EMERGING ROLE OF NURSING IN EVIDENCE BASED PRACTICE

Nursing Education: Worldwide

❖ Abstract (297 words)

The economic rationale of healthcare institutions and the financial difficulties they have been facing for the past decades, combined with the growing complexity of the medical care, have contributed to an increase of the skills and duties expected from nurses. This has led to a slow shift of their position: they are not just mere executors of the doctors' orders anymore, but qualified professionals, with their own science. Evidence Based Practice (EPB) in nursing embraces this vision, giving nurses a major role in the patient recovery by providing him the most accurate and attested care he could receive, according to the current state of scientific knowledge.

However, EPB is still merely used at the nurse level[i]. Among the reasons for this statement, besides the lack of time[ii], the poor ability to translate knowledge which requires the capacity to find, to understand scientific articles and to have a critical judgement on them[iii] [iv]and which is strongly connected to the education level[v]. EPB implementation in nursing is therefore highly dependent on our ability to reconsider nurse education. Some have suggested to train nurses already working to develop their researching faculty: the « EXTRA » program in Canada for example has shown interesting results in this regard but its application represents an additional cost for health facilities and remains restricted to few people at a time[vi]. That is why one naturally focus on ways to renew nurse initial training[vii]. Challenges are numerous though: indeed, it is necessary to assess how to integrate an academic education into a professionalising training[viii], how to encourage both critical thinking and peer learning during clinical trainings[ix], how to link EPB to competence[x] and especially how to deconstruct stereotypes which surround nurses (devoted women, kind and manual-skilled but low-qualified and underpaid) among society[xi], young people[xii] [xiii] and even among nurse-students themselves[xiv].

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❖ Biography (141 words)



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I am a 26 years old woman. I graduated from a private law degree within the Pantheon-Assas University and was received at the highly-selective Magistère Juriste d'Affaires – DJCE from Paris (corporate law). This academic background has enabled me to develop strong reasoning faculties.

As I wanted to move my career towards the humanitarian field, I decided to acquire medical knowledge and strenghten my communication skills. For this purpose, I have undertaken a training in nursing in Nice where I am currently at the end of my second year.

Besides, my professional experiences overseas (Australia, Monaco and Brazil) and my volunteering involvement with vulnerable populations (migrants in Greece, people diagnosed HIV + in Mauritius) have enabled me to strengthen my adaptability and build myself openness. Currently, I am also working with homeless people in France for whom I co-founded a nurse-student association.