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Scientific Club of Evidence-Based Practice in the management of wounds: an innovative educational tool for enterostomal therapy

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ABSTRACT

Objective: To describe the creation and results of the "Scientific Club of Evidence-Based Practice in the management of hard-to-heal wounds" as a tool to disseminate the best care strategies in the field of enterostomal therapy. **Method:** This is a reflective report of an experience with a qualitative approach, detailing the creation of a club to discuss consensuses related to hard-to-heal wounds, as part of a university extension project for the nursing course at a public university in Espírito Santo, between June 2022 and August 2023. Nursing students, general nurses, dermatologists, and stomatherapists from all over Brazil participated in the study. **Results:** The Scientific Club operated for free and had 1,598 subscribers, with 13 synchronous meetings, one every month. Participants received the study material and had the opportunity to discuss the main recommendations of the consensus with an expert on the subject. At the end of the cycle, a certificate of participation was issued to those who obtained satisfactory performance, measured through questionnaires with multiple choice questions about each topic. **Conclusion:** The Scientific Club can be an innovative tool for nursing education in enterostomal therapy, providing information on the best available evidence about wound care.

DESCRIPTORS: Enterostomal Therapy. Education, Continuing. Educational Technology. Wounds and Injuries. Evidence-Based Nursing.

Clube Científico de Prática Baseada em Evidências no manejo de feridas: uma ferramenta educacional inovadora para a estomaterapia

RESUMO

Objetivo: Descrever a criação e os resultados do "Clube Científico de Prática Baseada em Evidências no manejo de feridas de difícil cicatrização" como ferramenta de divulgação das melhores estratégias de cuidado na área da estomaterapia. **Método:** Trata-se de um relato de experiência reflexivo, de abordagem qualitativa, sobre a criação de um clube para a discussão de consensos relacionados a feridas de difícil cicatrização, promovido por um projeto de extensão universitária do curso de enfermagem de uma universidade pública do Espírito Santo, entre junho de 2022 e agosto de 2023. Participaram acadêmicos de enfermagem, enfermeiros generalistas, dermatológicos e estomaterapeutas de todo o Brasil. **Resultados:** O Clube Científico operou gratuitamente e contou com 1.598 inscritos, sendo realizados 13 encontros síncronos, um a cada mês. Os participantes receberam o material para estudo e tiveram a oportunidade de debater com um especialista no tema as

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principais recomendações do consenso. Ao final do ciclo, foi emitido um certificado de participação àqueles que obtiveram aproveitamento satisfatório, mensurado por meio de questionários com questões objetivas acerca de cada tema. **Conclusão:** O Clube Científico pode ser uma ferramenta inovadora para a educação de enfermagem em estomaterapia, trazendo informações sobre a melhor evidência disponível acerca do cuidado com feridas.

DESCRITORES: Estomaterapia. Educação Continuada. Tecnologia Educacional. Ferimentos e Lesões. Enfermagem Baseada em Evidências.

Club Científico de Práctica Basada en la Evidencia en el manejo de heridas: Una herramienta educativa innovadora para la Estomaterapia

RESUMEN

Objetivo: Describir la creación y los resultados del "Club Científico de Práctica Basada en Evidencia en el manejo de heridas de difícil cicatrización" como herramienta de difusión de las mejores estrategias de atención en el área de la estomaterapia. **Método:** Se trata de un relato de experiencia reflexivo, con enfoque cualitativo, sobre la creación de un club para la discusión de consensos relacionados con heridas de difícil cicatrización, promovido por un proyecto de extensión universitaria del curso de enfermería de una universidad pública de Espírito Santo, entre junio de 2022 y agosto de 2023. Participaron estudiantes de enfermería, enfermeros generalistas, enfermeros dermatológicos y estomaterapeutas de todo Brasil. **Resultados:** El Club de Ciencias funcionó de manera gratuita y contó con 1.598 inscritos, realizándose trece reuniones sincrónicas, una cada mes. Los participantes recibieron material de estudio y tuvieron la oportunidad de debatir con un especialista en el tema las principales recomendaciones del consenso. Al final del ciclo, se emitió un certificado de participación a quienes obtuvieron un aprovechamiento satisfactorio, medido por medio de cuestionarios con preguntas objetivas sobre cada tema. **Conclusión:** El Club Científico puede constituirse en una herramienta innovadora para la formación en enfermería en estomaterapia, aportando información sobre la mejor evidencia disponible en el cuidado de heridas.

