Today’s Agenda

• Describe one School’s journey to integrate the New Masters Essentials

• Highlight progress specific to several master’s roles
  – Clinical Nurse Leader
  – Nurse Educator
  – Clinical Research Manager
  – Nursing Health System Administration
  – Evolving Roles e.g., Care Management
Four key messages to improve patient centered care across settings

• Nurses should practice to the full extent of their education and training;

• **Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression**;

• Nurses should be full partners, with physicians and other health professionals, in redesigning health care in the United States;

• Effective workforce planning and policy making require better data collection and an improved information infrastructure.
Competency KSAs (Graduate)

OVERVIEW

The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.

Using the Institute of Medicine's competencies, QSEN faculty, a National Advisory Board, and 17 representatives from 11 professional organizations representing advanced nursing practice defined quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing graduate programs for each competency. These definitions are shared in the six tables below as a resource to serve as guides for curricular development for formal academic graduate programs and for use as criteria for certification and continuing education of advanced practice nurses.

For information on applying the competencies at a prelicensure level, see the Prelicensure KSAs page.

DEFINITIONS AND GRADUATE KSAS

- Patient-centered Care
- Teamwork and Collaboration
- Evidence-based Practice (EBP)
- Quality Improvement (QI)
- Safety
- Informatics
NAQC's mission is to Advance the highest quality, safety, and value of consumer-centered health care for all individuals—patients, their families, and their communities.

To achieve this aim, the NAQC will work to ensure that:

- Patients receive the right care at the right time by the right professional.
- Nurses actively advocate and are accountable for consumer-centered, high-quality health care.
- Policymakers recognize the contributions of nurses in advancing consumer-centered, high-quality health care.

The establishment of the NAQC is based on the assumption that only with a stronger, more unified nursing policy 'voice' will...
The right thing to do is almost always the hardest thing to do.
Masters Essentials basis for Masters Degrees

• Model for seamless progression
• Multiple pathways using bridge models to Masters and DNP Programs
• AD to MSN, BSN to MSN, MSN to DNP, BSN to DNP, BSN to DNP
• Masters Essentials in the Middle
A Formative Process

- Begins with faculty engagement and development
- Planning and Project management
- Webinars
- AACN guides: Essentials of Masters Curriculum
- Future Masters Essential Toolkit
Masters Curriculum Components

- Core
- Foundational
- Role Competencies
- Practice Experiences

Masters Curriculum
Beginning Steps

• Need to begin with an Analysis across Baccalaureate, Masters and Doctoral levels

• Review Level Essentials to draw Comparisons across Frameworks

• Rethinking UAB SON Conceptual Framework
## Essential 2: Organizational and Systems Leadership

<table>
<thead>
<tr>
<th>Degree</th>
<th>Essential Competencies</th>
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<tbody>
<tr>
<td><strong>BSN</strong></td>
<td>Basic Organizational and Systems Leadership for Quality Care and Patient Safety</td>
</tr>
<tr>
<td><strong>MSN</strong></td>
<td>Organizational and Systems Leadership</td>
</tr>
<tr>
<td><strong>Doctoral</strong></td>
<td>Organizational and Systems Leadership for Quality Improvement and Systems Thinking</td>
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| **UAB** | A basic understanding of organizational systems and the application of knowledge and skills needed to provide safe, quality care to individual patients and to function as part of an interprofessional team |
| **BSN** | Knowledge of organizational and leadership concepts demonstrating leadership in designing, implementing, and evaluating healthcare delivery systems for the improvement of health care |
| **Doctoral** | Lead the improvement of health care systems to meet the current and future needs of patient populations through application of scientific, ethical, political and economic principles |
## Essential 3: Quality Improvement and Safety

<table>
<thead>
<tr>
<th>BSN</th>
<th>MSN</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Organizational and Systems Leadership for Quality Care and Patient Safety</td>
<td>Quality Improvement and Safety</td>
<td>Organizational and Systems Leadership for Quality Improvement and Systems Thinking</td>
</tr>
<tr>
<td>To participate in and utilize structure, process and outcome measures to evaluate the implementation of patient safety and quality improvement initiatives.</td>
<td>To design, analyze, and implement the impact of quality and safety initiatives applying knowledge of evidence-based practice, quality improvement models, high reliability and just culture principles.</td>
<td>To be accountable for quality and patient safety improvement initiatives on practice and systems levels through the use of principles of business, finance, economics, and health policy.</td>
</tr>
<tr>
<td>BSN</td>
<td>MSN</td>
<td>Doctoral</td>
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<tr>
<td>Information Management and Application of Patient Care Technology</td>
<td>Informatics and Healthcare Technologies</td>
<td>Information systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</td>
</tr>
<tr>
<td>To demonstrate skill in the ethical use of healthcare information communication technology (ICT) and how technology supports safe practice and examination of patient data for outcome analysis</td>
<td>To analyze healthcare ICT strategies to reduce risks, improve care delivery, change policy, while providing oversight and guidance in the integration of technology in practice.</td>
<td>Leads the design, selection and evaluation of healthcare ICT systems that promote effective and ethical use of patient information.</td>
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# New Masters Essentials Core: Review of Curricular Content

