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## Our Mission

To prepare and inspire students for success and for thoughtful engagement in the world.

# Davis & Elkins College – the campus



# **Development of an Associate Degree Nursing Curriculum Based on a QSEN Competencies Framework**

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# Rationale for curriculum change

- Outcomes not met
- Need to modernize curriculum based on best practice
- Call for change in education of health care professionals
- Input from focus groups
- QSEN initiative

# QSEN Competencies

- Safety (S)
- Patient-centered care (PCC)
- Team-work and collaboration (TWC)
- Evidence-based practice (EBP)
- Quality improvement (QI)
- Informatics (I)
- +Professionalism (P)

# Getting Started

- Began with the end in mind
- Additional QSEN research
- Consultation with Donna Ignatavicius
  - Onsite
  - Skype
  - Telephone

# Developing the Components of the Curriculum

- Mission and philosophy alignment
- Restructuring of graduate outcomes
- Infusing QSEN language & concepts into curriculum
- Adjustment of content and credit hours, including additional course creation
- Reformulation of courses
  - Use of Delphi study
  - Leveling of KSA's
- Alignment of assessment and evaluation documents

# Mission Statement Alignment

## **D&E College**

- To Prepare and Inspire Students for Success and for Thoughtful Engagement in the World

## **Department of Nursing**

- To provide its students with a personalized quality education designed to prepare its graduates to practice as registered nurses and to provide a foundation for lifelong learning and future professional development.

# Philosophy Alignment

## D&E College

- Vision
- Values: We value the richness of place, the beauty of the natural world, and the importance of other countries, cultures, and regions. D&E challenges students to participate in a vibrant and diverse campus while cultivating the intellectual, creative, ethical, physical, and leadership skills the real world requires.
- Identity

## Nursing Department

- Particularly aligned with values statement
- Based on each of the QSEN components plus professionalism

The Davis & Elkins College nursing faculty ascribes to the core competencies for nursing and nursing education identified by the Quality and Safety Education for Nurses (QSEN) project funded by Robert Wood Johnson Foundation. While firmly based in science and the arts, the essence of nursing is caring and compassionate patient centered care. Ethical standards, respect for individual dignity, and consideration of cultural context are implicit in the practice of patient-centered care. The nurse advocates for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings. Nursing care is provided in collaboration with the patient, the family and members of the health care team. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety and improve patient outcomes. Nursing judgment is integral to making competent decisions related to the provision of safe and effective nursing care. Information essential to nursing care is communicated via a variety of technological and human means. The adoption of these key philosophical components fosters the development of the nurse's professional identity.

# Graduate Outcomes

- Employ practices to ensure safety of patients and improve outcomes of care. (S)
- Advocate for patients, recognizing the patient or designee as the source of control and as full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs. (PCC)
- Collaborate effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve safe, quality patient care in a variety of health care settings. (TWC)
- Use nursing judgment based on best current evidence to provide safe care for patients and families across the lifespan. (EBP)
- Apply principles of quality improvement to monitor the outcomes of care and minimize risk of harm to patients and providers. (QI)
- Use information and technology to communicate, document care, minimize error, and support decision making. (I)
- Demonstrate professionalism in the implementation of the role of the registered nurse. (P)

# Detailed Revisions

- Adjustment of content and credit hours
- Course descriptions
- Course content outlines
- Daily content outlines
- Course objectives
- Daily content objectives
- Daily clinical objectives
  - Clinical evaluation tool
- Clinical agency assessment tools

# Creation of courses & other adjustments

- Management of Care I
- Management of Care II
- Gerontology
- Credit hour changes
  - Increase Med Surg credit hours
  - Decrease in Mental Health credit hours
  - Incorporation of pediatrics content into MS courses

# Example of course description

## Disruptions in Health I

- This course focuses on concepts associated with nursing care of adults and children with commonly occurring well-defined acute and chronic disruptions in health. Students will provide care for one patient in acute care and other settings.

