



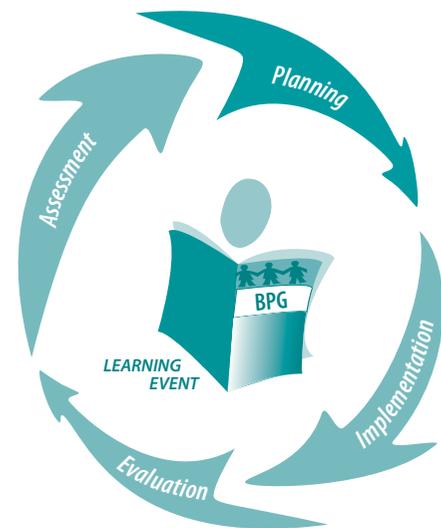
CHAPTER 3

Planning the Learning Event

What is this chapter about?

In order to have a successful learning event, there must be a plan. The steps you will take to plan the learning event are:

- 1 Integrate BPG content into the curricula of an academic or practice setting;
- 2 Identify facilitators and driving forces to integration of BPG content;
- 3 Identify barriers to integrating BPG content and strategies to overcome them;
- 4 Identify partnerships for BPG education;
- 5 Facilitate the integration of BPG content into learning events;
- 6 Identify and allocate resources necessary for a successful learning event;
- 7 Plan for content;
- 8 Develop a learning plan; and
- 9 Plan for contingencies.



What is curriculum?

A curriculum is a framework that identifies what to include, exclude, the level of achievement, and the rationale for a learning event. It identifies the key approaches and concepts to include the sequencing of subject matter, teaching and evaluation strategies and their inter-relationships (Iwasiw, Goldenberg & Andrusyszyn, 2005).

What is Curriculum in an Academic Setting?

It is:

- ▶ Complex;
- ▶ Reflects the values and philosophy of the school; and
- ▶ Is approved through internal and external review processes.

What is Curriculum in a Practice Setting?

It is:

- ▶ Focused on client outcomes;
- ▶ Reflects the values, culture, and priorities of the organization; and
- ▶ Responds to identified needs and trends.

Step 1: Integrate BPG Content into the Curricula of an Academic or Practice Setting

The curriculum, whether in the academic setting or as the learning strategy for a practice setting, is the overall plan for the education of learners in the institution or program. BPG represent a small part of this greater whole. Consider how BPG fit into the larger picture and identify who needs to be involved to incorporate BPG throughout the program. Examine where BPG can be used as a theme or exemplar in existing courses or in-service plans. Identify how BPG fit the philosophy and values that underlie the existing curriculum and use this knowledge in planning to implement BPG. Once you know how BPG can be introduced into the program, you are ready to plan appropriate learning events.

Step 2: Identify Facilitators and Driving Forces for the Integration of BPG Content

When planning a learning event you will want to consider the factors that promote the introduction of BPG content. The following is a summary of some of the facilitators and driving forces that may influence the integration of BPG in any setting.

Identify from the following the facilitators and driving forces that are applicable to your setting:

- ▶ Accreditation expectations
 - Canadian Association of Schools of Nursing (CASN)
 - Canadian Council on Health Services Accreditation (CCHSA);
- ▶ Professional practice standards
 - College of Nurses of Ontario (CNO);
- ▶ Changes to entry practice requirements
 - Bridging theory-to-practice gap;
- ▶ Increased awareness and appreciation of evidence-based practice (EBP);
- ▶ Social accountability for quality outcomes; and
- ▶ Fiscal accountability for quality outcomes.

Once you have identified which factors apply to your setting, use them as an impetus for change. They may provide the external motivation necessary for learners who do not have internal motivation, as identified in Chapter 2.

Step 3: Identify Barriers to Integrating BPG Content and Strategies to Overcome Them

Now that you have considered the facilitators for change it is important that you also consider the barriers. Any change to the status quo may present challenges. Ritchie (Billings & Halstead, 2005) identified several factors attributable to faculty resistance to curricular changes. These factors may also hold true in the clinical setting. *Table 5* outlines strategies to help overcome the common barriers to curriculum change.

