing care, personal hygiene, patient positioning, measurement of vital signs, infection control, and patient safety and etc... These topics are supported by current nursing research conducted in Türkiye and by relevant guidelines issued by the ministry of health. Moreover, in recent years, the course content has been updated based on the standards of accreditation bodies such as hepdak, with the aim of enhancing the quality of nursing education [1-5]. Institutions are also regularly evaluated according to these accreditation standards [3-5]. This study aims to contribute to the literature by examining the modern approaches implemented in teaching the fundamentals of nursing course in Türkiye, within the context of quality and accreditation.

In Türkiye, the quality of nursing education is continuously monitored and enhanced through rigorous national accreditation standards. The Higher Education Quality Council of Türkiye (YÖKAK) and the Association for Evaluation and Accreditation of Nursing Education Programs (HEPDAK) play a central role in assessing and accrediting nursing programs. Compliance with these standards ensures that nursing faculties deliver curricula that meet both national and international benchmarks for educational excellence [1,3-6].

The Fundamentals of Nursing course, as a core component of undergraduate nursing programs, must align with these standards to guarantee that graduates possess the essential theoretical knowledge and clinical competencies required for safe and effective patient care. Regular accreditation reviews and quality audits support the continuous improvement of course content, teaching methodologies, and practical training, thereby strengthening the overall quality of healthcare services in Türkiye [3-7]. The primary purpose of this study is to contribute to the literature by systematically examining the modern instructional approaches implemented in teaching the Fundamentals of Nursing course in Türkiye, within the framework of national quality assurance and accreditation standards.

Lectures And Seminars

Nursing education is a multifaceted process designed to cultivate highly qualified nurses who will contribute effectively to healthcare services. This process is reinforced through lectures and seminars, which facilitate a well-balanced integration of theoretical and practical knowledge. The theoretical foundations of nursing are primarily conveyed through these instructional methods, encompassing subjects such as fundamental sciences, health sciences, and nursing-specific topics [1,2]. This pedagogical approach is further enriched with key instructional

tools, including educational videos and online resources, which are extensively utilized to help nursing students consolidate their theoretical knowledge and develop new competencies. These resources play a crucial role in fostering both clinical and academic proficiency [3].

Seminars are generally structured to provide an in-depth exploration of lecture topics, discuss contemporary advancements, and encourage students to engage in research. Throughout nursing education, lectures and seminars are strategically designed to equip students with the capacity to deliver patient care from a professional and ethical standpoint [4,5]. Consequently, nursing students not only acquire technical expertise but also cultivate a strong foundation in human rights, ethical values, and empathy, all of which are essential for holistic and patient-centered care [4-6].

Lectures and seminars in the Fundamentals of Nursing course serve as a foundational pedagogical element in Türkiye, aligning the curriculum with national educational standards and supporting students' transition into clinical practice. These instructional methods ensure that nursing students acquire a robust theoretical base and ethical framework necessary for competent patient care, complementing practical training by cultivating critical thinking and professional values essential for clinical preparedness [4-6]. The structured delivery of lectures and interactive seminars is guided by nationally defined curriculum frameworks, such as the Nursing National Core Education Program (HUÇEP) endorsed by the Turkish Council of Higher Education, to maintain consistency in educational outcomes across institutions. Moreover, adherence to these standards and the incorporation of contemporary, evidence-based teaching practices are directly linked to meeting accreditation and quality assurance criteria; nursing programs in Türkiye are expected to fulfill the rigorous benchmarks set by bodies like HEPDAK to ensure program quality and graduate competency [2-6]. By integrating lectures and seminars that conform to both national benchmarks and international quality expectations, nursing faculties uphold academic excellence in the Fundamentals of Nursing course, foster effective clinical preparation, and contribute to the continuous improvement of nursing education quality in Türkiye.

Simulation-Based Learning

Simulation-based learning has emerged as a highly significant educational approach in nursing in recent years. This method allows students to engage in patient care and treatment within a controlled virtual environment before encountering real patients [7]. Conducted in simulation centers, these training sessions serve as a preparatory stage, enabling students to develop essential clinical skills. By simulating diverse emergency scenarios and clinical procedures, students not only refine their technical competencies but also enhance their ability to manage the anxiety associated with real-life clinical encounters.

Furthermore, this pedagogical approach provides students with an opportunity to practice emergency interventions without the

risk of causing harm, thereby ensuring a safe and structured learning environment [1,7-9]. Through this experiential learning process, nursing students gain confidence, improve their decision-making abilities, and refine their clinical judgment, all of which are critical for high-quality patient care.

The foundation of simulation-based learning is built upon high-tech simulation mannequins and virtual reality applications. This method is employed to equip students with essential competencies, including emergency scenario management, medication administration techniques, and comprehensive patient assessment [2,3,8]. In the United States and various European countries, such applications are extensively integrated into nursing education and are regarded as highly effective in fostering the safe and systematic development of clinical skills.

In Türkiye, simulation laboratories have gained increasing prominence in recent years, both in terms of their prevalence and technological sophistication. The expansion of these facilities has contributed significantly to the enhancement of nursing education, ensuring that students receive high-quality experiential training. The most commonly employed simulation modalities are as follows [8,9].

