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Trend pattern of postgraduate theses on the use of standard patients in nursing education: a content analysis

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Ethical Statement

- ✓ The author(s) declare(s) that there is no potential conflict of interest in this study.
- ✓ Ethical approval was not obtained for this study. The author declare that the study is not subject to ethics committee approval.

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Researchers' contribution to the study

1. Author's contribution: Wrote the article, collected data and analyzed/reported results (%40).
2. Author's contribution: Collected data and analyzed/reported results (%10).
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4. Author's contribution: Wrote the article, collected data and analyzed/reported results (%34).
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Conflict of interest

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

Similarity

This study was scanned in the iThenticate program. The final similarity rate is 8%.

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Abstract

The purpose of this study is to examine postgraduate theses on the use of standard patients in nursing education in terms of various variables to determine research trends in the field. The research was conducted using the document review method within the scope of qualitative research approaches. Data were obtained from postgraduate theses published between 2000 and 2025 in the National Thesis Center database using the keywords “standard patient,” “standardized patient,” “nursing education,” and “nursing.” A total of 15 postgraduate theses meeting the specified criteria were evaluated using descriptive content analysis. It was determined that the majority of the theses examined were doctoral theses and that the studies were concentrated in specific years and a limited number of universities. It was found that experimental and randomized controlled research designs were predominantly preferred in the theses. It was observed that all studies were written in Turkish and were publicly accessible. Keyword analysis revealed that the most frequently used concepts were “standard patient” and “nursing education.” The findings indicate that postgraduate studies on the use of standard patients in nursing education are limited.

Keywords: Standard Patient, Standardized Patient, Nursing Education, Content Analysis, Graduate Thesis

EXTENDED ABSTRACT

Introduction

Nursing education increasingly emphasizes the integration of theoretical knowledge into safe and effective clinical practice. With the shift toward technology-enhanced and learner-centered approaches, simulation-based methods have become central to nursing curricula (Maharaj, 2017; Hauze et al., 2019). Among these, the standardized patient method provides a structured and realistic learning environment in which students interact with trained individuals portraying clinical scenarios (Uslu & Van Giersbergen, 2019). This approach supports the development of communication skills, clinical reasoning, ethical awareness, and professional confidence through experiential learning and structured feedback (Wilbur et al., 2018; Flanagan et al., 2023). Although the educational value of standardized patients is widely recognized, research trends reflecting this practice within postgraduate nursing theses have not been systematically examined. Therefore, this study aims to analyze postgraduate theses on standardized patient use in nursing education in terms of thematic focus, research design, accessibility, and institutional distribution.

Conceptual and Theoretical Framework

The present study is founded on the principles of qualitative document analysis and descriptive content analysis. Document analysis provides a systematic framework for examining written materials to identify patterns, themes, and research orientations within a specific field (Creswell, 2005; Yıldırım & Şimşek, 2011). Descriptive content analysis enables researchers to categorize extant studies and reveal general tendencies without intervening in the data (Mayring, 2004). Within this framework, postgraduate theses are regarded as indicators of academic knowledge production. The analysis of theses in terms of thematic focus, methodological characteristics, and institutional distribution contributes to understanding research trends and the development of a specific academic field.

Concepts

Standardized patients are individuals who have undergone systematic training to portray realistic clinical cases in a consistent and structured manner for educational, assessment, and research purposes. Through the meticulous replication of genuine patient interactions, standardized patients furnish learners with opportunities to hone their clinical communication skills, hone their decision-making abilities, and cultivate professional behaviors. This process occurs within a structured and feedback-oriented learning environment, ensuring a well-regulated and conducive setting for skill development. Postgraduate theses are defined as master's and doctoral dissertations produced within higher education institutions as part of formal academic degree requirements. These theses exemplify methodical scholarly contributions that mirror research priorities, methodological predilections, and knowledge production trends within a given academic domain. Content analysis is a qualitative research technique that involves the systematic examination of written or documented materials to identify recurring patterns, themes, and categories. The process of content analysis, which involves the classification and interpretation of textual data, allows researchers to discern underlying research tendencies and conceptual orientations without compromising the integrity of the original data.