Table 5: Barriers to Integration and Strategies to Overcome Them

Barriers	Strategies to Overcome Barriers
Fear of loss of control	Emphasize that BPG fit into the curriculum and practice and are not taking it over. BPG are only one example of EBP, not a comprehensive approach to curriculum.
Misunderstanding or confusion about new vocabulary and jargon, due to lack of information	Meet with educators or staff to review BPG, EBP and reassure them that BPG fit into their present approaches.
Perception of lack of skill to progress with new demands on time and energies	Many nurses discover that their practice already reflects BPG recommendations. Pointing this out may raise acceptance.
Differing views about what needs to be done	Meet to discuss common goals and strategies.
Lack of motivation to study the change	Appeal to values of high quality care, integration of research into teaching students and practice expectations.
Lack of perception of a need to change (if it's not broken, don't fix it)	Explore what is already in place, identify where changes are indicated.
Too many changes and too many demands related to the change process	Emphasize how BPG implementation fits into existing practice and changes already underway.
Adversarial relationship with leader	Develop coalitions at all levels to promote change from the bottom up, not top down. See <i>RNAO Toolkit: Chapter 2</i> for stakeholder involvement.
Idea that "no one can tell me what to do"	Appeal to values of best possible care and evidence as basis of practice.
Threat to change current social support systems	Involve entire teams of educators or practitioners so that social support will be maintained.
Lack of resources	Mobilize resources before starting BPG implementation.
View that formal methods used to facilitate change are barriers rather than helps	Use informal as well as formal strategies within work teams and course groups.
Lack of rewards	Identify intrinsic and extrinsic methods to recognize exemplary practice and implementation of BPG.

Adapted from: Billings, D.M. & Halstead, J.A. (Eds.). (2005). *Teaching in nursing: A guide for faculty* (2nd Ed). St. Louis, MO: Elsevier Saunders.

Step 4: Identify Partnerships for BPG Education

Aside from being prepared to overcome any barriers that may occur, you can also seek support from other sources when introducing BPG into curricula. Nursing is a collaborative discipline that frequently relies on partnerships. Partnerships may involve collaboration with educational facilities, clinical facilities, other health disciplines and the community. *Table 6* describes some possible partnerships that may assist in incorporating BPG into educational activities.

Table 6: Partnerships for BPG Education

Partner	Description	Strategies to Promote Partnerships for BPG Education
Collaborative Educational Partners	College and university partners. Common goals for success of students agreed to by all partners.	<ul style="list-style-type: none"> ▶ All partners should agree to integration ▶ BPG integration in individual courses must be discussed by curriculum committees to ensure consistency and lack of repetition. ▶ Faculty workshops ▶ Encourage faculty to become BPG Champions
Clinical Agencies	A clinical partner where students are provided with an opportunity for placement.	<ul style="list-style-type: none"> ▶ Workshop for preceptors ▶ Addition of BPG information in RNAO <i>Preceptorship Resource Kit</i> (RNAO, 2004). (Available: www.rnao.org) ▶ Assess partners' utilization of BPG in practice
Community Collaboration	Establish, or work with existing advisory committee to discuss BPG in curriculum	<ul style="list-style-type: none"> ▶ Inform community agencies of the integration of BPG ▶ Ask for community stakeholder support in clinical agencies
Interdisciplinary Collaboration	Physicians, all nursing staff, social workers, occupational and physical therapists, all unit staff	<ul style="list-style-type: none"> ▶ Workshops for all staff regarding plan for the adoption of BPG into unit practice. ▶ Appeal to the value of EBP and the role of BPG in supporting all disciplines ▶ Encourage staff to become BPG Champions

Step 5: Facilitate the Integration of BPG Content into Learning Events

Now that you have planned for the learning event considering the facilitators, barriers and partnerships you are ready to consider the learners and their motivation. Hull, Romain, Alexander, Schaff, & Jones (2001) suggest a framework for facilitating curriculum revision using Lancaster's (1985) six Cs of collaborative research. *Table 7* demonstrates how these six Cs can be used to integrate BPG content into curriculum.



