

# INCORPORATING QSEN INTO THE CONTEXT OF NURSING TEXTBOOKS: STRATEGIES FOR LEARNING ACTIVITIES AND EVALUATIVE METHODS

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# Textbook Selection and QSEN

- QSEN Phase III national initiative =  
...create “mechanisms to sustain the will to change among all nursing programs the context of textbooks....” ([www.qsen.org](http://www.qsen.org)) *to support curricular innovations*

# Textbook Selection and QSEN

- Need to integrate QSEN competencies into textbook package:
  - Textbooks (text and features)
  - Associated ancillaries (e.g., faculty and student resources)



**"Everyone here? Good. Meeting topic: Setting world record for shortest meeting. All in favor say aye. Ayes have it. Meeting over."**

# Textbook Selection and QSEN

- Textbook selection criteria r/t QSEN:
  - Are QSEN competencies *truly integrated* throughout the textbook package?
  - Do faculty resources include ways to teach QSEN?
  - Do student resources include ways to learn QSEN?
  - Do faculty resources provide ideas/guidance for formative evaluation activities to determine student competency development?

# Examples of Learning and Evaluative Activities: Safety/QI

- Most (MS) textbooks have safety features/boxes (not by KSA); e.g.,
  - Smeltzer, et al. (2010) – Nursing Alert (not always focused on safety in care); no QI reference
  - Pellico (2013) – !Nursing Alert (focused on safety in care); no QI reference

# Examples of Learning and Evaluative Activities: Safety/QI

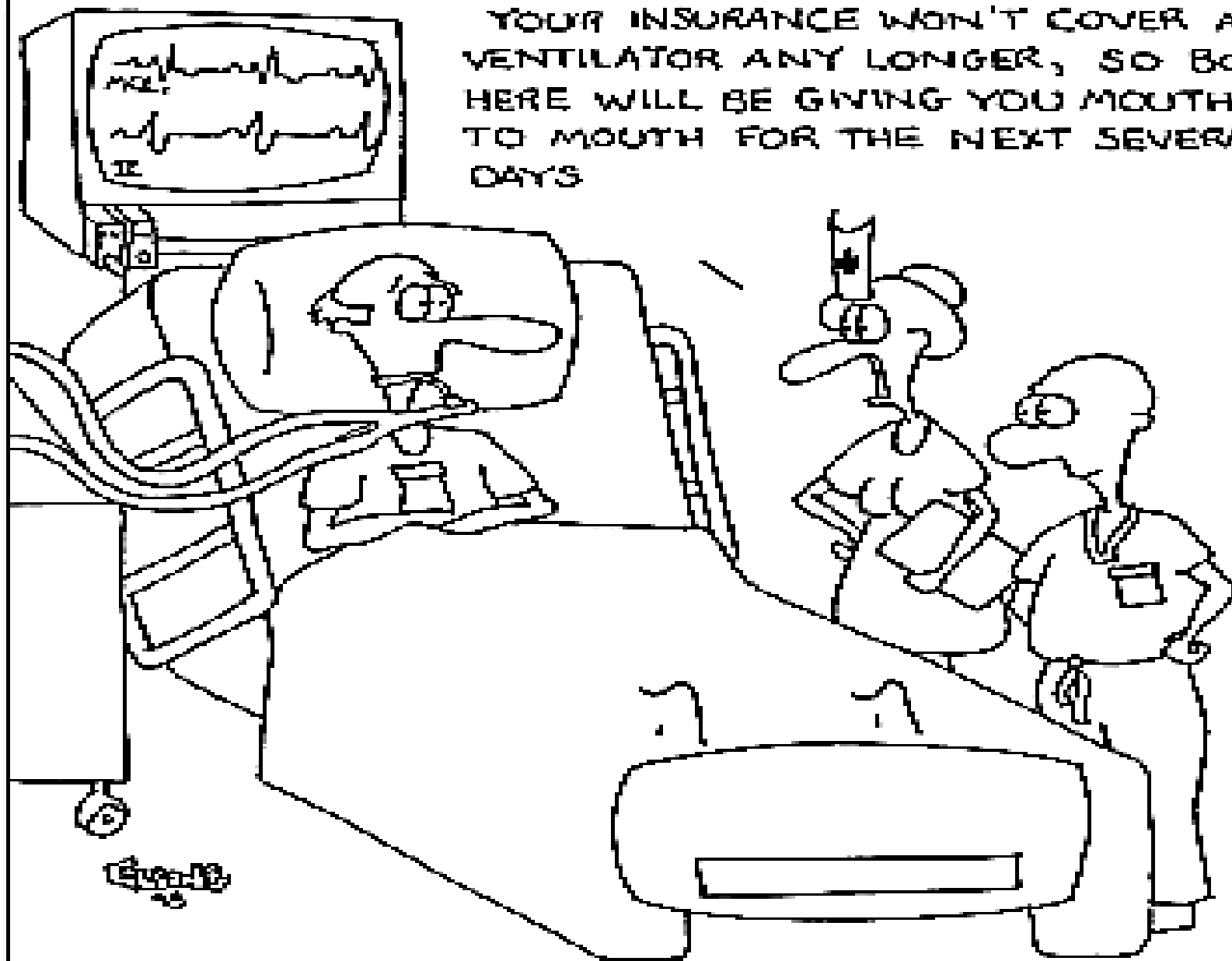
- Ignatavicius & Workman (2013) – *Nursing Safety Priority* (Drug Alert, Action Alert, or Critical Rescue); multiple Best Practices for Safety and Quality Care charts  
QI process described briefly in 2 chapters (Chs. 1 and 7)