Literature Review

A plethora of studies have previously examined research trends in nursing education, emphasizing the importance of analyzing postgraduate theses to identify thematic concentrations, methodological preferences, and institutional distributions (Akince & Güngör, 2024; Güngör et al., 2023). The extant literature suggests that postgraduate research frequently aligns with particular themes and research methodologies, reflecting both academic capacity and prevailing educational priorities. Concurrently, research on standardized patient practices has predominantly centered on the assessment of educational outcomes, including knowledge acquisition, satisfaction, and skill development (Flanagan et al., 2023; Wilbur et al., 2018). However, while empirical studies investigating effectiveness are common, systematic analyses examining the distribution and methodological characteristics of postgraduate theses on standardized patient use remain limited. Consequently, an analysis of postgraduate theses in terms of research design, thematic focus, and institutional concentration furnishes a more comprehensive understanding of the evolution of this field within the context of nursing education.

Method

The document review method, which is among the qualitative research designs, was used in the study. Postgraduate theses published between 2000 and 2025 in the National Thesis Center database were searched using the keywords “Standardized patient,” “Standard Patient,” “Nursing Education,” and “Nursing.” Fifteen postgraduate theses that met the inclusion criteria were analyzed using the descriptive content analysis method.

Findings

As a result of the search conducted at the National Thesis Center, a total of 15 postgraduate theses addressing the standard patient topic between 2000 and 2025 were identified. Graph 1 shows that 4 of these theses were postgraduate theses and 11 were doctoral dissertations. Four theses were prepared in this year, accounting for 26.66% of the total studies. In contrast, only one thesis was completed in each of the years 2014, 2017, 2018, 2019, 2020, and 2023, and it was determined that each of these years accounted for 6.6% of the total. Examining the

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languages used in postgraduate theses addressing the standard patient topic, it is observed that all studies were prepared in Turkish. It is seen that most of the graduate theses were related to nursing (60%, n:9) and nursing education and training (26.66%, n:4) it was determined that the highest number of theses were conducted at Hacettepe University, accounting for 33.3% (n=5) of the total studies. Ankara Yıldırım Beyazıt University follows Hacettepe University with a 20% share (n=3). it is seen that the randomized controlled experimental design (53.33%, n:8) was used most frequently, while the quasi-experimental design (33.33%, n:5) was used most often. it is observed that the terms “nursing education” and “standard patient” appear most frequently, followed by the terms “nursing,” “satisfaction,” and “simulation.”

Conclusion and Recommendations

It has been observed that there are a limited number of graduate theses on standard patients. This situation indicates that scientific evidence regarding the contribution of standard patients to the learning process in nursing education is still insufficient. Increasing research in this area is important for the development of innovative and student-centered teaching methods in nursing education. Systematic examination of standard patient applications will contribute to the creation of learning environments that are close to clinical reality. It is believed that enriching future studies in terms of theme and design diversity will increase the scientific knowledge base in this field.

INTRODUCTION

The primary goal of nursing education is to ensure that theoretical knowledge is translated into practice using safe, ethical, and evidence-based approaches. With advancing technology and changing educational paradigms, traditional methods are being replaced by more dynamic and innovative pedagogical strategies. (Maharaj, 2017). Simulation holds an important place in nursing education because it consists of different modalities, including virtual reality, high-fidelity human simulators, and standardized patients (Hauze et al., 2019; Shorey & Ng, 2021; Yuan et al., 2012).

The standardized patient method allows individuals trained with scenarios written for educational, practical, or assessment purposes to assume the role of a patient or patient relative and interact with students from that role (Uslu & Van Giersbergen, 2019). This method provides students with the opportunity to practice repeatedly without fear of harming the patient and increases their level of competence in nursing practice (Goodstone et al., 2013). The relevant literature shows that the standard patient application provides important advantages such as objective evaluation and scenario control not only for students but also for educators. The standard patient application, which is quite beneficial for students, patients, and educators, is used in the teaching of clinical skills worldwide and in our country (Göriş et al., 2014; Turan et al., 2010; Wagner et al., 2009; Yoo, 2003). Simulation-based education encompasses a wide range of methods, including video presentations, computer-based applications, and on-site simulations (Karaduman & Başak, 2020). Among these methods, the standard patient application stands out by offering feedback-focused teaching that allows students to gain experience in clinical decision-making, communication skills, ethical sensitivity, and patient