DESCRIPTORES: Estomaterapia. Educación Continua. Tecnología Educacional. Heridas y lesiones. Enfermería Basada en la Evidencia.

INTRODUCTION

Scientific reading clubs are an important strategy to support the teaching-learning process, in addition to being a powerful tool for discussion, innovation, search for solutions to practical problems, professional development, and support. The first scientific club reported in the literature is more than 350 years old: the Royal Society, founded in 1660, which was the cradle of the discussion of great theories and hypotheses. Isaac Newton (responsible for the theory of gravitation), Charles Darwin (theory of evolution), and Robert Hooke (cell theory) were one of its members[1].

These clubs have evolved to adapt to the needs of the participating members. Currently, the incorporation of digital tools and virtual formats has become necessary, aligning with contemporary social dynamics, in which the media play a central role in everyday life and in the dissemination of knowledge[2].

Although the discussion group model is applicable to a multitude of possibilities, health areas have significant potential to benefit from scientific clubs, especially with regard to discussing scientific evidence applied to the choice of interventions in the care context. Evidence-based health care (EBHC) refers to the practice of having clinical conduct and making decisions based on the best available scientific evidence, integrating research, clinical experience, and the preferences of individuals to achieve better health outcomes[3].

The adoption of this study format has been valued in nursing because it improves critical thinking, arouses interest in the appropriation of reading robust literature, and emphasizes the need for practice based on scientific evidence for clinical

decision-making[4]. However, in research conducted in scientific databases, in the specific field of enterostomal therapy, a nursing specialty that encompasses the care of people with wounds, incontinence and ostomies, no publications were found regarding the use of reading clubs as an educational tool.

Wounds are a global public health issue, affecting thousands of people worldwide. Those hard to heal, defined as wounds that do not respond to standardized evidence-based care, of multifactorial etiologies and whose healing process encounters barriers that prevent healing, such as foot ulcers in people with diabetes, resulting from vascular complications and pressure injuries, are often associated with worsening functionality, pain, hospitalization, increased hospital costs, infectious complications, and morbidity and mortality[5].

Given its complexity, providing care based on the best available scientific evidence is crucial to improving outcomes related to the treatment of people with wounds[6,7].

Thus, it is believed that the creation of a scientific club focused on the study and discussion of consensus and guidelines in the context of the management of hard-to-heal wounds can favor knowledge translation and promote scientific literacy in health, as it disseminates robust research results to be adopted in clinical practice [8,9].

OBJECTIVES

This report is aimed at describing the creation and results of the "Scientific Club of Evidence-Based Practice in the management of hard-to-heal wounds" as a tool to disseminate the best care strategies in the field of enterostomal therapy.

METHODS

This is a reflective experience report, with a qualitative approach[10], on the creation of the "Scientific Club: Evidence-Based Practice in the Management of Complex Wounds", promoted by the university extension project entitled "Sistematização da assistência de enfermagem no manejo de lesões de pele" ("Systematization of nursing care in the management of skin lesions"), of the undergraduate nursing course at the Federal University of Espírito Santo.

The extension project, registered in the Pro-rectorate of University Extension under No. 224, was created in 2016 and develops activities focused on nursing care to people who have hard-to-heal wounds and on the dissemination of information related to assertive treatment. The project is aimed at improving care, relying on professional education strategies, not only within the university, but also in the community, health unit, and scientific dissemination activities, such as participation in classes, conferences, etc. It is based on the action of the university before the community, using the knowledge acquired through teaching and research developed at the institution as a means to transform social reality.

