

QSEN Corner: **Maintaining Momentum**

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Creating the Plan



Support from above....

From: Beischel, Kelly
Sent: Friday, March 25, 2011 2:31 PM
To: Schmidt, Susan
Subject: QSEN

Sue,

Debbie and I are excited about what we **learned at the QSEN faculty institute** and are **more committed** to this **endeavor** than ever. We are **thankful** that **you are committed** to this as well. It became very apparent at the conference that **we will need your support** as we work **to infuse the 6 QSEN competencies** into our **curriculum**. As you know, we were given the challenge of teaching our faculty about QSEN, the competencies, and how to infuse the competencies into the BSN curriculum. So, **as a first step**, we plan to share the salient points learned at the institute and discuss next steps at the BSN curriculum committee meeting at 10 am on 4/1. We were **brainstorming on the drive home** about **offering a CE event** that would include the adjunct faculty since they are such an integral part of the team and ultimately the success of the program. In any event, **we just wanted to keep you abreast with our ideas.**

Thanks,
Kelly



CHANGE WAY

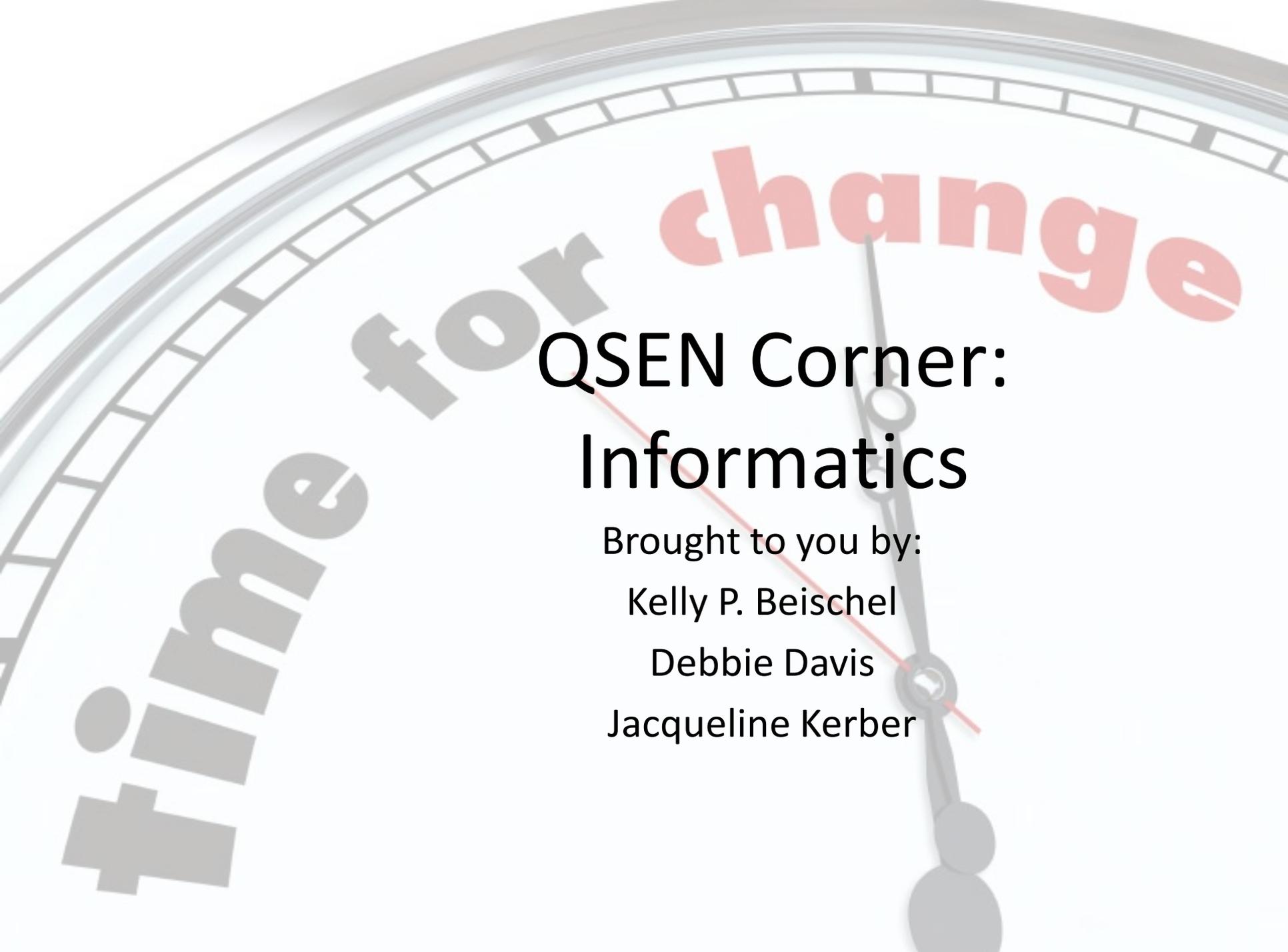
**HOPE
AVE**

Gaining
Momentum



Maintaining
Momentum





QSEN Corner: Informatics

Brought to you by:

Kelly P. Beischel

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Definition

Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

www.qsen.org



What's New in QSEN?

- **Kelly, Debbie** and **Jacqueline** have been accepted to present a poster and a paper presentation at the QSEN National Forum. We will be presenting the development of the QSEN Corner and the processes we have used to initiate the QSEN movement in our school. We are excited to showcase Xavier University, School of Nursing's commitment to QSEN at a National conference.
- **Kelly** and **Debbie** have submitted their NURS 372 Scholarly Paper assignment as a QSEN website teaching strategy.
- **Judi Godsey** will be leading the Graduate Informatics Concentration beginning the 2012-2013 school year.
