

RNAO Best Practices: Evidence Booster

Evaluation of student' self-reported knowledge and implementation of RNAO's Best Practice Guidelines in an academic institution.

Person- and Family- Centred Care (2015), Preventing Falls and Reducing Injury From Falls (Fourth Ed. 2017), Engaging Clients Who Use Substances (2015)



The purpose of the *Preventing Falls and Reducing Injury From Falls*, *Person- and Family-Centred Care* and *Engaging Clients Who Use Substances* are to provide evidence-based recommendations to prevent and reduce falls and fall injuries for adults, enhance the quality of partnerships with individuals accessing care, and assess and intervene for individuals aged 11 years and older who use substances and may be at risk for or experiencing a substance use disorder.

Aim: To evaluate the impact of the implementation of the RNAO's Best Practice Guidelines (BPGs)—*Person- and Family-Centred Care* (PFCC), *Preventing Falls and Reducing Injury From Falls* (Falls), and *Engaging Clients Who Use Substances* (Substance Use)—into Nursing Programs at Nipissing University in North Bay, Ontario from the commencement of the pre-designation period to the end of Year 2.

Measure: A survey was conducted to determine students' self-reported level of knowledge and implementation of the best-practice recommendations from the identified BPGs.

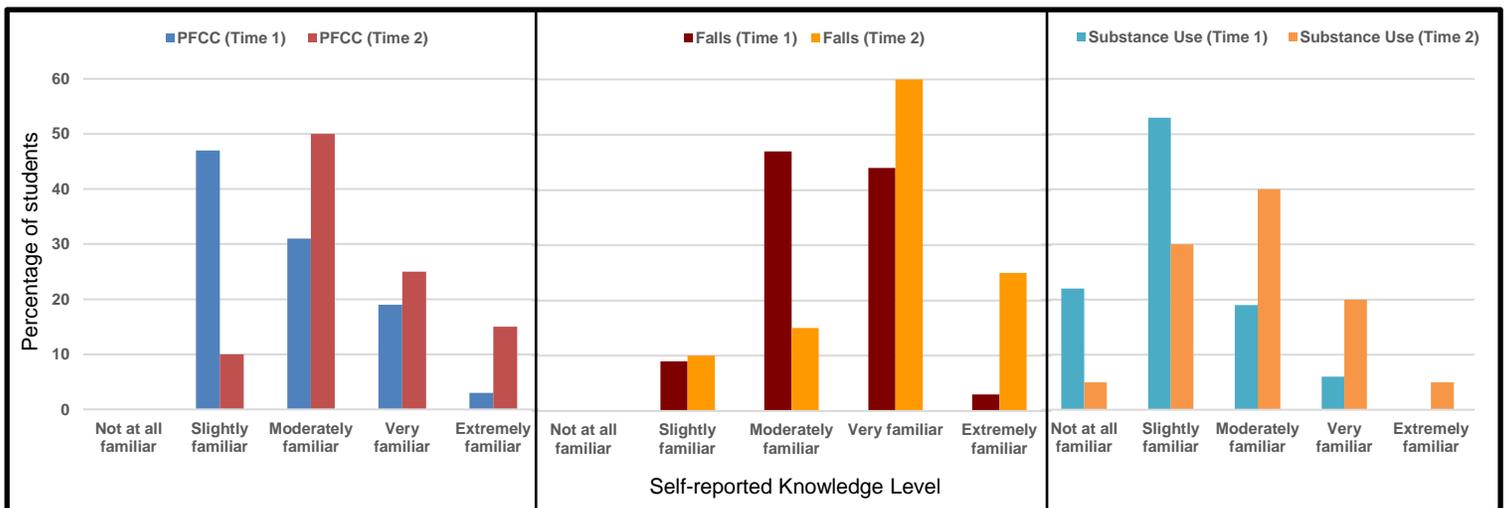
Clinical improvement: There was an increase in nursing students' reported level of knowledge and implementation of the BPGs in their clinical placements.

Nipissing University is a Best Practice Spotlight Organization® (BPSO®) implementing RNAO's BPGs within the School of Nursing curricula as of 2018. Nipissing University's School of Nursing has four distinct Bachelor of Science in Nursing (BScN) programs: Collaborative BScN program, on-campus Registered Practical Nurse (RPN) to BScN bridging program, online RPN to BScN Blended Learning program and Scholar-Practitioner Program (SPP). There are over 1,700 undergraduate nursing students in all programs combined.