High-Fidelity Simulation

This training modality employs advanced technology mannequins or virtual environments that closely replicate real patient scenarios. High-fidelity simulations are primarily utilized for practicing emergency interventions, critical care procedures, and complex clinical skills. This approach is widely integrated into upper-level undergraduate nursing curricula to enhance students' ability to manage high-risk clinical situations with precision and confidence [10,11].

Low-Fidelity Simulation

This educational method utilizes simpler mannequins or role-playing scenarios to teach fundamental clinical skills and patient care procedures. Low-fidelity simulations are predominantly implemented in the first and second years of nursing education, focusing on the acquisition of essential skills before students transition to more complex clinical training [2,4,12].

Virtual and Augmented Reality Technology: Virtual reality (VR) and augmented reality (AR) applications serve as advanced instructional tools that aid nursing students in developing competencies in surgical procedures, patient care, medication administration, and other clinical skills. These cutting-edge technologies are primarily employed in upper-level nursing education to provide immersive and interactive learning experiences that bridge the gap between theoretical knowledge and practical application [6,11-13].

Simulation laboratories in Türkiye's nursing faculties typically integrate both high- and low-fidelity equipment to replicate realistic clinical environments. Sophisticated high-fidelity manikins and virtual reality applications are used alongside

simpler task trainers and role-play stations to teach core components of the Fundamentals of Nursing course [2-5]. These labs are organized as mock hospital wards or skill stations where students practice essential procedures such as hygiene care, vital signs measurement, infection control techniques, basic life support (CPR), and therapeutic communication through carefully designed clinical scenarios. Providing a safe and controlled setting, simulation allows students to repeatedly perform skills and make clinical decisions without posing any risk to actual patients [6,11-13]. This hands-on, scenario-based approach significantly enhances psychomotor accuracy, critical thinking, self-confidence, and situational decision-making skills while reducing anxiety and potential errors in real clinical settings. Moreover, simulation promotes consistency in teaching by standardizing learning objectives, checklists, and performance feedback, which in turn alleviates the instructional burden on faculty members [2,3,6-11]. Many nursing schools in Türkiye also offer open laboratory hours and flexible scheduling, enabling students to engage in individual or small-group practice sessions beyond regular class times. Overall, simulation-based learning in the Fundamentals of Nursing course supports structured, repeatable, and independent skill development, ensuring that students are better prepared for safe, competent patient care while optimizing faculty workload [6,11-13].

Case-Based Learning

Case-based learning (CBL) is an educational approach that enables students to expand their knowledge and skill set through the analysis of real patient cases. In this method, students are presented with clinical scenarios or patient conditions and engage in group discussions and solution-oriented exercises to formulate evidence-based interventions [13,14].

This pedagogical strategy not only cultivates higher-order thinking skills but also fosters active learning, thereby enhancing knowledge retention. Additionally, CBL facilitates the development of students' fundamental and theoretical knowledge, reasoning abilities, analytical skills, critical thinking, and problem-solving competencies [15]. Case studies can be examined through various techniques, including concept mapping, brainstorming, role-playing, demonstrations, group discussions, computer programs, and simulation-based applications [16,17].

Case-based learning facilitates the application of theoretical knowledge to practical scenarios. Through discussions centered on real patient cases, students engage in a learning process that provides experiential exposure to nursing practices, ethical decision-making, and patient care management. This method reinforces students' analytical thinking skills and enhances their clinical decision-making abilities. Engaging with real-life patient cases fosters problem-solving competencies and contributes to the development of sound clinical judgment [13,14].

The case study method enables nursing students to acquire knowledge and experience in clinical situations they may

not have the opportunity to observe firsthand in healthcare settings. By providing preliminary practice and reinforcement, this approach enhances students' confidence, critical thinking, reasoning abilities, problem-solving skills within the nursing process, and proficiency in effective interventional strategies [2,6,17]. Case-based teaching plays a pivotal role in nursing education in Türkiye, as well. Through case studies, students consolidate the theoretical knowledge acquired in lectures, allowing for deeper comprehension and practical application. This method equips students with analytical thinking and clinical decision-making skills while affording them the opportunity to gain hands-on experience in managing diverse patient groups and complex healthcare challenges [3-5].

This instructional approach further strengthens nursing students' competencies in clinical decision-making and critical thinking. By engaging in case evaluations, students develop the ability to establish accurate diagnoses, devise appropriate treatment plans, and refine their analytical reasoning and problem-solving skills. Additionally, it prepares them to make patient-specific clinical decisions, ensuring the provision of individualized and evidence-based nursing care [1-3].

In Türkiye, case-based learning is widely integrated into the Fundamentals of Nursing course to help students develop clinical reasoning, problem-solving, and decision-making skills. Typical case scenarios include basic patient care, infection control situations, vital signs evaluation, and ethical dilemmas that nursing students may encounter in real clinical settings [3-5, 8]. Through discussions and group analyses, students gain experience in applying theoretical knowledge to practical cases, which reduces anxiety before clinical internships. Case-based learning also supports standardized teaching and provides guidelines for instructors, thereby easing the preparation burden and ensuring alignment with national accreditation requirements. This approach further promotes active participation and independent thinking among students, fostering higher quality in nursing education in Türkiye [2,4,6,9].