Table 7: Curriculum Revision and its Relevance to BPG

Factor	Elements	Relevance to BPG
Commitment Physical and emotional investment of time, energy and resources	▶ Requires support from: <ul style="list-style-type: none"> • Administration • Partners • Faculty and students 	▶ Encourage staff/faculty to become a BPG Champion ▶ See RNAO <i>Toolkit, Chapter 2</i> regarding stakeholder involvement. ▶ Evaluate level of interest and possible barriers through the use of a survey ▶ Identify questions and concerns
Compatibility The ability to harmonize and function as a whole	▶ Teamwork ▶ Respect for each other's expertise ▶ Identification of barriers and strategies to be overcome (<i>Table 5</i>)	▶ Examine attitudes and biases associated with EBP and BPG ▶ Move towards a common goal: integration of BPG ▶ Work with curriculum or program as a whole not as individual courses or workshops
Communication Effective interpersonal skills	▶ Use of effective techniques	▶ Identify goals and objectives for integration of BPG ▶ Identify or nominate a facilitator: e.g., a BPG Champion
Contribution Each individual provides unique expertise and experience	▶ Task assignments that recognize <ul style="list-style-type: none"> • Veteran faculty and staff: experience • Novice faculty and staff: innovation • Student involvement 	▶ Brainstorming: ways to integrate BPG into learning objectives and learning activities
Consensus Ongoing consensus involves communication, compromise and negotiation	▶ Agreement among faculty, students and partners	▶ Facilitate integration process through collaboration ▶ Identify main issues from survey and address concerns
Credit All members are recognized for their contribution	▶ Rewards for successful integration ▶ Recognition for contribution ▶ Evaluate milestones and attainment of objectives	▶ Enhance buy-in from staff, faculty and students ▶ Evaluate milestones and attainment of objectives

Source: Hull, E., Romain, J., Alexander, P., Schaff, S. & Jones, W. (2001). Moving cemeteries: A framework for facilitating curriculum revision. *Nurse Educator*, 26(6): p. 280-282.

Integrating BPG into an Academic Setting

In the academic setting, as well as considering the motivation of the learners you also need to consider the type of course being taught. The integration of BPG throughout curricula will promote student acceptance of the philosophy and underlying BPG values as a natural part of their approach to nursing. These values include:

- ▶ Having an evidence base for practice;
- ▶ Integrating systematic reviews of evidence into recommendations for practice;
- ▶ Critical selection of appropriate recommendations for the client and the context; and
- ▶ Transferring knowledge to the real world of nursing care.

Strategies for the integration of BPG into undergraduate curricula are outlined in *Table 8*.

Table 8: Planning for BPG Integration into the Academic Setting



Academic Course	Strategies for Integration
Research Courses	<ul style="list-style-type: none"> ▶ Use as exemplars of EBP or systematic reviews ▶ Have students assess levels of evidence and critique ▶ Have students recommend other topics for BPG development and provide rationale
Theory Courses	<ul style="list-style-type: none"> ▶ Analyze applicability of utilizing guideline in client’s care <p>Examples</p> <ul style="list-style-type: none"> • First year students may concentrate on assessment • BPG on <i>Therapeutic Relationships</i> can enhance content in a Communications course • BPG on <i>Supporting and Strengthening Families Through Expected and Unexpected Life Events</i> can be highlighted in courses on family dynamics, child health, gerontology, or maternal/child care.
Clinical Courses	<ul style="list-style-type: none"> ▶ Assess the relevance of the recommendations of a BPG for a specific client or population in a clinical agency.

Table 9: Planning for BPG Integration into the Practice Setting



Educational Exposure to BPG	Strategies for Integration
<p>Staff with knowledge of BPG</p> <ul style="list-style-type: none"> ▶ Learned in basic education ▶ In-service exposure ▶ Post graduate courses with BPG in curriculum 	<ul style="list-style-type: none"> ▶ Encourage staff with previous knowledge to become BPG Champions ▶ Involve BPG Champions in establishing/running BPG workshops ▶ Have staff assess recommendations and decide how they can be implemented on their unit and identify how BPG fit in their scopes of practice. Nurses can work with unregulated care providers to identify how to integrate specific recommendations into the daily care of clients ▶ Encourage Post RN/graduate students to reflect on use of a BPG in their practice and share with staff.
<p>Staff without previous BPG knowledge</p>	<ul style="list-style-type: none"> ▶ Plan in-service education sessions to stimulate change in practice through implementation of a specific guideline or specific recommendations ▶ Increase effectiveness by complementing in-service sessions with follow-up and integration of BPG in the workplace

Integrating BPG into a Practice Setting

In the practice setting, it is important for you to recognize that some nurses have learned about evidence-based practice (EBP) in their undergraduate education; however, they may not have had recent exposure to BPG. For others, basing their care on evidence may be a new concept. Implementing BPG recommendations may require that these nurses change their approach. Research by Estabrooks (1999) and Gerrish

& Clayton (2004) have shown that EBP has not been key in the delivery of nursing care. Nurses rated knowledge of the client as an individual, and their own experience, more highly than research as the basis for decision making related to client care. Strategies to integrate BPG content into the practice setting will be different from approaches for the academic setting. *Table 9* provides suggestions for the integration of BPG content when the learners may or may not have knowledge of BPG.

