Curriculum Revision: Transitioning to a Concept-Based Curriculum and Incorporating QSEN into the Process

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Describe methods for incorporating QSEN into a concept-based curriculum.
Curriculum Revision

Reasons:

- Program Trends
- Health Care Changes
- Technology Advances
- Knowledge Explosion
- Content Saturation/
- Duplication
Factors Impacting Nursing Education

- NLN Position Statements
- Institute of Medicine (IOM)
- Quality and Safety Education for Nurses (QSEN)
- Joint Commission
- Accreditation Regulations/Guidelines
- Pedagogy
NLN-ADN Core Components/Competencies and QSEN Competencies

- Collaboration
- Decision Making
- Evidence Based
- Safety
- Quality
- Communication
- Caring and Patient Centeredness

- Collaboration/Team Work
- Evidence Based Practice
- Safety
- Quality Improvement
- Informatics
- Patient Centeredness
Curriculum Development and QSEN

- Nursing Philosophy
- Nursing Program Outcomes
- Organizing Framework
- Course Descriptions
- Course Outcomes
Concept-Based

- Manages Content Saturation
- Fosters Critical Thinking
- Facilitates Content Connection

“Concepts provide the organizational framework and structure for the curriculum and are the foci within courses.” (Giddens & Brady, 2007).
Requires Active Engagement
Promotes Deeper Thinking
Supports Life-long Learning

“Great teachers maximize the opportunities for students to learn, but even the greatest teachers cannot guarantee learning. The final outcome of what is learned in any course will always be the students’ responsibility.” (Doyle, 2008).
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Nursing Conceptual Framework
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Incorporating QSEN into the Process

Concept: Collaboration

Exemplar: Interdisciplinary Team

Course Outcome: Contribute as a member of the health care team to provide holistic patient care.

Learner Outcome: Describe own strengths and limitations in functioning as a member of the health care team. (QSEN, KSA)

Learning Activity: Meet the Team, interaction between student body and Health Care Providers
Concept: Collaboration
Exemplar: Interdisciplinary Team
Description/Definition: Introduction to the concept of collaboration with definition

Learner Outcomes:
1) Identify members of the interdisciplinary team.
2) Describe the roles of the members of the team.
3) Describe own strengths and limitations in functioning as a member of the health care team. (QSEN)

Learning Activities: Meet the Team – panel discussion and student interaction with the interdisciplinary team members

Evaluation/Assessment of Learning:
Reflective journaling on self performance
Simulation scenario
Unit test and comprehensive examination
Concept: Safety

Exemplar: National Patient Safety Goals

Description/Definition: Introduction to the concept of safety-utilizing the QSEN definition.

Learner Outcomes:
1) Gain an appreciation of patient injuries related to safety breaches.
2) Describe factors that create a culture of safety (QSEN).
3) Identify environmental safety risks for patients and health care workers including the nurse.

Learning Activities:
- Concept Based Learning Activity (CBLA) (Nielsen, 2009)
- Safety survey: environmental scanning and patient review

Evaluation/Assessment of Learning: Post clinical debriefing
Concept: Informatics
Exemplar: Point of Care
Description/Definition: Development of the concept of informatics
Learner Outcomes:
1) Utilize informatics to support quality patient care and decision making.
2) Provide examples of how technology and information management are related to quality and safety of patient care, linking the concept of informatics to the concept of safety (QSEN).

Learning Activities:
CBLA: Access institutional intranet: Joint Commission “do not use” abbreviation list & Medication Reconciliation sheet.
Simulation scenario

Evaluation/Assessment of Learning: Medication audit review Clinical performance
Implications: Future Research

- What tools are needed to measure student acquisition of QSEN competencies?

- How can the performance of a graduate exposed to the QSEN competencies be measured in relation to positive patient outcomes?

- How will the inclusion of QSEN competencies affect the implementation of the clinical experiences?


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