safety (Orgun et al.,2024; Turan et al., 2010; Wilbur et al., 2018). Thanks to the standard patient method, students not only experience clinical processes but also discover their strengths and weaknesses in interpersonal skills by receiving direct feedback on the patient's feelings and thoughts during the interview process (Flanagan et al., 2023; Milan et al., 2006). Furthermore, recording these interviews and reviewing them with an instructor provides an objective self-assessment process for the student regarding the areas where they need to develop.

However, the reflection of standard patient practices in nursing education in Turkey on postgraduate theses, research trends on the subject, and methodological characteristics have not yet been examined comprehensively enough. This deficiency limits the development of the subject and its application potential. Therefore, it is important in terms of academic studies conducted in the field and guiding future research. Although content analysis and bibliometric studies have been conducted to determine research trends in various areas of nursing education (Akince & Güngör, 2024; Güngör et al., 2023), no content analysis study systematically examining postgraduate theses related to standardized patient use has been identified. Therefore, our study aims to examine studies on standard patients in terms of topic distribution, accessibility, research designs, keywords, themes, and areas of study. The findings are expected to contribute comprehensively to the literature by revealing research trends in the field of standard patients and to guide future studies in the field of nursing education.

The Purpose of the Research

The purpose of this study is to examine how postgraduate theses addressing the standard patient issue are distributed and oriented in terms of various variables. Based on the data obtained for this purpose, answers were sought to the following research questions:

1. What are the types of standard patient-related graduate theses and their distribution by year of publication?
2. What is the distribution of these theses in terms of language of writing?
3. How is the distribution of graduate theses shaped according to their accessibility status?
4. What is the distribution of subject areas covered in standard patient-related theses?
5. What is the distribution of these theses in terms of the universities where they were conducted and the status of these universities?
6. What is the distribution of research designs used in standard patient-related postgraduate theses?

7. Under which headings are the keywords used in the theses concentrated?
8. What are the prominent themes in standard patient-related postgraduate theses?
9. How are the theses distributed according to their fields of study?

METHOD

Research Model

This research was conducted using the document review design from qualitative research approaches. The data obtained were analyzed using the descriptive content analysis method. Document review involves the systematic evaluation of written sources that provide information about the research topic (Creswell, 2005; Yıldırım & Şimşek, 2011). Descriptive content analysis aims to reveal the general orientations and characteristics of studies conducted in a specific field (Büyüköztürk et al., 2016; Cohen et al., 2007). In this context, the documents examined in the study consist of master's and doctoral theses conducted between 2014 and 2024 that are relevant to the research objective.

Data Collection

The results were obtained as a result of this process. The review included studies published between 2014 and 2024. Purposive sampling was preferred when determining the sample. In this approach, individuals, events, or documents that serve the purpose of the research and contain information that can answer the research questions are selected (Büyüköztürk et al., 2016; Yıldırım & Şimşek, 2016).

During the content analysis process, data with similar characteristics were systematically organized and interpreted under specific concepts and themes (Yıldırım & Şimşek, 2011). Accordingly, graduate theses available at the National Thesis Center and considered to have rich information content formed the sample of the study. The titles, abstracts, and contents of the studies accessed using the keywords “standard patient,” “standardized patient,” and “nursing” in the database were evaluated according to the defined inclusion and exclusion criteria.

Inclusion and Exclusion Criteria

The scope of the research included qualitative, experimental, and semi-experimental master's and doctoral published in Turkish and English. Studies written in languages other than Turkish or English, case/phenomenon presentations, reviews, systematic reviews, and studies whose full text was not accessible were excluded from the study. A total of 15 studies were identified

as a result of the search. The studies obtained were evaluated according to the inclusion and exclusion criteria determined by the suitability of the title and abstract, and 15 studies were included in the review. Eleven of these studies were doctoral theses and four were master's theses.

