



CHAPTER 1

Setting the Stage

The *Educator's Resource: Integration of Best Practice Guidelines (Educator's Resource)* is part of the larger Best Practice Guidelines (BPG) Program initiated by the Registered Nurses' Association of Ontario (RNAO) and funded by the Government of Ontario. It is designed to help educators, whether they work in academic settings or practice settings, to plan, implement and evaluate learning events for nurses, whether staff or students, to promote integration of BPG into practice. This resource should be used in conjunction with other materials developed for the Program, including the RNAO *Toolkit: Implementation of Clinical Best Practice Guidelines* (RNAO, 2002), introductory video, *Making it Happen*, and the guidelines themselves.

What is the Nursing Best Practice Guidelines Program?

The Nursing Best Practice Guidelines (BPG) Program aims to bridge the gap between research and practice and ensure that the most current available knowledge is put to use for the benefit of the public who receive nursing care. The overall aim of the program is to improve the quality of care that nurses and other health care professionals provide to the public. Specifically, the program aims to:

- 1 Reduce the variation in care by encouraging consistency in high quality care based on best available knowledge;
- 2 Stop interventions that have little effect and/or cause harm;
- 3 Transfer research and other best available knowledge to practice;
- 4 Promote the nursing knowledge base;
- 5 Assist clinicians and patients with health care decision-making;
- 6 Inform organizational and policy decision-making;
- 7 Improve practice, system and health care outcomes;
- 8 Identify research gaps; and
- 9 Reduce costs through achievement of better outcomes.

Through a multi-faceted dissemination and uptake strategy, the BPG Program has enjoyed success in ensuring that these knowledge products reach across the continuum of nursing education to ensure that nursing students and front line staff can care for patients using the best available knowledge. With increasing awareness and access to BPG, there is a demand for support/assistance in implementing and integrating BPG into education and practice. The *Educator's Resource: Integration of Best Practice Guidelines* is, therefore, developed to address this need.

What is the purpose of the Educator's Resource?

This resource has been developed to assist you as an educator in introducing BPG to student nurses, to faculty and to nurses and colleagues in their practice settings. It is a supplement to the RNAO *Toolkit: Implementation of Clinical Practice Guidelines* (RNAO, 2002). We recommend that both the *Educator's Resource* **and** the *Toolkit* be used to plan, implement and evaluate a comprehensive strategy for BPG implementation in both academic and practice settings.

Who can benefit from the Educator's Resource?

The *Educator's Resource* has been developed for educators in both academic and practice settings. It can also be utilized by any nurse interested in facilitating learning about BPG.



Link to the Toolkit: Implementation of Clinical Practice Guidelines

The *Toolkit* is focused on a broad based strategy for implementation of a BPG in a clinical setting. It is designed to assist in:

- Selecting a BPG;
- Assessing the organization for environmental readiness;
- Identifying, assessing and engaging stakeholders;
- Implementing strategies;
- Securing resources; and
- Evaluating outcomes.

The *Educator's Resource* is organized to provide you with “need-to-know” content and, in *Chapter 6: Enrichment Materials*, “nice-to-know” content. Chapters are organized using the Framework for Integration of Best Practice Guidelines into Learning Events (*Figure 1*). Each of the chapters’ “need-to-know” content corresponds to one of the four elements of the framework. They are:

- Chapter 2 *Assessment for the Learning Event*;
- Chapter 3 *Planning the Learning Event*;
- Chapter 4 *Implementing Teaching/Learning Strategies*; and
- Chapter 5 *Evaluation*.



Figure 1: Integration of Best Practice Guidelines into Learning Events

The framework in *Figure 1* represents nursing as a knowledge-based practice discipline integrating both the art and science of nursing. These qualities are enhanced through the integration of BPG into practice. The desired outcome is improved quality of nursing care and patient outcomes. This four-step framework incorporates the student, the BPG, the learning event and the educator. The centre of the framework represents the learner and BPG. Each arrow of the framework demonstrates the activities the educator must perform in order to have a successful learning event. These include the four main steps outlined in Chapters 2, 3, 4 and 5 of this resource. The four aspects of the model are depicted in a circular manner because the process of learning and teaching is cyclical and aspects of various elements of the framework may overlap or occur simultaneously.

How was the Educator's Resource developed?

A broad based development panel of 12 nurse educators from both academic and practice settings was convened by RNAO. Over an eight-month period, the panel worked to conceptualize, articulate and develop the *Educator's Resource*. The process included a review of the relevant literature and the creation of a guiding framework to assist in organizing the key components of the *Educator's Resource* (Figure 1). This process yielded a draft which was submitted to a set of external stakeholders for review and feedback. An acknowledgement of these reviewers is provided at the front of this document.