- **Check out Learning Module Sixteen: Preparing Students to Think Through the Complexities of Practice in Post-Clinical Conferences at qsen.org.** This module provides an overview of Cognitive Task Analysis and how this approach can be used as a strategy to help students think through the complexities of practice in post-clinical conferences.

I wonder if this could be used for case study post-discussion too....



Ideas for Incorporating QSEN

- [Cibulka,N. J., Crane-Wider,L. \(2011\). Introducing personal digital assistants to enhance nursing education in undergraduate and graduate nursing programs. *The Journal of Nursing Education*, 50 \(2\), 115-118.](#)
- This article describes how a school of nursing implemented an innovative program to introduce personal digital assistants to undergraduate and graduate nursing students. Undergraduate students studying pharmacology and nurse practitioner graduate students in an adult health course were asked to purchase a personal digital assistant privately or through the university bookstore. Faculty selected an appropriate software package. After students were oriented to the hardware and software package, innovative teaching strategies were implemented to help guide students to use their mobile devices to access clinically relevant information. Student feedback about this experience was positive. The most important elements for successful adoption of personal digital assistants are to provide training for both faculty and students, and to develop learning opportunities using the technology. Use of mobile technologies is an important competency that will improve the quality of nursing practice and therefore should be included in nursing curricula. (Source: PubMed)
- Want to learn more about how innovations in health information technology has changed work with nursing students in classroom, clinical and lab settings?
 - See **Learning Module Four** on the qsen.org website under Faculty Resources.



Ideas for Incorporating QSEN

[Flood,L. S., Gasiewicz,N., Delpier,T. \(2010\). Integrating information literacy across a BSN curriculum. *Journal of Nursing Education*, 49 \(2\), 101-104.](#)