The review process was conducted simultaneously by the researchers. To ensure inter-coder reliability, two studies, constituting 10% of the dataset, were randomly selected and independently evaluated by both researchers according to the inclusion criteria. The comparison revealed complete agreement between the evaluators.

Data Analysis

Descriptive content analysis was used to analyze the data obtained in the study. In this type of analysis, texts are divided into meaningful units within a pre-established classification framework, and these units are grouped under categories according to defined criteria (Büyüköztürk et al., 2016; Mayring, 2004). In this regard, the theses within the scope of the study were evaluated in terms of the year they were published, the sample group, the research design, the data collection tools, and the data analysis methods.

The data obtained during the analysis process were transferred to Microsoft Word and Microsoft Excel in accordance with the categories created. Summary tables were created using Excel, and the analyses were performed using these tables. In the coding phase, the data set was created based on the information presented in the studies. In the final phase, the frequency and percentage values for each category were calculated.

Validity and Reliability

In qualitative research, reporting the process in a clear and detailed manner is considered an important criterion for ensuring reliability, while presenting the findings clearly without interpretation supports validity (Yıldırım & Şimşek, 2016). In this study, a comprehensive literature review was conducted to increase validity and reliability, and the theses included in the review were evaluated in detail during the data analysis and category creation process.

The studies examined were classified into nine main categories: year of publication and thesis type, language of writing, accessibility status, subject areas, universities where they were conducted and the status of those universities, research designs, keywords, themes, and fields of study. To ensure reliability in the analysis of the data, the studies were evaluated based on the consensus of the researchers.

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In qualitative research, transferability is associated with the detailed presentation of the research process and the results obtained (Ersoy, 2016). In this context, the research data were systematically recorded in a classification form created using the Microsoft Excel program, and the raw data were used as a basis in the coding process while preserving the semantic integrity of the data. The studies examined were coded independently by the researchers. After the coding process was completed, comparisons were made, and the inter-coder agreement rate was calculated as 92%. This rate is considered to indicate a high level of coder agreement and is deemed acceptable for the research (Miles & Huberman, 2015).

The Ethical Aspect of the Research

This study does not require ethical committee approval as it is based on document review and does not involve direct application on humans or animals, and has been conducted in accordance with the principles of the Declaration of Helsinki.