Stakeholders represented various educators from both practice and clinical settings. External stakeholders provided feedback through focus groups and written communication. The final results of this feedback were compiled and reviewed by the development panel. Discussion and consensus resulted in revisions leading to the final document.

Roadmap to using the Educator's Resource

The *Educator's Resource* is divided into five main chapters to guide you through the steps of the framework as you develop a learning event.

Each chapter is organized in a similar manner with the following headings:

- 1 What is this chapter about? (outlining the steps of the process);
- 2 Steps (description of the steps and specific content discussion relevant to the chapter);
- 3 Scenarios (two case studies that apply information from the chapter);
- 4 Key Points (summary of the chapter);
- 5 References;
- 6 Bibliography; and
- 7 Tips, Tools and Templates (ready-to-use materials).

These chapters are followed by *Chapter 6: Enrichment Materials*. This is a composite of additional information and resources for those educators who require more in-depth information. It is the “nice-to-know” section of the *Educator's Resource*.

Directional Icons

Table 1 contains the icons that are used throughout the *Educator's Resource* and explains their meanings. The icons provide direction to specific information and resources. Icons are located in the margins and provide direction by indicating the page number where additional content and/or materials are located.

Table 1: Directional Icons

Icon	Description
	Academic Content specific for the educator working in an academic setting such as a School of Nursing.
	Practice Setting Content specific for the educator working in a practice setting.
	Tips, Tools, and Templates Ready-to-use materials that can be put to use immediately.
	Enrichment Content Elaboration, theory, or additional content that is “nice to know” content but not “need to know” content.
  	CD1 Nursing Best Practice Guidelines Program Containing all published BPG to date including the <i>Toolkit</i> , Health Education Fact Sheets (HEFS), and French translations; CD2 Making it Happen A 28-minute introduction video to BPG; and CD3 Introduction to RNAO Best Practice Guidelines A PowerPoint presentation on the BPG Program; and all blank templates found in the Tips, Tools and Templates section of each chapter.
	Websites Where educators can obtain additional resources and information.

Scenarios

Chapters 2, 3, 4 and 5 contain two scenarios which demonstrate how the chapter content can be practically applied. One scenario takes place in an academic setting and the other occurs in a practice setting. The two scenarios are introduced below and in each subsequent chapter the “story” continues, taking the educator from the beginning to the end of the process outlined in the framework.



Academic Setting

Cynthia is a new faculty member at the School of Nursing. She has been employed by the School for one year and has taught two courses—one for first year nursing students (Introductory Nursing Concepts) and a second course to fourth year students (Advanced Nursing Concepts). In addition, she is supervising 12 fourth-year students during their final clinical consolidation placement.

In Cynthia's last place of work, she had been an active Best Practice Champion and attended a two-day workshop provided by RNAO. For a detailed description of the Best Practice Champion Network see *Chapter 6: Enrichment Materials (p. 96)*. She has worked diligently to incorporate various BPG into her courses and to expose her students to the various evidence-based resources available on the RNAO website. In her first year at the School of Nursing, she learned that faculty were not familiar with the RNAO work on best practice guidelines but they were interested in learning more.

Cynthia discussed the RNAO work with the Director of the School of Nursing who recommended that Cynthia join the School Curriculum Committee and present on BPG at the next meeting. Cynthia used the *Introduction to RNAO Best Practice Guidelines* PowerPoint presentation, available as part of the *Educator's Resource (CD3)*.

After Cynthia's presentation, the committee members provided her with positive feedback and brainstormed various ideas of bringing the guidelines into the curricula. First, however, they concluded that the entire teaching staff of the School needed to learn about the guidelines and associated resources. The Curriculum Committee accepted the members' recommendation and a planning group was established to plan and deliver the Faculty Workshop.

The planning group used the *Educator's Resource* to identify which resources would be helpful in achieving their goal. They decided to use the following resources:



Best Practice Champion Network, p. 96



Introduction to RNAO Best Practice Guidelines (PowerPoint presentation)

- ▶ Video: *Making it Happen* (CD2)
- ▶ PowerPoint presentation: *Introduction to RNAO Best Practice Guidelines* (CD3)
- ▶ Sample case studies
(Chapter 4, *Tips, Tools and Templates* p. 67-71)

Cynthia agreed to be the ongoing link between the faculty and RNAO in her role as a Best Practice Champion and to ensure new information and resources are communicated to her colleagues.

