



Position Statement

Quality and Safety Education for Nurses

Background

The Quality and Safety Education for Nurses (QSEN) project was initiated in 2005 with funding from the Robert Wood Johnson Foundation to prepare nurses to “improve the quality and safety of the healthcare systems in which they work” (QSEN, n.d.). During the initial phases of the project, six competencies with concomitant knowledge, skills and attitudes (KSAs) for each were developed and implemented in pre-licensure nursing programs. Academic faculty development related to teaching the QSEN competencies was an important component of the initiative. In 2012, graduate KSAs were developed to guide “curricular development for formal academic graduate programs and for use as criteria for certification and continuing education of advanced practice nurses” (QSEN, n.d.).

While widespread acceptance of QSEN competencies has occurred in the academic setting, the QSEN project is not widely known by nurses or nursing professional development practitioners in the practice environment. However, since the QSEN competencies are based on the Institute of Medicine (IOM) quality competencies that are widely used in the practice setting with a focus on interprofessional teamwork (see Table 1), alignment between academia and practice should be readily achievable (National Research Council, 2003; QSEN, n.d.).

Table 1: Comparison of QSEN and IOM Competencies

QSEN Competencies	IOM Competencies
Patient-centered care	Delivering patient-centered care
Teamwork and collaboration	Working as part of interdisciplinary teams
Evidence-based practice (EBP)	Practicing evidence-based medicine
Quality improvement (QI)	Focusing on quality improvement
Informatics	Using information technology
Safety	

ANPD Position

The *Nursing Professional Development Scope and Standards of Practice*, 3rd edition, acknowledges the importance of interprofessional collaboration and continuing education in achieving quality patient care. (Harper & Maloney, 2016).

Furthermore, the overall goals of nursing professional development (NPD) are “optimal care,” “health,” and “protection of the public.”. To this end, the ANPD position is that:

1. QSEN competencies are an integral component of academic education to prepare nurses for clinical practice.
2. Newly licensed nurses should be taught about the alignment between the QSEN project and IOM initiatives during transition to practice programs.
3. Preceptors who work with newly licensed nurses should be taught about the alignment between the QSEN project and IOM initiatives in order to effectively communicate with newly licensed nurses about quality and safety.
4. All healthcare professionals should receive ongoing interprofessional continuing education (IPCE) and assessment related to the IOM quality competencies.

References:

Harper, M. G., & Maloney, P. (Eds.). (2016). *Nursing professional development scope and standards of practice* (3rd ed.). Chicago, IL: ANPD.

National Research Council. (2003). *Health Professions Education: A Bridge to Quality*. Washington, DC: The National Academies Press.

QSEN. (n.d.). Retrieved from QSEN Institute: <http://qsen.org>

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