



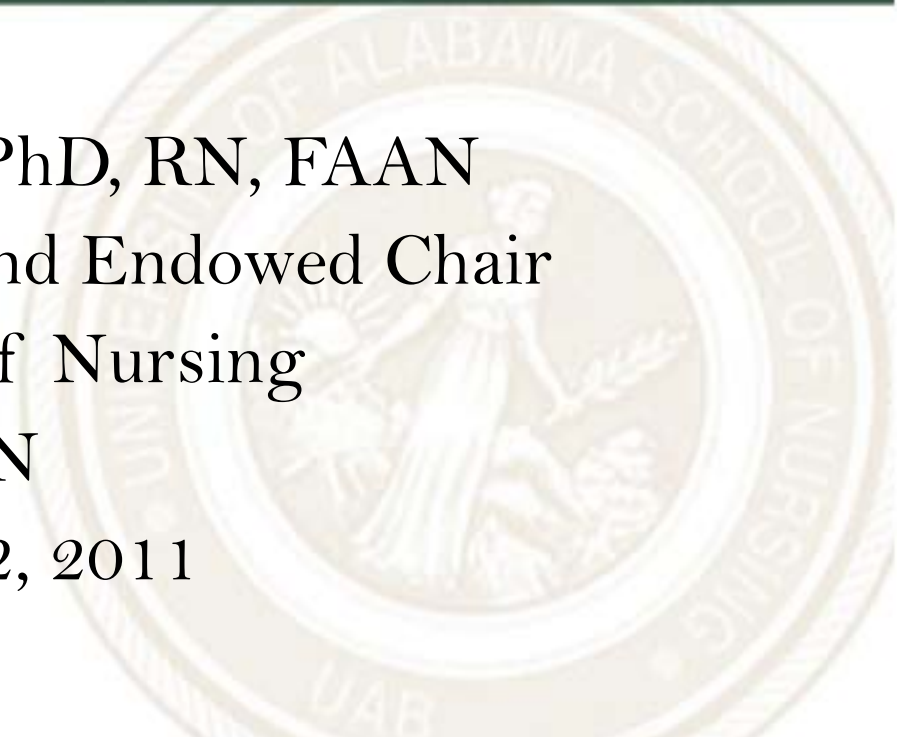
UAB SCHOOL OF
NURSING

Innovative Ways to Design the Graduate Curriculum

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AACN

October 22, 2011





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



Curriculum Innovation!

IOM Future of Nursing

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.

Quality and Safety Education for Nurses (QSEN)

The screenshot shows the QSEN website in a Windows Internet Explorer browser window. The browser's address bar displays <http://www.qsen.org/>. The website header features the QSEN logo and the text "Quality and Safety Education for Nurses" and "Funded by the Robert Wood Johnson Foundation". Navigation buttons for "HOME", "LOGIN", and "SITE MAP" are visible. A search bar is located on the left side of the page. The main content area is titled "Welcome" and contains a paragraph about the website's purpose. A sidebar on the left lists various resources, and a "News and Opportunities" section on the right lists recent events and articles.

QSEN *Quality and Safety Education for Nurses*
Funded by the Robert Wood Johnson Foundation

HOME LOGIN SITE MAP

Search

About QSEN
Quality/Safety Competencies
Teaching Strategies
Faculty Resources
Pilot Schools
QSEN Consultants
Conferences
Related Links

Welcome

Welcome to QSEN, a comprehensive resource for quality and safety education for nurses! Faculty members worldwide are working to help new health professionals gain the knowledge, skills, and attitudes to improve the quality and safety of the health care systems in which they work. This website includes annotated bibliographies, faculty resources, teaching strategies, and more. We invite you to share your ideas about educational strategies that promote quality and safety competency development in nursing.

Pre-Licensure KSAs
Graduate KSAs
Patient-Centered Care
Teamwork & Collaboration
Evidence Based Practice
Quality Improvement
Safety

News and Opportunities

2012 QSEN National Forum opens Call for Abstracts

AHI Announces 3rd Annual Duncan Neuhauser Curricular Innovation Awards

Patient Safety Matters Conference Registration Open

New QSEN Learning Modules Released

2011 RWJF Article: Renowned Leader Helps Improve Health Care Quality and Safety

2011 RWJF Sharing

Quality and Safety Education for Nursing (QSEN)

Competency KSAs (Graduate) | QSEN - Quality & Safety Education for Nurses - Windows Internet Explorer

http://www.qsen.org/ksas_graduate.php

Convert Select

Search

About QSEN

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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 Medicine¹ 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 to curricular development for formal academic graduate programs and for use as criteria for certification and continuing education of advanced practice nurses².

