

## RNAO Best Practices: Evidence Booster

### Implementation impact: Improving the nursing curriculum by integrating best practice guidelines

**Aim:** To describe the process and impact of the implementation of RNAO's best practice guidelines (BPG) into the nursing education programs at the University of Calgary in Qatar (UCQ) from 2021 to 2023.

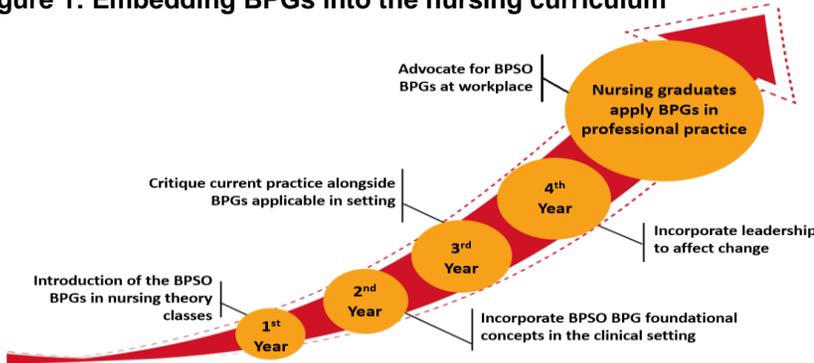
**Measures:**

The BPSO engaged in the following work:

- a) embedded the BPGs into the nursing curriculum at UCQ in theory, lab and clinical courses across all years of study with purposeful outcomes (Figure 1);
- b) obtained evidence of BPG utilization within the nursing curriculum (Figures 2, 3 and 6);
- c) surveyed bachelor of nursing (BN) graduates to evaluate application of BPGs in practice (Figure 4);
- d) facilitated champions' training with monitoring of student and faculty champions (Figure 5).

**Clinical improvement:** Integrating BPGs prompted a heightened commitment to advocate for evidence-based professional practices and was pivotal in improving the quality of care provided by new nurses applying the BPGs once in practice (Figures 1 and 4). The implementation of RNAO's BPGs in UCQ's BN program enhanced students' skills and knowledge, fostering an evidence-based culture with a focus on excellence in health-care advocacy. This is evident through the growing integration of BPGs across theoretical, lab and clinical courses (Figures 2, 3 and 6).

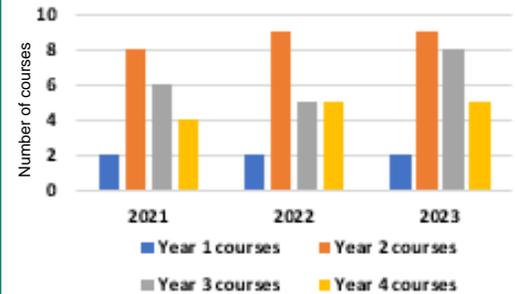
**Figure 1: Embedding BPGs into the nursing curriculum**



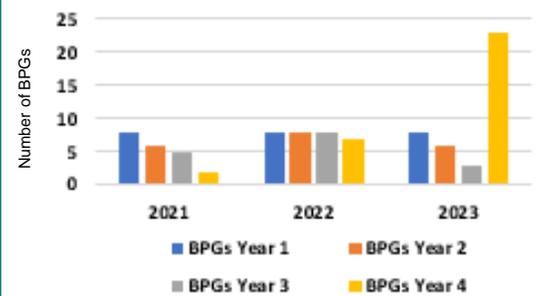
**Impact:** The concept map of BPG integration shows a structured approach from year one to four with the aim of preparing graduates to apply BPGs in their professional practice.

The University of Calgary in Qatar (UCQ) established its overseas Qatar campus in 2007, becoming the first institution in the Middle East to become an academic Best Practice Spotlight Organization® (BPSO®). UCQ –which achieved the BPSO designation in 2021 – offers bachelor and master of nursing programs accredited by the Canadian Association of Schools of Nursing and shapes future nursing leaders in the region. Committed to health promotion and disease prevention, UCQ cultivates graduates who excel in delivering evidence-based health care while excelling as critical thinkers and effective change agents.

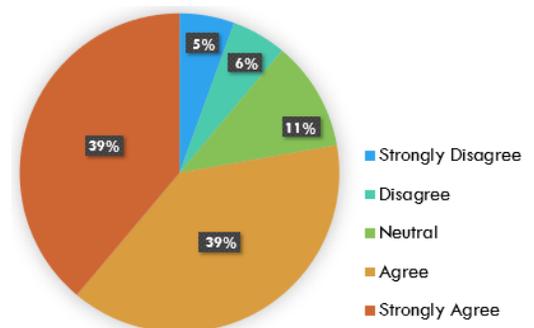
**Figure 2: Increasing BPG integration into courses (year by year)**



