The Wright Tool Kit
QSEN Competency Integration
In An On-line RN-to-BSN Program

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A QSEN PILOT SCHOOL
Contributors

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Enhances Transformation

Supplements the QSEN Repository and Nurse of Future Tool Kit by offering:

• Up to date resources & consulting assistance
• An incremental approach for the system-wide change
• Metrics for assessing quality and safety, system level thinking, and leadership across the curriculum
• A blueprint for change
• Opportunities for empowerment
Purpose of Tool Kit

For program designers of on-line RN-BSN programs to integrate Quality and Safety in Education of Nurses (QSEN) competencies across the curriculum.
Finger Tip Access

Presents a variety of resources in an on-line format so that program designers have access to the necessary information to integrate QSEN competencies into program curricula.
Resources

Tools

• Tool Kit Brief & Quick Guide
• Incremental steps for assessment and implementation
• Crosswalk templates
• Time line and check list
• Gap Analysis tools
Resources cont’d

Hyperlinks

• Professional organizations
• Seminal documents
• Model programs
• National Library of Medicine PubMed.gov
• WorldCat catalog records
• On-line teaching certification programs
Resources cont’d

Tables

• BSN Essential Mapped Across the RN-to-BSN Curriculum
• Examples of Select Learning Activities for the *BSN Essentials*
• Example of Course Outcomes and QSEN Competencies
• Example of KSA’s that meet the *BSN Essentials* according to class assignments
• Templates for Clinical and Academic Partners
Example of BSN Essential Mapped Across the RN-to-BSN Curriculum

<table>
<thead>
<tr>
<th>BSN Essentials</th>
<th>IOM Competencies</th>
<th>QSEN Competencies</th>
<th>Transition to Professional nursing</th>
<th>Nursing in a Genomics Era</th>
<th>Public Health in a Political Environment</th>
<th>Holistic Nursing</th>
<th>Collaborating for Effective Patient Outcomes</th>
<th>Leadership &amp; Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential V: Health Care Policy, Finance, and Regulatory Environments</td>
<td>Patient-centered care</td>
<td>Patient-centered care</td>
<td>Online discussion student’s</td>
<td>Reaction Paper: Third-party reimbursem</td>
<td>Public Health Reform (attend meeting of</td>
<td>Presentation on regulation of a selected CAMs</td>
<td>Complete IHI Module: QCV 101: Achieving Breakthrough Quality, Access, and Affordability</td>
<td>Capstone Project via immersion experience</td>
</tr>
<tr>
<td>Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.</td>
<td>Teamwork &amp; Collaboration</td>
<td>Teamwork &amp; Collaboration</td>
<td>individual practice experiences</td>
<td>reimbursement for genetic testing and</td>
<td>(attend meeting of policy group and write letter to local congressman)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>Safety</td>
<td>Quality Improvement</td>
<td>as they relate to BSN Essential</td>
<td>counseling</td>
<td></td>
<td></td>
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<tr>
<td>Evidence Based Practice</td>
<td>Evidence</td>
<td>Evidence Based Practice</td>
<td>V</td>
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<tr>
<td>Informatics</td>
<td>Informatics</td>
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</tbody>
</table>

Keister: Oct 17, 2013
### Example of KSA’s that meet the *BSN Essentials* according to class assignments

<table>
<thead>
<tr>
<th>BSN Essential</th>
<th>QSEN Competency</th>
<th>Course</th>
<th>Course Outcome</th>
<th>Learning Activity(ies)</th>
<th>Knowledge</th>
<th>Skill</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice.</td>
<td>Patient-centered care</td>
<td>Transition to Professional nursing</td>
<td>Apply theories and concepts from nursing and liberal education to provide holistic nursing care.</td>
<td>Patient Teaching Dialogue</td>
<td>Discuss principles of effective communication</td>
<td>Assess level of communication skill in encounter with patient</td>
<td>Values continuous improvement of own communication</td>
</tr>
<tr>
<td></td>
<td>Evidence Based Practice</td>
<td></td>
<td></td>
<td>Case Study</td>
<td>Describe reliable sources of locating evidence to support clinical practice</td>
<td>Locate evidence</td>
<td>Appreciate importance of reading current evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discussion Board</td>
<td>Value concept of EBP for clinical practice</td>
<td></td>
<td>Value concept of EBP for clinical practice</td>
</tr>
</tbody>
</table>
## Example of QSEN Competencies Gap Analysis with Clinical Partner