Step 6: Identify and Allocate Resources Necessary for a Successful Learning Event

The next step in planning involves identifying the resources needed for implementation. Among these resources are time, space, teaching/learning materials, expertise and finances. *Table 10* provides a comparison between the academic and practice setting in terms of these five resources.

Table 10: Resource Considerations

RESOURCE	Academic Setting 	Practice Setting 
Time	<ul style="list-style-type: none"> ▶ How much time is needed in each course for students to master BPG content? ▶ Can BPG be used as exemplars with material already included? ▶ Is there educator time available for leveling and planning? 	<ul style="list-style-type: none"> ▶ How available are learners – can they be released for one hour, for a half day, for a whole day? ▶ Can the group contract to make time available? ▶ Are repeat sessions required? How will you deal with shift work and continuity? ▶ Do you have time for planning? ▶ Experiential learning takes more time than lectures – can you build in that time?
Space	<ul style="list-style-type: none"> ▶ Is the room assigned for a course suitable for small group work? ▶ If needed, can other space be booked? 	<ul style="list-style-type: none"> ▶ How difficult is it to book suitable rooms? ▶ Do the furnishings allow flexibility? ▶ What is the optimum space?
Materials	<ul style="list-style-type: none"> ▶ What is needed? e.g., projector, screen, computer, video, printed BPG, handouts, etc. Are they available, or do they need to be developed? 	<ul style="list-style-type: none"> ▶ What is possible within the space – e.g. is projection equipment available? ▶ What can be provided for those who cannot attend?
Expertise	<ul style="list-style-type: none"> ▶ What expertise is needed – e.g., content, facilitation, implementation? ▶ What expertise is available? 	<ul style="list-style-type: none"> ▶ What expertise is needed – e.g., content, facilitation, implementation? ▶ What expertise is available?
Finances	<p>All the above imply a need for finances.</p> <ul style="list-style-type: none"> ▶ Will honoraria be required? ▶ Will materials have to be purchased for the school? ▶ Will students have to purchase materials? ▶ Is there a budget? 	<ul style="list-style-type: none"> ▶ Will financing be needed for staff time, materials, room rental, honoraria for experts and refreshments? ▶ Is there a budget? ▶ What are actual and “in-kind” budget requirements? Who can provide funding needed?

If you don't know where you are going,
you won't know when you've arrived.



Table 18: Questions to Ask, p. 102

Step 7: Plan for Content

Now that you have planned for the context of the learning event, including the resources needed, you are ready to plan for the content. When planning for the content of the learning event you need to consider: the learner characteristics, the desired endpoint, the context of the learning event and the BPG content. *Figure 3* is a visual representation of these factors. Each of these factors will help to identify the level of the content. *Chapter 6: Enrichment Materials (Table 18)* contains questions to consider within each of the four factors in order to determine the content of the learning event (p. 102).