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](#)

http://www.qsen.org/ksas_prelicensure.php

Internet 125%

Nursing Alliance for Quality Care(NAQC)

GWU -Nursing Alliance for Quality Care - Windows Internet Explorer

http://www.gwumc.edu/healthsci/departments/nursing/naqc/index.cfm

Convert Select

GWU -Nursing Alliance for... Competency KSAs (Graduate)...

Background

Alliance Members

Join NAQC


Resources

Contact Staff

Home

er your email to up for our E-news

GO



NAQC
Nursing Alliance
for Quality Care

Quality and Safety News

CARE ABOUT YOUR CARE .ORG

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.

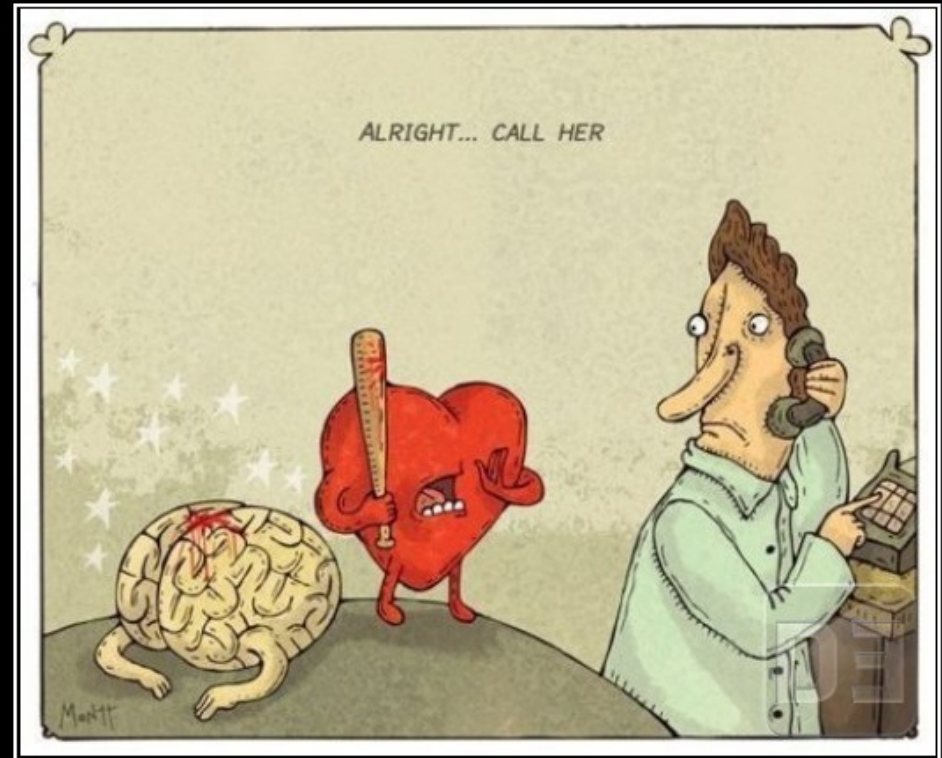
The establishment of the NAQC is based on the assumption that only with a stronger, more unified nursing policy 'voice' will

- NAQC Posts Public Comm on Proposed Rules Impact Nurses and Patients
- NAQC Summary of the National Strategy for Qua Improvement in Health C.
- Catching Up With ... Mary Schumann about Nurse-le


Internet 125%

New Masters Essentials

The right
thing to do!



The right thing to do is
almost always the hardest thing to do.



