

## Creating Healthy Work Environments VIRTUAL 2021

### Advanced Practice Nurses' Education and Use of QSEN Competencies: A Systematic Review of Literature

Allison Lee Ferro, MHA, RN-BC

*School of Nursing, The University of Texas at Austin, Cibolo, TX, USA*

**Purpose:** The purpose of this literature review was to determine the most current evidence on the use of QSEN competencies in graduate nursing curricula and application in the advanced practice nursing setting. Many factors contribute to the ability of graduate prepared nurses to provide quality care in their role as an advanced practice nurse. Some of these factors include: patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics which constitute the graduate quality and safety competencies for nursing (QSEN Institute, 2020). The Quality and Safety Education for Nurses (QSEN) competencies were established for graduate nurses in order to support their achievement of the knowledge, skills, and attitudes needed in order to deliver safe, quality care in the advanced practice setting (QSEN Institute, 2020). These competencies were developed by the QSEN institute as part of an expanded project by the Robert Wood Johnson Foundation that initially developed competencies for undergraduate nursing curricula and new-graduate nurses (Cronenwett, Sherwood, Pohl, Barnsteiner, Moore, Sullivan, Ward, & Warren, 2009).

**Methods:** A systematic literature review was conducted and the current literature was evaluated related to the use of QSEN competencies in both graduate nurse education and in the advanced practice clinical setting in order to determine current use and application.

**Results:** Various professional nursing organizations have developed numerous policies, educational programs, and competencies for improving the quality of care provided. The QSEN institute has lead integration of quality and safety competencies in graduate nursing education and advanced practice nursing to operationalize these initiatives (Cronenwett & Barnsteiner, 2017). Although these agreed upon competencies have been widely adopted for use in graduate curricula and in practice settings, upon examination, the actual use and application varies widely. Upon close examination, graduate nursing faculty are addressing quality and safety competencies but often do not actually reference QSEN. Due to the lack of referencing QSEN or the teaching methods, the findings of several studies reveal that advanced practice nurses are unaware of quality and safety competencies upon graduation (Acton, Farus-Brown, Alexander, Morrow, Ossege, & Tovar, 2017).

**Conclusion:** Incorporating QSEN competencies in the graduate nursing curricula intends to address the challenge of improving health care quality outcomes for individual patients and populations that is a major obstacle to providing safe, quality care. Providing graduate-level education that is based on the QSEN competencies using effective teaching strategies is critical for future advanced practice nurses to provide safe and reliable care to patients (Johnson, Drenkard, Emard, & McGuinn, 2015).

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**Title:**

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**Keywords:**

advance practice nursing, competencies and quality

**Abstract Summary:**

Although graduate quality and safety education for nursing (QSEN) competencies have been widely adopted, the actual use and application varies widely according to a literature review and examination of current literature. The importance of incorporating QSEN competencies into graduate nursing curricula and practice is key to providing quality patient care.

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**First Primary Presenting Author*****Primary Presenting Author***

Allison Lee Ferro, MHA, RN-BC  
The University of Texas at Austin  
School of Nursing  
Doctoral Student  
Cibolo, Texas  
USA

**Author Summary:** Allison is a doctoral student at The University of Texas at Austin pursuing her PhD in nursing science. Her dissertation focus is on managerial coaching and role clarity as they relate to perceived QSEN competencies. She has served as an

Army Nurse on active duty since 2008 and has worked in a variety of patient care settings and administrative roles throughout her career.