# Examples of Learning and Evaluative Activities: Safety/QI

- TEACH for NURSES Lesson Plans (Elsevier) --  
See Lesson Plan for Diabetes Mellitus handout;  
focus on KSAs for **Safety**:
  - Development of teaching plan for patient giving self insulin
  - Decision-Making Challenge on how to give self insulin (formative evaluation activity)



YOUR INSURANCE WON'T COVER A VENTILATOR ANY LONGER, SO BOB HERE WILL BE GIVING YOU MOUTH TO MOUTH FOR THE NEXT SEVERAL DAYS



LEVEL 18

# Examples of Learning and Evaluative Activities: Teamwork and Collaboration

- Most textbooks approach content in Collaborative Care format; e.g.,
  - Lewis, et al. (2010) -- Nursing and Collaborative Care; few Collaborative Care boxes
  - Smeltzer, et al. (2010) -- Depends on chapter, most often Medical Management then Nursing Management
  - Ignatavicius & Workman (2013) -- Patient-Centered Collaborative Care; DM Challenges; TEACH for NURSES lesson plan (Respiratory Assessment handout)

# Examples of Learning and Evaluative Activities: Teamwork and Collaboration

- Use of resources from American Lung Association to learn about how patient can improve breathing
- Completion of case study as formative evaluative activity



# Examples of Learning and Evaluative Activities: Evidence-Based Practice

- Most textbooks have EBP features/boxes:
  - Smeltzer, et al. (2010) – Nursing Research Profiles with nursing implications; references are mostly medical
  - Lewis, et al. (2010) – Scientific evidence incorporated into various charts with nursing implications
  - Pellico (2010) – No emphasis on evidence-based practice

# Examples of Learning and Evaluative Activities: Evidence-Based Practice

- Ignatavicius & Workman (2013) – EBP charts (with LOE and nursing and future research implications) and incorporation of nursing EBP articles in bib;

New chapter devoted to EBP and how to improve care using current evidence; DM Challenges

TEACH for NURSES lesson plans: See handouts

# Examples of Learning and Evaluative Activities: Evidence-Based Practice

- Diabetes Mellitus:

- Have students read Peyrot article on insulin injection omission and answer questions (teaching and formative evaluative activity).

- Respiratory Assessment:

- Read article on best practice for obtaining pulse ox readings.
- Observe student performing pulse ox reading (formative evaluative activity).

