Domain 5 - Quality and Safety

(updated March 21, 2021)

	Integrative Learning Strategies
1.	***Perioperative Nursing Unfolding Case Study***: This is an evidence-based learning activity that follows a patient through the perioperative experience from admission, to holding area, to OR suite, to PACU, to med-surg unit, to discharge, emphasizing quality and safety strategies and applying AORN guidelines. This 57-slide presentation is designed as an unfolding case study for classroom experience and can be adapted to a simulated clinical experience. The teaching strategy is available at: https://qsicenter.tcnj.edu/perioperative-unfolding-case-study/ Publications for this activity include: 1. Altmiller, G. (2020). Perioperative unfolding Case: A lesson in quality and safety. *AORN Journal*, 112(2): 104-111. doi.org/10.1002/aorn.13101 2. Altmiller, G. (September 2020). Perioperative nursing unfolding case study: Bringing the OR experience to the classroom. *Nurse Educator*, 45(5), 231-232. doi: 10.1097/NNE.0000000000000844. Available free at: https://journals.lww.com/nurseeducatoronline/Fulltext/2020/09000/Perioperative_Nursing_Unfolding_Case_Study_.3.aspx Sub-competencies addressed by this activity: 5.1b, 5.1C, 5.1f, 5.2b, 5.2c, 5.2d, 5.2f
2.	***Medication Reconciliation***: This 9-slide presentation is designed as an unfolding case study and presents a patient admitted for heart failure and in need of a medication reconciliation. Students practice important skills of extracting information from reluctant patients. It is followed by a clinical learning component of conducting a medication reconciliation weekly for all clinical-based patient assignments during the semester using a worksheet published in *Nurse Educator*. The slide presentation for class is available at: https://qsen.org/medication-reconciliation-2/ Publications for this activity include: 1. Altmiller, G. (2018). QSEN and nursing education: Medication reconciliation. *Nurse Educator*. 43(3):111. doi: 10.1097/NNE.0000000000000512. Available free at: https://journals.lww.com/nurseeducatoronline/Fulltext/2018/05000/Medication_Reconciliation.2.aspx Sub-competencies addressed by this activity: 5.1b, 5.1c, 5.1f,
3.	***Care Bundles Data Mining***: This in-class activity has students working in groups for 30 minutes using the Institute for Healthcare Improvement (IHI) website to retrieve information and create a poster that identifies the evidence-based elements of specific care bundles used in practice, including: VAP, CAUTI, CLABSI, HAPI, FALLS, and HAI. Afterward, each group reports out to teach classmates about their assigned bundle using the poster; posters are pinned to classroom walls for future reference. Publications for this activity include: 1. Altmiller, G. (2019). Care bundles, QSEN, and student learning. *Nurse Educator* 44(1), 7-8. DOI: 10.1097/NNE.0000000000000617. Available free at: https://journals.lww.com/nurseeducatoronline/Fulltext/2019/01000/Care_Bundles,_QSEN,_and_Student_Learning.5.aspx#pdf-link Sub-competencies addressed by this activity: 5.1b, 5.1f, 5.2b, 5.2c

