The Quality and Safety Education for Nurses (QSEN) national initiative which was started in 2005, has supported the adoption and integration of updated quality and safety competencies in nursing education. The QSEN competencies identify the knowledge, skills, and attitudes needed by nurses to meet the demands of the health care environment, emphasizing patient-centered care, collaboration with other members of the health care team, evidence-based practice, continuous quality improvement, safety, and the integrated use of informatics. Faculty needs regarding QSEN competency integration, and the degree to which QSEN competencies are reflected in current nursing curricula, have not been assessed nationally until now. This presentation reports the study findings of the 2017 National QSEN Faculty Survey and discusses implications for nurse educators and programs of nursing education.

Done in partnership with the National League for Nursing (NLN), the aims of this national study were to assess: 1) whether QSEN competencies are being taught in U.S. schools of nursing, 2) the degree of faculty development in schools where QSEN competencies are being taught, and 3) the degree of integration into curricula where QSEN competencies are being taught. A 19 question instrument of mostly select all that apply items and open text boxes for additional information, was distributed to NLN members over a 2 month period, resulting in 2037 participants.

Results indicate progress has been made in the last 12 years in the dissemination and adoption of the QSEN competencies, however significant needs remain for faculty development and support. Faculty indicate that the QSEN competencies are being incorporated into nursing education to some degree by many nurse educators; the degree to which varies greatly among programs, with a large number indicating the integration is segmental and not throughout the curriculum. The competencies of patient-centered care, evidence-based practice, and safety were identified as most evident in nursing curricula, while quality improvement and informatics have the lowest representation. Medical-surgical and nursing fundamentals courses demonstrate more thorough integration while there is a clear need for increased integration of the competencies into community-based care and nursing research. Resources identified by faculty included the QSEN website and learning materials from various nursing organizations. Only a small number of faculty reported having received formal training about the QSEN competencies, while a large percentage indicated they learned through self-study and other modalities. 133 participants did not know what QSEN is.

Future efforts will need to focus on supporting faculty to do this work by providing training, ideas, and strategies, and combining forces between major nursing organizations to disseminate comprehensive resources and support to nurse educators in both academia and practice. It is essential that deans and directors support this work, promoting formal faculty education in the QSEN competencies and time to devote to this work. Further study is needed to determine if faculty understand and are teaching updated concepts that support the QSEN competencies.
Curriculum, Faculty Development and Quality and Safety Education for Nurses (QSEN)

References:


Abstract Summary:

This presentation describes findings of the National QSEN Faculty Assessment, implications for nursing education, and opportunities to improve resources and support faculty in this work.

Content Outline:

Content Outline:

Introduction

1. Study Purpose
   
   a. Need for Assessment after 12 years since QSEN initiation
   
   b. Partnership with NLN to understand QSEN Competency integration in nursing curricula

Body

1. Study process
   
   a. Survey development
   
   b. Data collection and analysis
   
   c. Demographics of participants

2. Significant Findings
Most schools of nursing are using QSEN to some degree.

Integration of the QSEN Competencies is varied and inconsistent.

There are particular needs to incorporate the QSEN competencies into community-based nursing and nursing research courses.

Faculty need training, ideas, strategies, and support to do this work.

3. Implications

Synergy needed between organizations to connect and build resources.

Further study to understand if updated concepts are being taught.

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Professional Experience: I have been a nurse for 28 years and a nurse educator for 18 years. I worked in an ICU for 13 years. I have been a clinical nurse specialist for 19 years. Along with my role as associate professor of nursing, I work as a board certified adult clinical nurse specialist at a regional hospital. I serve on the advisory board of Quality and Safety Education for Nurses (QSEN), and have served as a consultant for QSEN for 10 years.

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