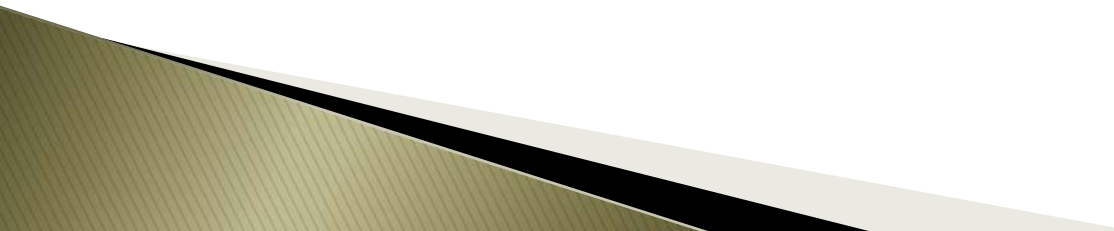


Integrating the QSEN Competencies in a Concept Based Curriculum: A Work in Progress

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William Paterson University

- ▶ Concept-based curriculum was instituted in 2008
 - ▶ Upper Division Curriculum (UDC)
 - ▶ First class of concept-based curriculum graduated May 22 2012
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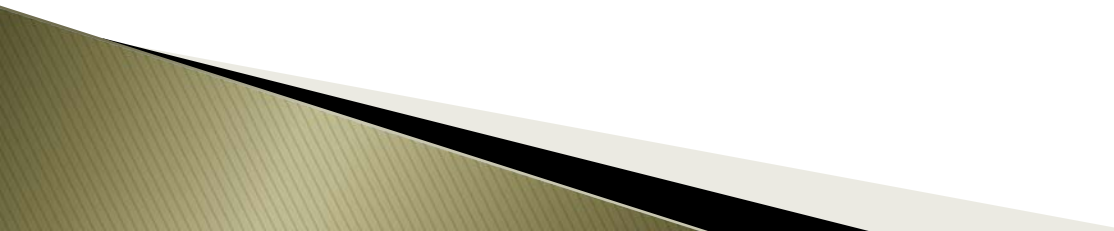
Concept-based Curriculum

- ▶ Semester 1: Assessment & Critical Thinking
- ▶ Semester 2: Health Concepts
- ▶ Semester 3: Leadership
- ▶ Semester 4: Public Health

Semester 3

- ▶ 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.

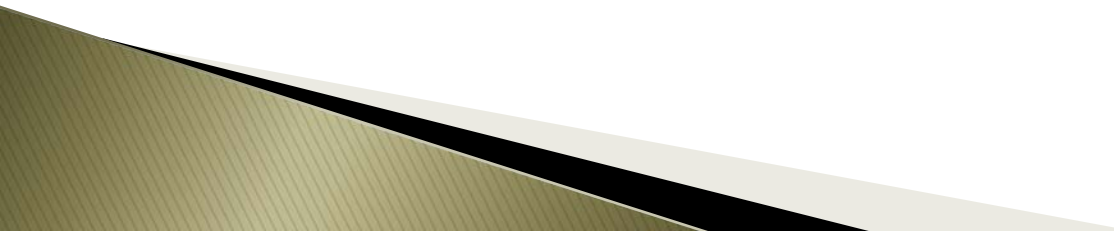
QSEN Competencies

- ▶ 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:
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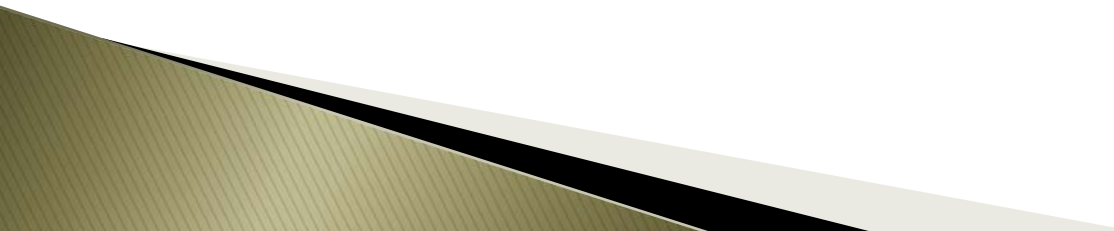
Leadership Seminar

- ▶ 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.

Leadership Seminar Part A

- ▶ 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
- 

Leadership Seminar Part A Cont'd

- ▶ 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

Leadership Seminar Part C

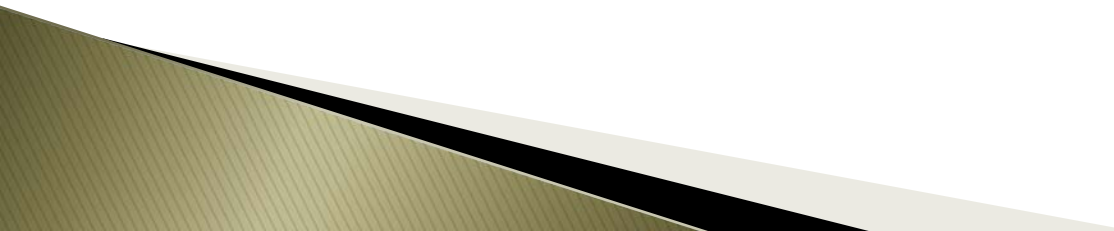
Audience Groups are assigned a patient from the scenario:

- ▶ 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
- 