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# Person-centred evidence based practice (EBP)

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## **Fundamental Care**

A Person-Centred  
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**A person-centred approach**

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## 2.5 Person-centred evidence-based practice

### What is evidence-based practice (EBP)?

*'Simply put, EBP is practice that is supported by a clear up-to-date rationale, taking into account the patient/client's preferences and using your own judgement'*  
(Aveyard & Sharp, 2017:4).

As a qualified nurse/nursing associate or as a student you must be able to explain the care that you give to patients and their families, as well as understand why you are caring for them in a particular way (Aveyard & Sharp, 2017).

### Individual preference

You must take a person's preferences into account when making decisions about their care. **Section 5.3** (pp.50–2) outlines the legal position around consent to treatment. All care must be carried out with the person's full knowledge and agreement. If a person is unable (either temporarily or permanently) to give their consent (lacks capacity), then they should receive care that is considered to be in their 'best interests'.

### Use of evidence

The best evidence for professional practice is usually some type of research evidence if this is available (but take note that it may not have been conducted in a laboratory under strict controls). In **section 6.2 Comfort and hygiene** (pp.62–70), you can see examples of good practice relating to a number of caring activities that have been based on the Department of Health's Essence of Care benchmark statements (DH, 2010).

### Clinical or professional judgement

Your own professional and/or clinical judgement is very important in the delivery of person-centred evidence-based care. As a registered nurse, nursing associate or student, you must consider the available 'evidence' in terms of the person's situation and decide if it should be applied in the care or not. Sometimes, where there is no reliable research evidence, the judgement of the practitioner is the only and best evidence. As

## 2 PERSON-CENTRED EVIDENCE BASED PRACTICE (EBP)

a nurse, nursing associate or student, you will be observing and then developing your own professional judgement alongside the colleagues you work with in practice, including practice supervisors and your practice assessor.

### Critical appraisal of evidence

This is a vital skill that you will start to learn as part of your nursing/nursing associate course and also continue to develop as a qualified nurse or nursing associate. Critical appraisal is a 'structured process of examining a piece of evidence in order to determine its strengths and limitations and therefore the relevance or weight it should have in addressing your research question' (Aveyard & Sharp, 2017:110). This is a skill you will use both academically (in writing, for publications, assignments or in a dissertation) but also in practice when making decisions about patient care and treatment. Aveyard *et al.*'s (2015) Six questions to trigger critical thinking may help with this:

1. **What** is it?
2. **Where** did you find it?
3. **Who** has written/said it?
4. **When** was it written/said?
5. **Why** was it written/said?
6. **How** do you know if it is good quality?

How will this impact on your thinking and practice? The Critical Appraisal Skills Programme (CASP, 2010) can help you appraise a variety of different research findings.

Learning about and practising EBP

- Make sure you are learning about current research related to practice in your area of specialty or in placements.
- Ask questions – ask colleagues why they do something a certain way.
- Welcome feedback and be open to new ideas and ways of practising.
- Make time to look things up or ask others if you don't know.
- Read different types of research and use a glossary to look up

words you don't understand.

- Share what you are learning with others in your area of practice
- Try to incorporate EBP into your daily work.
- During your nursing/nursing associate course you will learn how to appraise research; use this skill in practice/placement and as part of your academic and professional development.
- Don't be afraid to suggest different ways of practising.
- Find out where the resources are in your area of practice.
- Listen to people you care for and their families; they may have expert knowledge about their condition and its treatment and the care required.

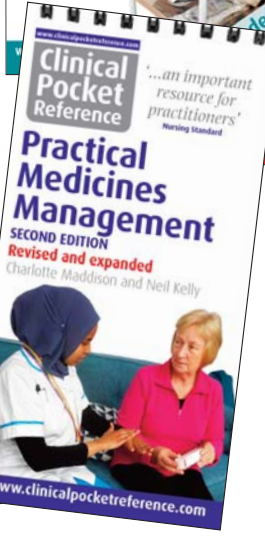
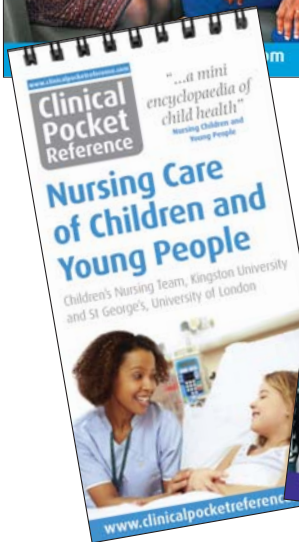
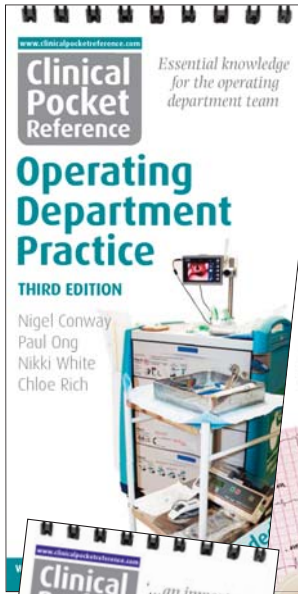
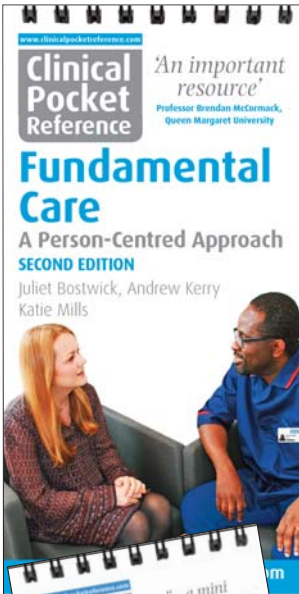
### Challenging poor practice

**Section 7.2 Raising concerns** (see pp.88–9) gives guidance on what to do if you observe practice that you feel puts someone at risk.

**Sources:** Aveyard H & Sharp P (2017) *A Beginner's Guide to Evidence Based Practice* (3rd edn), Maidenhead: Open University Press; DH (2010) *Essence of Care: Benchmarks for the fundamental aspects of care*, London: Department of Health: [www.gov.uk/government/publications/essence-of-care-2010](http://www.gov.uk/government/publications/essence-of-care-2010); Aveyard H et al. (2015) *A Beginner's Guide to Critical Thinking and Writing in Health and Social Care* (2nd edn), Maidenhead: Open University Press; CASP International Network (2010) *Critical Appraisal Skills Programme*: [casp-uk.net/#!/casp-tools-checklists/c18f8](http://casp-uk.net/#!/casp-tools-checklists/c18f8).

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