Although research regarding effective informatics teaching strategies is sparse and informatics competencies have not yet been finalized, nurse educators have been challenged to include informatics throughout the curriculum. Nurse educators are confronted with how best to incorporate informatics into an already burgeoning curriculum. **This article offers a systematic approach to incorporating information literacy**, a vital component of informatics, **across a baccalaureate of science in nursing curriculum**. Motivated by the Institute of Medicine report, guided by the initial Technology Informatics Guiding Education Reform competency framework, and using the specific Quality and Safety Education for Nurses informatics competencies, the proposed integrated approach emphasizes clinical applications. The five assignments are designed to incrementally increase students' abilities to recognize the need for information (i.e., knowledge); advance students' abilities to locate, evaluate, and use information (i.e., skills); and foster a positive appreciation for information literacy (i.e., attitudes) when planning safe, effective patient care. (Source: PubMed)

****Sounds like a plan!**

- Incorporate the **PYXIS** into simulations.
- Incorporate the use of **EMR** into simulations and clinical labs.
- Role play **medication reconciliation**



Faculty Innovations

- **Ways of Knowing** faculty incorporate the clinical application of computerized charts into their course. Students are introduced to Nurse Squared.
- Faculty in **Ways of Knowing** also begin facilitating the art of information literacy when they introduce students to the library system at XU and Marcia Poggione conducts multiple classes related to using databases to find literature.
- Faculty in **Nursing Therapeutics I** foster student information literacy by requiring students to write a scholarly paper concerning a QSEN competency.
- Students are using Nurse Squared and the Pyxis MedStation in **NURS 361**.
- The use of the Pyxis MedStation has been incorporated into High-fidelity simulations in **NURS 373** and **NURS 498**.
- All **Juniors and MIDAS students** are learning how to use data gathered through the EHR to improve patient care through their review of the nursing care plan, discharge documents, medication reconciliation and result reviews.
- Students in **NURS 372** and **NURS 498** are required to use their computer and information literacy skills to locate high quality information sources for their scholarly paper.



QSEN Quiz

1. Which of the following learning modules under Faculty Resources on the www.qsen.org website would be a valuable resource for faculty looking to infuse informatics into a course?
 - A. Modules Two and Three
 - B. Modules Four and Seven
 - C. Modules Eight and Ten
 - D. Modules One and Six



QSEN Quiz

2. Nurses and other health care providers need to have access to up-to-the minute, real time information about a patient to provide necessary and appropriate care. Which of the following types of records would be best to use?
- A. Electronic Health Record (EHR)
 - B. Paper chart
 - C. Electronic Medical Record (EMR)
 - D. Progress notes

www.qsen.org



QSEN Quiz

3. Which of the following is not a possible technology solution to decrease errors?
- A. Computerized Provider Order Entering (CPOE)
 - B. Bar codes
 - C. Automated medication cabinet (Pyxis)
 - D. Enhancing features of IV infusion pumps (Smart Pumps)
 - E. Verbal I-SBAR -R



Reflection Ideas

- After reading the QSEN Corner and exploring the various ideas presented here, consider how this material is relevant to your courses.

Thoughts to consider:

- How might you create ways to foster information literacy in your courses?
- How might you emphasize the importance of information literacy to your students?
- How will you assess whether your teaching practices were successful?

** Please let us know of **any** projects or teaching strategies that you are using to develop QSEN competencies in your courses!

** Coming up in April: Teamwork and Collaboration.



Thought for the Month:

Perseverance is the **key**.

The bad guys can't win forever.

