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# Catch the Wave: Incorporating QSEN Competencies in a Transition into Practice Program

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# Catch the Wave: Incorporating QSEN competencies in a *Transition into Practice Program*

## PURPOSE

To incorporate the Quality and Safety Education for Nurses (QSEN) competencies in a standardized Transition into Practice (TIP) program called The Clinical Academy

- Core Fundamentals
- Clinical Specialty Training
- Immersive Specialty Simulation

## BACKGROUND

The 1999 Institute of Medicine publication “To Err is Human” revealed that a startling number of preventable medical errors regularly occur in healthcare. The QSEN Institute developed competencies to address this problem, and while many pre-licensure programs use them, these competencies are rarely used in clinical practice.

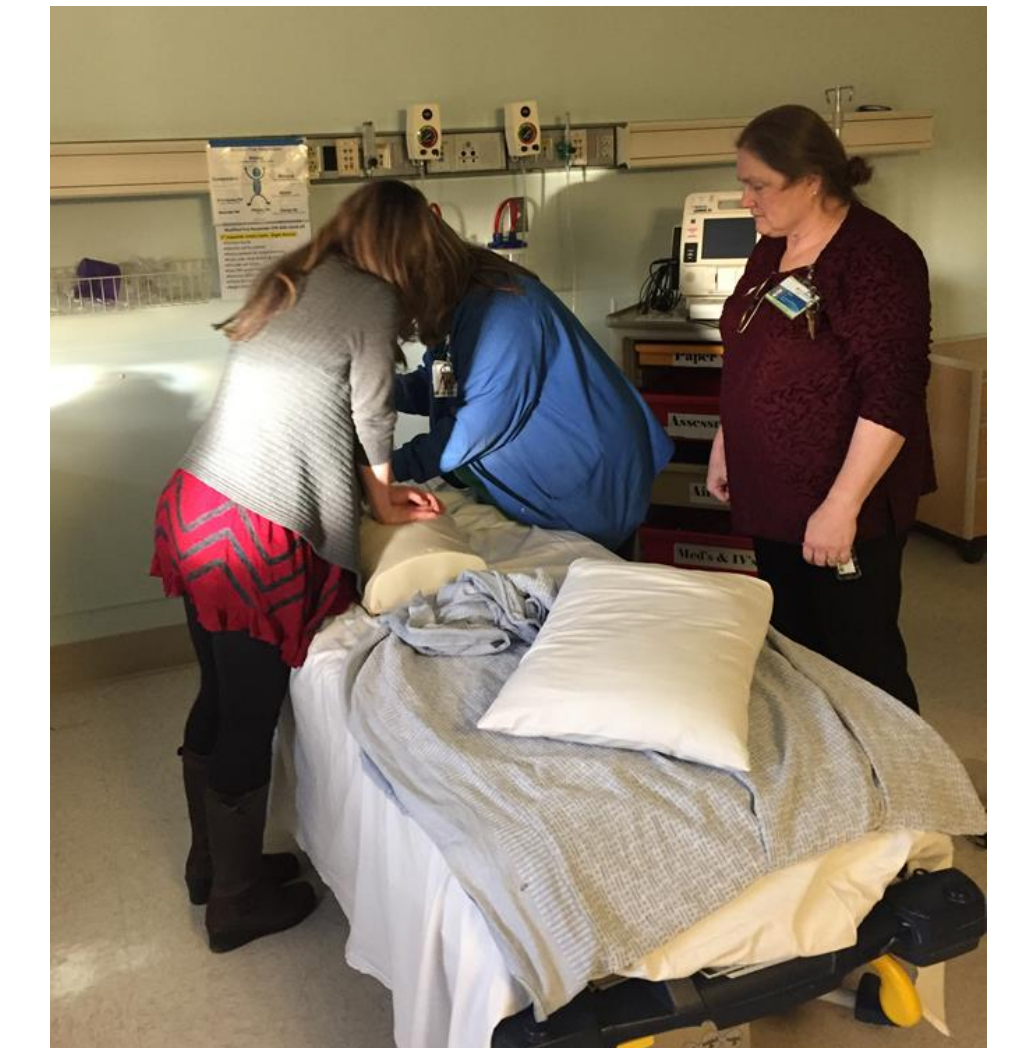
## REFERENCES

Institute of Medicine. 2000. *To Err Is Human: Building a Safer Health System*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/9728>.  
 Olds, D. & Dolansky, M.A. (2017). Quality and Safety Research: Recommendations From the Quality and Safety Education for Nurses (QSEN) Institute. *Applied Nursing Research*, 35, 126-127. <http://dx.doi.org/10.1016/j.apnr.2017.04.001>  
 Quality and safety education for nurses. Cronenwett, Linda et al. *Nursing Outlook*, Volume 55, Issue 3, 122-131.