Reporting the experience allows us to describe and present, in a critical, scientific, and reflective way, the actions developed in a context of academic and professional experiences, capable of contributing to the production of knowledge[11]. When reporting an experience, other actors can be encouraged to develop similar strategies, which can help nurses have access to the best evidence in enterostomal therapy.

The idea of creating the Scientific Club emerged as a way to popularize the study of consensus and guidelines for the management of hard-to-heal wounds, as well as to anchor nurses' decision-making in evidence-based practice (EBP).

EBP is conceptualized as a systematic process of clinical decision-making that combines the best available scientific evidence, clinical experience, and the values and preferences of patients[12]. In this sense, the Scientific Club makes available best evidence and discusses it.

The Club was submitted to the departmental chamber and approved by the Pro-rectorate of University Extension. Initially, didactic material built on Canva® was sent to the participants, explaining the Club's objectives regarding the product industry to prevent and treat wounds and show the extension project's Instagram® account reach in which the club is inserted. The material presents the Scientific Club, the contributions of this partnership to the industry, and details about

the organization, including the companies regarding speakers. To carry out the debates, the organizing committee was requested to appoint speakers with expertise in the topic. Each meeting was attended by a specialist invited.

The organizing committee was composed of the university professor who designed and coordinated the project, external collaborators, and a group of academics who were part of the extension project, with an extension student from the undergraduate nursing program who acted as an assistant and was responsible for managing the participants' registrations, the digital platforms in which the meetings and discussions took place and for answering questions sent by email.

Nursing students regularly enrolled in higher education institutions, general nurses, dermatologists, and stomatherapists from all states of Brazil with regular registration in the Regional Nursing Council of their jurisdiction were invited to participate in the Club through digital media. Those interested applied through an electronic form produced by Google Forms® published on the Instagram® page of the university extension project.

The meetings with the panelists were held online and synchronously on the YouTube® channel of the Graduate Nursing Program of that university, were recorded and made available to be viewed later.

To encourage active participation, Telegram®, which is an instant messaging application and a communication platform that allows sending text messages, files, images, videos, and other types of media, was adopted. The app was used to send the consensus to be read and a form with multiple choice questions about the material studied after each meeting. The group was mediated by the organizing committee.

The debates were also included on Spotify®, so that the content could be accessed at any time and on mobiles by the club participants.

To produce this report, the ethical guidelines of the Resolution of the National Research Ethics Commission (CONEP) No. 510/2016 were followed, since it is an activity carried out exclusively for education, teaching or training, without the purpose of scientific research and, therefore, ethical appreciation by a committee is waived.

RESULTS

The Scientific Club operated for free and had the participation of 1,598 registered nurses and nursing students. Thirteen synchronous meetings were held, including the opening broadcast, monthly from June 2022 to August 2023.

The organizing committee selected the consensus and guidelines to be studied each month. The debates were conducted by experts on the subject and mediated by the project coordinator. Chart 1[5,13-21] shows the topics discussed throughout the period.

The materials to be studied were previously made available to the participants, both in the original version and in a version with free translation into Portuguese (most were in English, and this could be a barrier to understanding the content), shared in the Telegram® group, which gathered 737 subscribers. The space was consolidated as an environment for daily exchanges between the participants, promoting clarifications about the readings, sharing practical experiences, discussing clinical cases, and suggesting knowledge application.

The group's mediation in Telegram® was mainly performed by the project coordinator, and only extension agents were allowed to send messages during weekdays. Questions and discussion of topics related to wound treatment were allowed between Friday and Monday. The most recurring questions were related to the practical application of the knowledge acquired in the discussions, especially with regard to the conduct of complex cases, permeating the choice of dressings and best practices for the case in question.

Those working at the extension program were responsible for setting up calls for synchronous meetings, sending messages and responses to the club members in the group, as well as the link to the tests after the discussion of the month. They were also in charge of controlling the attendance sheet, mediating online meetings, and giving general support during the club.