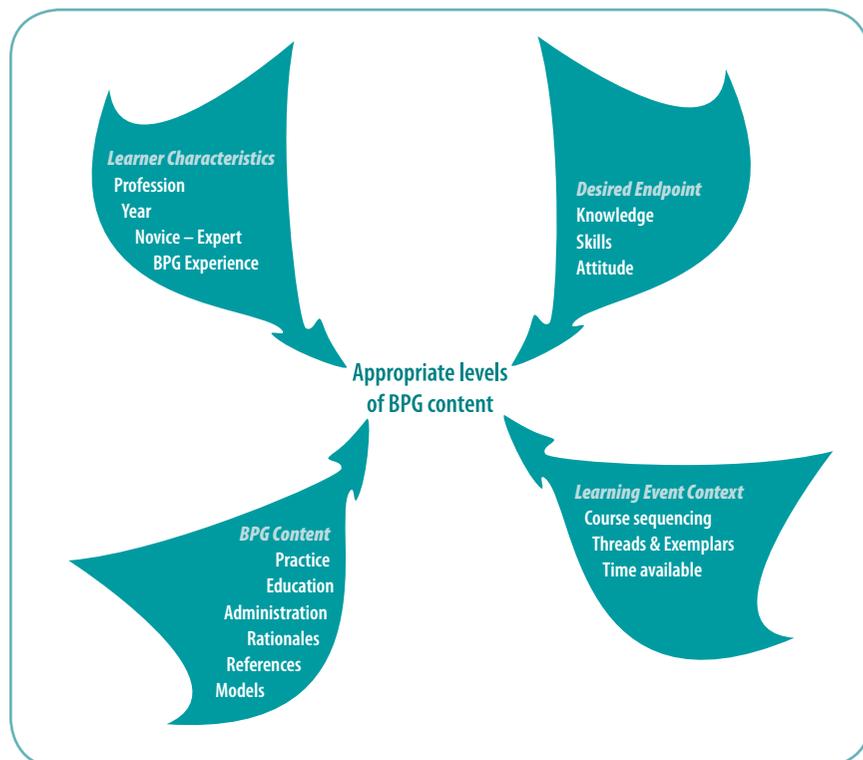


Figure 3: Factors to consider in choosing appropriate content levels

Learner Characteristics

Learners vary in their level of knowledge and experience. Benner's Model of Novice-to-Expert (*Chapter 2*) can be especially helpful in classifying the level of the learners. When planning the content of the learning event it is important to consider the following:

- ▶ Experience of the learner with BPG;
- ▶ Educational level of the learner (year in a nursing program, or years of nursing experience);
- ▶ Professional mix of the learner group (RN, RPN, PSW, MD, allied health staff); and
- ▶ Homogeneity of the group (whether learners are alike or different).

Chapter 6: Enrichment Materials (Table 19) contains strategies for planning based on the level of the learner (p. 104).

Desired Endpoint

In planning your content you need to identify “where you want to go”. The desired endpoint may be expressed as a goal, an outcome, an end-in-view, an objective or a competency. For those interested in writing learning objectives, a detailed discussion of Bloom’s (1956) taxonomy and tips for writing objectives is included in *Chapter 6: Enrichment Materials (p. 103)*. In addition, you will also find a tool (*Table 21*) that combines Benner and Bloom’s work to help you identify and define endpoints for different levels of learners (p. 110).

Learning Event Context

The context of the learning event will vary depending on the environment in which the content is being taught. When planning the content it is important to consider:

- ▶ Sequencing: where does the content fit in the larger scheme? Is it an introductory or senior level course in a program or have the staff had previous education sessions on this BPG or other BPG?
- ▶ Thread and exemplars (models, concepts, examples):
 - Has a BPG been presented previously?
 - What is the motivation for presenting the BPG?
 - ▶ To improve practice?
 - ▶ To promote EBP?
 - Is this BPG going to be utilized in several courses as a thread throughout the program or as an exemplar in one learning event?

BPG Content

A BPG can be taught at varying levels of complexity. When planning the complexity of the content it is important to consider:

- ▶ The relevance of the specific BPG to the learners;
- ▶ The relevance of the recommendations within the BPG to the learners and their clients;
- ▶ The level of influence learners have on administration to promote implementation of recommendations;
- ▶ The theoretical models that may assist in the learning of BPG content; and
- ▶ The references or other resources required to augment learning.



**Table 19: Learner Characteristics:
Benner’s Model of
Novice-to-Expert, p. 104
Bloom’s Taxonomy and Learning
Objectives, p. 103
Table 21: Leveling Learning
Objectives using Bloom
and Benner, p. 110**

Step 8: Develop a Learning Plan

A comprehensive plan, including the key elements of a learning event, is applicable in both academic and practice settings.

Key elements of a learning plan include:

- ▶ Topic;
- ▶ Resources required;
- ▶ Goals of the learning event;
- ▶ Activities to be completed by learners prior to event;
- ▶ Content to be covered;
- ▶ Post-event assignments;
- ▶ Teaching methods and required resources;
- ▶ Contingency plans for untoward events;
- ▶ Evaluation methods; and
- ▶ Changes to implement with the next learning event.



Learning Plan Template, p. 51

A *Learning Plan Template* can be found in *Tips, Tools and Templates* (p. 51).

Step 9: Plan for Contingencies

Planning for untoward events will allow you to recover if they do happen. This may be as simple as having an alternate method of presentation, knowing how to have a locked door unlocked, having an alternate/ additional date/time for the event, and knowing who to contact in the event of technical problems.