<table>
<thead>
<tr>
<th>Evidence Based Practice</th>
<th>Organizational Policy</th>
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<tbody>
<tr>
<td>Epidemiology</td>
<td>Finance</td>
</tr>
<tr>
<td>Databases</td>
<td>Statistics</td>
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<tr>
<td>Outcomes Evaluation</td>
<td>Roles</td>
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<tr>
<td>Population Health</td>
<td>Regulation</td>
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<tr>
<td>Clinical prevention</td>
<td>Certification</td>
</tr>
<tr>
<td>Quality Improvement and</td>
<td>Credentialing</td>
</tr>
<tr>
<td>Safety</td>
<td>Leadership</td>
</tr>
<tr>
<td>Electronic Health Records</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Politics and Policy</td>
<td>Legal/Ethics</td>
</tr>
</tbody>
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Master Essentials

• Practice using Science and Humanities
• Organization and Systems Leadership
• Quality Improvement and Safety
• Scholarly Practice
• Informatics and Healthcare Technologies
• Health Policy and Advocacy
• Interprofessional Collaboration
• Clinical Prevention and Population Health
• Advancing Professionalism
• Masters-Level Nursing Practice
Masters Essentials Core Courses
Seamless Masters Academic Progression

Advanced Nursing / Advanced Practice Nursing Specialty Content and Practice

Foundational Content

Masters Core Content
Seamless DNP Academic Progression

- Post Masters DNP Core Content
- Advanced Nursing / Advanced Practice Nursing Specialty
- Foundational
- Masters Core Content
- Advanced Practice Nursing Specialty
- Advanced Practice Nursing Specialty Content
- Foundational
- DNP Core Content
• Preparation for role is built on core and foundational content

• Varies based on the masters nursing role

• Interdisciplinary content
Sample Foundational Content for Masters Nursing Roles

3 Advanced P’s

- Advanced Pathophysiology
- Advanced Pharmacology
- Advanced Health and Physical Assessment

Systems and Leadership

- Health Systems Organizational Policy
- Finance and Resource Management
- Informatics, Clinical Decision Making and Evidence-based Practice
3 Advanced P’s

- Nurse Educator
- Clinical Nurse Leader
- APRNs
- Care Management

Systems Leadership

- Nursing Administration
- Nursing Informatics
- Clinical Resource Management
- Care Management
Nursing Informatics (42 credits)

Core Content

- In Development

Foundational Content

- Analysis and Design of Health Information Systems
- Databases and Data Modeling
- Technology Based Project Management
- Managerial Process and Behavior
- Financial Reports and Analysis for Management

Specialty

- Conceptual Basis for Informatics Practice
- The Information System Life-Cycle
- Nursing Informatics Practicum I and II
<table>
<thead>
<tr>
<th>Program</th>
<th>Core</th>
<th>Foundational</th>
<th>Specialty</th>
</tr>
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</table>
| Nursing and Health Systems Administration    | Undevelopment       | • Nursing Financial Management  
• Advanced Quality and Patient Safety  
• Human Resource Management           | Advanced Nursing Content            |
| Clinical Nurse Leader                        | Undevelopment       | • Advanced Pathophysiology  
• Advanced Pharmacology  
• Advanced Health/Physical Assessment  | Practicum I                          |
| Clinical Nurse Educator                     | Undevelopment       | • Advanced Pathophysiology  
• Advanced Pharmacology  
• Advanced Health/Physical Assessment  | Practicum II                         |
| Clinical Research Manager                   | Undevelopment       | • Teaching Principles for CRC’s  
• Advanced Pharmacology  
• Advanced Pathophysiology             | Practicum III                        |
So Where Do Good Ideas Come From? (Johnson, 2010)

- Space
- Recurring Patterns
- Collision of Great Ideas
- Full Vision
- Breakthroughs
- Spaces for Ideas to Mingle
- Connectivity
- Creativity
- Innovation
Thank You!