BACKGROUND

- Departmental Initiative
- Recognition of PMHN* Student’s Needs
- Course Coordinator’s Responsibility

*Psychiatric Mental Health Nursing
PURPOSE

To ensure the student’s clinical performance is measured by an evaluation that contains QSEN* competencies within PMHN behavioral parameters.

*http://www.qsen.org/
METHODS

- Awarded FPB Internal Grant
- PMHN_QSEN Workshop
  - Participants
  - Content
    - Summary of QSEN Competencies
    - Quality & Safety Issues in the Community
    - Blend PMHN Behaviors with QSEN Competencies*
### BEHAVIORS VERSUS COMPETENCIES

**BEHAVIORS**
- Nursing Process
- Knowledge Application
- Safety and Standards
- Therapeutic Communications
- Professional Attitudes and Behaviors

**COMPETENCIES**
- Patient-Centered Care
- Teamwork/Collaboration
- Evidence-based Practice
- Quality Improvement
- Safety
- Informatics

**Outcome** ➔ Integrate Evaluation Behaviors & QSEN Competencies
STEPS OF INTEGRATION

1. Each Instructor suggested what was missing in evaluation related to one’s assigned QSEN competency
2. All discussed those missing QSEN competencies
3. Two groups (3 Competencies each) discussed how to integrate the missing QSEN competencies
4. All agreed on how to integrate the missing QSEN competencies into the PMHN evaluation
5. New evaluation was given a final review before implementation in Spring 2010
1. There are FIVE skills that you are evaluated on. Please name as many as you can.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. How would you improve your evaluation tool?

________________________________________________________________________

(Use back of this page if necessary)

2. What do the letters in QSEN mean?

________________________________________________________________________

3. Have you served as a QSEN competencies in this course or any other course(s)?
   □ No
   □ This course
   □ Other courses If so, please list the course(s).

________________________________________________________________________

4. Did you ever talked about the QSEN competencies with your students in the clinical area.
   □ No
   □ Yes, please comment

________________________________________________________________________

(Use back of this page if necessary)

4. Had you heard about quality improvement projects on the psychiatric unit(s) you were on this semester?
   □ No
   □ Yes If yes, please list their names or themes.

________________________________________________________________________

________________________________________________________________________
EVALUATION OF SKILLS

n = 57 Students

- Nursing Process: 12
- Safety/Standards: 10
- Knowledge Application: 3
- Communications: 3
- Professionalism: 2
- None: 3

Data collected from 57 students.
WHAT DOES QSEN MEAN?

n = 57 Students

- Q: 10
- S: 7
- E: 4
- Didn't know: 33
- "Not A Clue": 5
- Wild Guesses: 2
- No Answer: 0
TALKED WITH STUDENTS ABOUT QSEN

n = 57 Students

- 49: No
- 3: This course
- 5: Other Courses
- 0: No Answer

n = 57 Students
QUALITY IMPROVEMENT PROJECTS

n = 57 Students

- No
- Yes (see bullets below)
- No Answer

- Standardized Assessment
- Sharps Control
- Improving Patient Interaction
- Improving Medication Compliance
- Better communication between patient and nurse
- Taking the patients outside
- Improvement of care of LGBT Patients
EVALUATION OF SKILLS

n = 4 Instructors

- Nursing Process: 3
- Safety/Standards: 1
- Knowledge Application: 3
- Communications: 3
- Professionalism: 2
- Skills (deleted): 2

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IMPROVEMENT OF TOOL

n = 4 Instructors

- 1: Unanswered
- 1: Sufficient
- 1: Not discriminatory enough
- 1: Too many expectations
WHAT DOES QSEN MEAN?

n = 4 Instructors

- 1 instructor provided All Correct answers
- 1 instructor provided Q & S answers
- 2 instructors provided No Answer
TALKED WITH STUDENTS ABOUT QSEN

n = 4 Instructors

Safety: 2
Too vague to quantify: 1
No: 1
QUALITY IMPROVEMENT PROJECTS

n = 4 Instructors

- 2 Seclusion/Restraints
- 1 Handwashing
- 1 No
CONCLUSION

We’ve got a lot of work to do
NEXT PHASE

- Clinical Faculty Education Retreat
- Didactic Integration of QSEN
- Review evaluation tool with students 2-3 times over semester
- Add self evaluation tool for student
- Application to clinical practice
References


Journal on Quality Improvement, 19 (10), 424 - 445


*Plus the special issue: Quality and Safety Education of Nursing Outlook, 2007, 55(3), 117-162
Q & A