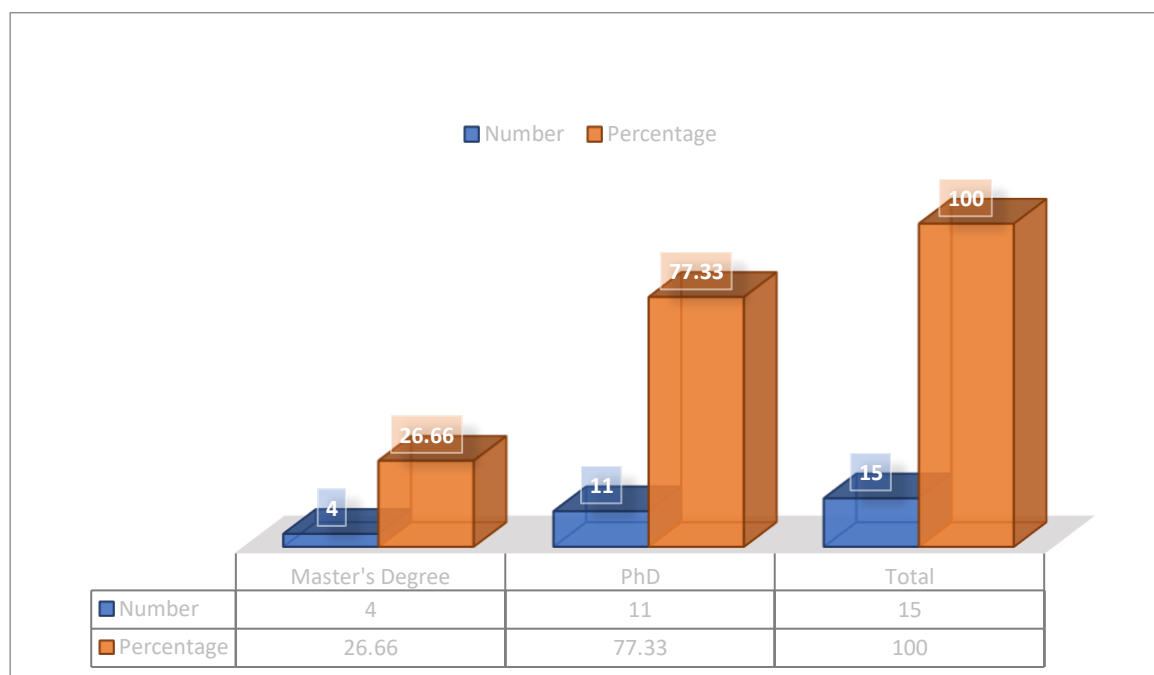
FINDINGS

In line with categorical analyses aimed at the purpose of the research, the findings obtained regarding the sub-objectives are presented in tables and figures.

Distribution of Postgraduate Theses for Standard Patient Use by Publication Type

The distribution of graduate theses by publication type is shown in Figure 1.

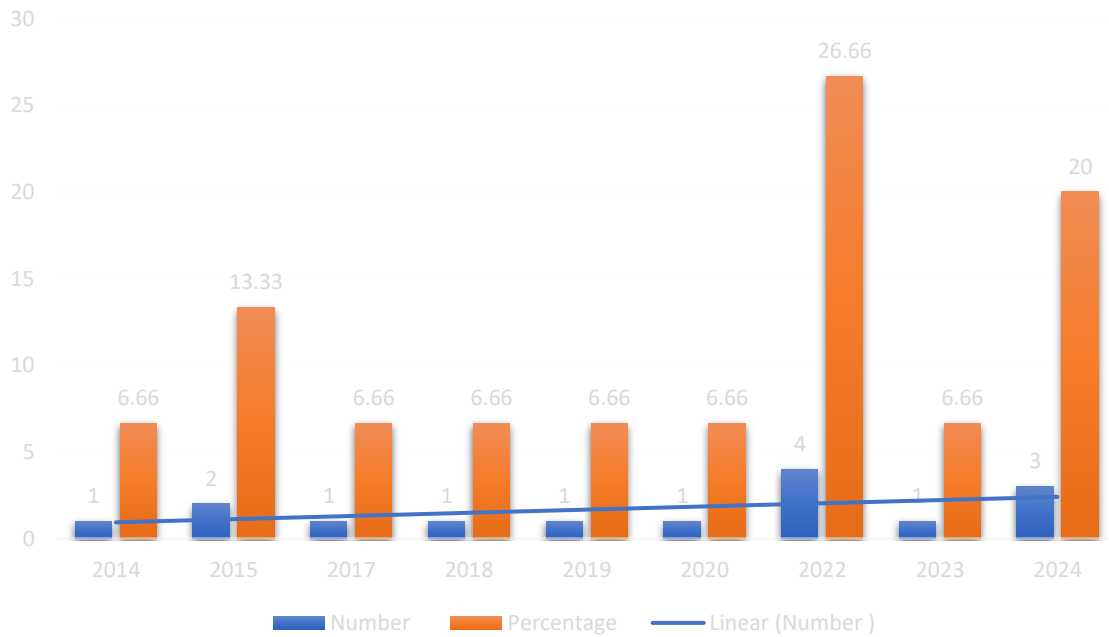
Figure 1. Distribution of graduate theses by publication type



As a result of the search conducted in the National Thesis Center database covering the years 2000 to 2025, a total of 15 postgraduate theses addressing the standardized patient topic were identified. Although the search period spanned twenty-five years, the theses that met the inclusion criteria were found to have been completed between 2014 and 2025. Graph 1 shows that 4 of these theses were master's theses and 11 were doctoral dissertations. The higher number of doctoral dissertations suggests that the standard patient topic is addressed more in advanced academic studies. This indicates that the field has deepened theoretically and is becoming increasingly important for academic studies. No eligible theses were identified between 2000 and 2013 despite the broad search period.