## INTERVENTION

The Clinical Academy

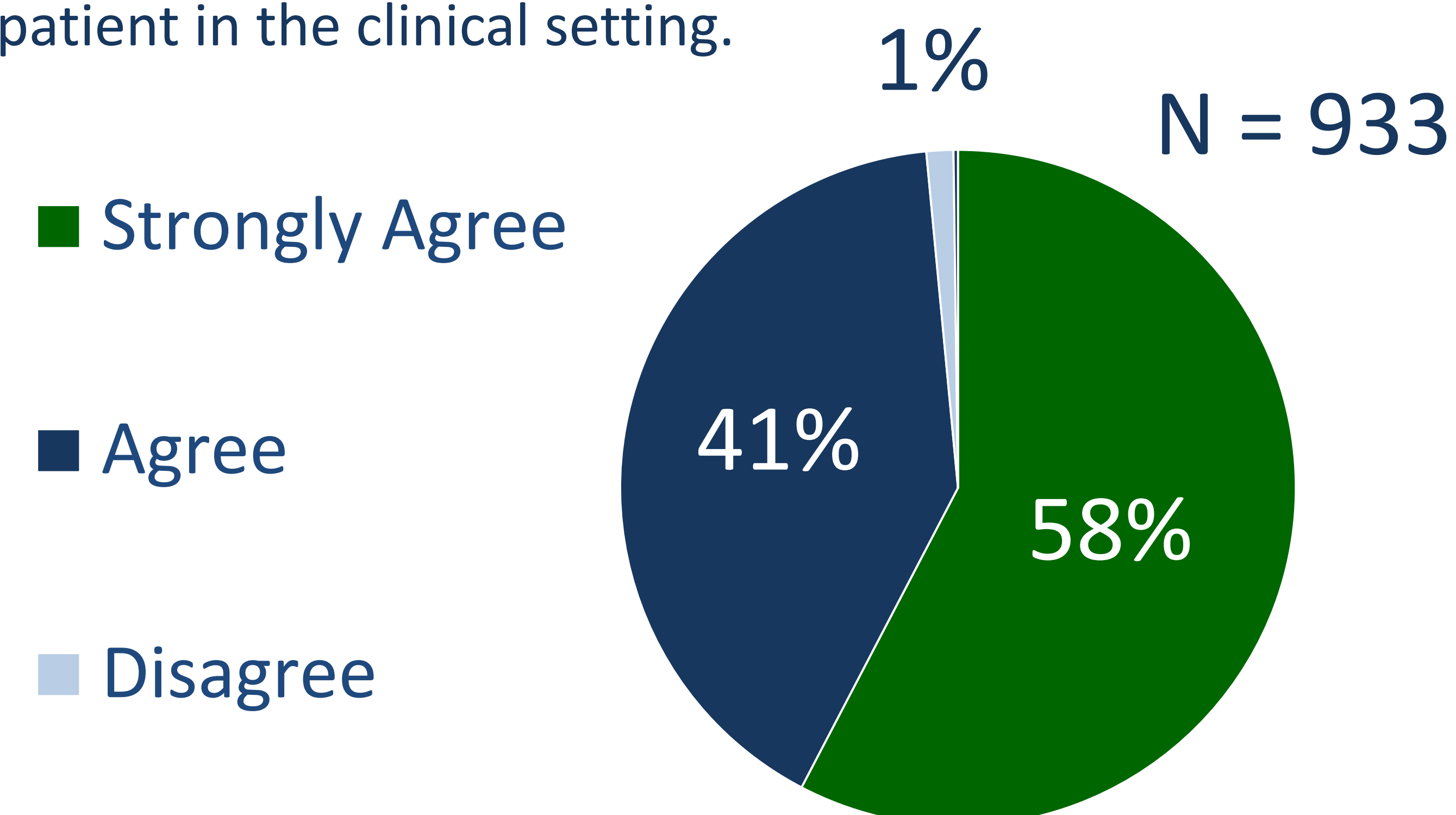
- Curriculum is grounded in constructivist adult learning theory utilizing the blended and flipped learning mode
- Curriculum design teams, in partnership with Human Resources and Finance, included system leadership, nursing executives, clinical educators, content experts, and bedside nurses representing 7 geographic regions within 5 states



<b>Core Fundamentals</b>	<ul style="list-style-type: none"> <li>➤ The purpose was to provide educational and social support to new graduate nurse residents over a period of 12 months</li> <li>➤ Structure and content was informed by the National Council of State Boards of Nursing (NCSBN) Transition to Practice Program, QSEN competencies, and evidence-based literature resources</li> </ul>
<b>Clinical Specialty Training</b>	<ul style="list-style-type: none"> <li>➤ Curriculum for all new graduate or new-to-specialty nurses in the following specialties: Medical/Surgical, Perinatal, Perioperative, Critical Care, Emergency Department, Orthopedics/Spine, Oncology, Neonatal Intensive Care, Behavioral Health, Care/Case Management, Step-down/Progressive Care, and Cardiovascular Lab</li> </ul>
<b>Immersive Specialty Simulation</b>	<ul style="list-style-type: none"> <li>➤ QSEN competencies are the foundation for specialty simulation and, along with individual scenario objectives, focus each debriefing on how the practical application of QSEN competencies in everyday clinical practice will improve the quality and safety of healthcare</li> </ul>