Knowledge Change

In 2018, the PFCC, Falls and Substance Use BPGs were embedded within the Nipissing University's School of Nursing curricula using formative and summative teaching and learning strategies. The self-reported level of knowledge and implementation were collected from nursing students in the Collaborative BScN program and SPP via survey at the start of the pre-designation period (Time 1) and at the end of Year 2 (Time 2) (Figures 1 & 2). The goal of the programs was to strengthen students' knowledge level on evidence-based recommendations in the BPGs by graduation.

Figure 1: Students' knowledge of the BPG practice recommendations



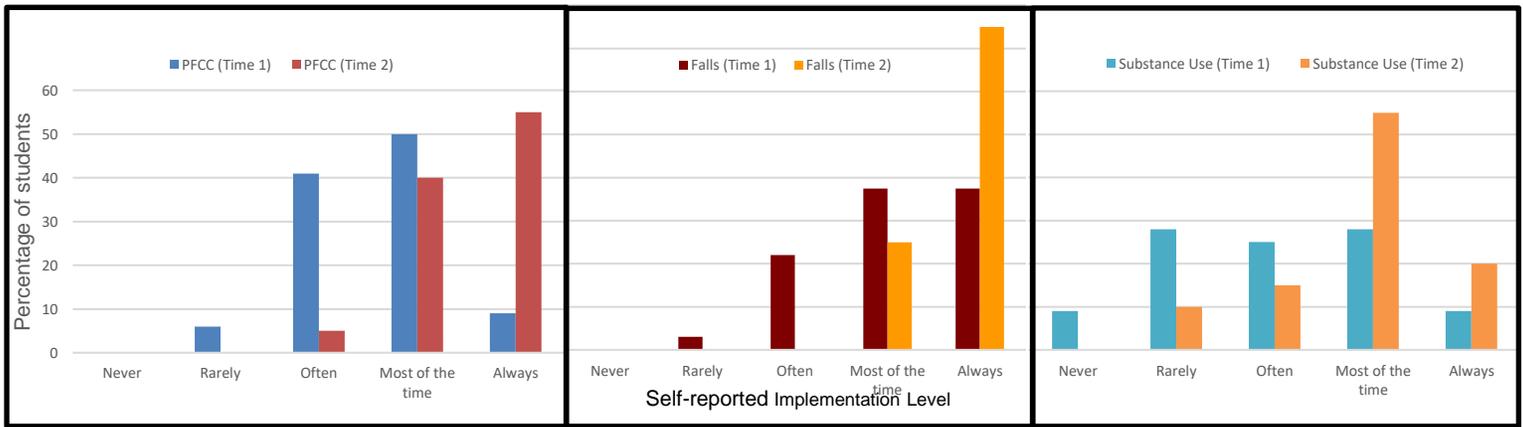
Impact: The survey results showed increases of 18 per cent (PFCC), 38 per cent (Falls) and 19 per cent (Substance Use) in the number of students who answered *very familiar* or *extremely familiar* on their level of knowledge from Time 1 to Time 2.

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Academic Changes

Teaching and learning strategies were developed and implemented into the nursing programs. A high-fidelity simulation scenario was offered to the students to employ the best practice recommendations. Other curricular strategies were: case study analysis; final exam and test questions, critical reflection activity; gap analysis assignment; e-modules; and peer-to-peer teaching sessions. Nipissing University plans embed BPSO initiatives and knowledge of BPGs directly into curricula across all nursing programs to continuously promote knowledge uptake and translation of evidence-based recommendations to the bedside during clinical courses and, undoubtedly, throughout the careers of graduating nurses from Nipissing University. Future implications include conducting a longitudinal analysis of knowledge uptake and translation to evaluate sustainability.

Figure 2: Nursing students' level of implementation of the BPG practice recommendations



Impact: The survey results showed increases of 36 per cent (PFCC), 25 per cent (Falls) and 19 per cent (Substance Use) in the number of students who answered *most of the time* or *always* on their level of implementation from Time 1 to Time 2.

Conclusion: Nipissing University demonstrated that the strategic implementation of the *Person- and Family-Centred Care (2015)*, *Preventing Falls and Reducing Injury From Falls (2017)*, and *Engaging Clients Who Use Substances (2015)* BPGs in their curricula led to an increase in nursing students' level of knowledge and level of implementation from the commencement of the pre-designation period to the end of Year 2.



RNAO launched the BPG Program in 1999¹ 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 outcomes².

NQuIRE^{2,3}, 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: NQUIRE@RNAO.ca for more details. To learn more about RNAO's IABPG Centre, please visit 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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