

Graduate Nurses' Education and Use of QSEN Competencies: A Critical Review of Literature

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Background/Purpose:

The initiative to create graduate level quality and safety education for nurses (QSEN) competencies was part of a phased project by the Robert Wood Johnson Foundation that initially developed competencies for undergraduate nursing curricula and new-graduate nurses (Cronenwett, et al., 2009). The expansion was proposed in response to challenges in quality and safety with the goal of preparing nurses to work in the advanced practice setting with the competencies needed to continuously improve care (Institute of Medicine Committee, 2011). Providing graduate-level education that is based on these competencies is critical for advanced practice nurses to provide safe and reliable care to patients (Johnson, et al., 2015).

The purpose of this poster is to provide the findings for the critical review of the literature on the use of quality and safety education for nurses (QSEN) competencies in graduate nursing curricula and the application in clinical practice.

Two research questions were developed to explore and critically examine the literature using the critical review process:

- What is the prevalence of QSEN competencies in graduate nursing curricula?
- What is the knowledge of QSEN competencies among graduate prepared nurses?

Methods:

Search terms were developed in order to systematically search the literature for relevant articles. The search terms developed related specifically to graduate nursing were:

- graduate nursing
- graduate nursing curricula
- doctoral nursing
- graduate nursing student
- advanced practice nursing

The search terms for QSEN competencies were:

- quality and safety education for nursing competencies
- QSEN
- QSEN competencies
- graduate QSEN competencies



PRISMA Flow Diagram:



Results:

In total, 423 articles were found from six databases, narrowed to 19 articles using inclusion and exclusion criteria. Of the 19 articles found, nine articles are expert opinion, six articles are case reports, and four articles are cohort studies. The majority of articles covered their use in graduate curricula with either students, faculty, or both (n=21), while their use in clinical practice with APRNs, non-APRNs or both was less predominant (n=8). There were no intervention studies found by this review, and no studies other than case reports evaluating QSEN competencies in graduate nurses in clinical practice which was a gap identified by this review. This review identified a unique gap in the literature that calls for future research.

Conclusion:

Although the literature confirmed the importance of incorporating QSEN competencies into graduate nursing curricula and practice as the key to providing quality patient care, the actual use is varied, underreported, and calls for future research into this subject area.

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References: Available upon request.

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