
EVIDENCE-BASED NURSING PRACTICE

EVIDENCE-BASED NURSING & THE SCIENCE OF NURSING

GOAL

To present the importance of academic and clinical teaching relative to the philosophy and methods of Evidence-Based professional nursing practice and as it applies to the Science of Nursing.

DEFINITION OF EVIDENCE-BASED PROFESSIONAL NURSING EDUCATION AND PRACTICE

Evidence-Based nursing education and practice of associated principles represent the application of the Science of Nursing. *It is knowing specific proven and factual constructs/information and their proven application in the maintenance and improvement of health.* The use of one or more of the following general categories of intellectual reasoning helps determine the best and safest practice in the Science of Nursing.

1. Useful and Best Safe Acts or Practice
2. Rationale of Positive Behavior
3. Logic in Nursing Performance
4. Scientific Facts That Make a Positive Difference
5. Positive Attitude Toward the Patient
6. Known Positive Rationale
7. Belief of Best Remedy(ies)
8. Known Propositions of Healthful Living
9. Research Findings
10. Three Amigos of an Intellectual Happening—Psychological Astuteness, Critical Thinking, and Common Sense

Nursing behaviors, as an outcome of the above-stated category(ies) of intellectual reasoning, apply to the correct determination of Evidence-Based nursing behavior choices. The most effective practice of Evidence-Based nursing (Science of Nursing) is learned and practiced, usually, in the more advanced nursing courses due to the usual need for learned advanced nursing intellectual reasoning and learned nursing behaviors.

Evidence-Based nursing behavior is intended to be considered by the professional nurse as an important part of every nursing encounter or behavior. It requires specifically known and patient/client *Best-Practice* nursing behaviors for every nursing decision and action. A nurse's reasoning for a selected nursing interaction with a patient/client is always a response to proven

positive, best, and safest practice nursing evidence that produces optimum patient outcomes. This nursing knowledge commences usually in an academic classroom environment and is practiced in a structured academic practice laboratory situation. These learning and practice experiences involve the practical application of the Science of Nursing.

A few simple practice examples that help provide a teaching opportunity for Evidence-Based principles of reasoning as a part of the Science of Nursing:

1. Medical-Surgical Nursing: What are the Evidence-Based best and safest nursing principles used to change a post-operative surgical dressing without contaminating the surgical wound?
2. Psychiatric Nursing: What is the best and safest conversation related to Evidence-Based nursing principles when conversing with a client who wants to commit suicide?
3. Maternal Nursing: What Evidence-Based principles of safety and best nursing practice does a nurse use when conversing with a pregnant woman who desires an abortion at 24 weeks gestation?
4. Orthopedic Nursing: What Evidence-Based principles of safety and nursing practice are used by a nurse to convince a person to seek medical attention after a painful fall?
5. Pediatric Nursing: Using Evidence-Based principles, what are the safety and nursing practice behaviors that will quiet and soothe a 3-year-old who is distressed about not having the mother present?

PROGRESSIVE EVIDENCE-BASED & INTELLECTUAL LEARNING

Recognizing academic nursing education and practicing so-called Evidence-Based nursing principles is an intellectual happening known as the Three Amigos of Intellect (as previously stated above):

Psychological astuteness

Critical thinking (and)

Commonsense

Such nursing intellectually acquired academic knowledge of Evidence-Based nursing principles requires consistent practicing of the Three Amigos of Intellect. Academic nursing practice lab experiences involve a recurring activity of verbal reiteration of Evidence-Based reasoning. Such persistent, repetitive, and variations of patient care reasoning of Evidence-Based nursing principles using the Three Amigos of Intellect reinforces the best and safest use of Evidence-Based principles (Science of Nursing) per each patient care interaction.

Following the academic understanding and persistent academic nursing lab practice of nursing Evidence-Based concepts by the nursing student, the verbal application of Evidence-Based principles related to a variation of clinical patient problems is preliminarily reviewed before performing the nursing behavior by the *clinical instructor*.

CLINICAL FACILITY INSTRUCTOR/SUPERVISOR ROLE IN EVIDENCE-BASED NURSING

The clinical facility instructor/supervisor student nurse educational role within any healthcare facility is intended to be a prestigious clinical nursing education role for the supervision of the clinical practice of nursing students. It is intended to be accomplished by professional experienced nurses who understand the professional practice of Nursing Science relative to the application of the components of the Three Amigos of Intellect and Evidence-Based nursing practice. Such intellectual reasoning abilities required of clinical nurse educators provide a role model for nursing students of the safest and best nursing practices as it relates to the Science of Nursing.

Such an expected professional and specific educational role of the clinical facility instructor/supervisor has historically, or too often, been strategically minimized and not recognized as the intended role model of the Science of Nursing Practice. There is a rapidly changing need for increased professional clinical nursing comradery between nursing academic education and nursing clinical education and practice. This mutual (yet varied) teaching effort of professional nursing Evidence-Based information between nursing academia and the effective and correct application of such in the nursing clinical setting is now (more than ever) a necessary and recognized shared effort to enhance the teaching of the Science of Nursing. Therefore, a recognized team effort in academic nursing education and the expertise of the clinical nursing staff is important and should be made known and appreciated as a mutual team effort for students to fully experience the application of the Science of Nursing.