4.	***Ask Me 3 Program:*** This is a national education program aimed at safety that teaches patients and families what to ask regarding their care. This resource is used in practice by nurses and students as a way to advance high quality patient education. Exercises focus on 3 questions: (1) What is my main problem? (2) What do I need to do? (3) Why do I need to do it? Resources available at: http://www.ihi.org/resources/Pages/Tools/Ask-Me-3-Good-Questions-for-Your-Good-Health.aspx Sub-competencies s addressed by this activity:5.1a, 5.1b, 5.1c, 5.1f
5.	***Quality Improvement Project for Prelicensure Nursing Students:*** A 15-slide presentation teaches students in introductory nursing courses how to implement and evaluate a quality improvement project using the Model for Improvement. The corresponding assignment spans a total of 4 weeks with students choosing something to improve about themselves and applying the model. Students implement 3 PLAN, DO, STUDY, ACT (PDSA) cycles, one cycle per week over 3 consecutive weeks,recording data to measure the change. On the fourth week, students submit a 1-page essay meeting the criteria of the grading rubric and attach a graph to demonstrate the data points. Through this assignment, students learn how to 1) develop an aim statement, 2) implement change using the model for improvement (PDSA cycles), 3) collect data to measure change/improvement, and 4) report data using charts or graphs. The presentation includes all the information the student needs to be successful, including the Institute for Healthcare Improvement tool kit for reporting data. Available at: https://qsicenter.tcnj.edu/quality-improvement-project-learning-the-model-for-improvement/ Publications for this activity include: 1. Altmiller, G. (2020). Teaching quality improvement in prelicensure education. *Nurse Educator*, 45(1), 9-10. doi: 10.1097/NNE.0000000000000772. Available free at: https://journals.lww.com/nurseeducatoronline/Fulltext/2020/01000/Teaching_Quality_Improvement_in_Prelicensure.6.aspx Sub-competencies addressed by this activity: 5.1a, 5.1b
6.	***Giving and Receiving Constructive Feedback***: This evidence-based teaching strategy is an 18-minute narrated presentation that speaks directly to students about constructive feedback's role in quality improvement and patient safety, teaching them to view constructive feedback as an opportunity for improvement rather than a review of deficiencies. This teaching strategy has been validated in a multi-site study with over 500 students from 9 schools of nursing across the country. Available at: https://qsicenter.tcnj.edu/giving-and-receiving-constructive-feedback-activity/ Publications for this activity include: Constructive feedback teaching strategy: A multi-site study of its effectiveness. (2018). Altmiller, G., Deal, B., Ebersole, N., Flexner, R., Jordan, J., Jowell, V., Norris, T., Risetter, M., Schuler, M., Szymanski, K., Vottero, B., Walker, D. *Nursing Education Perspectives* Special Summit 2018 Issue on Educational Research Collaborations, 39(5), 291-6. doi: 10.1097/01.NEP.0000000000000385 Sub-competencies addressed by this activity: 5.1a, 5.1f, 5.2b, 5.3a, 5.3b, 5.3d
7.	***Template for Debriefing Following a Student Error Using Reflection and Quality and Safety Competencies***: This template is designed for clinical learning and is used by the *Safe Student Reporting Study* by the National Council of State Boards of Nursing. It provides step-by-step instruction for debriefing after a student error in the clinical environment. Actions are focused on safety strategies and improvements to prevent future errors. Available for free download at: https://www.ncsbn.org/safe-student-reports.htm Sub-competencies addressed by this activity: 5.1a, 5.2a, 5.2b, 5.2d, 5.2e
Resources	

1.	***IHI Open School Modules***: The IHI offers training modules for quality and safety education. Thirty-three modules are offered toteach updated concepts of quality and safety. For educators,1.5 continuing education credits are provided for each module that teach updated concepts related to quality and safety. For students, completion of 13 specific modules provides a <u>Basic Quality and Safety Certificate</u>, which signals achievement of basic quality and safety education. Students can add the certificate to their portfolio. These modules are appropriate for all levels of nursing education and can be spread across the curriculum as a quality and safety thread that runs throughout the program. Available free to faculty and students at: www.ihi.org. Publications for this activity: Altmiller, G. (2018). QSEN and nursing education: Establishing frameworks for QSEN integration. *Nurse Educator* 43(5), 230-1. doi: 10.1097/NNE.0000000000000567. Available at: https://journals.lww.com/nurseeducatoronline/pages/articleviewer.aspx?year=2018&issue=09000&article=00005&type=Fulltext Sub-competencies addressed by this activity: 5.1a, 5.1b,5.1e, 5.1f, 5.2a, 5.2b, 5.2c, 5.2e
2.	***TeamSTEPPS Instructor Videos***: These free training tools are short video vignettes and excerpts that can be used in classroom instruction to demonstrate and emphasize strategies to maintain patient safety. Vignettes include emergency department care, inpatient medical care, inpatient surgical care, labor and delivery care, and physician's office care. Videos include examples of excellent safety-structured communication as well as poor communication and the resulting sequelae for patients that can be used as a stepping off point for discussion. Available at: https://www.ahrq.gov/teamstepps/instructor/videos/index.html Sub-competencies addressed by this activity: 5.1a, 5.1b, 5.1c, 5.1f, 5.2b, 5.3d

