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Sommario/riassunto	<p>The requirements of evidence-based content in the lesson preparation gain great significance in nursing education regarding the current trends and developments to further professionalize the nursing care profession. Within their daily practice, nurse practitioners are already supposed to implement evidence-based practice and take a well informed health care decision influenced by nursing science. The future available nursing education programs in Germany, determined by law, will encompass the existing vocational training and an academic study program. The central reference discipline in the education programs, as well as in the teacher study programs, will be nursing science.</p> <p>Consensus on mutual scientific knowledge requirements for academic planning differs due to the heterogeneous education of the nurse educators along with the current uncertain state about the classification of nursing science and the didactic intervention its discipline. The following dissertation will present, grounded to the previous stated problem how far scientific findings are implemented in the content-related lesson planning and in the tuition of nurse teachers. The presented extensive data analysis, based on the research methodology of Grounded Theory, provides a theoretical model about scientific requirements in the lesson planning in nursing education as well as</p>

recommendations to stimulate further reflection and design.