The reader is asked to reflect on the following:

- ▶ What does Cynthia need to know prior to bringing knowledge of BPG to the School of Nursing?
- ▶ How will Cynthia bring knowledge of RNAO BPG Program to the School of Nursing?
- ▶ How will she assess the readiness of the faculty, students, curriculum committee and other stakeholders?
- ▶ What strategies will Cynthia use to influence the incorporation of BPG at various levels and depths?
- ▶ What strategies will she use to implement BPG into her course work?
- ▶ How will she know that her efforts are making a difference? How will she evaluate her efforts?
- ▶ How will she know that her students are acquiring the knowledge? How will she evaluate her students with respect to acquired knowledge?



Making it Happen, CD2
Introduction to RNAO Best Practice
Guidelines, CD3



Sample case studies, p. 67-71



Practice Setting

John has been a nurse educator at a medium-sized suburban hospital for the past eight years. He has been practicing in various medical/surgical units since he graduated 20 years ago. Recently, a new Chief Nursing Officer (CNO) was hired and one of the first areas of strategic focus she laid out is the implementation of several BPG in the organization. John and his colleagues have heard about the RNAO work on BPG at various conferences but have not actively addressed how they would implement them in their organization. A steering committee has been established and John's role on the committee is to help plan the education sessions for implementing two BPG: *Screening for Dementia, Delirium and Depression in Older Adults* (RNAO, 2003), and *Care Strategies for Older Adults with Delirium, Dementia, and Depression* (RNAO, 2004) (DDD). John is feeling rather overwhelmed. He is only one of three nurse educators who supports the nursing staff for a facility with 400 beds and many outpatient programs.

John's CNO provided him with a copy of the RNAO *Educator's Resource*. As he was responsible mainly for the educational sessions, John ensured that the steering committee was aware of other resources that could be used to introduce the RNAO BPG to staff and to the organization. The steering committee members made the following decisions:

- a To use the *Toolkit: Implementation of Clinical Practice Guidelines* (RNAO, 2002) to guide the overall planning and implementation of the project.
- b To show the RNAO video, *Making it Happen* at various forums over a two-month period while the committee was still in the planning phases. **(CD2)**
- c To target four units to start the implementation.
- d To provide John with additional resources to support the educational process, including preparation of 12 nurses from the target units to become BPG Resource Nurses.
- e To develop an initial one-day education workshop for these Resource Nurses.



Making it Happen

- f To submit a proposal to have John and the 12 Resource Nurses attend the RNAO Best Practice Champions workshops and participate actively in the Champions Network.

The reader is asked to reflect on the following:

- ▶ What does John need to know prior to creating a learning plan?
- ▶ What tools will he need to apply and incorporate this new knowledge into an education plan in order to implement BPG in the organization? (i.e., learning plan template, available teaching materials?)
- ▶ How will he deliver the learning plan? How can he use his existing strategies (e.g. coaching/mentoring, using outside sources) to assist him to deliver the education plan?
- ▶ How will he evaluate the learning event?
- ▶ How will he evaluate the success of implementing BPG?

References

Registered Nurses' Association of Ontario. (2002). *Toolkit: Implementation of clinical practice guidelines*. Toronto: Author. Available: www.rnao.org/bestpractices.



Tips, Tools & Templates

The following items can be used in introducing and promoting BPG in your organization. These have been especially designed to assist nurses, in all domains of practice, to engage others in dialogue about BPG.

- 1 Nursing Best Practice Guidelines Program containing all published BPG, including the *Toolkit*, Health Education Fact Sheets (HEFS), and French translations in PDF format (CD1)
- 2 *Making it Happen*, a 28-minute video that introduces the best practice guideline program (CD2)
- 3 *Introduction to RNAO Best Practice Guidelines* (PowerPoint presentation) (CD3)
- 4 Blank templates (CD3)
- 5 Nursing Best Practice Guideline: A Phenomenal Journey [brochure]
- 6 Nursing Best Practice Guideline: Spreading the News [flyer]
- 7 Nursing Best Practice Guideline Newsletter: Shaping the Future of Nursing [most recent publication]
- 8 Best Practice Guideline Champions Network [flyer]
- 9 Best Practice Guideline Champions Newsletter [most recent publication]
- 10 BPG Order Form – The order form may not contain recently published BPG. To get the most current listing of published BPG, visit www.rnao.org/bestpractices.

These materials can be found in a folder at the back of the binder.



Published BPG, the *Toolkit*, Health Education Fact Sheets (HEFS)



Making it Happen



***Introduction to RNAO Best Practice Guidelines* (PPT), blank templates**



BPG Order Form can be found at www.rnao.org/bestpractices