Recommended Content

Recommended Assessment Strategies

1.	***Prelicensure Clinical Evaluations Instruments***: These clinical evaluations are framed in quality and safety competencies and are developed and validated for all prelicensure clinical courses. Each evaluation has 38-43 evaluative items that align with the knowledge, skills, and attitudes of the QSEN competencies. The quality and safety framed evaluations assist learners to identify the expected mastery for each clinical course. They demonstrate progression through the program with a clear focus on quality and safety competencies that align with practice expectations. A standardized grading rubric is included with each but scoring can be modified to pass/fail, making these evaluations adaptable to any program. Available at https://qsicenter.tcnj.edu/resources/ Publications for these instruments: 1. Altmiller, G. (2019). Content validation of Quality and Safety Education for Nurses (QSEN) pre-licensure clinical evaluation instruments. *Nurse Educator*, 44(3), 118-121. doi: 10.1097/NNE.0000000000000656. Available free at: https://journals.lww.com/nurseeducatoronline/Fulltext/2019/05000/Content_Validation_of_Quality_and_Safety_Education.2.aspx

	2. Altmiller, G. (2017). Content validation of a QSEN based clinical evaluation instrument. *Nurse Educator*, 42(1). 23-27. doi: 10.1097/NNE.0000000000000307. Available free at: https://journals.lww.com/nurseeducatoronline/Fulltext/2017/01000/Content_Validation_of_a_Quality_and_Safety.7.aspx Sub-competencies addressed by this instrument: 5.1a,5.1b, 5.2b, 5.2f, 5.3d
2	*Graduate Level Clinical Evaluation Instrument*: This quality and safety framed clinical evaluation was developed and validated for graduate level nurse practitioner clinical education. The 34 items of the evaluation align with the knowledge, skills, and attitudes of the graduate QSEN Competencies and with the NONPF core competencies for nurse practitioner education. The 34 items describe the expected mastery for safe, high-quality nurse practitioner clinical practice and are applicable to any specialty nurse practitioner clinical rotation Available at: https://qsicenter.tcnj.edu/resources/ Publications for this instrument: 1. Altmiller, G. & Dugan, M. (Published ahead of Print-May 2021). Content validation of the quality and safety framed clinical evaluation for nurse practitioner students. *Nurse Educator*, 46(3). doi: 10.1097/NNE.0000000000000936. Available free at: https://journals.lww.com/nurseeducatoronline/Abstract/9000/Content_Validation_of_the_Quality_and_Safety.99241.aspx Sub-competencies addressed by this instrument: 5.1a,5.1b, 5.2b, 5.2f, 5.3d
3.	*Just Culture Assessment Tool-Nursing Education:* This validated 27-item instrument assesses the 6 important dimensions of Fair and Just Culture in schools of nursing. Just culture in practice encourages practitioners to report errors so that systems can be improved and future errors can be prevented. The same is not true in nursing education where mistakes are frequently met with a punitive response. The instrument was developed to assess Fair and Just Culture in nursing academia and validated in a pilot study of 133 students. This tool was then implemented with over 800 students from 15 schools across the country in a multi-site study that was awarded the 2020 Sigma Theta Tau Generating Evidence for Nursing Education Practice Award. Refined through factor analysis, this instrument can be used by all nursing education programs to establish a baseline for Fair and Just Culture and then used to measure improvements over time. Available at: https://qsicenter.tcnj.edu/just-culture-assessment-tool-nursing-education-jcat-ne/ Publications for this instrument: 1. Walker, D., Altmiller, G., Hromadik, l., Barkell, N., Barker, N., Boyd, T, Compton, M., Cook, P., Curia, M., Hays, D., Flexner, R., Jordan, J., Jowell, V., Kaulback, M, Magpantay-Monroe, E., Rudolph, B., Toothaker, R., Vottero, B., & Wallace, S. (2020). Nursing students' perception of just culture within nursing programs: A multisite study. *Nurse Educator*, 45(3), 133-138. doi: 10.1097/NNE.0000000000000739. Available free at: https://journals.lww.com/nurseeducatoronline/Fulltext/2020/05000/Nursing_Students_Perceptions_of_Just_Culture_in.12.aspx 2. Walker, D., Hromodik, L., Altmiller, G., Barkell, N., & Toothaker, R. (Published ahead of print 2020). Exploratory factor analysis of the just culture assessment tool for nursing education. *Journal of Research in Nursing*. Doi: 10.1177/1744987120951589. 3. Walker, D., Altmiller, G., Barkell, N., Hromodik, L., Toothaker, R. (2019). Development and validation of the just culture assessment tool for nursing education (JCAT-NE). *Nurse Educator*, 44(5), 261-264. doi: 10.1097/NNE.0000000000000705 Sub-competencies addressed by this instrument: 5.2a, 5.2d, 5.3d

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