Storytelling

Storytelling is a highly effective pedagogical technique employed in nursing education to assist students in contextualizing and internalizing their knowledge and experiences [1]. This engaging and adaptable instructional method can be implemented through face-to-face narration, audio recordings, or readings from relevant sources. In the current era of rapid technological advancement, digital storytelling has become increasingly accessible, providing students with diverse opportunities for experiential learning [1,18].

The primary objective of this method is to deepen students' understanding of nursing practice by integrating emotional, cognitive, and experiential dimensions into the learning process. Storytelling enhances knowledge retention and comprehension while simultaneously fostering essential professional attributes

such as emotional intelligence, ethical awareness, and empathy critical competencies in nursing practice.

Through this approach, students begin to perceive nursing not merely as a technical profession but as a compassionate and holistic endeavor centered on healing, understanding, and providing care to individuals in need [7-9].

Key elements of the storytelling approach in nursing education include:

Revised Academic English Translation

1. Emotional Connection

Storytelling enables nursing students to develop an emotional engagement with patient care and healthcare services. Given that nursing is a profession deeply rooted in empathy and human interaction, storytelling facilitates the formation of emotional connections while fostering a professional perspective [3,18].

2. Experiential Learning

Storytelling serves as a bridge between theoretical knowledge and practical application. By listening to real-life nursing scenarios, patient interactions, and decision-making experiences, students gain insights into how theoretical concepts can be effectively implemented in clinical practice [1,2,4].

3. Encouraging Critical Thinking

Through the analysis of various scenarios presented in narratives, students engage in discussions on patient needs, nursing approaches, and ethical dilemmas. These reflective discussions enhance critical thinking and problem-solving competencies, which are essential for effective clinical decision-making [18,19].

4. Teamwork and Communication Skills

Storytelling fosters interaction and collaboration among students in group settings. Given that teamwork is integral to nursing practice, this method plays a crucial role in enhancing students' ability to work effectively within interdisciplinary healthcare teams while developing strong communication skills [1,19].

5. Gaining Different Perspectives

Each individual brings a unique perspective to patient care. Exposure to diverse narratives enables students to appreciate various caregiving approaches, broadening their understanding of the complexities and challenges encountered in nursing practice [19-21].

6. Reflective Practice

Storytelling encourages students to reflect on their own experiences and learning, promoting continuous self-improvement and professional identity development. Lessons derived from storytelling also contribute to reducing errors in patient care by fostering greater awareness and clinical judgment [15,20,21].

Storytelling facilitates nursing students' comprehension of the significance and impact of illness, offering deeper insights into the patient experience [1,3]. The integration of patient narratives into nursing education has the potential to enhance nurse-patient interactions while promoting humanism, holistic care, and empathy in healthcare services [19,21]. However, this method necessitates ethical considerations, as sharing patient stories requires explicit consent from the patient or their legal representatives to ensure respect for confidentiality and ethical integrity [6,22].

Storytelling is increasingly recognized in Türkiye as an effective method within the Fundamentals of Nursing course, providing students with opportunities to connect theory to practice through real-life patient narratives [12,19,21]. By listening to and discussing carefully selected stories, students strengthen their empathy, ethical sensitivity, and critical reflection skills, which are essential for patient-centered care. This narrative approach also allows students to engage more deeply with course content, improving knowledge retention and making abstract concepts more relatable [6,9,10,12]. Moreover, storytelling helps distribute the instructional workload more evenly by fostering peer discussion and self-guided reflection, allowing instructors to guide rather than deliver all content directly. Integrating storytelling activities aligned with national curriculum standards and accreditation requirements further enriches the learning experience, ensuring that students develop both emotional competence and clinical insight needed for quality nursing practice in Türkiye [2,5,12,19,21].

Role-Play and Drama

Role-play, an integral component of nursing education, is a pedagogical technique that allows students to assume the role of a nurse in specific patient scenarios. This approach enables them to actively engage in patient care and develop essential professional behaviors. Through role-play, students gain insight into how other healthcare professionals approach similar clinical conditions, observe effective communication strategies, and analyze the nuances of language used in patient interactions [2,6,7]. This technique is particularly valuable in enhancing nurse-patient interactions and fostering empathy, both of which are fundamental to patient-centered care.

The incorporation of drama into nursing education further facilitates the practical application of theoretical knowledge, cultivates problem-solving skills, and fosters a deeper connection between students and their profession. This method not only strengthens professional competencies but also enhances emotional intelligence, making it a vital educational tool for nursing students [21-22].

Drama is employed as a creative and interactive instructional approach to refine students' professional competencies in nursing education. By reenacting real-world clinical scenarios, students develop empathy, enhance their communication skills, and make informed professional decisions [1,2]. Additionally, this method

reinforces prior learning, facilitates knowledge retention, and ensures long-term comprehension of critical nursing concepts. Highly regarded by students, role-play and drama effectively bridge the gap between theory and practice, thereby contributing to the development of professional values and evidence-based approaches in nursing education [6,23].