The synchronous sessions were broadcast on YouTube®, with real-time interaction, through chat with live questions and answers. The possibility of attending the meetings asynchronously increased access to discussions and enhanced the reach of this initiative. Regarding the number of views of the meetings, the "2022 Wound Hygiene Consensus" was the one that most attracted the attention of the participants, reaching more than 2,000 views on YouTube®. The second most watched video, except for the opening talk show, was the "2022 Consensus on Wound Management with Signs of Infection", with 1,300 views.

Chart 1. Topics covered in the Scientific Club.

Month	Topic to be discussed	Consensus addressed
June	Opening talk show and presentation of the Scientific Club.	Not applicable.
June	"2022 Wound Hygiene Consensus".	Embedding Wound Hygiene into a proactive wound healing strategy. J Wound Care[5].
July	"Consensus on wound management with signs of infection from 2022".	Wound infection in clinical practice. WoundsInternational[13].
August	"Brazilian consensus on ostomies and complementary literature: consensus on convexity".	Brazilian consensus on care for adults with elimination ostomies 2020. Segmento Farma Editores[14].
September	"Consensus on the management of venous ulcers".	Simplifying venous leg ulcer management: consensus recommendations. Wounds International[15].
November	"Consensus on the management and treatment of TIMERS wounds".	Implementing TIMERS: the race against hard-to-heal wounds. Journal of wound care[16].
December	"Consensus on the role of dressings in the prevention of pressure ulcer".	Best practice recommendations for holistic strategies to promote and maintain skin integrity. Wounds International[17].
January	"Consensus on the prevention and treatment of pressure ulcer".	Prevention and treatment of pressure ulcers/injuries: a quick reference guide. Cambridge Media[18].
February	"Consensus of holistic strategies for the promotion and maintenance of skin integrity".	Best practice recommendations for holistic strategies to promote and maintain skin integrity. Wounds International[17].
April	"IWGDF Guidelines on the prevention and treatment of diabetic foot".	IWGDF Guidelines on the prevention and treatment of diabetic foot. IWGDF[19].
May	"Consensus on the prevention of pressure ulcer related to a medical device".	Prevention and Treatment of Pressure Ulcers/Injuries: Clinical Practice Guideline.
June	"Consensus on exudate management".	WUWHS Consensus Document – Wound exudate: effective assessment and management. Wounds International[21].
August	"Scientific evidence on wound treatment".	Not applicable.

The content of the meetings was also made available through a podcast on Spotify®. This channel had 173 subscribers, and the episodes with the highest numbers of reproductions were: "Wound management with signs of infection" (148 accesses); "Wound hygiene consensus in 2022" (141 accesses); and "Prevention and treatment of pressure ulcer" (119 accesses). Figure 1 shows two QR codes that lead to the YouTube® and Spotify® platforms, respectively, where one can watch or listen to the debates asynchronously.

Every month, club members were asked to complete the evaluation form based on the consensus reached during the discussion. The evaluations with the highest rates of correct answers were: "Brazilian ostomy consensus", "Consensus on the prevention of pressure ulcer related to a medical device", "Consensus on the prevention and treatment of pressure ulcer" and "Consensus on the management of venous ulcers".

At the end of the cycle, 301 participants (18.83% of the total number of registrants) received a 120-hour extension certificate, after completing the 12 evaluations with a minimum performance of 70%. Figure 2 shows the results of the Scientific Club with regard to the audience on digital platforms and the number of certificates issued.

DISCUSSION

The creation of the Scientific Club represents a pioneering initiative in the context of enterostomal therapy, popularizing scientific knowledge through the study of the best recommendations to manage hard-to-heal wounds. Its creation considered the influence of scientific and technological development in teaching, learning, and seeking knowledge and information, especially due to the growing incorporation of social networks in the daily lives of individuals[22].

In this regard, the pandemic period led to a substantial increase in the need to adapt and develop strategic learning means based on technology, culminating in the creation and constant use of virtual learning environments, which allowed for the adoption of a flexible, open, and collaborative educational modality[23].