# Example of Learning Outcomes

## Disruptions in Health I

By the end of this course, students will be able to:

- Apply knowledge and demonstrate skills in providing compassionate care to adults and children with well-defined disruptions in health. (PCC)
- Communicate professionally with other members of the healthcare team in the provision of care to patients & families. (TWC)
- Utilize current evidence in the care of clients with well-defined acute and chronic disruptions in health. (EBP)
- Identify processes for quality improvement in the patient care environment. (QI)
- Identify and utilize safety systems in providing patient care. (S)
- Utilize various technological & information management tools. (I)
- Display professional behavior while in the acute care setting. (P)

# Delphi Study and Course Assignment of KSAs

Competency	Curricular Introduction			Curricular Emphasis		
	Beg	Inter	Adv	Beg	Inter	Adv
Examine human factors and other basic safety design principles as well as commonly used unsafe practices (such as work-arounds and dangerous abbreviations)	X 104					X 204
Describe the benefits and limitations of selected safety-enhancing technologies (such as barcodes, Computer Provider Order Entry, medication pumps, and automatic alerts/alarms)	X 100A				X 105	
Discuss effective strategies to reduce reliance on memory	X 100A			X 104		
Delineate general categories of errors and hazards in care		X 105			X 203A	
Describe factors that create a culture of safety (such as open communication strategies and organizational error reporting systems)	X 100A				X 105	
Describe processes used in understanding causes of error and allocation of responsibility and accountability (such as root cause analysis and failure mode effects analysis)		X 105				X 204
Discuss potential and actual impact of national patient safety resources, initiatives, and regulations		X 203A				X 204

# Delphi Study and Course Assignment of KSAs

Skills	Curricular Introduction			Curricular Emphasis		
Demonstrate effective use of technology and standardized practices that support safety and quality	X 100A				X 105	
Demonstrate effective use of strategies to reduce risk of harm to self or others	X 100A				X 105	
Use appropriate strategies to reduce reliance on memory (such as, forcing functions, checklists)	X 100A				X 105	
Communicate observations or concerns related to hazards and errors to patients, families, and the health care team	X 100A				X 105	
Use organizational error reporting systems for near-miss and error reporting	X 100A				X 105	
Participate appropriately in analyzing errors and designing system improvements		X 203A				X 206A
Engage in root-cause analysis rather than blaming when errors or near-misses occur			X 206A			X 206A
Use national patient safety resources for own professional development and to focus attention on safety in care settings		X 105				

# Delphi Study and Course Assignment of KSAs

Attitudes	Curricular Introduction			Curricular Emphasis		
Value the contributions of standardization/reliability to safety	X 100A				X 105	
Appreciate the cognitive and physical limits of human performance	X 100A			X 100A		
Value own role in preventing errors	X 100A			X 100A		
Value vigilance and monitoring (even of own performance of care activities) by patients, families, and other members of the health care team	X 104				X 203A	
Value relationship between national safety campaigns and implementation in local practices and practice settings		X 105				X 204

# Curricular Progression for a Graduate Outcome (example: safety)

Graduate Outcome	N100A Objective	N104 Objective	N105 Objective	N106 Objective	N110 Objective	N115A Objective	N201 Objective	N203A Objective	N204 Objective	N206A Objective
<p><u>Safety</u> (S)</p> <p>Employ practices to ensure safety of patients and to improve outcomes of care.</p>	<p>Apply basic principles and methods derived from the biological and behavioral sciences to provide safe and compassionate nursing care. (S)</p>	<p>Describe the driving forces that create a culture of safety in health care. (S)</p>	<p>Identify and utilize safety systems when providing patient care. (S)</p>	<p>Appreciate the importance of teaching older adults, families and caregivers about measures the promote function, preserve dignity &amp; maintain safety. (S)</p>	<p>Discuss clinically significant drug-drug, drug-disease, &amp; drug-nutrient interactions (S)</p> <p>Describe contraindications, side effects, &amp; adverse effects related to selected drugs. (S)</p>	<p>Implement essential safety and security measures in the mental health setting. (S)</p>	<p>Recognize the role safety and security play in the maternity and women's health setting. (S)</p>	<p>Examine the role of safety systems in the creation of a culture of safety in the patient care environment.(S)</p>	<p>Evaluate concepts of effective nursing leadership and management in the delivery of safe and effective nursing care. (S)</p>	<p>Analyze the effectiveness of safety systems in the patient care environment.(S)</p>