The prestigious and supportive clinical instructor/supervisor role *ideally* required of a healthcare facility involves:

1. Requiring a clinical facility instructor/supervisor to listen to an academic instructor's lecture (in person or recorded) on Evidence-Based nursing practice and its relationship to the Science of Nursing.
2. Clarifying with the academic instructor the expected clinical nursing performance of each nursing student as it relates to Evidence-Based nursing performance.
3. Evaluating the clinical nursing behaviors of each nursing student according to the clinical objectives of the nursing academic course.
4. Preparing paper documentation regarding each nursing student's ability to know and practice Evidence-Based nursing knowledge---The Science of Nursing.

THE INSTRUCTOR ACADEMIC LECTURE & CLINICAL ADMINISTRATIVE EXPECTATIONS:

Learning to understand and ultimately apply *effective* Evidence-Based concepts to nursing practice requires a progressive pattern of learning. Therefore, an academic nursing instructor provides, initially, a lecture on obvious Evidence-Based nursing concepts including the best and safest nursing practice examples of positive nursing behaviors. The lecture provides a basic understanding of the importance and need for the educated practice of Evidence-Based principles and their association with the Science of Nursing.

Identifying specific positive outcomes of complying with Evidence-Based nursing principles and the negative outcomes of non-compliance to Evidence-Based nursing principles can provide the contrast between nursing health promotion and the potential for patient decline or patient demise.

The academic nursing leader assures that expectations of Evidence-Based nursing practice are represented in the documented healthcare facility standards known as the mission, philosophy, goals, objectives, and job descriptions. Therefore, the nursing behaviors of each clinical nursing employee overseeing the nursing skills of students are consistently evaluated according to the quality nursing standards of the facility as well as their current nursing skills and the currency of a professional nursing license.

STUDENT SMALL GROUP LEARNING & PRACTICE:

As an academic nursing instructor in a classroom of nursing students, divide the students into several groups. Provide different documented nursing care scenarios to several classroom professional nursing student groups. The scenario(s) for each group is to be a different scenario(s) of patient situations requiring professional nurse intervention to which Evidence-Based nursing must be applied. Each scenario should require student identification of different types of Evidence-Based nursing intervention. If it is appropriate and not a specific nursing course in one discipline of nursing, present a variety of learning experiences---such as individual group(s) Evidence-Based considerations related to psychiatric, medical, surgical, geriatrics, newborn, pediatric, orthopedics, maternity, and any other variations that require nurses to apply Evidence-Based nursing concepts representing the Science of Nursing.

After a given preparation time for the groups to converse and prepare their answers to their assigned scenarios, have individual nursing student groups share with the entire nursing class their understanding of the definition/meaning and application of the Evidence-Based nursing processes specific to their assigned scenario(s), and the importance of Evidence-Based nursing principles of Nursing Science in each situation.

Group sharing, discussion, and a collective decision for the entire class presentation encourage student mental activity that promotes ultimate clarity in the understanding of expected principles of the Science of Nursing. Having each group identify verbally to the entire group of nursing students their current understanding of Evidence-Based practice relative to different nursing scenarios helps prepare each nursing student with the ability to apply Evidence-Based concepts in specific nursing situations.

The presentation of intellectual principles of Evidence-Based nursing practice is a part of student nurse learning and testing. An academic nursing instructor tests a student's intellectual understanding of the principles of healthful behaviors through the intellectual application of psychological astuteness, critical thinking, and common sense as the nursing student determines the scientific principles of nursing.

History has shown that individual behaviors are often habitual and just doing what a person has found to work for them—at least last time. However, what works best in one situation away from

nursing is not always as strict a consideration as the choice required in a nursing situation. These specific intellectual thought processes to make right health wrongs must be taught, monitored, and positively reinforced by knowledgeable nursing leaders who explicitly know that all positive health care is ideally Evidence-Based practice and, therefore, proven to maintain, improve, or help sustain the comfort or the life of an individual.

There are specific reasons for exact nursing performance—as a teacher or a practicing nurse! Nursing requires scientific exactness and interpersonal evidence of human caring. It is concerned with the safe and healthful outcomes of every patient. To nursing instructors, it requires teaching regarding the reason behind every expected nursing behavior. It requires knowing the scientific reason for every nursing behavior—far from just the performance of nursing behavior. There are specific actions of nursing behavior related to the specific needs of every patient receiving nursing care. Every nursing care effort on behalf of every patient is to be the best and safest nursing practice according to the Science of Nursing.

LEADERSHIP & NURSING EVIDENCE-BASED PRINCIPLES

The leadership components of increasing and supporting nursing Evidence-Based principles are to:

- Teach consistently in every class/course/in-service at least one concept of Evidence-Based nursing practice that is proven to result in positive health care outcomes.
- Identify a correct specific nursing procedure or process.
- Identify the preliminary Evidence-Based nursing thought processes that go into the preparation of performing a specific nursing procedure or process.
- Use the words “Evidence-Based” when teaching, supporting, or commenting on nursing performance. Incorporate the words “Science of Nursing” in the conversation.
- Require every nursing student to be able to reiterate, upon request, to a nursing academic or clinical nursing leader the Evidence-Based concept of a specific nursing behavior(s) and how it relates to the Science of Nursing.

The main reason for encouraging Evidence-Based nursing performance is to support the expected and specific behaviors of the Science of Nursing. To do so helps enhance the perfection of nursing practice—not only an intentional extension of nursing helpfulness and kindness but as a specifically intended and scientifically determined method of intervention for the improvement of an individual’s health.

The outcome of a leader encouraging patient care methods specifically as an outcome of Evidence-Based concepts improves intellectual thought (and therefore, more educationally determined) by every nurse who encounters a patient and the significant other of a patient. It is through intellectual thought and Evidence-Based nursing principles that nurses practice the Science of Nursing.

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