



QSEN Pedagogical Guide and Course Curriculum

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Objectives

- Explain how the 6 QSEN Competencies can serve as a pedagogical guide for course development
- Describe course rotational model content that implements QSEN Competencies
- Critique application of QSEN competencies in a video taped simulation experience



What is QSEN?

- Quality & Safety Education for Nurses
- RWJF funded
- AACN: “Train the Trainer” approach to transform nursing education (Phase III)
- Overall goal: Prepare nurses with the Knowledge, Skill, Attitudes (KSAs) necessary for continuously deliver quality & safe patient care.



How did we get here

- Patient Safety Movement
 - IOM *To Err is Human* 1999
- Service Partners
 - Joint Commission NPSG 2001
 - System and Culture focus on safety
- IHI 100,000 Lives Campaign 2005
- Medicare “no pay for errors” 2008
- U.S. Congress \$19 billion EHR

Watcher, R. (2010). Patient safety at ten: Unmistakable progress, troubling gaps. *Health Affairs*, 29(1), 1-9.



Impact to Our Service Partners



- The Joint Commission National Patient Safety Goals
- Reporting on Core Measure sets
 - Acute MI
 - Pneumonia
 - Heart Failure
 - Surgical Care Improvement Project
 - Perinatal Care
 - Pregnancy
- EMR/Drug administration systems & bar coding

Impact for Nursing Education

- “Learning about patient safety as a fundamental quality of patient care, and system vulnerabilities needs to begin in *pre-licensure programs* and be an integral part of learning in all phases of healthcare education”

Institute of Medicine (2001) Chasm Series.
www.iom.edu



Competencies



- Patient/Family Centered Care
 - Teamwork & Collaboration
 - Evidence-based Practice
 - Quality Improvement
 - Safety
 - Informatics
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- American Association of Colleges of Nursing QSEN Education Consortium. www.qsen.org

KSAs for each Competency



- Knowledge
- Skills
- Attitudes

- Cornenwett et al (2007). Quality and safety education for nurses. *Nursing Outlook*, 55(3), 122-131.

- Pilot schools in phase II of QSEN have shared their work:
www.qsen.org
 - Teaching strategies & resources

Our Goal: Redesign 1st Semester Nursing Communication Lab



- Model the QSEN Competencies
- Practice communication techniques
 - SBAR
 - Handoff Report
 - Difficult questions
- Integrating information
 - move out of course “Silos”

QSEN as Pedagogical Guide



- **EBP**
 - Literature
 - Faculty/Students
 - Service Partners
- **Patient Centered Care**
 - Patient Stories
 - Healthcare systems impacting patients
 - Simulation
- **Safety**
 - NPSGs curriculum base

QSEN as Pedagogical Guide



- **Teamwork & Collaboration**
 - Team taught
 - Interdisciplinary roles in Simulation
- **Quality Improvement**
 - Formative evaluations
 - Students receive course evaluation data
- **Informatics**
 - Need practice EMR in Sim Lab
 - Collaborated with other nursing programs

Application of QSEN In Curriculum:

- N18 Communication Lab
- Integration of 1st semester curricula
 - Competency 2: Teamwork & Collaboration
- Restructured to hybrid format

Online Activities
Competencies 3 & 6

**Human Patient
Simulation**
Competencies 1 - 6

Classroom
Competencies. 4 & 5

Online Learning Modules



- **Activities:**
 - SBAR modules from IHI
 - Competencies: Team/Collaboration; Safety
 - EBP Field assignment
 - client teaching on health promotion issue
 - Competencies: Patient/Family; Informatics
 - Diving Bell and Butterfly film
 - discussion response
 - Competency: Patient/Family

Classroom Activities



- Josie King video/Sicko video
 - Competencies QI; Safety
- Guest speakers on deaf, blind, interpreter services
 - Competencies: Patient/Family, Safety
- *Crucial Conversations*
 - “Your Style Under Stress” exercise
 - Development of “I” Statements
 - Video Clips/Role Play/Discussion Questions
 - *Competencies: Team Collaboration*

HF Sim Room 1 (Case A & B)

Group 1:

9 Students assigned A,B,C, or D case;
1 Faculty; 1 Sr. Mentor to act roles/run sim.

- **Case A:** 3-min case prep; 10-min sim.
 - Students in B,C,D observe via streaming with Critical Behaviors form.
 - Debrief: 12 min, lead by faculty.
- **Repeat for Case B.**

HF Sim Room 2 (Case C & D)

Group 3:

9 Students assigned A,B,C, or D case;
1 Faculty; 1 Sr. Mentor to act roles/run sim.

- **Case C:** 3-min case prep; 10-min sim.
 - Students in A, B, D observe via streaming with Critical Behaviors form.
 - Debrief: 12 min, lead by faculty.
- **Repeat for Case D.**

Simulation Lab Rotation (50 Min./Station)

MicroSim In Hospital

Group 2:

9 Students work as a group;
1 Sr. Mentor leads group cases.
Group Case projected on screen.
10-min case; 15-min debrief.

Application of QSEN In Simulation



- Scenario: Elderly confused patient, add on to OR schedule for dialysis shunt revision.
- Scenario Objectives
 - Prioritization: Informed Consent
 - Patient Advocacy
 - Team communication
- Critical Behaviors List
 - Engages the observers

Competencies: Patient/Family, Team Collaboration, Safety

Simulation Debriefing



- **Patient Safety:**
 - Prioritization
 - Incorrect or no consent for procedure
 - **On the “Never List “**
 - **Pause Out Process**
- **Teamwork & Collaboration**
 - Disruptive behavior (intimidation)
 - Decreases communication, quality of care, nursing job satisfaction
 - Deescalate and refocus

Simulation Benefits

- Integration all 6 competencies
- Multiple learning modalities
- Ultimate in Patient Safety
 - Consequence of choices are possible
 - No impact to real patient
- Senior Students are family/nurse
 - 90% retention when responsible for teaching material





Questions?

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