

THE ROLE OF EDUCATION IN EVIDENCE-BASED HEALTH CARE

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A new paradigm for Nursing practice is emerging. Evidence Based Nursing (EBN) de-emphasized intuition, unsystematic clinical experience and pathophysiological rational as sufficient grounds for clinical decision — making. It stresses the examination of evidence from clinical research and scientific ration for action. EBN requires new skills of the nurse, including efficient literature — searching and application of formal rules of evidence in evaluating the clinical literature.

Therefore, if health care is to base on scientific knowledge and literature- -centered, the role of Education Is Inevitable and cannot be over emphasized. Evidence — Based Nursing (EBN) requires sound, operational and professional educational preparation.

Operational Definition of Relevant terms

Education: It is an instruction or training by which people learn to develop and use their mental, moral and physical powers.

Evidence: Anything that provides material or information on which conclusion or proof may be based, an Indication.

Evidence-based Practice (EBP): It is a method of problem solving that involves identifying a clinical problem, searching the literature, evaluating the research evidence and deciding on the intervention. (Filani and Macilwaine2002)

Health Care: Contextually, it refers to multidimensional approach to ensure clients / patients welfare.

Concept of Evidence — Based Health Care:

Sackett, et al. (1996) stated that thl8 new dimension in health care “is derived from evidence-based medicine, which is the conscientious, explicit and judicious us of

current best evidence In making decisions about care of Individual patients”. The rationale for its application is the emphasis on cost effectiveness as resources can be scarce in an organization; it ensures value of money and quality assurance in meeting the needs of patients.

Historically, this concept was first developed In the North Americas in the 1980s in the field of medicine and has gradually spread across the globe (Filani and Macilwaine, 2002).

The practice of Evidence — Based Practice involves the following steps:

1. Defining a patient’s problem
2. What information is required to resolve the problem?
3. Conducting an efficient research of the literature
4. Selecting the best of the relevant studies
5. Application of rules of evidence to determine their validity.
6. Being able to present to colleagues in a succinct fashion the content of the article and its strengths/weaknesses,
7. Extracting the clinical message and applying it to the patient’s problem.

It also involves applying tradition skills of Nursing training: a sound understanding of pathophysiological bases of patient’s condition to interpret and apply the result of clinical research allows the nurse clinician to better judge whether the results are applicable to the patient at hand and finally has a crucial role as a conceptual and memory aid.

Another traditional skill required of the Evidence — Based nurse is sensitivity to patient’s emotional needs. Understanding patient’s suffering and how the suffering can

be ameliorated by the caring and compassionate nurse are fundamental requirements for nursing practice. The new paradigm will call for using the techniques of behavioural science to determine what patients are really looking for from their nurses 'and how nurse/patient behaviour affect the outcome of care.

Current International projects in Evidence- Based Nursing(EBN). .

1. Centre for Evidence — Based Nursing UK
2. Evidence — Based Nursing (Online Journal)
3. Evidence — Based Nursing and Midwifery (The Joanna Briggs Institute).

Barriers to Use of Evidence-Based Nursing

According to Retsas (2002) nursing profession recognized that “research is the basis for knowledge development and that Evidence — Bases nursing practice supports this focus. However, some researches have identified barriers that interfere with the ability of nurses to practice EBN. In one study, barriers to the use of research evidence in practice described, by 400 registered nurses working in an Austaclian hospital, were grouped under four main factors.

They are:

1. Accessibility of research findings
2. Anticipated out comes of using research
3. Organizational support to use research and
4. Organizational support to use research. Other barriers include:
 - Insufficient existence of research on some topics
 - The paucity of evidence
 - Ignoring clinical experience and intuition forgetting that institutional experience can also provide important insights.
 - Negligence of basic investigations and pathóphysiology. The fact is that the dearth of adequate evidence demands that clinical problem solving must on an

understanding of underlying pathophysiology. It is necessary for interpretation clinical observation and for appropriate interpretation of evidence.

The Role of Education In EBN

Education can be defined using the following acronyms:

- E - Entrance into a bright professional horizon
- D - Delving into the root of knowledge
- U - Understanding rudiments of change and basic mind, expansion.
- A - Academic for excellence in practice
- T - Transport for knowledge carriage and transfer
- I - Inheritable means of perpetuating culture and civilization.
- O - Overall means of socialization
- N - Nudget of life achievement and escape route from mediocrity.

The place of education in EBN cannot be divorced from the strategy position it plays.

Education will afford the following beneficial contribution:

- Ability to read the current literature critically
- Ability to distinguish between strong from weaker evidence.
- Provides a comprehensive and quantitative approach to assessment phase. , , .
- It helps to produce definitive evidences.
- Higher education helps the nurse practitioner to interpret research reports and apply to patient need which is not achievable through the existing hospital based, nursing. (Lindberg, 1989).

RECOMMENDATION: ‘

I will not hesitate to make the following recommendation on educational preparation, for EBN:

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1. Intensive educational preparation preferable at University level -This is because of its copious availability 'of knowledge and research' facilities. .
2. The mobile and respectable intellectuals here present should prepare to have meaningful and heart — to — heart goal — directed dialogue with the governing body of Nursing profession.
3. There should be an urgent review of the current nursing curriculum to accommodate EBN and its details
4. Careful and target-motivated recruitment of potential nurses in training.
5. Training and retraining of Nurse Educators and head nurses who will in turn provide sound educational preparation for the nurse clinicians. . ' . :

THE ABC OF EVIDENCE- BASED HEALTH CARE

- A Authentic strategy for problem — solving and decision making
- B Broad spectrum instrument for polyvalent care
- C Cost effectiveness in scarce resources.
- D Decision making based on facts
- E Equipping professional nurses for efficiency in practice, T Facilitator of nursing goal
- G Generalizability is made easy
- I Indecision use of health care facilities
- K Knock —out to in effective care modalities
- L Linking the present with brighter future health industry
- M Master plan for all' health professionals
- N New method with increasing influence
- O Organizational support to use research.
- P Potential laden for transforming education and practice of Nursing.

- Q Quality assurance in meeting patients needs.
- R Risk — free approach
- S Systematic search for knowledge
- T Tested, tasteful and triumphant
- U Utilization of a new paradigm for delivering nursing care
- V Vanguard of research based health care
- W Wholesome approach to clinical practice
- X Xero in on higher percentage of clients beneficial
- Y Yieldedness to modern science explosion
- Z Zealot in ensuring quality cares

CONCLUSION:

The proof of the pudding of evidence — based nursing lies whether patients cared for in this fashion enjoy better health.

Based on an awareness of the limitations of traditional determinants of clinical decision, a new paradigm for nursing practice has arisen. EBN deals directly with the uncertainties of clinical nursing and has the potential for transforming 'the education and practice of the next generation of nurses. These nurses will continue to face an exploding volume of literature, rapid introduction of new technologies, deeping concern about burgeoning medical costs, and increasing attention to the quality outcomes of medical / nursing care. The strategies for inculcating the principles of EBN remain to be refined, initial experience has revealed a number of effectiveness, It is highly expected that at the end of the scientific sessions of this epoch — making conference of principals of schools of this noble profession you will come out with formidable conclusions and communiqué for effective take off of Evidence — Based Nursing.

Thank you for your rapt attention. God bless.

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