An Analysis of Postgraduate Theses Addressing the Use of Standard Patients in Nursing Education in Terms of Publication Years

Figure 2. Publication years of graduate theses



When examining Figure 2, it is evident that 2022 stands out in the distribution of postgraduate theses addressing the standard patient topic by year. Four theses were prepared in this year, accounting for 26.66% of the total studies. In contrast, only one thesis was completed in each of the years 2014, 2017, 2018, 2019, 2020, and 2023, and it was determined that each of these years accounted for 6.6% of the total.

Distribution of Postgraduate Theses for Standard Patient Use According to Writing Style

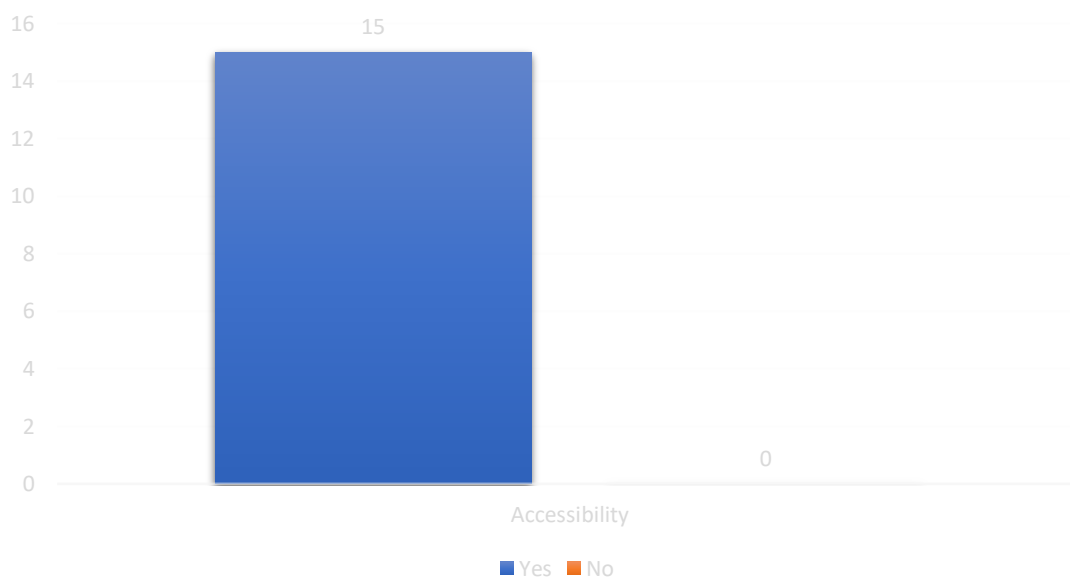
Figure 3. Languages of graduate theses



According to Figure 3, when examining the languages used in postgraduate theses addressing the standard patient topic, it is observed that all studies were prepared in Turkish. This situation can be said to be related to the fact that education at universities is largely conducted in Turkish. Students receiving education in their native language leads them to prepare their academic work accordingly. However, in order for the standard patient topic to become more visible internationally and to be discussed in different scientific circles, it is thought that research prepared in international publication languages in future studies will contribute to the field.

An Examination of the Accessibility Status of Postgraduate Theses Addressing the Use of Standard Patients in Nursing Education

Figure 4. Accessibility of graduate theses



Data on the accessibility status of completed graduate theses is presented in Figure 4. When examining the accessibility status of theses completed in the field of standard patient use, it is observed that permission to access all theses is available.

Distribution of Postgraduate Thesis Topics According to Standard Patient Use

Table 1. Subject distribution of graduate theses

Subject	Master's Thesis	Doctoral Thesis	f	%
Nursing	2	7	9	60
Nursing; General Surgery	1	0	1	6,66
Nursing; Education and Training	1	3	4	26,66
Nursing; Oncology	0	1	1	6,66

Data on the topics of the theses are presented in Table 1. It is seen that most of the graduate theses were related to nursing (60%, n:9) and nursing education and training (26.66%, n:4) (Table 1).

Distribution of Postgraduate Theses on Standard Patient Topics in Nursing Education by University and University Type

Data on the universities where graduate theses are conducted and the status of these universities are provided in Table 2.