Key Points

- ▶ Curriculum is an overall plan for a program into which BPG learning events must fit.
- ▶ Planning the learning event involves assessment of the facilitators that can help create an impetus for change and allow integration of BPG.
- ▶ Barriers to change and integration need to be considered and strategies put in place to overcome them.
- ▶ Taking advantage of partnerships can be key to integration while at the same time allow creative use of resources. Partners can:
 - Provide expert experience to novice educators;
 - Support dissemination through collaborative teaching; and
 - Encourage evidence-based practice.
- ▶ Integration must be planned in relation to present content and context, experience and motivation.
- ▶ Possible disruptions require a contingency plan.

Now you are ready to implement your plan.

Murphy's Law: If anything can go wrong, it will!



Academic Setting

Cynthia's goal was to have the fourth year students begin to use BPG in assignments and practice. The students had all taken a research course that emphasized evidence-based practice and the assessment of research. In addition, all the students had done surgical clinical rotations. Although she wanted her students to be aware of the range (breadth) of BPG available, she also wanted them to have the experience of using one in depth.

Cynthia wanted to provide background for her students on the use of RNAO BPG as a form of evidence-based practice. She decided to use a variety of teaching strategies in order to encourage self-directed learning. The outcomes of the learning activity included that students would:

- ▶ Identify the appropriate BPG for a particular client; and
- ▶ Identify which recommendation(s) in the specific BPG would meet the client's needs.

To keep herself organized with the various planning tasks, Cynthia used the *Learning Event Checklist* located in *Tips, Tools and Templates* (p. 52). Cynthia also used the following learning plan for her class. A blank template is located in *Tips, Tools and Templates* (p. 51).



Learning Event Checklist, p. 52
Learning Plan Template, p. 51



Learning Plan Template

Topic

Evidence-based Practice/Nursing Best Practice Guidelines
Introducing BPG into Care Using "Assessment and Management of Pain" BPG

Learning Objectives

- 1 Be able to identify BPG appropriate for their clinical placement*
- 2 Choose recommendations relevant to their practice using "Pain" BPG*
- 3 Incorporate BPG recommendations into care plans and reflect on utility of recommendations for care of a specific patient*

Activities to be completed by the learner prior to the learning event

- 1 Go to RNAO BPG website*
- 2 Download recommendations from "Assessment and Management of Pain" and bring to class*
- 3 Review evidence-based practice (EBP)*

Content to be reviewed during the learning event

- ▶ Mini introduction to BPG - CD2 Making it Happen and CD3 - PPT*
- ▶ Development and components of BPG*
- ▶ Links of BPG to EBP and standards*
- ▶ Recommendations for practice and relevance for students*

Post event assignment

Paper on use of BPG in practice

Teaching methodology and resources required

- ▶ Mini lecture*
- ▶ Group with students possessing various levels of BPG experience in each group*
- ▶ Group reports and discussion of strategies for implementation*
- ▶ Resources: CD Player, data projector, space for small group work*

Evaluation methods

- ▶ Grading of assignments*
- ▶ Exam question on BPG utilization*
- ▶ Group reports*



Practice Setting

John knows that prior to the workshop he must write a learning plan that includes development of workshop objectives. He determines that at the end of the workshop, desired endpoints will be that the Resource Nurses will:

- 1 Understand their role as Resource Nurses;
- 2 Outline the general concepts of BPG;
- 3 Outline the specific content of the DDD BPG that apply to their individual units;
- 4 Identify driving forces and barriers to implementing the DDD BPG on their units;
- 5 Develop strategies to overcome the barriers; and
- 6 Develop plans for educating and supporting the staff on their units.

Once John has established the learning outcomes, he completes the *Learning Event Checklist* located in *Tips, Tools and Templates* (p. 52).

John has considered other partnerships for this project and is aware of Professor Cynthia's expertise in BPG and the care of the elderly. Her consolidation students are placed on the target units and two of their preceptors are Resource Nurses. He decides he would like to partner with Cynthia for education and follow up. He plans to invite her as a guest speaker to the workshop and suggests she work with him in the evaluation of both staff and students' use of BPG.

In addition to the workshop, John plans to have follow-up sessions for the Resource Nurses. These sessions will be held once a month for one hour. The meetings will focus on: Resource Nurse activities; helpful tips; barriers faced; and group suggestions for strategies to overcome barriers. The following is John's learning plan.