Masters Essentials basis for Masters Degrees

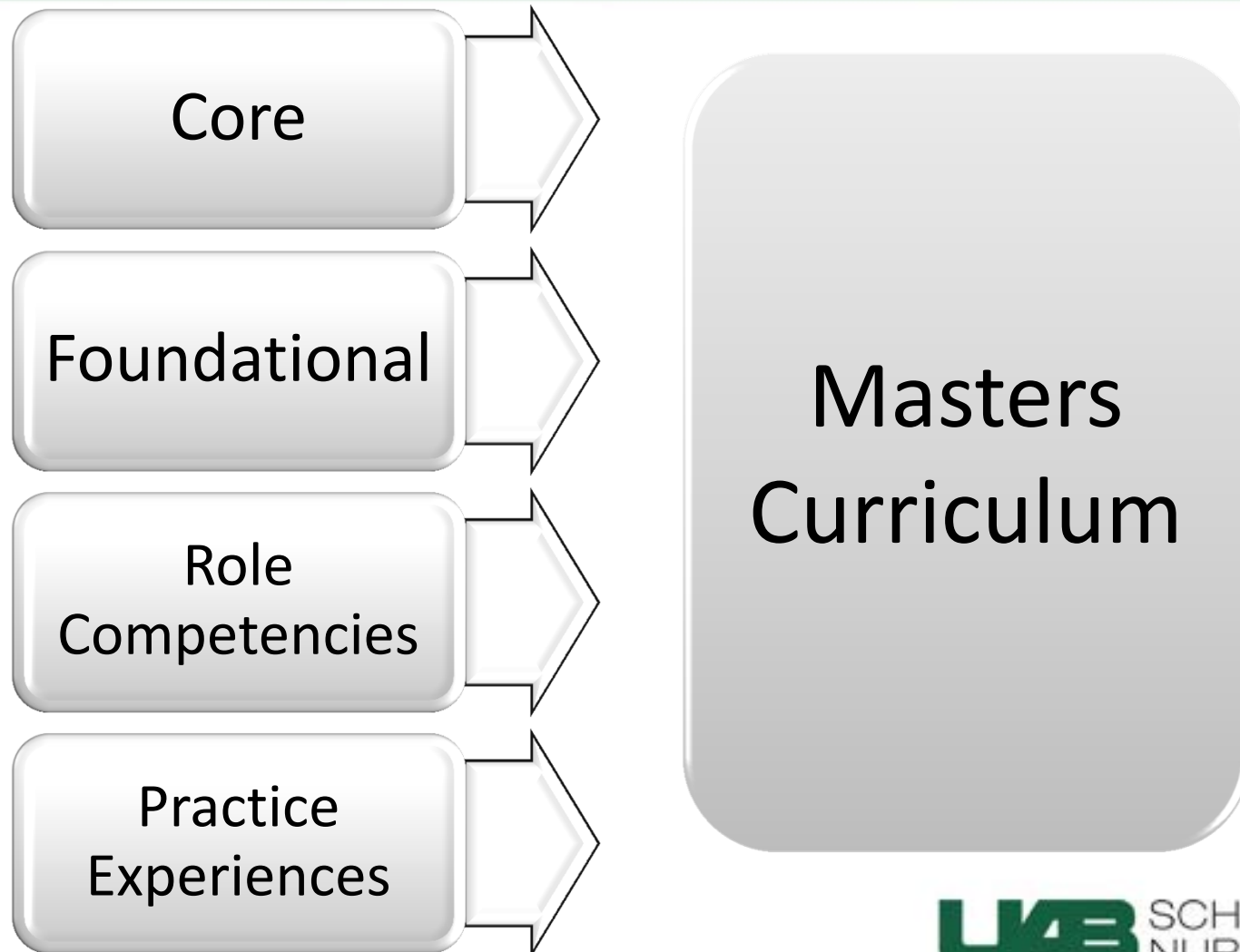
- Model for seamless progression
- Multiple pathways using bridge models to Masters and DNP Programs
- AD to MSN, BSN to MSN, MSN to DNP, BSN to DNP, BSN to DNP
- Masters Essentials in the Middle



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






Integrating Framework: A work in Progress

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

BSN

Basic Organizational and Systems Leadership for Quality Care and Patient Safety

MSN

Organizational and Systems Leadership

Doctoral

Organizational and Systems Leadership for Quality Improvement and Systems Thinking

**U
A
B**

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

Knowledge of organizational and leadership concepts demonstrating leadership in designing, implementing, and evaluating healthcare delivery systems for the improvement of health care

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

BSN

Basic Organizational and Systems Leadership for Quality Care and Patient Safety

MSN

Quality Improvement and Safety

Doctoral

Organizational and Systems Leadership for Quality Improvement and Systems Thinking

**U
A
B**

To participate in and utilize structure, process and outcome measures to evaluate the implementation of patient safety and quality improvement initiatives.