Key components of the drama method

Role-Playing

Students engage in enactments of specific clinical situations, assuming diverse roles such as nurse, patient, or family member. This immersive approach enhances their communication skills and problem-solving abilities, fostering a deeper understanding of patient interactions and care dynamics [4,23].

Exploring Internal Emotions

The drama method facilitates self-awareness and interpersonal understanding. By engaging in role-play, students develop empathy and gain deeper insights into the emotions of others, a crucial competency in nursing practice for delivering patient-centered care [6,24].

Scenario-Based Education

Realistic scenarios are employed to simulate complex patient conditions, medical emergencies, and daily caregiving challenges. This method prepares students for real-world clinical situations by reinforcing their ability to apply theoretical knowledge in practice [22-23].

Creative Expression

The use of drama encourages students to leverage their creativity in patient interactions, allowing them to develop innovative and effective approaches to nursing care. This fosters adaptability and enhances their ability to respond to diverse healthcare challenges [6,22,23].

Critical Thinking

Drama provides an opportunity for students to analyze clinical cases from multiple perspectives, engage in discussions on various aspects of patient care, explore alternative solutions, and strengthen their critical thinking skills—an essential component of professional nursing practice [12,23].

Benefits of drama in nursing education

Communication Skills

Effective communication is a cornerstone of high-quality patient care. The use of drama in nursing education enhances students' ability to communicate effectively with patients, families, and healthcare teams, fostering interpersonal competence in diverse clinical situations [3,21,24].

Empathy Development

Nursing is a profession that demands a profound sense of

empathy. Drama-based learning enables students to develop a deeper understanding of patients' emotions, concerns, and needs, allowing them to provide more compassionate and patient-centered care [2,25].

Stress Management and Crisis Situations

Drama provides a controlled environment where students can practice handling stressful situations and medical emergencies. By engaging in crisis simulations, students develop the ability to manage high-pressure scenarios, preparing them for real-life clinical encounters [8,26,27].

Human Rights and Ethical Sensitivity

Drama enhances nursing students' awareness of ethical issues and human rights considerations in healthcare. Various role-play scenarios expose students to complex ethical dilemmas, strengthening their ability to make sound, professional decisions in accordance with ethical principles. For instance, one scenario may require students to gather patient information with an empathetic approach, while another may involve team-based emergency responses. This process not only reinforces their professional competencies but also cultivates emotional intelligence, ethical decision-making, and interpersonal skills [6,25,28,29].

Role-play and drama activities have become valuable pedagogical strategies in the Fundamentals of Nursing course in Türkiye, providing students with a safe space to practice communication skills, develop empathy, and manage diverse patient scenarios [6, 8,22,28,29]. By enacting real-life situations, students actively engage with clinical problems, rehearse professional behaviors, and build confidence in handling sensitive interactions. These methods facilitate immediate feedback and peer learning, which not only enhance students' competence but also help distribute the teaching workload by encouraging collaborative participation [8, 22,28,29]. Incorporating role-play and drama into the curriculum supports the national emphasis on student-centered learning and aligns with accreditation standards that prioritize experiential and reflective education. Overall, this approach enriches the nursing fundamentals framework, fostering graduates who are well-prepared for realistic patient care environments in Türkiye [6,8,12,28,29].

Peer Education

Peer education is a widely utilized instructional method in nursing education and various other academic disciplines, in which students play an active role in both teaching and learning from their peers. This method typically involves students of similar age and academic standing, fostering collaborative learning within the same social and educational group [25,29]. More experienced students assist newcomers by transferring knowledge and skills, acting as intermediaries between faculty members and new learners.

In this approach, students seek guidance from knowledgeable or experienced peers, facilitating a reciprocal learning process. Peer education is particularly valuable in orienting students to clinical settings, enhancing communication between healthcare professionals, patients, and families, preparing care plans, organizing materials for medical procedures, operating clinical devices, and ensuring adherence to fundamental healthcare regulations. However, if the boundaries of this approach are not well-defined, ethical concerns may arise in patient care practices [3,4].

This method is widely recognized as an effective tool for reducing anxiety in new students, accelerating the learning process, boosting confidence, and reinforcing knowledge among senior students through teaching. By engaging in peer education, students develop leadership skills, refine their clinical expertise, and foster a supportive learning environment that enhances overall educational outcomes.

Peer education in nursing education

1.Knowledge Sharing and Collaboration

Nursing students support one another in acquiring clinical skills, theoretical knowledge, and patient care techniques. This collaborative learning process reinforces both knowledge and practical competencies while fostering a safe and supportive educational environment for less experienced students [25,29].

2.Communication Skills

Effective communication is a fundamental aspect of nursing education. Peer education facilitates the development of essential communication, empathy, and teamwork skills, all of which are critical for successful interactions with patients and healthcare professionals [25-28].

3.Mentorship and Guidance

Beyond student-to-student learning, peer education often involves senior students mentoring their less experienced counterparts. This mentorship structure enhances both theoretical understanding and practical competencies, providing an additional layer of support within the nursing education framework [3,10,30].

4.Clinical Applications

A substantial portion of nursing education takes place in clinical environments. Peer education enables students to refine their clinical skills through hands-on experiences in patient care. For instance, one student may teach another how to perform venipuncture or wound care, allowing both individuals to learn through practical engagement [25,31].

