



# Using QSEN's KSAs in a Graduate Course Aimed at Improving Quality, Safety, and Outcomes in Healthcare Systems

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## ABSTRACT

In line with the American Association of Colleges of Nursing's Master's Essentials<sup>1</sup>, the knowledge, skills, and attitudes (KSAs) described in the Quality and Safety Education for Nurses (QSEN) project provide a solid framework on which to build graduate nursing education around the Institute of Medicine (IOM) competencies for healthcare professionals.<sup>2</sup>

In a graduate course at the University of North Carolina at Chapel Hill School of Nursing, students' degree tracks range from BSN-DNP, RN-MSN, BSN-MSN and MSN-DNP. To address these diverse learning needs, innovative teaching strategies targeting the cognitive, affective, and behavioral domains of adult learning<sup>3</sup> were integrated with the competencies of Patient-Centered Care, Teamwork and Collaboration, Evidence-based Practice, Quality Improvement (QI), Safety, and Informatics to develop the QSEN graduate KSAs.

Hybrid Graduate Course Enrollment: 56 Students	
<p>Even Weeks: Traditional Classroom Met Face-to-Face Discussion Facilitated by Experts Focused on Macro and Microsystem Outcomes</p>	<p>Odd Weeks: Online Discussion 14 Teams of 4 Explored Theories and QI Methods and Improvement Science Unfolding Case Study</p>



Online Case Study Discussion Forum (Team)  
Primarily addressed Cognitive Domain  
Centered on an unfolding case study  
Faculty partnered with a local healthcare organization to present students with information on restructuring an oncology clinic  
Implemented KSAs to analyze a new aspect of the case study, focusing on a particular competency  
Discussed details of the case study with the "real-life" oncology clinic nursing leadership team



QI case study (Team)  
Primarily addressed Behavioral Domain  
Students were presented with data commonly collected in healthcare organizations to meet relevant Joint Commission (TJC) Core Measure set.<sup>4</sup>  
Performed root-cause analyses and formulated solutions  
Presented posters showing data analysis and evidence-based recommendations to School of Nursing during a mock QI nursing conference.



QSEN competency-related paper (Individual)  
Primarily addressed Affective Domain  
Explicated a clinically based problem of interest.  
Offered evidence-based solutions using KSAs within at least one relevant QSEN competency.

## EVALUATION

- Feedback regarding each of these strategies was overwhelmingly positive.
- Evaluation was primarily attained through faculty observation and student feedback.
- Many students planned to take the recommendations from their QI case study back to their own institutions for potential implementation.
- Course evaluation scores were improved in comparison to 2 previous years of the course that did not include all 3 teaching strategies.

## SUMMARY

The QSEN Graduate KSAs can be used as a framework for courses in graduate nursing education focused on improving quality, safety and outcomes in healthcare systems and can be addressed through the cognitive, affective and behavioral domains of adult learning using innovative teaching strategies.

## REFERENCES

<sup>1</sup>American Association of Colleges of Nursing. (2011). *The Essentials of Master's Education in Nursing*. Retrieved from <http://www.aacn.nche.edu/education-resources/mastersessentials11.pdf>

<sup>2</sup>Bloom, B. S.; Engelhart, Max D.; Furst, Edward K.; Hill, Walker H.; Krathwohl, David R. (1956). *Taxonomy of Educational Objectives : The Classification of Educational Goals*. (B. S. Bloom Ed. 1st ed.). New York: David McKay Company, Inc.

<sup>3</sup>Institute of Medicine of the National Academies. (2011). *The Future of Nursing: Focus on Education*. Retrieved from <http://nationalacademies.org/hmd/reports/2010/the-future-of-nursing-leading-change-advancing-health/report-brief-education.aspx>

<sup>4</sup>The Joint Commission. (2016). *Specifications Manual for Joint Commission National Quality Measures (v2016B1)*. Retrieved from <https://manual.jointcommission.org/releases/TJC2016B1/>

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