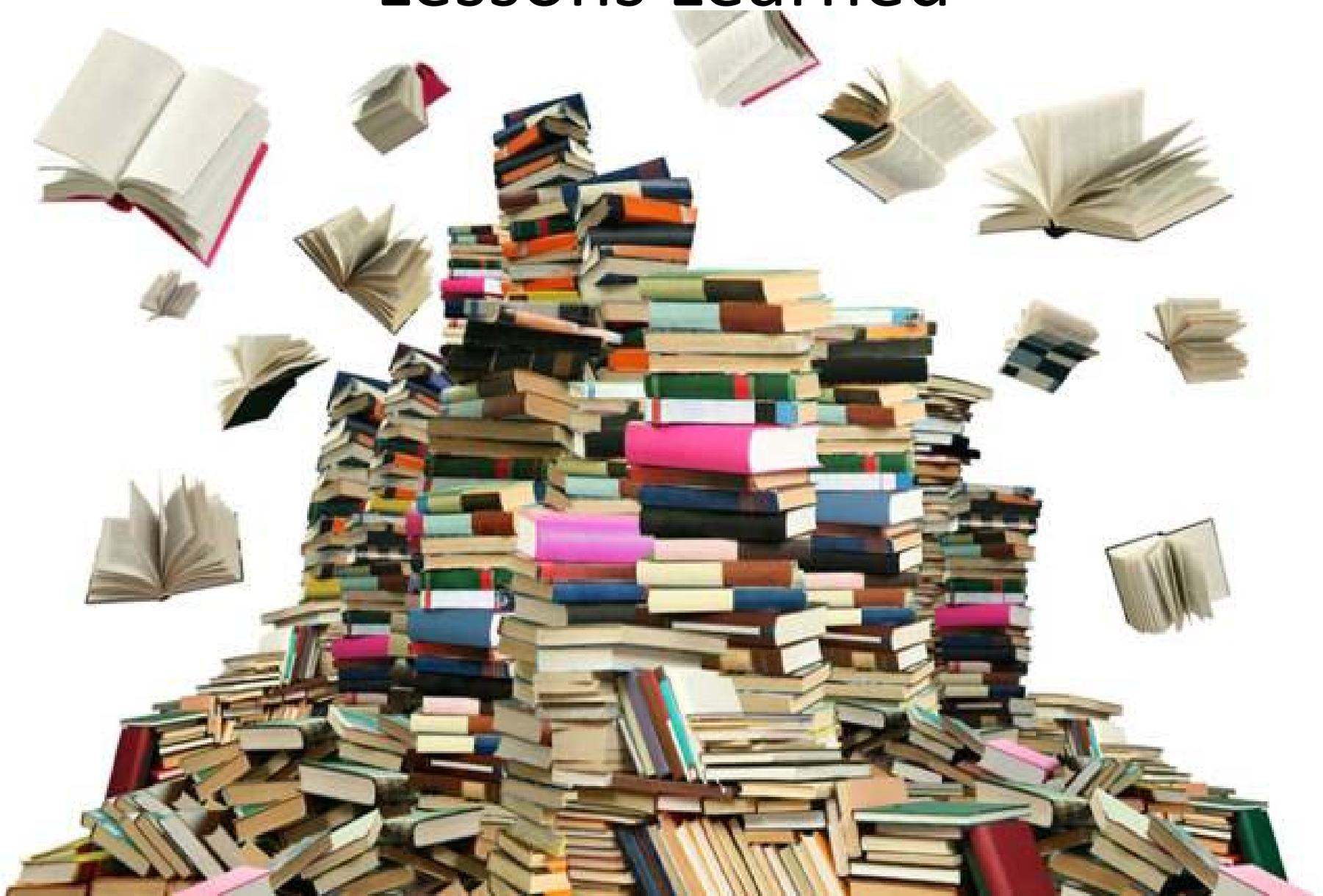
A **new door** always **opens**, a new path begins, and darkness always recedes.

Our job is to maintain **hope** and **stamina** to create **change** in ourselves, our lives, our world.

~ Mina Parker



Lessons Learned





Include Everyone.

Systems are Your Friend.

Timing is Everything.

Incentives



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Outcomes

“Another lovely newsletter! Appreciate the hands on tips for implementing QSEN into our courses, and loved all the quotes at the end!”

“Thank you so much for all you do for us.”

“Awesome links and information. I will incorporate the Informatics/EBP competencies and other pertinent competencies into my graduate courses. Thank you!”

Conclusion

The only reason we don't have what we want in life is the reasons we create why we can't have them.

~ Tony Robbins

You can't hit a home run unless you step up to the plate. You can't catch a fish unless you put your line in the water. **You can't reach your goals if you don't try.**

~ Kathy Seligman

Questions and Suggestions