5.Self-Assessment and Feedback

Peer education encourages students to engage in constructive

feedback and self-assessment. By identifying and correcting each other's mistakes or acknowledging positive behaviors, students refine their clinical reasoning and develop self-evaluation skills, which are crucial for professional growth.

6. Motivation and Learning Efficiency

Peer education fosters a relaxed and interactive learning environment, which can enhance students' motivation. Learning from peers often reduces anxiety and increases engagement, making the educational process more effective and enjoyable [32,33].

In summary, peer education in nursing strengthens students' ability to learn collaboratively and support one another. This method not only reinforces theoretical knowledge but also plays a crucial role in the development of practical skills, ultimately contributing to the preparation of competent healthcare professionals [29,32].

Peer education has become an integral component of the Fundamentals of Nursing course in Türkiye, offering students a collaborative learning environment where they can reinforce theoretical knowledge and practice clinical skills with the guidance of more experienced peers [29-32]. This approach helps junior students gain confidence in performing basic care tasks such as hygiene procedures, measuring vital signs, and applying infection control principles. Peer education also promotes mutual support and problem-solving within student groups, reducing the dependency on direct instructor supervision for routine skills practice. As a result, faculty members can focus their efforts on advanced skills and critical thinking activities, optimizing the use of teaching time [2,4,5,29,32]. The incorporation of structured peer education aligns with national nursing education standards and supports program accreditation by fostering a culture of cooperation, continuous feedback, and self-directed learning among students in Türkiye [2, 4, 32].

Clinical Education and Internships

Clinical internships represent a fundamental component of nursing education, providing students with direct patient care experience in hospitals, clinics, and other healthcare institutions. These clinical placements enable students to develop professional competencies while also deepening their understanding of ethical principles and empathy in patient care. Through structured clinical rotations, students gain hands-on experience in diverse healthcare settings, reinforcing their ability to apply theoretical knowledge to real-world clinical practice [5,29,34].

Serving as a cornerstone of nursing education, clinical internships allow students to engage in patient-centered care under the supervision of experienced nurses and healthcare professionals. This structured guidance ensures that students develop essential clinical skills, refine their decision-making abilities, and enhance their overall competency in patient

management. In countries such as the United Kingdom and the Netherlands, clinical education emphasizes exposure to a wide range of health conditions, providing students with opportunities to observe, assess, and participate in patient care interventions across various healthcare settings [6,9-22,31].

As nursing education continues to evolve, clinical internships remain an integral component of training programs in Türkiye. Nursing students actively participate in patient care under the direct supervision of experienced nurses and clinical instructors in hospitals and healthcare facilities. By integrating theoretical instruction with real-world practice, clinical internships play a crucial role in preparing students for the complexities of professional nursing, equipping them with the skills necessary to deliver high-quality, patient-centered care [35].

In Türkiye, clinical education and internships are designed as a vital extension of the Fundamentals of Nursing course, ensuring that students can apply theoretical knowledge and basic care skills in authentic patient care settings under professional supervision [6,9-22,31]. Prior to entering hospital wards, students reinforce core competencies such as hygiene care, vital signs monitoring, and infection prevention through repeated practice in skills labs and simulation sessions. This structured pre-clinical preparation minimizes errors and anxiety, enabling students to focus more effectively on patient interaction and care planning during internships [4-7,18-22,31]. Well-organized clinical rotations and clear supervisory guidelines also streamline instructors' workload, allowing faculty to concentrate on evaluating complex care processes and guiding students through real-time decision-making. Aligning clinical practice with national curriculum standards and accreditation frameworks ensures consistency and quality, preparing nursing students in Türkiye to deliver safe and effective patient care upon graduation [4-7, 9, 31].

Case Study Method

The case study-based educational model is designed to present complex, multidimensional problems in which solutions are not always definitive. These scenarios often include ethical dilemmas or real-world cases that are transformed into structured narratives for analytical examination. This pedagogical approach employs a multifaceted framework by introducing diverse problems alongside potential solutions, thereby fostering active and student-centered learning [36,37].

Case studies provide students with real-life experiential learning opportunities, enabling them to analyze clinical situations within a cause-and-effect framework while refining their decision-making abilities. Through this method, students enhance their knowledge, clinical reasoning, and problem-solving skills. The case study approach has been extensively utilized in nursing education for many years, particularly for cultivating students' ability to identify and resolve challenges encountered in clinical practice [38,39].

The case study method is widely implemented within the

Fundamentals of Nursing course in Türkiye as an effective tool to develop students' analytical thinking and clinical decision-making abilities. By examining structured case scenarios that reflect real patient conditions, students learn to identify problems, prioritize care needs, and design evidence-based interventions. This approach bridges the gap between theory and practice, preparing students for the complexities of real healthcare settings [4-7,29-31]. Well-prepared case studies serve as a practical guide for instructors, providing consistent teaching materials that help manage instructional time more efficiently. In addition, aligning the use of case studies with national curriculum standards and accreditation expectations strengthens the integration of theoretical knowledge with hands-on experience, ensuring nursing students in Türkiye are equipped with the critical skills necessary for safe, patient-centered care [4-7,19-22,31].