# Graduate Outcome to Daily Content Objective

<b>Graduate Outcome</b>	<b>Course Objective</b>	<b>Clinical Objective</b>	<b>Daily Content Objective</b>
<b>Employ practices to ensure safety of patients and improve outcomes of care. (S)</b>	Identify and utilize safety systems in providing patient care. (S)	Adhere to agency policies and procedures when in clinical setting.	Control the transmission of infection through hand hygiene and transmission based precautions. (S)

# Clinical Evaluation Tool Example

<b><u>SAFETY</u> - Course Objective: Identify &amp; utilize safety systems in providing patient care.</b>	Date of Satisfactory Performance	MT	F
The student will:			
1. Adhere to agency policies and procedures when in clinical setting;			
2. Demonstrate effective use of technology and standardized practices that support safety and quality;			
3. Use appropriate strategies to reduce reliance on memory (such as forcing functions, checklists)			
4. Communicate observations or concerns related to hazards and errors to patients, families, and the health care team;			
5. Use organizational error reporting systems for near-miss and error reporting;			
6. Begin to use national patient safety resources for own professional development and to focus attention on safety in care settings; and			
7. <i>Safely provide care for the patient.</i>			
Comments:			

# Test Blueprint

Course \_\_\_\_\_ Test \_\_\_\_\_ Semester/Year \_\_\_\_\_

			Course		Objectives				
			PCC	TWC	S	EBP	QI	I	P
NCLEX CATEGORY	<u>Safe and Effective Care Environment</u>	Management of Care 16-22%							
		Safety and Infection Control 8-14%							
	<u>Health Promotion and Maintenance</u>	Health Promotion and Maintenance 6-12%							
	<u>Psychosocial Integrity</u>	Psychosocial Integrity 6-12%							

# Approval Process

- D&E Curriculum Committee
- D&E Faculty Assembly
- West Virginia Board of Examiners for RNs
- National League for Nursing Accrediting Commission (NLNAC)

# 1st Year Program of Progression

## First Year

### Fall Semester Credit Hours

NURS 100A	6.0
(Introduction to Nursing)	
ENGL 101A	3.0
GES 105	3.0
PSYC 200	3.0
PHED 101	0.5
PHED 104	<u>0.5</u>

**Total 16.0**

### Spring Semester Credit Hours

NURS 101*	1.0
NURS 105	7.0
Disruptions in Health I)	
NURS 106	2.0
(Nursing Care of Older Adults)	
NURS 110	3.0
(Pharmacology)	
NURS 115A	<u>3.0</u>
(Disruptions in Mental Health)	
<b>Total</b>	<b>15.0</b>

**(Total for LPNs) 16.0**

**\* Required for LPN or Transfer students.**

# Second Year Program of Progression

<u>Second Year</u>			
<b>Fall Semester</b>	<b>Credit Hours</b>	<b>Spring Semester</b>	<b>Credit Hours</b>
NURS 104 (Management of Care I)	2.0	NURS 204 (Management of Care II)	2.0
NURS 201 (Maternal-Newborn Nursing & Women's Health)	4.0	NURS 206A (Disruptions in Health III)	8.0
NURS 203A (Disruptions in Health II)	8.0	NURS 220A (Nursing Concept Synthesis)	3.0
PSY101 or SOC101 or SOC103	<u>3.0</u>	ENGL (Literature)	<u>3.0</u>
<b>Total</b>	<b>17.0</b>	<b>Total</b>	<b>16.0</b>

# What it takes!

- Shared vision
- Commitment
  - Group consensus and camaraderie
  - Individual work on specific courses
- Leadership
- Meticulous attention to all curricular components
- Web-based repository for documents – the bible
- Institutional commitment to excellence
- Acknowledgement that it is a “work in progress”

**This is what it takes!**



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# Questions



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