History and Impact of QSEN
History and Impact of Quality and Safety Education for Nurses

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QSEN Faculty
Welcome

Welcome to QSEN, a comprehensive resource for quality and safety education for nurses! Faculty members worldwide are working to help new health professionals gain the knowledge, skills, and attitudes to continuously improve the health care systems in which they work. This website is a place to learn and share ideas about educational strategies that promote quality and safety competency development in nursing.

Faculty Development

Faculty resources on this website include annotated bibliographies, faculty-development learning modules, teaching strategies submitted by faculty like you who are attempting to help students develop the knowledge, skills and attitudes essential to the development of quality and safety competencies. Faculty from 15 nursing schools participated in the QSEN Learning Collaborative in Phase II. You can view a list of our pilot schools here.

We invite you to use this website to share with other nursing educators your ideas for improving quality and safety education for nurses. To upload a teaching strategy, please click here.

Innovation to Transformation

2012 QSEN National Forum

May 30 - June 1
Tucson, Arizona

Abstract submissions now being accepted

www.qsen.org
Origins of QSEN

• The IOM series on Safety and Quality
• The Robert Wood Johnson Foundation funded the Quality and Safety Education for Nurses project for three phases to date.

The goal of QSEN is to address the challenge of preparing future nurses with the knowledge, skills and attitudes necessary to continuously improve the quality and safety of the healthcare systems in which they work.
QSEN Faculty

- Linda Cronenwett, PhD, RN, FAAN
- Gwen Sherwood, PhD, RN, FAAN
- Jane Barnsteiner, PhD, RN, FAAN
- Lisa Day, RN, CNS, PhD
- Joanne Disch, PhD, RN, FAAN
- Carol Durham, Ed.D.(c.), RN
- Pamela Ironside, PhD, RN, FAAN
- Jean Johnson, PhD, RN-C, FAAN
- Pamela Mitchell, PhD, CNRN, FAAN
- Shirley Moore, PhD, RN, FAAN
- Dori Taylor-Sullivan, PhD, RN, NE-BC, CNL, CPHQ
- Judith Warren, PhD, RN, BC, FAAN, FACMI
QSEN Advisory Board

- **Paul Batalden** from the Dartmouth Medical School
- **Geraldine Bednash**, executive director of the American Association of Colleges of Nursing
- **Karen Drenkard**, Robert Wood Johnson executive fellow and chief nursing executive of Inova Health System of Falls Church, VA
- **Leslie Hall** from the University of Missouri-Columbia, School of Medicine
- **Mary (Polly) Johnson**, executive director of the North Carolina State Board of Nursing
- **Maryjoan Ladden** from Harvard Medical School
- **Audrey Nelson**, director of the Patient Safety Research Center at the Veterans Administration in Tampa, Florida
- **Joanne Pohl** from the University of Michigan and National Organization of Nurse Practitioner Faculties
- **M. Elaine Tagliareni** from the Community College of Philadelphia and National League for Nursing
- **Jeanne Floyd**, executive director of the ANCC
Phase I

• October 2005--2007
• Six competencies were defined for prelicensure nursing students
  – Five from the Institute of Medicine
    • Patient centered care, teamwork and collaboration, evidence-based practice, quality improvement and informatics-
      – Safety was added
• First article in Nursing Outlook 2007
Competency Model

- Knowledge
- Skills
- Attitudes
IOM Model with QSEN Definitions

• Patient-centered care
  – "Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs
• Teamwork and collaboration
  – Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care
• Evidence based practice
  – Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care
IOM Model with QSEN Definitions

- Quality improvement
  - Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems

- Safety*
  - Minimizes risk of harm to patients and providers through both system effectiveness and individual performance

- Informatics
  - Use information and technology to communicate, manage knowledge, mitigate error, and support decision making
Developing Competencies

• Content faculty proposed competencies based on literature review and expert knowledge
• Nominal group technique used to harmonize competencies
• Experts revised wording
• Reviewed again for placement
• Used Bloom et.al. to word the competency level
Phase II