<table>
<thead>
<tr>
<th>QSEN Competency</th>
<th>Position Description</th>
<th>Employment Interview</th>
<th>Orientation</th>
<th>Employer Performance Evaluation</th>
<th>Clinical Ladder or Promotion Criteria</th>
<th>Exit Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient-Centered Care</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Safety</td>
<td></td>
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<td></td>
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<tr>
<td>Quality Improvement</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork &amp; Collaboration</td>
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<tr>
<td>Informatics</td>
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</tr>
<tr>
<td>Evidence Based Practice</td>
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</tbody>
</table>
Six Assumptions

1. Undergraduate QSEN competencies are appropriate for RN-to-BSN students and provide a foundation for expanding system level thinking (content and experiences).

2. Academic programs are vested in producing graduates with characteristics consistent with *BSN Essentials* outcomes.

3. Academic programs have clinical partners accomplished with or pursuant of *Magnet®* status or meet the American Association of Colleges of Nursing (AACN) *Hallmarks of Professional Nursing Practice Environment*. 
Six Assumptions cont’d

4. Faculty and school administration are committed to creating “safe and just cultures.”

5. Academic programs maintain quality based on professional standards for nursing specific to licensure, pre-requisite education, health requirements, the Commission on Collegiate Nursing Education (CCNE) certification, the AACN White Paper Expectations for Practice Experiences in the RN to Baccalaureate Curriculum (AACN, 2012) and National League of Nurses Nurse Educator Competencies

6. Online RN-to-BSN program design meets the AACN Alliance for Nursing Accreditation Statement on Distance Education Policies and employs current Quality Matters™ standards/rubrics.
### 8 Guiding Principles for Academic-Clinical Partnerships

**Table 3. The AACN-AONE eight guiding principles for academic-clinical partnerships**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Establish and sustain collaborative relationships</td>
</tr>
<tr>
<td>2</td>
<td>Ensure mutual respect and trust</td>
</tr>
<tr>
<td>3</td>
<td>Share knowledge</td>
</tr>
<tr>
<td>4</td>
<td>Maximize potential of RNs</td>
</tr>
<tr>
<td>5</td>
<td>Create sustainable and cost effective transition support</td>
</tr>
<tr>
<td>6</td>
<td>Recognize academic achievements</td>
</tr>
<tr>
<td>7</td>
<td>Redesign practice environments through nursing leadership</td>
</tr>
<tr>
<td>8</td>
<td>Collect and analyze workforce data</td>
</tr>
</tbody>
</table>
Plan-Do-Study-Act

Applying the PDSA Model

A
What are you trying to accomplish?
Ensure QSEN competencies are integrated throughout the RN-to-BSN curriculum.

I
What improvements do you expect?
All graduates of the RN-to-BSN Program demonstrate QSEN competencies.

M
How will you measure success?
Metrics to measure success will include:
- Student papers presentations
- Capstone projects
- Student graduation surveys
- Student presentations
- Employer surveys
- System Thinking Survey
The Cycle
Plan, Do, Study, Act

**Plan**
1. Establish team of QSEN Champions who will lead QSEN integration and faculty development.
2. Validate preliminary work assignments are completed.
3. Identify data to be collected and corresponding metrics.
4. Plan Lunch-n-Learn sessions to be presented over the course of the academic year.
5. Form faculty teams to construct the curriculum crosswalk.
6. Form academic-clinical partnerships.

**Do**
7. Construct a curriculum crosswalk of course titles, student outcomes, and course content with QSEN Competencies.
8. Collect data (examples of student assignment and projects, student graduation surveys, employer survey, system thinking scale).
9. Implement Lunch-n-Learn sessions (faculty surveys).

**Study**
10. Determine existence of gaps in QSEN competencies in the curriculum, faculty teaching, and academic-clinical partnerships. If no gaps exist, continue with step 19.
11. Identify specific competencies that need to be integrated in the curriculum.
12. Determine amount of time and resources required to complete Act step of the QSEN toolkit.
13. Determine need for new courses.

