Strategies for Successful Implementation of Best Practices Guidelines in a Nursing Curriculum in Jamaica

PRESENTING AUTHORS:
BROWN, K., ABDUL-KAREEM, K.
Introduction

Contemporary nursing practice requires the use of high-quality evidence to support nurses’ patient care decisions.

Evidence-based practice is effective in improving the safety and effectiveness of nursing care while improving patients’ health outcomes (Curtis, Fry, Shaban & Considine, 2017; Stevens, 2013).

The uptake of Evidence Based Practice (EBP) is lagging globally. A meticulous approach to the integration of EBP within nursing curricula is needed (Reid et al, 2017; Curtis et al, 2017).
Introduction

“Nurse educators [should] demonstrate the skills and abilities to design, implement, monitor and manage curricula based on ... best evidence” (WHO, 2016, p. 12)
Introduction

The RNAO engages clinical sites and academic institutions through BPSO programme.

Programme aim:
◦ Increase the pace at which evidence is influencing clinical practice and education

How:
◦ BPG’s are systematically developed, actionable, practice recommendations which are informed by the best available evidence.
◦ BPG increases the ease of EBP as it provides synthesized knowledge rather than individual research articles
Methods

Design

A pre/post implementation quality improvement project.

Setting

The UWI School of Nursing, Mona, offers a 4-year baccalaureate programme and postgraduate degrees at the masters and PhD levels.

- Undergraduate population- approx. 600
- Graduate population- approx. 50
- Faculty – approx. 33
Methods

Measurements

Retrospective **course file** review of all undergraduate nursing courses.

All filed course outline for courses delivered prior to January 2016 were reviewed.
  - How many course outlines included BPGs prior to January 2016?

A series of course file reviews post January 2016 were conducted on all filed course outlines.
  - How many course outlines included BPGs after January 2016?
Methods

Quality Improvement Interventions

Formal partnership established between the RNAO and UWISON, Mona

◦ Provided access to support through monthly meetings and yearly knowledge exchanges between implementation leads.

Champions’ training (January 2016)

◦ RNAO lead an intensive two-day training programme on change management, BPG development, implementation and evaluation.

Individual consultation and support for course leads
Methods

Strategies for Change

This project reports on the strategies which facilitated successful integration.

Strategy #1- Assign a Capable BPSO Implementation Lead
Strategy #2- Identify a Project Sponsor
Strategy #3- Gain Support From all Levels
Strategy #4- Engage Champions at all Levels
Strategy #5- Congruence is Key
Results and Discussion

Strategy #1- Assign a Capable BPSO Implementation Lead

The most important strategy for successful integration of BPGs.

- Through their actions the conditions for creating change are created
  (Guerrero, 2016).

Core Responsibilities

- Process leader and manager
- Resource person for staff and students
- Change manager
Results and Discussion

Strategy #2 - Identify a Project Sponsor

A highly influential member of the organization.

Initiates projects - Head of School, Faculty Dean or Senior Academic.

Confers authority onto the BPSO Lead.
Results and Discussion

Strategy #3- Gain Support From all Levels

Successful uptake of best practices within an organization increases when leaders at all levels are committed to support facilitation of guideline implementation (RNAO, 2012).

Leadership support gained from:
- The Nursing Council of Jamaica- Jamaica’s nursing regulatory body
- University leadership- Faculty Dean
- Nurse leaders in clinical practice
- Student governance bodies
Results and Discussion

Strategy #4- Engage Champions at all Levels

Trained champions
- Champions facilitate dissemination, education, support and mentorship
- New faculty were trained as part of orientation activities

Pair “super users” with future “super users”
- Peer provided a powerful source of influence over an individual’s intent to engage in or refrain from engaging in an action

Student engagement
- Information about BPG’s through online learning platform and RNAO App
- Partnership with our sister institution, The University Hospital of the W.I. rolling out the use of BPG’s ensured support and sustainability
Results and Discussion

Strategy #5 - Congruence is Key

Guidelines were selected based on the institutions needs.
- Course leads aided in the identification of curriculum content gaps
- The steering committee selected guidelines appropriate for identified gaps
Limitations

Institutions have varying cultures and policies which may limit the effectiveness of the strategies identified. Therefore one should consider modification to suit local context.

The institution is relatively small therefore the transfer of identified strategies may require more resources in larger settings.
Lessons Learnt

Implementation of BPGs in nursing curricula is a critical step in shortening the gap research has in influencing clinical practice.

Integration of evidence based practice requires meticulous change management and support from every individual involved in curriculum development, implementation and evaluation.

Reviewing written course work, roleplay and student feedback also provided empirical data about use and practicability of the BPG’s in the curriculum
References


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Nurse educators (BPG Champions) of The UWI School of Nursing, Mona.

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