An Evidence Base for using Reflection to Teach the QSEN Competencies: Making Sense of Practice

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Objectives

- Identify the evidence base from the QSEN Project for application of reflection in practice improvements
- Describe application of reflection for teaching the QSEN quality and safety competencies
What expectations do you have about handling situations in your work?

- Quality and safety are about creating organizational excellence:
  - Building
    - emotional intelligence,
    - self awareness, and
    - self assessment
A Reflection to begin this class:

- Why am I in this session?
- What choices did I have to make to be here?
- What do I expect that I can take with me?
- What am I willing to invest?
Reflection: Using self to create change

- In-puts: Events of significance
- Throughputs: Examining the meaning
  - Reflection
  - Appreciative Inquiry
    - Mindfulness
    - Engagement
- Outputs: Emotional Intelligence
Emotional intelligence

- Ability to monitor feelings and emotions, to discriminate among them, and use the information to guide one’s thinking and actions.

- Leadership is about relationships

- Relationships are about emotional intelligence

- Who we are is who bring to our work.
Leadership is first about “self”

- How we respond to events shapes our relationships with co-workers.

- Engaging in critical reflection helps uncover meaning within what happened.

- Consider all viewpoints helps integrate context to change perspective.

- Act from one’s internal compass of what is right.
Consciousness of context

Consciousness of self

Building EQ

Consciousness of others

Reflection
Appreciative Inquiry
Reflection asks critical questions

- Critically consider beliefs or knowledge: Do we have the courage to ask challenging questions?
- Raise awareness about what we do to make better choices in the future.
- Monitor reactions for intentional, conscious, deliberate actions.
Reflection helps fit the puzzle together to make sense of experience and knowledge.

Helps improve performance and move to professional maturity.
How can reflection help improve quality and safety?

A Culture of Quality and Safety

- Open to change
- Encourages asking questions to build evidence based standards and interventions
- Investigates outcomes and critical incidents from a system perspective
- Learn from experience to create change.
Welcome to QSEN, a comprehensive resource for quality and safety education for nurses! Faculty members worldwide are working to help new health professionals gain the knowledge, skills, and attitudes to continuously improve the health care systems in which they work. This website is a place to learn and share ideas about educational strategies that promote quality and safety competency development in nursing.

Faculty Development

Faculty resources on this website include annotated bibliographies and teaching strategies submitted by faculty like you who are attempting to help students develop the knowledge, skills and attitudes essential to the development of quality and safety competencies. Faculty from 15 nursing schools participated in the QSEN Learning Collaborative in Phase II. You can view a list of our pilot schools here.

We invite you to use this website to share with other nursing educators your ideas for improving quality and safety education for nurses. To upload a teaching strategy, please click here.

...To transform nurse identity to include quality and safety as a core part of what we do...
Nurses’ Role in Quality and Safety

- Quality and Safety Education for Nurses (QSEN)
  - www.qsen.org (funded by RWJ)

- Redefining competencies (knowledge, skills and attitudes) needed by nurses to work in redesigned health care systems (IOM, 2004)

- Adopted by nursing education credentialing and licensing agencies including NCLEX
To focus on quality

All health professionals should be educated to deliver patient-centered care as members of interdisciplinary teams, emphasizing evidence-based practice, quality improvement, [safety], and informatics.

Committee on Health Professions Education
Institute of Medicine (2003)
**Patient Centered Care:**

<table>
<thead>
<tr>
<th>Define: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.</th>
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</thead>
<tbody>
<tr>
<td><strong>Outcome:</strong> Applies knowledge of patient values and preferences in caring for patient and with others on the care team</td>
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## Teamwork and collaboration:

<table>
<thead>
<tr>
<th>Define:</th>
<th>Outcome:</th>
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</table>
| Function effectively in nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care | • Use personal strengths to foster effective team functioning  
• Integrate quality and safety science in effectively communicating across diverse team members  
• Include patient and family as members of the health care team |
Evidence Based Practice

Define:
Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care

Outcome:
- Practices from a spirit of inquiry. Nursing care standards are based on evidence.
- Applies technology to investigate latest evidence to determine best care approaches and clarify care decisions.
## Quality improvement:

<table>
<thead>
<tr>
<th>Define</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems</td>
<td>Quality improvement integrated into nursing role and identity</td>
</tr>
<tr>
<td>Uses quality tools, evidence, patient preferences, and benchmark data to assess current practice and design continuous quality improvements</td>
<td></td>
</tr>
<tr>
<td>Define:</td>
<td>Outcome:</td>
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<tr>
<td>Minimize risk of harm to patients and providers through both system effectiveness and individual performance</td>
<td>Constantly asks, what about my actions are at risk for the patient? Where is the next error likely to occur? What actions can I take to prevent near misses?</td>
</tr>
<tr>
<td>Informatics:</td>
<td></td>
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<td>-------------</td>
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</tr>
<tr>
<td><strong>Define:</strong></td>
<td></td>
</tr>
<tr>
<td>Use information and technology to communicate, manage knowledge, mitigate error, and support decision making</td>
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| **Outcome:** |
| Uses technology to improve and manage care. |
Lecture alone will not create the behavior change required.

What are embedded assumptions in nursing education that drive curriculum, student learning experiences, and the way we teach?
Integration through a variety of curricular approaches will yield more effective long term change.

Thread through nursing and interprofessional courses: class, simulation/skills lab, clinical learning.