Problem-Based Learning (PBL)

Problem-based learning (PBL) is an instructional method that enables students to acquire knowledge through the exploration and resolution of complex problems. Within this framework, students engage in research on specific health conditions or patient cases to develop evidence-based solutions [3,4,6]. This method is particularly significant in nursing education as it enhances students' ability to:

- Acquire and critically process knowledge,
- Conduct independent and collaborative research,
- Communicate effectively in clinical and professional settings,
- Develop teamwork and interdisciplinary collaboration skills [25,29].

In clinical applications, the accurate identification and definition of a problem constitute the most crucial stage of problem-solving. However, unresolved issues can induce stress and anxiety, potentially compromising clinical decision-making. Consequently, the prompt and systematic resolution of healthcare challenges is essential for ensuring high-quality patient care.

This approach necessitates a strong theoretical foundation, advanced communication skills, fundamental nursing competencies, critical thinking, and active problem-solving abilities. Problem-solving proficiency is a core requirement in nursing education, as it directly influences the quality and safety of nursing care delivery. By employing PBL, nursing students cultivate adaptive and analytical thinking skills, preparing them to address the dynamic and unpredictable nature of clinical practice effectively [40].

Problem-based learning is increasingly used in the Fundamentals of Nursing course in Türkiye to encourage students to actively engage with real-world clinical problems and develop strong self-directed learning skills [4,7,9-22]. Through PBL sessions, students research patient conditions, discuss possible interventions in groups, and present solutions supported by current evidence.

This interactive approach not only strengthens knowledge retention and critical thinking but also fosters teamwork and communication skills essential for nursing practice. PBL reduces the direct lecture load on instructors by transforming their role into that of a facilitator who guides students in exploring multiple solutions rather than delivering all content [5-7,21,24,31]. Incorporating PBL within national nursing education standards and accreditation requirements ensures that graduates possess the adaptability and analytical competencies required to respond effectively to diverse patient care challenges in Türkiye [19-22].

E-Learning and Distance Education

The rapid advancement of the internet and digital technologies has significantly expanded access to nursing education. Online learning platforms enable students to engage with educational materials from anywhere in the world, fostering greater flexibility and inclusivity in nursing education.⁶ In countries such as Canada and Australia, nursing education incorporates online courses, virtual simulations, and digital textbooks, allowing students to engage in comprehensive remote learning. This approach is particularly advantageous for working nurses seeking to enhance their professional qualifications while maintaining their clinical responsibilities. In Türkiye, the integration of educational technologies has been progressively expanding, particularly in major universities that are adopting digital learning infrastructures [1,3,6].

As digital technology continues to evolve, the prevalence of online learning methods in nursing education has increased significantly [9,12,19]. Digital resources—including online courses, interactive textbooks, instructional videos, and multimedia-based learning tools—provide nursing students with up-to-date and easily accessible knowledge. Additionally, some universities are incorporating virtual classrooms and simulation-based learning systems to enhance the interactive nature of nursing education, bridging the gap between theoretical instruction and practical application [6,19].

Key components of e-learning and distance education in nursing include

MOOCs (Massive Open Online Courses)

Universities and healthcare institutions offer freely accessible, large-scale online courses that provide nurses worldwide with diverse learning opportunities and professional development resources [3,27].

Webinars and Online Seminars

Virtual seminars and webinars allow students to stay informed about current advancements in healthcare, fostering continuous learning and engagement with emerging topics in nursing practice [4,5].

Patient Perspective-Based Education

Role-playing activities within digital learning environments enable students to develop a deeper understanding of patient

experiences and the challenges associated with nursing practice. This approach enhances students' awareness of patient-centered care and the complexities of clinical decision-making [29,33].

The growing integration of e-learning in nursing education not only enhances accessibility and flexibility but also ensures that students remain engaged with the latest advancements in healthcare education, ultimately strengthening their professional competencies in a rapidly evolving digital landscape.

E-learning and distance education have become essential components of the Fundamentals of Nursing course in Türkiye, especially in response to the growing need for flexible and accessible learning options. Digital platforms allow students to review lecture materials, engage with interactive modules, and practice basic nursing procedures through virtual simulations at their own pace [29,33]. This flexible structure supports diverse learning styles and enables students to revisit complex topics as needed, which enhances comprehension and confidence [9-13]. The availability of standardized online content and automated assessments also reduces the time faculty spend on repetitive explanations and manual grading, allowing them to focus more on mentoring and addressing individual student needs. Integrating robust e-learning resources into the curriculum aligns with Türkiye's national strategies for digital education and ensures compliance with accreditation standards that emphasize technology-supported, student-centered learning [29,32,33].

Holistic Care

Many nursing education programs worldwide incorporate a holistic care approach that extends beyond physical care, addressing patients' psychological, emotional, and social needs. The fundamental principle of holistic care is to perceive the patient as an integrated whole within their environment, recognizing that individuals comprise a dynamic interaction of body, mind, and spirit. Accordingly, nursing care is tailored to reflect this comprehensive perspective [41,42].

Holistic care encompasses a multidimensional framework that considers patients' physical, mental, emotional, and spiritual well-being. This approach not only supports patients in managing their illnesses but also enhances their overall quality of life by promoting person-centered, compassionate, and individualized care interventions [43].

