The Use of Evidence as Prime Mover for Making Change in Nursing Education and Practice

Samantha Mei-che Pang RN PhD
Professor & Head
School of Nursing,
The Hong Kong Polytechnic University

The University Motto “To learn and to apply, for the benefit of mankind”, quoted from the great Chinese classic Book of Change, concisely summarizes the essence of evidence-based practice, that is, drawing on evidence with perseverance to understand the truth and use the knowledge learned to experiment on innovative ideas grounded in insights gained from the evidence. This paper will share how we can work this motto out in the field of nursing education and clinical practice by navigating through an evidence-based change cycle expressed in five phases: (1) Observing a customary practice in question; (2) Drawing on evidence to state the case; (3) Finding possible solutions to change practice; (4) Evaluating which option can provide the best possible solution; and (5) Developing a paradigmatic proposal to revise customary practice. Two examples will be used to illustrate this evidence-based change cycle in action. The first example is the introduction of problem-based learning as an integral part of undergraduate nursing curriculum over the past six years. Evidence of students' learning experience and learning outcome is used as prime mover to sustain this mode of learning. The second example is extending palliative care to non-cancer patients. Evidence of quality-of-life concerns in the end of life regardless of disease nature reveals how inadequate the current predominant mindset is in the understanding of palliative care and advance care planning.

PBL References


End-of-life Care References


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