Implication of Evidence-Based Nursing for Nurse Educators in Clinical Practice:
A Reaction Paper

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Abstract

Honing and imparting knowledge to a learner is not an easy task by educators. Facilitators of learning must be familiar with optimum understanding on what is the ideal instruction. This article tackles the implication of evidence-based nursing for nurse educators in clinical practice. It is a reaction paper that describes the different barriers associated with implementation of evidence-based practice in nursing.

Reaction

Nurses have a variety option in which area they will excel. Majority of nurses settle on hospital setting, while others decide on academe environment. They have distinct rationale in compliance with nursing profession. However, nursing care to patients by nurses and evidence-based nursing practice encounter tremendous difficulty in executing this research-oriented interposition. This is one of the quite challenges among nursing instructors on transmitting the significance of evidence-based nursing approach in good clinical practice to staff nurses. McEwen (2002) claims that many nursing scholars believe that evidence-based practice will fill the gaps that are present between research, theory and practice. There are yawning gaps on investigation, proposition and application of nursing intervention that trainee encountered. It is the duty of the preceptor in nursing in transmitting the best possible nursing care to probationer that is guided with excellent evidence-based care which is suitable to each patient case.

In addition, clinical nurse educators play a significant role in shooting up the quality of care that nurses provide to patients by providing the unparalleled training to staff nurses which is bound to effective research align practice. Clinical nurse practitioners must have a clear insight on the welfare and misconception of evidence-based nursing practice to be influential, thus, modifying the traditional ways of care.

There are barriers that clinicians and staff nurses must pass through to draw profit in evidence-based nursing. Barriers like time factors must be considered. Also, the bulk of work load of nurses in the hospital must be explained. Nurses are too preoccupied to their tradional-laden or routine workload rather than engaging in evidence-based nursing activities. They focused on how the work to be done on time, which is their priority, however, this notion that set aside the importance of their participation to evidence-based nursing will have a drawback in the long run if they will not actively participate in the activities to improve the quality of care they offer to their patient. Furthermore, access to information and resources is another blockage to evidence-based practice; registered nurses may not have the appropriate access to current information and the resources to support the search for new knowledge (Ervin, 2002; Paramonczyk, 2005; Young, 2003). If only enough resources and access are available to nurses, enlightenment will come upon them. Giving instruction to nurses on particular nursing intervention is proven effective. Solid evidence like journals that easily accessible will have great contribution to their engagement in practice of change.
Moreover, nurses’ research knowledge, skills and learning opportunities must also be considered. Craig & Smyth (2007) pointed out that it is important to remember that different kinds of ‘evidence’ and knowledge are generated by different kinds of research methodologies. Clinical nurse educators play an essential role in ensuring of proper usage of evidence-based nursing practice which is suitable to various cases. Proper training and disseminating appropriate understanding and ability to nurses in clinical area will promote autonomy and confidence in inflating the quality of care. Lastly, current nursing culture is one of the undeniable problems that hinders evidence-based nursing activities. As the phrase tells, “Old habits die hard.” Most of the nurses are reluctant to modification because they are use to usual outdated nursing skills which is prominent to their respective places. Clinical nursing educators must possess a tremendous influential capability to draw the attention of those nurses who are impervious to the advantages of providing abreast consciousness and proficiency of research based activities necessary to augment best patient outcomes.

Although there are many barriers to considered, nurses must learn to adapt to changes. At the end of the day, everyone on health care team only aims to provide quality of care to the patient, to reduce the complication and to speed up the recovery of the clients. Joining hands on major ambition will increase the possibility of application of evidence-based practice. Inculcating and creating a strong foundation by academe professors of nursing, as early as possible to nursing students to engage and actively participate in evidence-based nursing will make a big difference to their career path and the availability of clinical nurse educators that will train and incorporate appropriate evidence-based nursing practice to staff nurses. Sooner or later, evidence-based nursing practice is not only a fantasy but a reality that can be observed and implemented in all areas of nursing.

References