- Advanced practice competencies, Nursing Outlook, 2009
- Pilot schools
  - Share their work on the QSEN website contributing teaching and development strategies
- National survey of BSN program leaders and a state survey of ADN educators to assess beliefs about the extent to which the competencies are
  - Included in current curricula
  - Level of satisfaction with student competency achievement
  - Level of faculty expertise in teaching the competencies
- Working session to review accomplishments of pilot schools
15 Pilot Schools

- Augustana College-Sioux Falls, SD
- Catholic University of America-Washington, DC
- Charleston Southern University-Mt. Pleasant, SC
- Curry College-Milton, MA
- Emory University Nell Hodgson Woodruff School of Nursing-Atlanta, GA
- LaSalle University-Philadelphia, PA
- St. John's College of Nursing of Southwest Baptist University-Springfield, MO
- University of Colorado Denver, School of Nursing-Denver, CO
- University of Massachusetts, Boston College of Nursing & Health Sciences-Boston, MA
- University of Nebraska Medical Center-Omaha, NE
- University of South Dakota, Department of Nursing-Sioux Falls, SD
- University of Tennessee, Health Science Center-Memphis, TN
- University of Wisconsin, Madison-Madison, WI
- UPMC Shadyside School of Nursing-Pittsburgh, PA
- Wright State University-Dayton, OH
Phase III, 2008

• Promote innovation in the development and evaluation of methods to elicit and assess student learning of KSA of the six competencies
• Develop faculty expertise necessary to assist the learning and assessment of achievement of quality and safety competencies in all types of nursing programs
• Create mechanisms to sustain the will to change among all programs through the content of textbooks, accreditation and certification standards, licensure exams and continued competence requirements
Phase III Strategies

• Faculty development supported by
  – curricular resources developed
  – regional conferences
  – QSEN Speaker's Bureau
  – QSEN National Forums,
  – web-based modules

• QSEN partnered with the VA National Quality Scholars Fellowship Program to support nursing pre- and post-doctoral students in an inter-professional program of training in quality improvement and safety.
Conferences and Meetings

2010 QSEN National Forum

2011 QSEN National Forum

Innovation to Transformation
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Video Presentations

THE LEWIS BLACKMAN STORY

Helen Haskell is the mother of Lewis Blackman, a 15-year-old boy who died in a hospital following routine surgery. This collection of videos were part of a lecture and interviews with Ms. Haskell recorded at the UNC-Chapel Hill School of Nursing in summer 2009.

THE JOSIE KING STORY

In 2001, Sorrel King addressed the Institute for Healthcare Improvement (IHI) conference about the death of her daughter Josie due to medical errors. Dr. Charles Denham of the Texas Medical Institute of Technology (TMIT) was in the audience, and happened to record Sorrel's speech. The Josie King Foundation has generously made this video available for viewing by members of the QSEN community.

JOWERS LECTURE ON QSEN BY LINDA CRONENWETT

On December 5, 2007, QSEN Principal Investigator Linda Cronenwett gave the Jowers Lecture on "Quality and Safety Education for Nurses" at the Nell Hodgson Woodruff School of Nursing at Emory University.

For additional QSEN-related videos, please see the Related Links section.
Learning Modules

INTRODUCTION

The QSEN Learning Module series was designed to help both new and experienced faculty integrate the Quality and Safety competencies into their nursing programs. Each module explores a particular topic or issue, provides resources, and raises questions to engage users in expanding or strengthening the learning experiences they create with students around quality and safety.

In the introductory video (linked on the right) Pam Ironside, the developer and editor of the module series, provides an overview of this resource.

The Learning Modules were developed as part of the Phase III QSEN grant funded by the Robert Wood Johnson Foundation.

MODULES

Module One - Appreciating the Complexity of Nursing Work: Implications for Nursing Education

This module will assist you to understand nursing work through exploring principles of complexity science and properties of complex adaptive systems. You will recognize the complexity factors characteristic of current healthcare environments and obtain a new appreciation for the competencies required of RNs, both new and experienced, in delivering safe and quality care in these settings.