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.

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.



Essential 5: Informatics and Healthcare Technologies

BSN

Information Management and Application of Patient Care Technology

MSN

Informatics and Healthcare Technologies

Doctoral

Information systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

**U
A
B**

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

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.

Leads the design, selection and evaluation of healthcare ICT systems that promote effective and ethical use of patient information.



New Masters Essentials Core: Review of Curricular Content

Evidence Based Practice

Epidemiology

Databases

Outcomes Evaluation

Population Health

Clinical prevention

Quality Improvement and
Safety

Electronic Health Records

Politics and Policy

Organizational Policy

Finance

Statistics

Roles

Regulation

Certification

Credentialing

Leadership

Teamwork

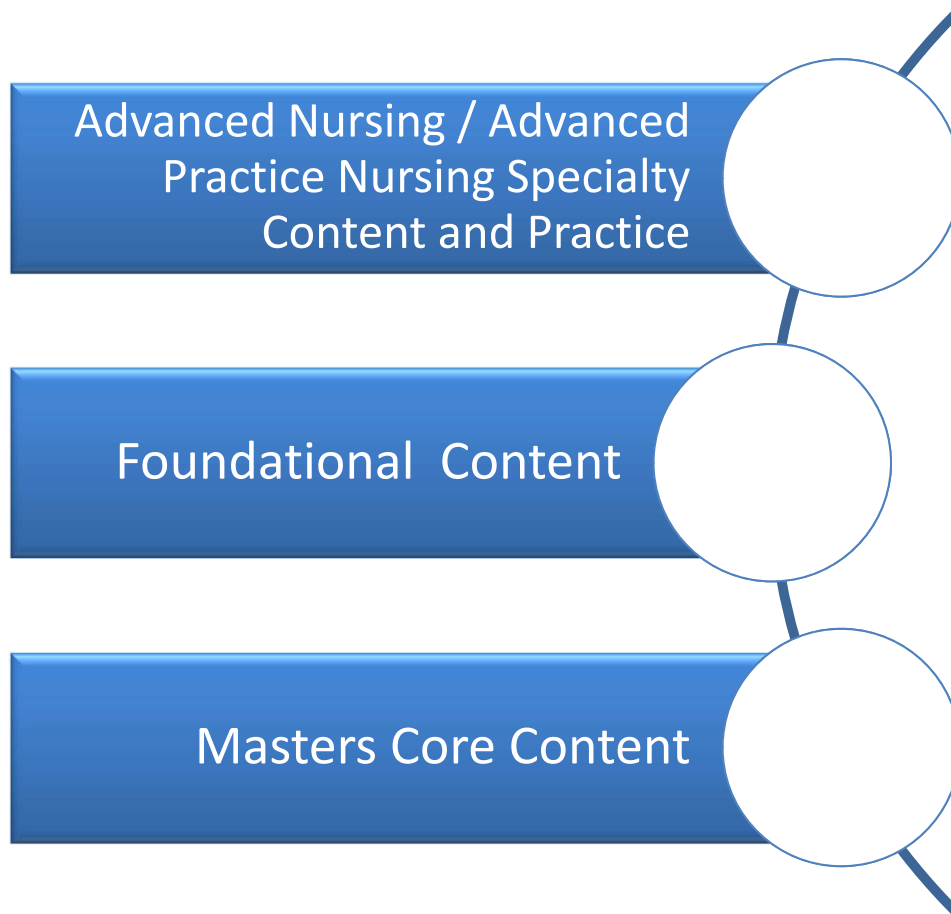
Legal/Ethics



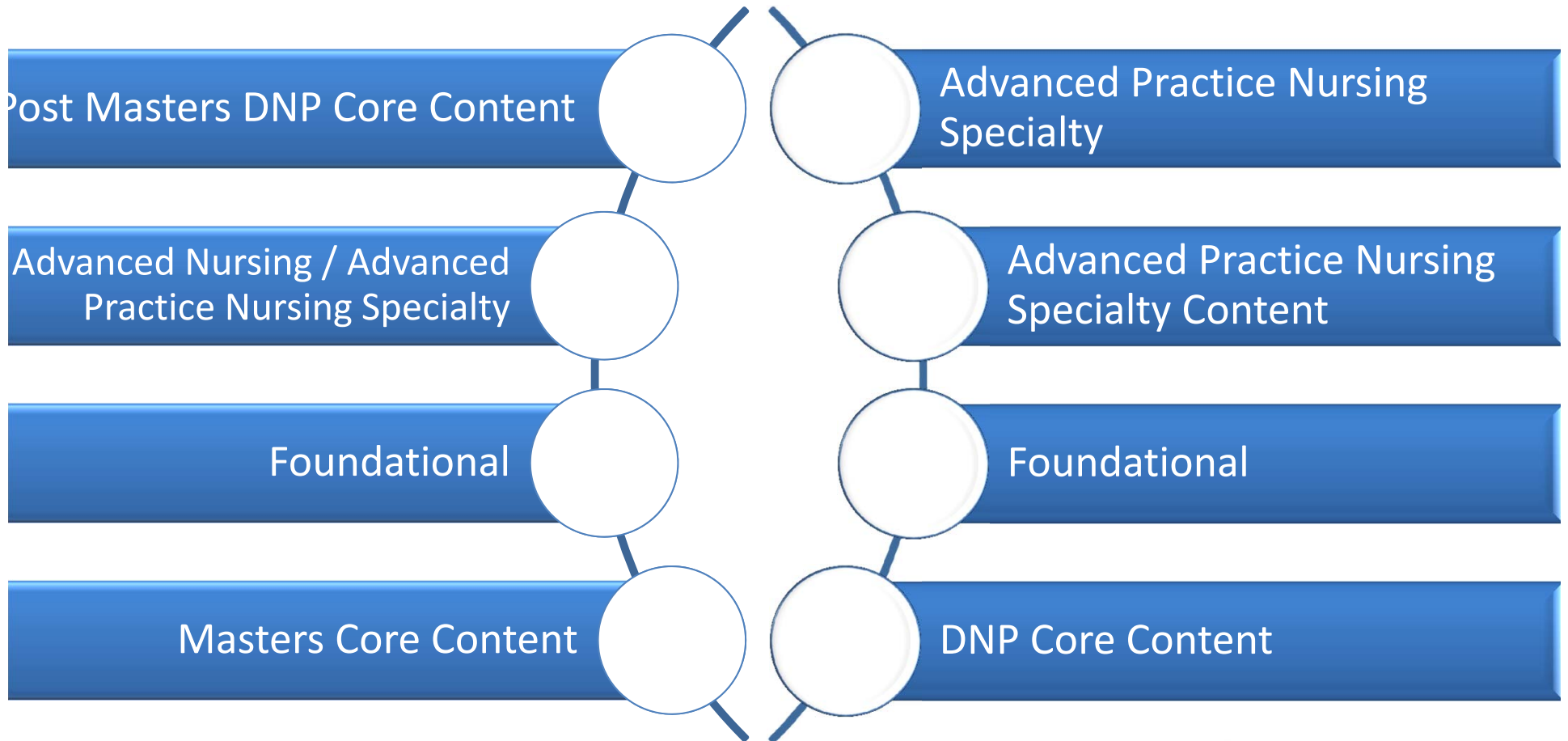
Master Essentials

- 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

Seamless Masters Academic Progression



Seamless DNP Academic Progression





Foundational 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



Foundational Content Applied to Advanced Nursing Roles

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

Sample Master's Role Foundational Content

Program	Core	Foundational	Specialty
Nursing and Health Systems Administration	U n d e r d e v e l o p m e n t	<ul style="list-style-type: none"> • Nursing Financial Management • Advanced Quality and Patient Safety • Human Resource Management 	Advanced Nursing Content Practicum I Practicum II Practicum III
Clinical Nurse Leader		<ul style="list-style-type: none"> • Advanced Pathophysiology • Advanced Pharmacology • Advanced Health/Physical Assessment 	
Clinical Nurse Educator		<ul style="list-style-type: none"> • Advanced Pathophysiology • Advanced Pharmacology • Advanced Health /Physical Assessment 	
Clinical Research Manager		<ul style="list-style-type: none"> • Teaching Principles for CRC's • Advanced Pharmacology • Advanced Pathophysiology 	



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!