EMBEDDING QUALITY AND SAFETY COMPETENCIES IN AN INTEGRATED CONCEPT AND COMPETENCY BASED CURRICULUM IN B.C., CANADA
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PROBLEM
Current literature suggests that patient quality and safety concepts/competencies are not adequately integrated into curriculum of health care professions and large scale efforts must be taken to embed these concepts into curriculums (Ginsburg, Castel, Tregunno & Norton, 2012).

BACKGROUND: CREATING A CONCEPT & COMPETENCY BASED CURRICULUM
- In 2014, the BSN faculty identified the need to do a complete revision of the curriculum and created a curriculum development team (CDT), composed of five members to conceptualize a framework.
- After an extensive review of literature and other health care education programs, the CDT selected an integrated concept and competency spiraled approach for BCIT’s BSN program.
- CDT identified key graduate attributes that were essential for BCIT BSN graduates to attain prior to graduation.

COMPETENCIES
- Competencies were identified for each of the 7 key graduate attributes and leveled for each year of the three year program.
- Quality and safety competencies were embedded within the graduate attributes.
- Clinical evaluation is based on the attainment of the leveled competencies, including safety quality competencies.

WHY IS EMBEDDING QUALITY AND SAFETY COMPETENCIES INTO CURRICULUM IMPORTANT?
- To develop students’ knowledge, skills, attitudes and values, linked to quality and safety competencies into nursing practice.
- To embed a process into the revised curriculum that ensures students demonstrate successful attainment of competencies related to quality and safety prior to graduation.
- Increasing complexity and advancements in health care require students to achieve competencies related to quality and safety.
- Paying attention to quality and safety competencies is a requirement for the delivery of high quality care.
- Student achievement of quality and safety competencies facilitates system improvements.

DESIGNING AND EMBEDDING QUALITY AND SAFETY COMPETENCIES INTO CURRICULUM
- BCIT patient quality safety committee was tasked by the CDT to complete needs assessment and recommendations for embedding quality and safety competencies to the revised curriculum.
- Course writers mapped the revised curriculum competencies to the following two learning objectives:
  - Develop skills to ensure the integration of patient quality and safety concepts in academic and clinical settings.
  - Develop knowledge, attitudes and values to promote patient quality and safety concepts.

STEPS
- 7 COMMON CURRICULUM CONCEPTS
  - CRITICAL THINKING
  - SAFE, ETHICAL, COMPASSIONATE
  - COMMUNICATOR
  - LIFELONG LEARNER
  - GLOBAL CITIZEN
  - PROFESSIONAL
  - TEAM WORK

STRATEGIES TO SUPPORT STUDENT LEARNING
- IDENTIFY DESIRED RESULTS
- DETERMINE ACCEPTABLE EVIDENCE
- PLAN LEARNING EXPERIENCE AND INSTRUCTION

- Nursing students are introduced to the concepts of quality and safety within six weeks of starting the nursing program at BCIT.
- Nursing students are expected to achieve quality and safety competencies in their first clinical experience.
- Explicitly linked course outcomes to quality and safety concepts in the lesson objectives.
- Active learning strategies used to engage the learner in the learning process within experiential learning spaces such as reflective practice, case studies, team based learning, role play and simulation.
- For example, In Term 1, students are introduced in the five dimensions of quality focused on the patient/client experience from both an individual as well as a system perspective:
  - Acceptability
  - Appropriateness
  - Accessibility
  - Safety
  - Effectiveness
- Students also focus on two dimensions of quality that focus on the performance of the system in which health care services are delivered:
  - Equity
  - Efficiency
- Nursing students are asked to apply the BC Patient Safety & Quality Council’s B.C. Health Quality Matrix in a clinical setting to a real life client experience.

BC HEALTH QUALITY MATRIX

LESSONS LEARNED AND POTENTIAL PITFALLS
- There is an increasing need to advance patient safety and quality education in healthcare.
- Patient safety and quality concepts need to be identified, mapped and spiraled to align with the program/course competencies.
- It’s not about the content but about effective teaching and facilitation strategies to think critically and deeply about quality and safety.
- Faculty require training to integrate quality and safety concepts into all experiential learning spaces.

NEXT STEPS
- Continue to map and spiral patient safety and quality competencies to future curriculum revisions.
- Develop a standardized approach to teaching quality and safety so that consistent language and processes are used across all terms and spiraled throughout curriculum.
- Connect academic faculty with health industry.
- Share resources and best practices with other nursing education programs in N. America.

BCIT (British Columbia Institute of Technology) is a post-secondary institute in Burnaby, BC, Canada. The Bachelor of Science in Nursing (BSN) is a three year program offered as part of the health sciences field of studies. The program prepares highly skilled practice-ready nursing graduates to practice in both hospital and community settings. bcit.ca/study/programs/8870bsn.