Questions

Narrative pedagogies

Unfolding case studies

Web Modules

PBL

Papers

Readings

Case Studies

Reflective practice
Goal: Engage prelicensure faculty members in developing and testing teaching strategies for the QSEN competencies

- The 15 schools selected represented multiple entry types and worked with practice partners
- New approaches to fundamentals, classroom, skills and clinical teaching.
Reflective model

- Describe what happened
- Examine feelings
- Evaluate positive and negative of the event
- Analyze to determine sense-making
- Ask what else could you have done?
- Set action plan for future occurrences

# Model of reflection to develop practice

*(Freshwater, 1998)*

<table>
<thead>
<tr>
<th>Level of reflection</th>
<th>Model of reflection</th>
<th>Stage of development</th>
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<tbody>
<tr>
<td>Descriptive</td>
<td>Reflective journals, reporting incidents, reflection-on-action</td>
<td>Practice becomes conscious</td>
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<tr>
<td>Dialogic</td>
<td>Discourse with peers in various arenas including clinical supervision</td>
<td>Practice becomes deliberative</td>
</tr>
<tr>
<td>Critical</td>
<td>Able to provide reasoning for actions by engaging in critical conversations about practice with self, others</td>
<td>Transformative practice, practice improvement, move to innovation</td>
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Reflection: expression of expectations, perceptions and feelings of an experience represented by evidence from 3 R’s.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Domain</th>
<th>Cite Example</th>
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<tbody>
<tr>
<td>Reaction</td>
<td>Affective Domain: examine the evidence examine how you feel</td>
<td></td>
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<tr>
<td>Relevance</td>
<td>Cognitive domain: how is the evidence related? add your own understanding give alternative views</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>Psychomotor domain how is the knowledge used? clarify remaining questions</td>
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Work place culture

- Culture is built from the connection of consequences with behavior, what is valued and rewarded.

- Organizational culture influences safety
An organization’s success is linked with the emotional intelligence of its leaders: Goleman.

- Intellect and cognitive skills are drivers of outstanding performance, but the most important skill is emotional intelligence.

- Major difference of star performers from average performers is the ability to work with people, to connect, understand, and lead them.
AI is a reflective process that allows participants to own their world by sharing what works.

- Clarify what is desired
- Ask for what is wanted
- Listen to what is attained
- Recycle to maintain goals
Why Reflection?

- Critically consider what we believe, know, and value to increase awareness about our actions so we make better choices in the future and

- Increase accountability and move towards maturity.

- Monitor reactions to be more intentional, conscious, deliberate in responding to others.

- Learn from experience.
The potential for reflection to create change

- How can reflection shape our mental models about our work?
- What are ways for reflection to improve interactions with others?
- How can we use shared mental models to change practice or shape the work environment?
nurses develop insights to take more appropriate action in the future.
“It means thinking about your practice, about your relationship with others and about the way you feel about performing certain tasks. Really in a sense it is becoming more self-aware of your own practice.”

P. 87, Reflection in Experiential Learning.
A Science of practice

- Professional development that is based on reflexive methods or knowledge does not lack theory or evidence.

- Rather it is based on evidence and theoretical knowledge.....reflection brings theory to practice when one reflects on an experience in light of what one knows or needs to know.
Reflection to build emotional intelligence

- **self-awareness:** assess capabilities to act based on values and goals.
- **self regulation:** allow control of emotional reactions for a focused composed response under pressure.
- **self motivated:** strive for excellence, working for a larger mission beyond money or status.
- **empathy:** fosters respect, understanding, and sensitivity for others’ point of view
- **trust:** building relationships; managing conflict. Goleman
Reflection for the end of the day to improve quality and safety

- When today were you unsure of what to do?
- How did you feel?
- What steps did you take to be able to make an informed decision?
- What were safety issues?
- What would you do differently in the future?
Reflecting: AI to build EQ

- What do you value most about the work you do (or can do)?
- What do you value most about the contributions you make?
- What are the core values and best practices that define your work?
- What are three things that you commit to in order to improve patient safety?
Building EQ: Reflective Writing

- Building self motivation
- Learning to write or **writing to learn**?
  - purposeful writing to order thoughts and connect ideas
  - creates a record

- Each Day: Write for one minute on the most important lessons you learned today. How can it help you?
Building EQ

- On a scale of 1 (lowest) to 10 (highest) rate yourself with how authentic you view yourself.
- What does it mean to be transparent in word and deed?
- How is this applied to safety?
- How do you respond to change?
- How can a high level of EQ help manage change?
EQ to build teams

- What are exemplars of satisfying work experiences?
  - Describe the event.
  - Personal growth perspective: what about the event made me feel worthwhile?
  - Civic engagement: How did others respond?
  - Professional knowledge: What about the event can I adopt as usual behaviors or attitudes?
  - How was this different from other events?
  - What can I apply in the future?
Engaging with others

- What kind of people do you find challenging to work with?
- What happens when you are around them?
- How can you apply EQ?
- When are you blinded by your frustration with a situation?
- How does EQ contribute to teamwork behaviors?
Managing Conflict

- How do you usually manage conflict?
- How do you apply EQ when faced with one of your hot button issues?
- How do you react when someone around you loses control?
- How does losing control impact leadership capacity?
Daily Reflections to integrate learning

- Write for one minute to summarize your participation in the session today; describe your feeling as you leave.
  - Consider how you felt during discussions.
  - What lessons did you learn?
  - What can you take home?
  - What behavior will you change?
Log in with your name and email to access.

View the videos of the Lewis Blackmon story as told by his mother Helen Haskell.

Write one page on each video on how you respond to the messages from Lewis’s mother.
Additional References