Table 2. Graduate theses by university and university status

UNIVERSITY	f	%	STATUS
Hacettepe University	5	33,33	State
Bülent Ecevit University, Zonguldak	1	6,66	State
Gazi University	1	6,66	State
Ankara Yıldırım Beyazıt University	3	20	State
University of Health Sciences	2	13,33	State
Ege University	1	6,66	State
Düzce University	1	6,66	State
GATA	1	6,66	State

When examining universities where graduate theses addressing the standard patient topic are conducted, it is observed that all studies are carried out at state universities. When evaluated by university, it was determined that the highest number of theses were conducted at Hacettepe University, accounting for 33.3% (n=5) of the total studies. Ankara Yıldırım Beyazıt University follows Hacettepe University with a 20% share (n=3). The findings indicate that the standard

When analyzing the word cloud of keywords in standard patient-related graduate theses, it is observed that the terms “nursing education” and “standard patient” appear most frequently, followed by the terms “nursing,” “satisfaction,” and “simulation.”

Thematic Analysis of Postgraduate Theses Addressing the Use of Standardized Patients in Nursing Education

The distribution of the examined graduate theses according to their themes is shown in Table 3.

Table 3. Themes examined in graduate theses

Theme Under Review	Number	Percentage
Psychomotor skill	4	9,52
Anxiety	1	2,38
Motivation	1	2,38
Information	11	26,19
Satisfaction	5	11,9
Perceived learning	2	4,76
Skill	1	2,38
Self-confidence	2	4,76
Communication	3	7,14
Self-confidence in learning	2	4,76
Reflective thinking	1	2,38
Mood/emotional state	1	2,38
Moral sensitivity	1	2,38
Moral reasoning	1	2,38
Ethical decision-making	1	2,38
Critical thinking	1	2,38
Problem solving	1	2,38
Self-confidence	1	2,38
Nursing diagnosis	1	2,38
Attitude	1	2,38

In postgraduate theses focusing on standard patient use, it is observed that the theme of ‘knowledge’ (26.19%, n:11) is most frequently examined, followed by the themes of ‘satisfaction’ (11.9%, n:5) and ‘psychomotor skills’ (9.52%, n:4).

Distribution of Postgraduate Theses for Standard Patient Use by Field of Study

The distribution of the examined graduate theses according to their fields of study is given in Table 4.

Table 4. Fields of study for graduate theses

Work Area	Number	Percentage
Individual diagnosed with dementia/Alzheimer's disease	2	13,33
Arterial Blood Pressure	1	6,66
Psychiatric nursing	1	6,66
Collaborative learning	1	6,66
Stoma care	1	6,66
Intensive care	1	6,66
Palliative care	1	6,66
Peristomal skin lesions	1	6,66
Triage Application	1	6,66
End-of-life care	1	6,66
Diabetic Ketoacidosis	1	6,66
Multimodal analgesia	1	6,66
Ethics training	1	6,66
Chest and Heart Examination	1	6,66

It was determined that the working group for postgraduate theses on standard patient use was mostly composed of individuals diagnosed with dementia/Alzheimer's disease (13.33%, n:2).

DISCUSSION

In this study, graduate theses addressing the topic of standard patients in Turkey between 2000 and 2025 were examined, and the search yielded a total of 15 theses over the 25-year period. It was observed that the majority of these theses were at the doctoral level. Considering the publication years, it is noteworthy that there was no consistent trend of increase or decrease in the number of theses. It was determined that the highest number of theses were completed in 2022, while a limited number of studies were conducted in 2014, 2017, 2018, 2019, 2020, and 2023. Furthermore, it was found that no graduate theses on the topic of standard patients were completed in 2016, 2021, and 2025. When the twenty-five-year period is evaluated holistically, it is seen that the number of theses on standard patients remained quite limited, indicating a need for new studies in this field in our country.

When examining the languages used in postgraduate theses addressing the standard patient topic, it was determined that all theses were prepared in Turkish. This situation is thought to be related to the fact that nursing education at universities is largely conducted in Turkish. Indeed, the language of instruction in a significant portion of nursing departments and faculties in Turkey is Turkish, and academic work is also predominantly carried out in this language.