**Act**
14. Revise or re-design a program that meets needs of the consumers and partners, as appropriate (a) Make certain revisions have QSEN competencies integrated into the student outcomes (b) Draft new courses and/or eliminate dated courses or concepts.
15. Share curricular information with academic-clinical partners.
16. Take information from partners back to work group of innovators leading QSEN integration.
17. Once QSEN Champions, partners, and nurses are satisfied with changes, prepare a presentation for undergraduate curriculum committee approval.
18. Implement revised curriculum.
19. QSEN Champions monitor integration of QSEN competencies across the curriculum and clinical settings.
20. Continue faculty development through implementation of a Learn-n-Earn Program whereby Trio Teams present QSEN Modules.
Overcoming Fears

- Administrative support
- Faculty Buy-in
- Practical Solutions
- QSEN Consultants
Faculty Development

- Aim for NLN Nurse Educator Competencies
- On-line Teaching Certifications
Lunch-n-Learn Sessions

• **Year 1: Survey**
  – Faculty was unaware and not integrating QSEN in the classroom, clinical, or laboratory

• **Year 2: Follow-up survey**
  – Faculty were knowledgeable about QSEN
  – Integrating it into all areas of teaching
  – Despite the QSEN competences being more evident in the curriculum, all faculty are still not convinced

• **Year 3: Recommendations**
  – Continued Lunch-n-Learns
  – incentivized with CE credit
  – Gain more administrative support
<table>
<thead>
<tr>
<th>Variable</th>
<th>Year 1 (N=52)</th>
<th>Year 2 (N=41)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey waves</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Response rate</td>
<td>25% (n=13)</td>
<td>63% (n=26)</td>
</tr>
<tr>
<td>What does QSEN stand for?</td>
<td>46% (n=6)</td>
<td>84.6% (n=22)</td>
</tr>
<tr>
<td>List six QSEN Competencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patient-centered Care</td>
<td>23% (n=3)</td>
<td>31.8% (n=7)</td>
</tr>
<tr>
<td>Teamwork/Collaboration</td>
<td>23% (n=3)</td>
<td>27.2% (n=6)</td>
</tr>
<tr>
<td>Informatics</td>
<td>23% (n=3)</td>
<td>45.5% (n=10)</td>
</tr>
<tr>
<td>EBP</td>
<td>46% (n=6)</td>
<td>31.8% (n=7)</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>23% (n=3)</td>
<td>45.5% (n=10)</td>
</tr>
<tr>
<td>Safety</td>
<td>23% (n=6)</td>
<td>41% (n=9)</td>
</tr>
<tr>
<td>Address QSEN, didactic courses?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>23% (n=3)</td>
<td>77% (n=17)</td>
</tr>
<tr>
<td>No</td>
<td>77% (n=10)</td>
<td>.05% (n=1)</td>
</tr>
<tr>
<td>How address QSEN competencies in didactic courses?</td>
<td>SBAR &amp; CUS</td>
<td>Discussion boards, SBAR &amp; CUS, integrated in material, Video, EBP, Peds/OB, RNBSN program, safety</td>
</tr>
<tr>
<td>Address QSEN in clinical courses?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>30.7% (n=4)</td>
<td>68.1% (n=15)</td>
</tr>
<tr>
<td>No</td>
<td>69.2% (n=9)</td>
<td>31.8% (n=7)*</td>
</tr>
<tr>
<td>How address QSEN competencies in clinical courses?</td>
<td>SBAR &amp; CUS, medication error prevention</td>
<td>SBAR &amp; CUS, safety related to medication practices, car seat education, mother-baby care, clinical evaluation tool, lab objectives, simulation, teamwork</td>
</tr>
<tr>
<td>What two things would be helpful to more effectively incorporate QSEN competencies in our courses?</td>
<td>a. Nothing we can really do different; our students need to step up and get with what it means to be a professional nurse  b. I am not sure what QSEN is really all about; Offer faculty simulation training  c. Need to look at the website; Website offers a bunch of unrealistic ideas, but nothing I can do</td>
<td>a. Add CE to sessions, reminders; QSEN Bulletin Board with updates  b. How to suggestions; more education  c. Workload credit; Email blasts  d. Laminated card w/competencies; case studies  e. Have QSEN Champions facilitate implementation; Library of QSEN resources for faculty</td>
</tr>
</tbody>
</table>
Thank you!

QSENize your RN-BSN on-line curricula for more information contact ann.stalter@wright.edu