Integrating the QSEN Competencies in a Concept Based Curriculum: A Work in Progress

Claire P. Donaghy, PhD, CCRN, ACNP BC, CNE
Associate Professor, William Paterson University
- Concept-based curriculum was instituted in 2008
- Upper Division Curriculum (UDC)
- First class of concept-based curriculum graduated May 22, 2012
Concept-based Curriculum

- Semester 1: Assessment & Critical Thinking
- Semester 2: Health Concepts
- Semester 3: Leadership
- Semester 4: Public Health
Leadership Seminar Scenarios consist of acute health problems in pediatric and adult hospitalized patients.

Nursing Practice III Clinical consists of 8 weeks of inpatient pediatrics and 8 weeks of inpatient adult medical–surgical.

Nursing Leadership Lecture focuses on the delivery of care, team building, and organizational systems.

Healthcare Economics is also taken this semester.
QSEN Competencies

- Patient-centered Care
- Teamwork & Collaboration
- Evidence-based Practice
- Quality Improvement
- Safety
- Informatics
QSEN Competencies

- Knowledge
- Skills
- Attitudes
Leadership Seminar

- Faculty developed clinical scenarios are the basis for the seminar
- Students are assigned to groups of 4
- There are four parts to seminar:
Leadership Seminar

- Presenting Group (group assigned Part A) receives scenario two weeks prior to presentation date.
- The Audience Groups (rest of class) receives scenario one week prior to class.
- Part A: Presenting group has 50 minutes to present during class.
Using a PowerPoint Presentation the Presenter Group discusses:

- Health Problems in scenario
  - Etiology
  - Incidence
  - Pathophysiology
Leadership Seminar Part A cont’d

- Presentation of Patients in Scenario in Prioritized Acuity Order
- Rationale for prioritization
- Inclusion of and accurate portrayal of key diagnostic studies reflecting acute phase of illness
Proposed inpatient collaborative management and nursing therapeutics

Rationales/evidence (use of Guidelines or Research)

Illustrate QSEN competencies and TJC Patient Safety Goals being met

Address developmental, economic, sociocultural considerations
Leadership Seminar A cont’d

- Audience groups (other three groups not presenting Part A) receive scenario one week prior to class
Leadership Seminar

- Following Part A the Audience Groups are given 30 minutes of classtime to complete Parts B and C for presentation
Leadership Seminar Part B

Each group presents Parts B & C together

- Identify priorities of nursing care for all patients in the scenario
- Patient data and assessments needed first
- Rationales (citing source)
Leadership Seminar Part B cont’d

- Nursing activities for the shift
- Delegation by level of personnel
- Rationales
Leaderhip Seminar Part C

Audience Groups are assigned a patient from the scenario:

- Focuses on the Discharge Plan and Multidisciplinary Care
- Identify probable discharge date and place
- Two expected outcomes
- Referrals in prioritized order and expected goals for referrals
- Preventive strategies
- Potential barriers to meeting outcomes
Leadership Seminar Part D

- Primary Prevention paper on a health problem from first group presentation.
QSEN in the Curriculum is

- Both overt Part A and covert or subtle.

- By including QSEN and TJC in the grading rubric students are guided to use these resources in preparation and presentation.

- The activities in the seminar also provide numerous opportunities for integration of the KSA of the competencies of...
- Patient-centered care
- Teamwork & collaboration
- Evidenced-Based Practice
- Quality Improvement
- Safety
- Informatics