When evaluating the accessibility of postgraduate theses, it was observed that all theses examined were open access. This finding indicates that scientific knowledge produced on the standard patient topic is shared and accessible to researchers.

When examining the topics of postgraduate theses, the most publications are on ‘nursing’ (Akkurt Yalçıntürk, 2022; Demircan, 2024; Erkuş, 2018; Kabal, 2024; Orkun, 2020; Sarıkoç, 2015; Şıvgın, 2022; Tüzer, 2015; Yılmaz Şenyüz, 2017) and followed by ‘nursing; education and training’ (Çalık, 2022; İlaslan, 2019; Sarmasoğlu, 2014; Tayaz, 2023). The prominence of this topic is thought to be related to the fact that the study was conducted with a direct focus on standard patients. In this respect, it can be said that the findings obtained were an expected result. In addition, it is seen that the postgraduate theses examined were addressed in relation to different areas of nursing.

It has been determined that the postgraduate theses examined were conducted at eight different universities, all of which are state universities. Considering that there are a total of 208 universities in Turkey as of 2025, this number represents approximately 3.85%. This ratio indicates that the standard patient topic is addressed at the postgraduate level in a limited number of universities. This situation highlights the need for thesis studies on the use of standard patients at different universities. Furthermore, it has been determined that postgraduate theses are most intensively carried out at Hacettepe University (Çalık, 2022; Erkuş, 2018; Kabal, 2024; Sarmasoğlu, 2014; Tüzer, 2015). This concentration may be associated with the university’s well-established nursing education programs, strong academic staff profile, and simulation facilities that support standardized patient applications.

When examining the research types of postgraduate theses, it is observed that randomized controlled experimental designs are most commonly used, followed by quasi-experimental methods. Since standard patient use aims to measure students’ cognitive and affective characteristics such as communication skills, clinical decision-making, empathy, and professional behavior, the need for a design that includes control groups and randomization to

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determine whether these effects exist explains why randomized controlled experimental designs are used most frequently.

When evaluating the keywords used in graduate theses, it was determined that the most frequently used terms were “standard patient” and “nursing education,” followed by the keywords “nursing,” “satisfaction,” and “simulation.”

Looking at the distribution of studies according to the themes they examine, it is seen that the theme of ‘knowledge’ is examined most frequently. This is followed by the themes of ‘satisfaction’ and ‘psychomotor skills’; the least examined themes are ‘anxiety’, ‘motivation’, ‘skill’, ‘reflective thinking’, ‘emotional state/emotion’, ‘moral sensitivity’, ‘moral reasoning’, ‘ethical decision-making’, ‘critical thinking’, ‘problem solving’, ‘self-confidence’, ‘nursing diagnosis’, and ‘attitude’. It is recommended that themes given less weight in future standard patient-related studies be addressed.

Research study groups are mostly comprised of individuals diagnosed with dementia/Alzheimer's disease (Akkurt Yalçintürk, 2022; Kabal, 2024). It is thought that this group is frequently used as a study group because these patients require a professional care approach for skills such as communication and clinical decision-making, and because there has been an increase in the prevalence of these diseases in society.

This study is limited in that it only includes searches in Turkish and English and examines nursing theses on standard patients between 2000 and 2025.

CONCLUSION AND RECOMMENDATIONS

The results of the content analysis indicate that although a slight increase was observed in certain recent years, no consistent upward trend was identified across the examined period. Overall, the number of postgraduate theses remains limited. It was determined that randomized controlled experimental designs were predominantly preferred in the studies, that all theses were written in Turkish, and that they were publicly accessible. The evaluation based on universities shows that the standard patient topic has been addressed in a limited number of universities, with the highest number of studies conducted at Hacettepe University. It was also found that the most frequently used keywords in the theses were “standard patient” and “nursing education.”

In line with these findings, strengthening the nursing education/teaching departments at universities with nursing programs and increasing the number of faculty members who have

completed specialization and doctoral education in this field may contribute to an increase in theses and research on the standard patient topic. In addition, it is believed that studies conducted in collaboration with different nursing departments will contribute to nursing education by increasing research diversity.

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