Module Two - Managing the Complexity of Nursing Work: Cognitive Stacking

In this module, you will learn about stacking, a continuous process of organization and prioritization embedded in RN work that occurs as care situations evolve. Currently stacking is learned primarily after graduation from a pre-licensure program. How might nursing educators in pre-licensure programs create opportunities for students to learn about and engage in this process to assist students to more effectively manage the complexity of their work and promote safe, quality patient care?
Teaching Ideas
# Curriculum Map

<table>
<thead>
<tr>
<th>Course</th>
<th>Objective</th>
<th>QSEN Comp.</th>
<th>Assignment/Simulation</th>
<th>Curriculum Evaluation</th>
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We're going to make the world a better place!
What Else??????

• Papers, formal, informal, reflections
• Experiences
• Simulations
• Case studies
• Readings
• Scavenger hunts
• Using EHRs
• Creating virtual solutions

• Mind Maps
• Concept maps
  – C-Map, http://cmap.ihmc.us
• Integrate in what you currently do!
QSEN Teamwork and Collaboration Competencies for Advanced Clinical Practice Worksheet

Name:

QSEN defines Teamwork and Collaboration as functioning effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

In the grid below, please rate the degree of your achievement of this competency. Place an X in the appropriate box.

<table>
<thead>
<tr>
<th>QSEN Competency</th>
<th>Very Competent</th>
<th>Moderately Competent</th>
<th>Somewhat Competent</th>
<th>Not Competent</th>
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<tr>
<td>Analyze own strengths, limitations and values as a member of a team</td>
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<td>Analyze impact of own advanced practice role and its contributions to team functioning</td>
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<td>Demonstrate awareness of own strengths and limitations as a team member</td>
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<td>Continuously plan for improvement in use of self in effective team development and functioning</td>
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<td>Act with integrity, consistency and respect for differing views</td>
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<td>Acknowledge own contributions to effective or ineffective team functioning</td>
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<td>Describe scopes of practice and roles of all health care team members</td>
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<td>Analyze strategies for identifying and managing overlaps in team member roles and accountabilities</td>
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<td>Analyze strategies that influence the ability to initiate and sustain effective</td>
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The Book!

- Out on Spring 2011
- Order at www.wiley.com

- Table of Contents: Sections
  - Overview
  - Quality and Safety Competencies
  - Strategies to Build a Culture of Quality and Safety
  - The Future
Impact!
Linkages

- Institute for Healthcare Improvement
- Academy for Healthcare Improvement
- AHRQ Patient Safety Network
- American Association of Colleges of Nursing (AACN)
- AORN Patient Safety First - Resources
- Essentials of Baccalaureate and Graduate Education for Professional Nursing Practice (AACN)
- Hallmarks of Quality and Patient Safety (AACN)
- Institute for Family-Centered Care
- JCAHO Patient Safety
- Massachusetts Coalition for the Prevention of Medical Errors
- Medication Safety Tools and Resources (Institute for Safe Medication Practices)
Linkages

• National League for Nursing
• National Patient Safety Foundation
• The North Carolina Center for Hospital Quality and Patient Safety
• Patient-Centered Care (IHI)
• Picker Institute
• Sigma Theta Tau International
• Ten Patient Safety Tips for Hospitals (AHRQ)
• Technology Informatics Guiding Education Reform-The TIGER Initiative
• Transforming Care at the Bedside (IHI and Robert Wood Johnson Foundation)
• VA National Center for Patient Safety
• HRSA grant to prepare nurse educators
• Helen Connors, PhD, RN, FAAN
  – Principle investigator
  – University of Kansas School of Nursing
• Uses the QSEN competencies
  – Personal evaluation
    • How important is the competency
    • How well prepared are you to teach the competency
  – Learning module addresses QSEN competencies
Just Culture in Schools of Nursing

• QSEN Grant on Reporting of Student Errors and Near Misses
• Joanne Disch and Jane Barnsteiner, PIs
  – Judith Warren, database consultant
• Received funding from the National Council of State Boards of Nursing, Fall 2011
• Develop a reporting system to enable individual schools to report and track student and faculty errors and near misses
  – Create a national data repository of errors and near-misses associated with pre-licensure students in schools of nursing
  – Enable nursing educators to identify common errors and near misses
  – Used to identify any needed curriculum changes to improve education.
Our Future: Competencies are Critical!

Nurses provide safe passage for patients through a complex healthcare environments
Questions?

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