Incorporating QSEN competencies into a Nursing Administration curriculum

Rebecca Miltner, PhD, RNC, NEA-BC
Fellow, VA National Quality Scholars Program
Adjunct Assistant Professor

Patricia Patrician, PhD, RN, FAAN
Associate Professor and Banton Endowed Professor

Angela Jukkula, PhD, RN, CNL, CNE
Assistant Professor

Kathleen Ladner, PhD, RN, FACHE
Visiting Assistant Professor
A Need to Change

- Changing healthcare environment
- Non-competitive program
- Stakeholder concerns
- Newly defined leadership competencies
An Opportunity to Transform a Leadership Curriculum

- Evidence increasingly suggests that leadership and organizational culture are key to successfully implementing and sustaining quality improvements.

- Nursing Administration program needed to be aligned with new MSN essentials, AONE Nurse Executive Competencies and QSEN Competencies.

- Faculty with extensive executive experience and passionate about leadership development and improving the quality of care.
Goals

• Build capacity to develop the next generation of nurse leaders in Alabama and the Southeast
• Improve our partnerships with healthcare organizations in the region
• Develop opportunities for faculty practice and consultation
• Develop opportunities for scholarship activities with our practice partners
QSEN Competencies

- Patient Centered Care
- Teamwork & Collaboration
- Evidence Based Practice
- Quality Improvement
- Safety
- Informatics
The Practice Challenge

QSEN is beginning to get embedded into undergraduate and graduate curriculum...but most nurses are not in school.

How do we build a work environment in the practice setting to support development and integration of these competencies to improve quality of care?
Leadership is key to creating and sustaining the change needed to improve quality and safety in healthcare organizations.
Core Courses:
- Research for Evidence Based Practice (4 credits)
- Professional Role Development for Advanced Nursing Practice (3 credits)

Support Courses:
- Nursing Informatics (3 credits)
- Nursing Financial Management (3 credits)
- Nursing Financial Management Practicum (3 credits/135 hours)
- Human Resource Management (3 credits)
NHSA Curriculum

Advanced Nursing Practice Courses:

- Advanced Quality and Patient Safety (3 credits)
- Advanced Quality and Patient Safety Practicum (3 credits/135 hours)
- Nursing and Health Systems Administration I (2 credits)
- Nursing and Health Systems Administration Practicum I (2 credits/90 hours)
- Nursing and Health Systems Administration II (2 credits)
- Nursing and Health Systems Administration II Practicum (3 credits/135 hours)
# Mapping the Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Masters Essentials</th>
<th>AONE Competencies</th>
<th>QSEN Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td>Essential II Organizational and Systems Leadership Leadership Objectives 3 &amp; 5</td>
<td>I. Communication</td>
<td>Teamwork and Collaboration</td>
</tr>
<tr>
<td></td>
<td>Essential VI Health Policy and Advocacy Objective 1-5</td>
<td>a. Effective communication</td>
<td>a. Self awareness</td>
</tr>
<tr>
<td></td>
<td>Essential VII Interprofessional Collaboration Objectives 1-6</td>
<td>b. Relationship management</td>
<td>b. Team roles and accountability</td>
</tr>
<tr>
<td></td>
<td>Essential IX Master’s Level Nursing Practice Objectives 5, 8-11, 14-15</td>
<td>d. Ability to work with diversity</td>
<td>c. Effective health care teams</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>d. Communication styles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>V. Business Skills</td>
<td>Safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. HR management</td>
<td>d. Prevention of workplace violence/hostile work environment</td>
</tr>
<tr>
<td>Course</td>
<td>Masters Essentials</td>
<td>AONE Competencies</td>
<td>QSEN Competencies</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Finance</td>
<td>Essential II Organizational and Systems Leadership Objectives 3 &amp; 5</td>
<td>II. Knowledge of the Health Care Environment</td>
<td>Teamwork and Collaboration</td>
</tr>
<tr>
<td></td>
<td>Essential VI</td>
<td>c. Healthcare Economics</td>
<td>a. Self awareness</td>
</tr>
<tr>
<td></td>
<td>Health Policy and Advocacy Objective 1-5</td>
<td>d. Healthcare Policy</td>
<td>b. Team roles and accountability</td>
</tr>
<tr>
<td></td>
<td>Essential VII</td>
<td></td>
<td>c. Effective health care teams</td>
</tr>
<tr>
<td></td>
<td>Interprofessional Collaboration Objectives 1-6</td>
<td>V. Business Skills</td>
<td>d. Communication styles</td>
</tr>
<tr>
<td></td>
<td>Essential IX Master’s Level Nursing Practice Objectives 5, 8-11, 14-15</td>
<td></td>
<td>e. Impact of team function on quality</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>f. System barriers and facilitators</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quality Improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>c. Data sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>d. Variation</td>
</tr>
</tbody>
</table>
### Mapping the Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Masters Essentials</th>
<th>AONE Competencies</th>
<th>QSEN Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>(continued)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Informatics**
- a. Information systems in clinical care
- b. Clinical records
- c. Taxonomies and terminologies

**Evidence Based Practice**
- b. Search strategies
Advanced Quality and Patient Safety Course Objectives

• Evaluate leading theories, schools of thought and quality improvement models in healthcare.
• Analyze regulatory guidelines, standards and risk management concepts for healthcare organizations.
• Evaluate effectiveness of patient safety models and initiatives.
• Examine effective use of information and data to support key organizational processes.
• Assess outcomes measurement and quality indicators specific to nursing.
• Utilize specific Institute of Medicine concepts, aims and strategies for improving quality.
Advanced Quality and Patient Safety Practicum Objectives

• Apply systems thinking to a health care quality issue or problem.
• Select and apply appropriate quality/problem solving tools for each step in the quality improvement process.
• Assess the patient safety climate in an organization.
• Propose a root cause analysis (RCA), a Failure Mode Effects Analysis (FMEA), or Quality Improvement (QI) project based upon a patient care problem in a clinical agency.
Transformational thinking about quality and patient safety in healthcare organizations is driven by leadership.
Questions?

Contact Information:
Suzie Miltner
smiltner@uab.edu