The 2017 National QSEN Faculty Assessment: Findings and Implications for Nursing Education

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QSEN Competencies

- **Health professions education: A bridge to quality (2003)**
  - IOM; Now National Academy of Medicine

- **QSEN-2005**
  - Funded by Robert Wood Johnson Foundation
  - Focused on transforming basic education for nurses
  - Reflects a new identity for nurses that demonstrates **knowledge, skills** and **attitudes** that emphasize quality and safety in patient care

- **Relevance to Nursing Education and Clinical Practice**
  - Pre-licensure Education
  - Baccalaureate Essentials /Master’s Essentials
  - Transition to Practice Program
12 Years later......

- Are QSEN competencies being taught in US schools of nursing?

- What is the degree of faculty development in schools where QSEN competencies are being taught?

- What is the degree of integration into curricula where QSEN competencies are being taught?
Instrument Development

Consultation with QSEN Founders

16-item instrument developed

- Select all that apply & open text boxes
- 6 doctorally prepared QSEN experts reviewed
- Pilot study at national baccalaureate conference 2015
  - 79% indicated need for teaching strategies, faculty development, and support

Revised to 19-item instrument
Data Collection

- Partnership with National League for Nursing
- 31,998 NLN nursing faculty members received surveys
- 2037 surveys returned (6.4%)
86% respondents using QSEN

Level of integration varies widely among programs

Integration segmental
  Single person responsible

133 Did not know what QSEN is (6.5%)
Representation of Competencies in Curriculum

Most Evident:
- Patient-centered care (93%)
- Evidence-based practice (93%)
- Safety (93%)
- Teamwork (88%)

Least Evident:
- Quality improvement (79%)
- Informatics (67%)

National League for Nursing, 2017
Course Integration, National League for Nursing, 2017
Most frequently cited reasons for not using QSEN:
I would need more training in how to use it effectively. (40%)
I am not sure how to integrate it into what I already do. (31%)
Methodologies to Learn

- Learned at Conferences (42%)
- Self-Study and Simulation (39%)
- Webinars (30%)
- Faculty Retreats partial QSEN focus (17%)
- Classroom Learning (16%)
- Faculty Retreats complete QSEN focus (10%)
Resources Used

- QSEN Website (75%)
- NLN Resources (52%)
- AACN Resources (37%)
- AHRQ Resources (31%)
- IHI (21%)
710 Text responses

Faculty Education, faculty development, education materials (n=535, 75%)
- Took kit, teaching strategies, examples of curricular integration, lesson plans, modules for both faculty and students, clinical assignments, course specific guides
- Most specific resources requested-Case Studies

Release time for QSEN training, administrator support, collegial buy in (n=180, 25%)
How is QSEN Measured at Your Institution?

- Not Measured (19%)
- Student learning objectives, course objectives, course evaluations, program objectives (27%)
- Clinical evaluation tools/Simulation (20%)
- Exam testing (14%)
- Assignments (11%)
- Commercial standardized testing (5%)
- Student self-evaluation (4%)
Implications

**Strengths**
- Stepping-off point for discussion about effective integration of QSEN
- Demonstrates value of QSEN website and other significant resources
- Inconsistencies of faculty preparedness
- Gives focus for future work

**Limitations**
- Sent to NLN members
- Unknown if respondents have particular interest in QSEN
- 6.5% response rate may not be representative of nurse educators throughout U.S.
- Unclear if faculty are teaching updated concepts
Directions for Integration of the QSEN Competencies

- Supporting faculty with training, ideas, and strategies for integration
- Combine forces between major organizations to disseminate QSEN resources and support educators in academia and practice
- Administrative support from deans and directors
- Formal faculty education
- Time to devote to this work
Future Directions for QSEN Research

- Determine if faculty are teaching updated concepts
- Measurement of student learning
- Correlation between learning and practice; outcomes
- Impact of pre-licensure QSEN teaching on new graduate quality & safety practices
References:


Thank you!
Questions?

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