Figure 1. Access to content on the YouTube® and Spotify® platforms, respectively.

Source: Prepared by the authors, 2024.

Figure 2. Achievements obtained from the Scientific Club on digital platforms.

In view of this, in nursing education, it is urgent to incorporate innovative teaching methods that make the educational process more dynamic, active, and, above all, plural, enabling the construction of a dialogue between the theoretical framework, based on scientific evidence available in the literature, and the clinical practice of nurses[24].

Although the motivations of the club members have not been formally raised, the significant number of subscribers to this initiative, the continuous participation in debates held in the message groups, and the reproduction of the contents on the digital platforms show the great interest of the professionals, who seek to better understand the scientific recommendations and advance in the care of people with hard-to-heal wounds[25].

The club proved to be a powerful tool to translate knowledge, to break down geographical barriers, connecting professionals from different regions of the country and with different levels of knowledge and access to resources/technologies, so

that together they could question their care practices and identify, based on the topics studied, opportunities for improvement in their context. This initiative also helped overcome language barriers related to the understanding of the recommendations expressed in the guidelines, as the lack of language proficiency (especially English) can often limit access and hinder the implementation of new recommendations[25].

In this sense, knowledge translation can be understood as a dynamic and interactive process that includes the synthesis, dissemination, exchange, and ethical application of knowledge to improve health, provide more effective health services and products, and strengthen the health system, helping health decision makers[26].

In addition, aspects related to the understanding of research evidence/results are also described in the literature as possible barriers to promoting the implementation of recommendations in clinical practice. Therefore, the use of strategies that facilitate access to scientific journals and the use of educational interventions as a discussion group can be considered facilitators of knowledge implementation. Therefore, it is imperative to invest in initiatives that promote the literacy of health professionals and subsidize decision-making[27].

Thus, holding a club to discuss consensus and guidelines in the field of enterostomal therapy is a continuing education technology that ratifies the dynamic nature of knowledge in the current scenario, based on a structure that makes access to the best scientific evidence available in the literature more flexible and popular[28]. That said, aspects related to the development of new skills, the promotion of collaborative learning, and the possibility of dealing with different practical realities throughout Brazil are important results of the Scientific Club.

The construction of an evidence-based nursing practice requires an understanding of the findings of recent robust research to integrate into clinical practice. This can be translated into the development of the ability of evaluation and critical reflection to determine the applicability of evidence in the local reality, which is essential for strengthening the clinical reasoning necessary to guide decision-making and lead to excellent healthcare[29].

Therefore, it is necessary to overcome the difficulties within the scientific knowledge produced and its practical application, executing knowledge translation. Scientific clubs are believed to stress the formulation of strategies to make evidence more accessible, understandable, and applicable in different contexts of clinical practice[30].

The innovative experience in the development of the Scientific Club in the field of enterostomal therapy can inspire other areas of nursing to develop this model of health education and promote evidence-based practice. By combining digital learning tools with collaborative learning strategies, this initiative can favor the critical analysis of the care context and contribute to decision-making guided by the best available evidence, in search of the best results in the care of people with hard-to-heal wounds.

Study Limitations

This study was limited to reporting the creation and development of the first Scientific Club as an extension course, with no description of the profile of the participants who answered the forms with multiple choice questions sent after each meeting.

Recommendations

We recommend conducting new quasi-experimental or correlational research that allow for attesting to the validity and effectiveness of the educational point of view of scientific clubs.

CONCLUSION

The Scientific Club can be an innovative tool for nursing education in enterostomal therapy, with the possibility of providing information about evidence-based practice in wound care. This experience takes a new look at the need to incorporate new ways of translating scientific knowledge through the growing inclusion of technology in teaching.

Similar actions should be encouraged, also in other areas of enterostomal therapy that need to be strengthened in the Brazilian scenario, to reduce the uncertainty in the health decision-making of generalists or specialists, as well as helping them to anchor their practice in the best scientific evidence. It is essential to integrate clinical experience with the best available evidence, considering safety in interventions and ethics in all actions.

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