This Approach Encompasses The Following Key Components

Psychosocial Education

Nursing students receive training on addressing patients' emotional and psychological needs, managing stress, and providing psychological support. These skills are essential in fostering patient-centered care and promoting emotional well-being in clinical practice [42-44].

Cultural Competence and Ethics

Ethical responsibilities and culturally sensitive communication strategies are emphasized to prepare students for providing

inclusive and respectful care to patients from diverse backgrounds. This training enhances students' awareness of professional values and ethical principles in nursing practice [45].

Holistic care is emphasized throughout the Fundamentals of Nursing course in Türkiye as an essential principle for delivering comprehensive and patient-centered nursing services. Students are trained to assess and address not only the physical needs of patients but also their emotional, social, and cultural dimensions, which contributes to individualized and compassionate care. Integrating holistic care concepts into foundational nursing education helps bridge theory and practice by encouraging students to consider the patient as a whole rather than focusing solely on isolated symptoms or conditions [1,5,6]. This approach fosters empathy and ethical awareness, which are critical competencies in modern nursing practice. Moreover, by following structured guidelines for holistic assessment and care planning, instructors can maintain consistent quality across different student groups, supporting national accreditation requirements that highlight patient-centeredness and quality in nursing education in Türkiye [1,3,4,6,11].

Reflective Practice

Reflective practice is an essential pedagogical technique that enables nursing students to critically evaluate their clinical experiences and extract valuable learning outcomes. By systematically reflecting on the challenges and successes encountered in patient care, students enhance their professional competencies, self-awareness, and clinical judgment [1,6].

Reflective practice is increasingly integrated into the Fundamentals of Nursing course in Türkiye to help students critically analyze their clinical experiences and continuously improve their professional competence. By engaging in structured reflection activities such as journaling, portfolio development, and guided feedback students learn to identify their strengths, address areas for improvement, and adapt their care strategies to meet patient needs more effectively [1,24-26,31]. For example, after practicing vital sign measurement or basic hygiene care in the skills lab, students are encouraged to write short reflective reports discussing what they did well, what challenges they faced, and how they would approach similar tasks differently in real clinical settings. This self-assessment process promotes deeper learning and fosters a culture of lifelong learning, which is essential for maintaining high standards of patient care. Additionally, reflective assignments and portfolios provide a consistent framework for instructors to monitor student progress and offer personalized feedback without significantly adding to their workload. Aligning reflective practice with national curriculum guidelines and accreditation standards ensures that nursing graduates in Türkiye are equipped with the critical thinking and adaptive skills required in dynamic healthcare environments [15-17,24-26,31].

Portfolio and Journaling

Students document their experiences throughout their education,

compiling reflections on clinical encounters, ethical dilemmas, and patient interactions. This structured self-assessment process allows for continuous professional development, while feedback from educators further supports their learning and skill refinement [3,6].

Complex Care Scenarios

Contemporary education emphasizes active student engagement in the learning process and values student input in determining effective teaching methodologies [11,46]. Active participation can be fostered through instructional techniques that capture students' attention, motivate them, and facilitate deeper learning.¹ Methods such as drama, role-playing, case scenarios, simulations, and case-based learning are particularly effective in enhancing student engagement and practical competence [1,17-20,47,48].

Group Work and Projects

Nursing education places significant emphasis on the development of teamwork and collaboration skills through structured group work and project-based learning. These activities encourage students to engage in collective discussions, share diverse perspectives, and collaboratively develop solutions to clinical and theoretical challenges [4,6,19].

In Türkiye, group work and projects are widely utilized in nursing education. This instructional approach not only strengthens students' ability to function within interdisciplinary healthcare teams but also fosters a multidisciplinary perspective in patient care. Through collaborative projects, students have the opportunity to work alongside healthcare professionals from various disciplines, reinforcing their ability to contribute effectively within complex healthcare environments [6,25].

Demonstration and Practice Method

The demonstration and practice method is a well-established instructional approach in nursing education designed to facilitate student learning by integrating both theoretical knowledge and practical skill development [6,25]. This method follows a structured sequence in which instructors first demonstrate a procedure or clinical skill, and students subsequently perform the task themselves under guided supervision. By actively engaging in hands-on learning, students bridge the gap between theoretical concepts and clinical application, ensuring competency in essential nursing interventions [1-19].

The stages of the demonstration and practice method are as follows

1.Preparation Stage

Students receive an overview of the procedure or skill, including its rationale, objectives, and step-by-step execution. The necessary materials and equipment are prepared to ensure a structured learning environment [12,16].

2.Demonstration Stage

The instructor performs the procedure in a clear, structured, and systematic manner. Students observe each step carefully, and following the demonstration, the instructor addresses any questions or points of confusion to enhance comprehension [27,49].

3.Practice Stage

Students take turns performing the demonstrated procedure while closely adhering to the instructed steps. They receive real-time feedback, allowing them to refine their technique and correct errors under the instructor's supervision [1,19,33].

4.Evaluation and Feedback Stage

Students' performances are assessed, and detailed feedback is provided on their strengths and areas requiring improvement. Additional questions are encouraged to ensure clarity, and the instructor offers further explanations or corrective measures as necessary [46,48].