## RESULTS AND OUTCOMES

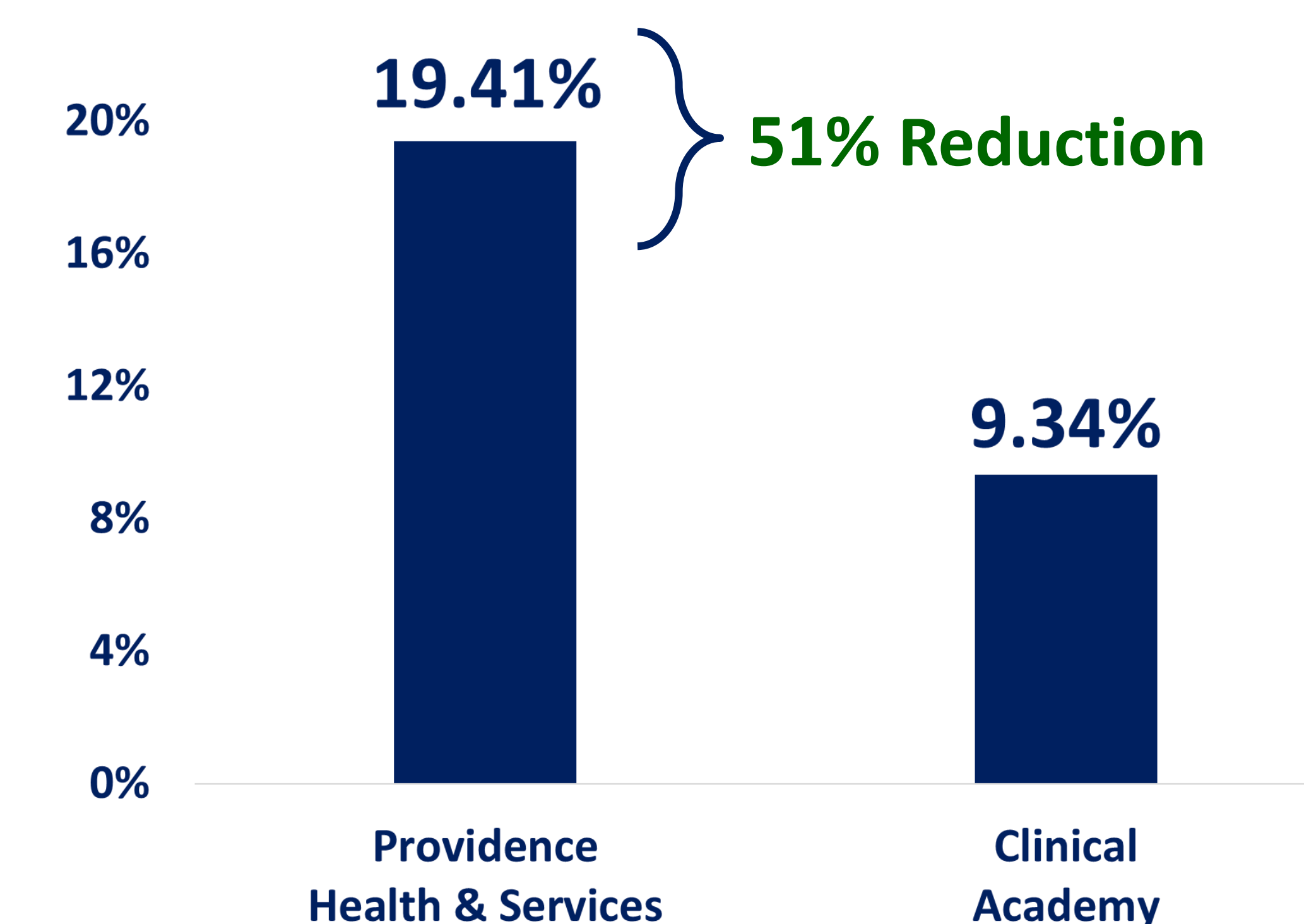
Post Immersive Specialty Simulation survey question:  
 I feel confident in my ability to manage a similar patient in the clinical setting.



Incorporating QSEN competencies into a TIP program demonstrated tremendous impacts:

- **51% reduction** in system wide nursing first year turnover
- **Approximately \$14 million in savings** due to turnover avoidance
- **98% of survey respondents** strongly agree or agree they **feel confident** in their ability to apply concepts, such as QSEN competencies, to clinical practice

### First Year Turnover as of Feb 2018



### Avoided Approximately

- **200 RNs** first year turnover
- **\$14M** in turnover costs (posting, recruiting, hiring, pre-boarding, onboarding, simulation, precepting and other training)