Beating the QSEN Drum: Dancing to the Rhythm of Quality and Safety in Practice

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Introduction – Drum Roll Please!

BSN faculty at Mount Saint Mary’s University, Los Angeles, adopted QSEN competencies within the Roy Adaption Model as part of a curriculum revision, launched in academic year 2013-14. The first cohort under the revised curriculum graduated in Spring 2016.

Faculty and staff incorporated QSEN competencies as appropriate when developing learning outcomes for clinical simulation scenarios across all levels of the revised curriculum. Our goal was to establish regular QSEN “beats,” marking a “rhythm” for learning quality and safety each time students “danced” with us in the Nursing labs.

This poster showcases some of our pedagogical methods, scenario materials, and evaluation results related to our efforts to reinforce QSEN competencies across experiential learning.

Background – A Common Rhythm

Over the past two years, BSN faculty, simulation team staff and students have come together in the Experiential Learning Center to enjoy and learn via student-centered formative professional practice in clinical simulation.

We intentionally invest in psychological safety so learners direct their energy to quality and safety while they care for simulated patients - manikins, alumni volunteers or actors.

Methods – Synchronizing the Underlying Beat

Our team developed, adopted and deployed a number of materials to reinforce the underlying beat of quality and safety keystone concepts and practices used as part of clinical simulation to support learning outcomes across the curriculum.

• Scenario pre-briefings, instructional videos and orientations to rooms and equipment
• Standardized and simulation patient performances and scripts that amplify quality and safety when appropriate
• Learner observation sheets that highlight quality and safety learning outcomes
• Faculty debriefing guides, reinforcing learner-centric appreciative inquiry via the plus/delta debriefing method
• Clinical simulation evaluation survey for students to complete after each clinical simulation day
• ShadowHealth virtual patient clinical experiences where students explore quality and safety concepts prior to clinical simulation

Results – Dancing to the Rhythm of the QSEN Drum

Each learner completes a survey at the end of the clinical simulation day. The survey instrument assesses learner perception of several themes, including two that are relevant to QSEN competencies:

• Efficacy of space and equipment orientation
• Clarity of goals and learning objectives

Several BSN clinical simulation learning experiences included explicit quality care and safety learning outcomes: Medical-Surgical Nursing 1, Children & Families, Community & Public Health and Transition to Practice.

Quality & Safety Performance: Mitigating Fall Risk

Raven Vinluan ’16, BSN, RN carefully reviews an allergy warning for penicillin when he pulls medicine for a simulated patient in the Mount’s Experiential Learning Center. He would have asked the patient about allergies and checked the patient’s armband earlier in the clinical scenario.

Suzane Kim ’16, BSN, RN assures a hospital bed safety rail is secure for patient simulator Alejandro at the Mount’s Experiential Learning Center. Our learners hear this chorus throughout their clinical simulation experiences, especially as it relates to patient safety:

“If you treat a manikin like a real person, you’ll never treat a real person like a manikin.”

Conclusion – Audience Appreciation & Notes for New Rhythms

Simulation survey results provide us with one assessment measure of student perception of the value of experiential learning relating to quality and safety.

Using a 5-point Likert scale, learners rate space and equipment orientations, clarity of goals and learning objectives, and other aspects of their clinical simulation experience, as well as provide open-ended feedback. In first-year results, students rated simulation elements 4.0+ across each clinical course.

Our team is currently analyzing second-year data and conducting literature review on simulation evaluative instruments that might assess learner ability to apply QSEN competencies in practice.

Finally, our team is exploring instructional designs for post-simulation exercises using a common thread of evidence-based practice at the senior level.