EMERGING ROLE OF NURSING IN EVIDENCE BASED PRACTICE

Nursing Education: Worldwide

❖ Abstract (297 words)

EVIDENCE BASED PRACTICE IMPLEMENTATION IN NURSING : A NEED TO RETHINK NURSING EDUCATION

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].

---

[i] Jenny Gentizon *et al.*, « Evidence Based Practice of nurses working in university hospitals in the French speaking part of Switzerland: a descriptive and correlational study», *Recherche en soins infirmiers* (2016) 4 /N° 127, p. 28-42. DOI 10.3917/rsi.127.0028

[ii] Leilani Tacia, Karen Biskupski, Alfred Pheley, Rebecca H. Lehto, « Identifying barriers to evidence-based practice adoption: A focus group study *», Clinical Nursing Studies*, (2015) Vol 3 N°2, p. 90-96

[iii] Sharon E. Straus, Jacqueline M. Tetroe and Ian D. Graham, « Knowledge translation is the use of knowledge in health care decision making », *Journal of Clinical epidemiology* (2011) N°64, p. 6-10

[iv] Rim Limaiem, « Introduction to research in nurses' initial training in France : a transversal descriptive study », *Revue francophone internationale de recherhce infirmière* (2015), Vol. 1 N°1, p. 45-55. DOI 10.1016/j.refiri.2015.01.004

[v] Donna Jo McCloskey, « Nurses'Perceptions of Research Utilization in a Corporate Health Care System », *Journal of Nursing Scholarship*, First Quarter (2008); 40, 1; Psychology Database, pg. 39

[vi] Mélanie Lavoie-Tremblay, Malcolm Anderson, Arielle Bonneville-Roussy, Ulrika Drevniok and Geneviève L. Lavigne, « Nurse Executives'Perceptions of the Executive Training for Research Application (EXTRA) Program », *Worldviews on Evidence-based Nursing*, Third Quarter (2012), p. 186-192. DOI 10.1111/j.1741-6787.2011.00218.x

[vii] French ministries for health and solidarities and for higher education, research and innovation « Universitarization of Health Trainings », Press Kit, March 14th, 2018 https://cache.media.enseignementsup-recherche.gouv.fr/file/Actus/55/8/DP_L_UNIVERSITARISATION_DES_FORMATIONS_EN_SANTE_912558.pdf

[viii] Alison Kitson, « The relevance of scholarship for nursing research and practice », *Journal of Advanced Nursing*, (2006) Journal Compilation, First published in 1999, 29(4), p. 773-775

[ix] Ljiljana Jovic *et al.*, «Teaching Nursing science in France : programs and strategies», *Recherche en soins infirmiers* (2014)4 (N° 119), p. 8-40.DOI 10.3917/rsi.119.0008

[x] JoAnn Damron-Rodriguez, « Developing competence for nurses and social workers », *Journal of Social Work Education,* Vol. 44, No. 3 (Fall 2008); Supplement. ; Reprinted with permission from the *American Journal of Nursing 108*(9), 40–46 (2008).

[xi] Reitha Cabaniss, « Educating nurses to impact change in nursing's image », *Teaching and learning in nursing* (2011) 6, p. 112-118 2011 DOI : 10.1016/j.teln.2011.01.003

[xii] Sok Ying Liaw, Ling Ting Wu, Yeow Leng Chow, Siriwan Lim, Khoon Kiat Tan, « Career choice and perceptions of nursing among healthcare students in higher educational institutions », *Nurse Education Today* (2017) 52, p. 66-72 http://dx.doi.org/10.1016/j.nedt.2017.02.008

[xiii] Niina Glerean, Maija Hupli, Kirsi Talman, Elina Haavisto, « Young peoples' perceptions of the nursing profession: An integrative review », *Nurse Education Today*, (2017) 57, p. 95-102 http://dx.doi.org/10.1016/j.nedt.2017.07.008

[xiv] David A. Brodie, Gavin J. Andrews, Justin P. Andrews, Gail B. Thomas, Josephine Wong, Lorna Rixon, « Perceptions of nursing: confirmation, change and the student experience », *International Journal of Nursing Studies* (2004) 41 p. 721–733 DOI 10.1016/j.ijnurstu.2004.02.009

❖ Biography (146 words)



olivia.cattuti@gmail.com

https://www.linkedin.com/in/olivia-cattuti-72095675/

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 the University Hospital Center of 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.