Knowledge as Judgment of Truth and Value: Undergraduate Clinical Nursing Education – Mitigating Error

Maureen Byrnes, DNP, RN, CNM
Clinical Assistant Professor
Seton Hall University
Quality and Safety!

- Quality and Safety Education in Nursing
  - “QSEN” (2011) Faculty Development Institute

- IOM (1998) 98,000 preventable deaths annually in hospitals

Knowledge as Judgment of truth and value

- Clinically relevant with nursing
- [Human] Nursing understanding
- What is true and real [p.131]
- Evaluate possibilities
- Find the correct solution!

- Timeframe: of necessity, must occur more quickly!
Reflective understanding

- Grasp truth
- Correctness
- Usable solutions
- It can be a matter of life and death! [p.133]
  - Be attentive
  - Be intelligent
- What is the right thing for me to do here and now in this situation? [p.160]
  - Be reasonable
  - Be responsible
“A Conceptual Model of QSEN”

A Conceptual Model of QSEN
Maureen Byrnes, DNP, RN, CNM
Seton Hall University-College of Nursing
South Orange, NJ
© June 2011
## Teamwork and Collaboration

### Definitions

- **Knowledge**
  - Describe own strengths, limitations, and values in functioning as a member of a team.
  - Define scope of practice and roles of health care team members.
  - Describe impact of own communication style on others.
  - Describe examples of the impact of team functioning on safety and quality of care.
  - Identify system barriers and facilitators of effective team functioning.

- **Skills**
  - Demonstrate awareness of own strengths and limitations as a team member.
  - Initiate plans for self-development as a team member.
  - Act with integrity, consistency and respect for differing views.
  - Function competently within own scope of practice as a member of the health care team.
  - Assume role of team member or leader based on the situation.
  - Solicit input from other team members to improve individual, as well as team, performance.
  - Follow communication practices that minimize risks associated with handoffs among providers and across transitions in care.

- **Attitudes**
  - Acknowledge own potential to contribute to effective team functioning.
  - Appreciate importance of intra- and interprofessional collaboration.
  - Value the perspective and expertise of all health team members.
  - Respect the contributions of the patient/family as members of any health care team.
  - Value the influence of system solutions in achieving effective team functioning.

### Knowledge

- **Skill and Attitude!**
<table>
<thead>
<tr>
<th>Imperative</th>
<th>Level</th>
<th>Activities</th>
<th>KSA’s</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Attentive</td>
<td>Experience</td>
<td>Feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Intelligent</td>
<td>Understand</td>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Reasonable</td>
<td>Judgment</td>
<td>Review data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Valuing</td>
<td>Evaluate actions, worth, goodness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Intrapartum
Student Nurse Exemplar

- Mother in labor with Preeclampsia
- Magnesium Sulfate

- ERROR!!!
- Distraction/preoccupation

- Vigilance & assertive student nurse!
- ‘BE ATTENTIVE’ 😊
Newborn Care
Student Nurse Exemplar

- Postpartum mother assignment
- Proceeding to mother’s room to give care

- NEWBORN ALONE IN THE HALLWAY!!!
- Quick action required!

- It’s imperative!
Imperatives & Level

- Be Attentive: a baby is alone!
- Be Intelligent: This cannot be correct!
- Be Reasonable: It’s a mistake of the highest order
- Be Responsible: I’m returning the baby to the nursery, right now

- Experiencing
- Understanding
- Judgment
- Valuing
Teamwork & Collaboration Communication Themes
“Student Reflections”

- Be Attentive: all team members valued; aware of own strengths; collaboration; integrity, respect differing views

- Be Intelligent: authority gradients; ‘We’ not ‘I’; request help when appropriate; no longer afraid, because I feel I can ask for help.
Teamwork & Collaboration
Communication Themes
“Student Reflections”

- Be Reasonable: value teamwork; I have potential to contribute to ‘team’; ‘improve systems’ to ‘improve teams’; solicit input from other team members

- Be Responsible: value systems solutions; identify system barriers; identify facilitators of team functioning; I can explain how authority gradients influence safety!
Questions for discussion:

1. Can you distinguish questions for understanding from questions for judgment?

2. Which truths and values are fundamental to your academic discipline?

3. What evidence and ideas support these truths and values?