The demonstration and practice method effectively reinforces both theoretical knowledge and clinical proficiency. In nursing education, this approach is particularly instrumental in developing hands-on competencies such as venipuncture, injection administration, and basic life support. By engaging in repetitive practice within a controlled, realistic setting, students gain confidence and competence, preparing them for direct patient care in clinical environments [27,49].

Mentorship and Guidance

The provision of guidance by experienced nurses during clinical internships is a widely established practice in nursing education. This mentorship system plays a crucial role in fostering students' professional development by offering structured support and real-world clinical exposure [1-3].

Beyond clinical supervision, formalized mentorship programs—where experienced nurses actively mentor students—are increasingly implemented across nursing education settings. These structured mentorship initiatives provide students with deeper insights into the nursing profession, bridging the gap between academic learning and practical application [50].

By integrating mentorship and guidance into nursing education, students acquire both theoretical knowledge and hands-on clinical competencies. This dual-faceted approach enhances their preparedness for professional nursing roles, equipping them with the necessary skills, confidence, and ethical grounding to deliver high-quality patient care [27].

Individualized Instruction

Individualized instruction in nursing education is a pedagogical approach tailored to students' unique learning needs and characteristics. This method utilizes technology-based educational tools to provide personalized content, adapting teaching strategies according to the student's learning pace,

knowledge level, and preferred learning style [6-9, 46]. The primary objective of individualized instruction is to facilitate student-centered learning, allowing each individual to progress at their own pace in a manner that maximizes comprehension and skill acquisition.

This approach supports competency development, practical skill enhancement, and professional growth. Through personalized guidance from instructors, students are better equipped to successfully navigate their educational journey and transition into professional nursing roles [23,25]. Furthermore, individualized instruction fosters self-confidence, critical thinking, and teamwork while bridging the gap between theoretical knowledge and clinical practice [49,50,52,53].

Implementation of individualized instruction in nursing education

Customized Learning Plans, recognizing that students have varying levels of knowledge and skills, personalized learning plans are developed to address individual strengths and areas for improvement [1,19].

Defining Learning Objectives, learning goals are tailored to the student's current level of knowledge and professional development needs, ensuring a structured and goal-oriented learning process [6].

Diverse Teaching Methods, a variety of instructional techniques—such as visual, auditory, and hands-on learning—are utilized to accommodate different learning preferences. For instance, visual learners may benefit from videos and diagrams, while kinesthetic learners may gain more from hands-on practice and clinical simulations [25,29].

Feedback and Evaluation, continuous feedback is provided throughout the learning process, enabling students to track their progress and address areas requiring further development. Multiple assessment tools are employed to monitor learning outcomes effectively [32,49].

Motivation and Support, given the rigorous nature of nursing education, individualized instruction provides targeted motivation and support, reinforcing students' self-confidence and engagement in the learning process [50,54].

Simulation and Clinical Applications, practical training in clinical settings is integrated into individualized instruction. Students engage with real patient cases or simulation-based scenarios, allowing them to apply theoretical knowledge in a structured and supportive environment under individualized guidance [32,46].

Individualized instruction enhances the overall effectiveness of nursing education by fostering a more adaptive and student-centered learning experience. By tailoring educational strategies to each learner's needs, this approach ensures that nursing students develop both the theoretical expertise and clinical competence required for professional practice.

Conclusion

Nursing education worldwide is undergoing continuous transformation, driven by rapid technological advancements and scientific developments. A diverse range of educational methods and techniques is employed to enhance nurses' professional competencies and improve the quality of patient care. Approaches such as simulation-based learning, case-based education, e-learning, clinical internships, and role-playing facilitate the acquisition of both theoretical knowledge and practical skills. These methodologies not only elevate the quality of healthcare services but also enable nurses to function more effectively and safely in their professional practice.

In alignment with global trends, nursing education in Türkiye is becoming increasingly dynamic, interactive, and technology-driven. The primary objective of nursing education is to ensure that students develop both theoretical expertise and clinical proficiency, thereby contributing to the enhancement of healthcare service quality. Educational strategies such as simulation training, case-based learning, online instruction, and clinical internships equip students with essential competencies while optimizing the efficiency of the learning process. In Türkiye, the implementation of these strategies is closely monitored and regulated according to national quality assurance frameworks and accreditation standards, particularly through bodies such as Hepdak and the higher education quality council (yökak). As nursing education continues to evolve, these innovative approaches will play an even greater role in advancing the professional capabilities of future nurses.

In Türkiye, a variety of teaching methodologies are implemented to effectively integrate theoretical knowledge with practical skills in nursing education. These approaches are continuously diversified to strengthen students' clinical competencies and broaden their professional knowledge base, ultimately fostering a more skilled and adaptable nursing workforce. Evidence-based applications, including standardized simulation scenarios, structured case studies, and reflective practice frameworks, provide a solid pedagogical foundation that meets both national and international educational quality benchmarks. The alignment of these methods with current research findings and best practices ensures that nursing graduates in Türkiye are well-prepared to deliver safe, patient-centered care and contribute to the continuous improvement of healthcare services.

Conflict of Interests

The authors declare that there is no conflict of interest in the study.

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