Learning Event Checklist, p. 52



Learning Plan Template

Topic

Train the Trainer event for implementing "Screening for Delirium, Dementia & Depression in Older Adults"

Learning Objectives

- 1 *Explain the role of the Resource Nurse*
- 2 *Discuss evidence-based practice & its use through BPG*
- 3 *Identify key phases of BPG development & dissemination*
- 4 *Discuss the major components of DDD project*
- 5 *Prioritize recommendations suitable for environment*
- 6 *Identify driving forces and barriers for BPG use on units*
- 7 *Develop strategies for introducing BPG with staff*

Activities to be completed by the learner prior to the learning event

- 1 *Review BPG content available on the RNAO website*
- 2 *Distribute DDD BPG to participants prior to workshop*

Post event assignment

John will observe experiences with BPG implementation and use the monthly meetings with the Resource Nurse to report on, update and share experiences

Teaching methodology and resources required

- ▶ *PowerPoint presentation, discussion, handouts, survey*
- ▶ *Resources: laptop, projector, PowerPoint program and presentation file, copies of RNAO BPG, handouts (PowerPoint slides/surveys/evaluation forms)*

Evaluation methods

- Level 1** *End of workshop questionnaire*
- Level 2** *Workshop discussion and development of strategies*
- Level 3** *Monthly follow-up and survey of staff three months post-implementation, based on instrument provided by Cynthia*

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- Lancaster, J. (1985). The perils and joys of collaborative research. *Nursing Outlook, 231*(2), 238.

Educator's Resource: Integration of Best Practice Guidelines



Learning Plan Template

Topic

Learning Objectives

- 1

- 2

- 3

- 4

- 5

- 6

- ...

Activities to be completed by the learner prior to the learning event

- 1

- 2

- 3

- 4

- ...

Post event assignment

Teaching methodology and resources required

- ▶

- ▶

- ▶

- ▶

- ▶

- ...

Evaluation methods

- Level 1**

- Level 2**

- Level 3**



Learning Event Checklist

Areas of consideration that must be addressed for each event:

Assessment

- Topic identified
- Learners identified
- Self-assessment (educator)
- Environment assessed (i.e. readiness and timing)
- Resources required (i.e., time, space, materials, expertise, and budget)

Planning

- Goals, objectives and key deliverables identified
- Appropriate strategies chosen (i.e., matching of learners, content and context)
- Lesson plan developed
- Evaluation strategies determined
- Logistics arranged (i.e., space, equipment, catering, registration)
- Communication strategy (i.e., marketing, negotiation, promotions)
- Actual event scheduled
- Participant availability established (staff and students)

Implementation

- Back up plan in place!
- Problems anticipated ahead of time

Evaluation

- Evaluation plan implemented
- Evaluation results collated
- Evaluation results communicated to relevant stakeholders
- Revisions to be incorporated into next learning event.



Resource Planning Template – Academic



RESOURCE	Academic	My Resource Needs
Time	<p>How much time is needed in each course for students to master BPG content?</p> <p>Can BPG be used as exemplars with material already included?</p> <p>Is there educator time available for leveling and planning?</p>	
Space	<p>Is the room assigned for a course suitable for small group work?</p> <p>If needed, can other space be booked?</p>	
Materials	<p>What materials are needed – e.g., projector, screen, computer, video, printed BPG, handouts, etc? Are they available, or do they need to be developed?</p>	
Expertise	<p>What expertise is needed – e.g., content, facilitation, implementation? What expertise is available?</p>	
Finances	<p>All the above imply a need for finances.</p> <p>Will honoraria be required? Will materials have to be purchased for the school? Will students have to purchase materials? Is there a budget?</p>	



Resource Planning Template – Practice



RESOURCE	Academic	My Resource Needs
Time	<p>How available are learners – can they be released for one hour, for a half day, for a whole day? Are repeat sessions required? How do you deal with shift work and continuity?</p> <p>Do you have time for planning? Experiential learning takes more time than lectures – can you build in that time?</p>	
Space	<p>How difficult is it to book suitable rooms? Do the furnishings allow flexibility? What is the optimum space?</p>	
Materials	<p>What is possible within the space – e.g., is projection available? What can be provided for those who cannot attend</p>	
Expertise	<p>What expertise is needed – e.g., content, facilitation, implementation? What expertise is available?</p>	
Finances	<p>Will financing be needed for staff time, materials, room rental, honoraria for experts, and refreshments? Is there a budget? What are actual and “in-kind” budget requirements? Who can provide funding needed?</p>	