**Figure 3: Increasing number of BPGs in courses (year by year)**



**Figure 4: Survey response from BN graduates on RNAO's BPGs applicability in their professional workplaces**



**Academic change**

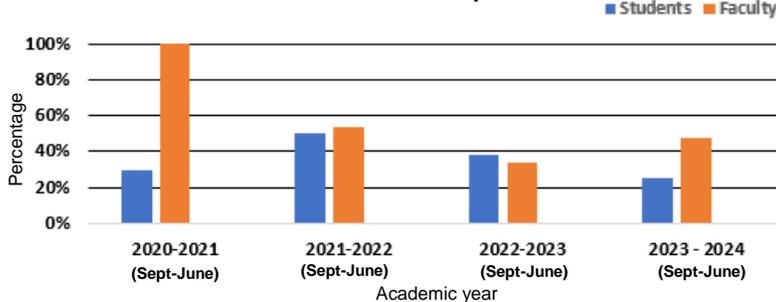
From 2021 to 2023, UCQ fully integrated 29 BPGs into its concept and competency-based curriculum and adapted some teaching and assessment methods. Evaluations focused on assessing students' understanding and application of BPGs through practical exams, case studies, reflective assignments and clinical care plans.

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### Knowledge changes

Integrating BPGs into UCQ's undergraduate nursing curriculum has significantly enhanced nursing education, advocacy for evidence-based care and organizational culture. As a leading academic BPSO institution, UCQ motivates staff and students to emerge as champions, leading transformative change through the effective implementation of BPGs and employing the Knowledge-To-Action framework (Figure 5).

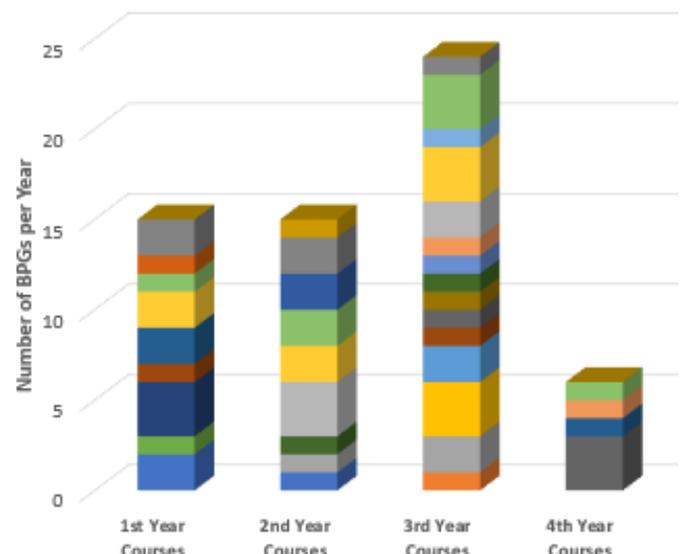
**Figure 5: Tracking the level of faculty and student involvement to become BPG champions**



**Impact:** From the academic year 2020-2021 to 2023-2024, there was an uptake in UCQ members' involvement to become BPG champions.

**Conclusion:** The University of Calgary in Qatar demonstrated that integrating RNAO BPGs into its concept and competency-based curriculum helped enhance students' skills and knowledge. This in turn fostered an evidence-based culture through advocacy for health-care excellence. **Recommendation:** While a structured approach is currently in place, there is an opportunity to enhance teaching of evidence-based practice (EBP) across all four academic years. This could be achieved through the inclusion of EBP courses or by integrating new EBP modules each year. As a result, this will help students use BPGs in coursework and professional practice.

**Figure 6: BPGs widely integrated in courses (by program year)**



#### BEST PRACTICE GUIDELINES (SHORTENED TITLES)

- Tobacco Interventions
- Cultural Diversity
- Delirium & Dementia
- Elimination
- End of Life
- Nurse Fatigue
- Healthy Work
- Professionalism
- Intra-Professionalism
- Leadership
- Falls
- Perinatal Depression
- Breastfeeding
- Palliative
- Pain
- Pressure Injuries
- Stroke
- Person and Family Centered Care
- Oral Health & Tobacco
- Restraints
- Therapeutic Relationships
- Foot Ulcers



RNAO launched the BPG Program in 1999<sup>1</sup> with funding from the Government of Ontario, Canada. The evidence-based BPGs developed to date are transforming nursing care and interprofessional work environments in all sectors in health systems worldwide. BPSOs are health service and academic organizations that implement multiple BPGs through a formal agreement and systematic process, as well as evaluate their impact on health and organizational outcomes<sup>2</sup>.

NQuIRE<sup>2,3</sup>, a unique nursing data system housed in the International Affairs and Best Practice Guideline Centre, allows BPSOs worldwide the ability to measure the impact of BPG implementation. The NQuIRE data system collects, compares and reports data on human resource structure, guideline-based nursing-sensitive process, and outcome indicators. Contact us by email at [NQUIRE@RNAO.ca](mailto:NQUIRE@RNAO.ca) for more details. To learn more about RNAO's IABPG Centre, please visit [RNAO.ca/bpg](http://RNAO.ca/bpg). This work is funded by the Government of Ontario. All work produced by the RNAO is editorially independent from its funding source.

### References

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