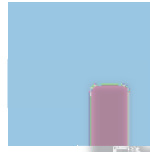


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that can be used by regulatory bodies that set standards for licensure, certification and accreditation of nursing education programs.

As we engaged in conversations with faculty at multiple schools and meetings, the consistent plea was to “tell us how to teach” the KSAs that are not embedded in current curricula. By April 2007, the QSEN Web site ([www.qsen.org](http://www.qsen.org)) will go live, and faculty everywhere will be able to access annotated references and a beginning set of teaching strategies for classroom, skills/simulation lab and clinical site teaching.

QSEN: Phase II begins April 2007, and the work will be extended through two parallel initiatives. In one, organizational representatives from groups that establish standards for the education, licensure and certification of advanced practice nurses will join QSEN faculty in drafting KSAs that would be appropriate for *graduate* education. In the other, faculty and schools involved in prelicensure education will be invited to help us learn about how to teach the quality and safety competencies in one of three ways:

**Option A:** Every faculty member in the country can participate in QSEN initiatives by reading about the competencies and KSAs for prelicensure education through links to Elsevier at [www.qsen.org](http://www.qsen.org). Because many of the KSAs can be taught by role modeling and reflection or by adjusting an objective in a course assignment, every faculty member can contribute to quality and safety education in their *current* courses. Anyone can use the annotated references and teaching strategies on the Web site and contribute to QSEN by letting us know what we could do to make the Web site a more valuable resource for teaching.

**Option B:** The initial teaching strategies and assessment ideas on the QSEN Web site have been submitted by QSEN faculty and advisory board members. We want to help spread hundreds of ideas from faculty around the world. Faculty can join us by sharing *their own* teaching strategies through an electronic submission process launched through [www.qsen.org](http://www.qsen.org). Learning what does and doesn't work will be equally valuable, and we hope to create a virtual faculty that can build on the innovations of others. We don't all have to “reinvent the wheel.”

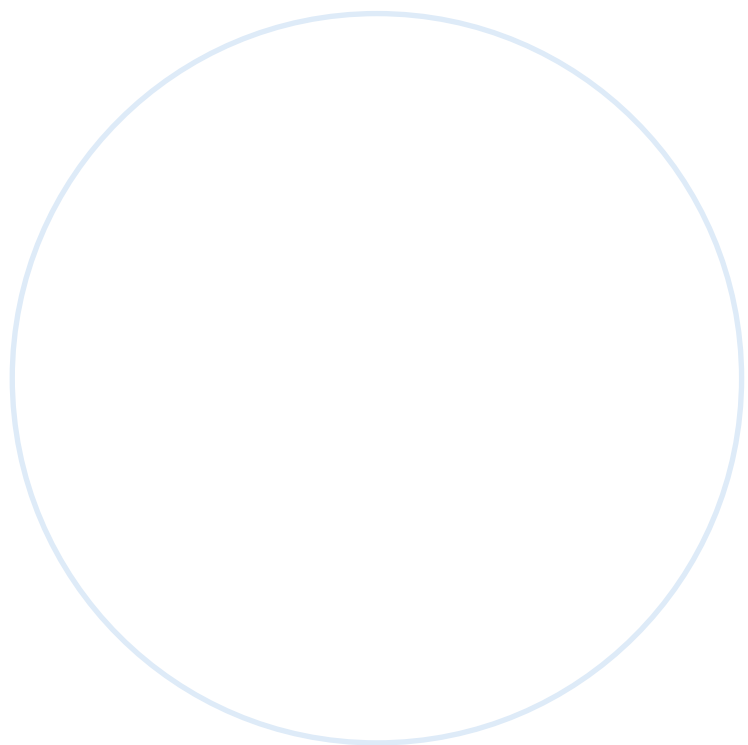
**Option C:** Some schools will choose to seek program-level participation in QSEN by submitting an application to be a member of the QSEN Pilot School Learning Collaborative. Given the limited exposure to quality and safety education in the health professions to date, we simply do not know how difficult it will be to integrate the teaching of the KSAs into all types of prelicensure nursing education programs. Will it be sufficient to direct faculty to a Web site for resources or will a more comprehensive approach to faculty development be required? Fifteen nursing education programs will be selected to join the QSEN faculty and advisory board on a journey to answer these questions. Information about this learning collaborative will be mailed to schools in March and will also be available on the Web site.

*We are grateful to the Robert Wood Johnson Foundation for its commitment to changing health professions education by supporting this work in quality and safety education. They have given us the opportunity. Now it's up to all of us to do the work.*

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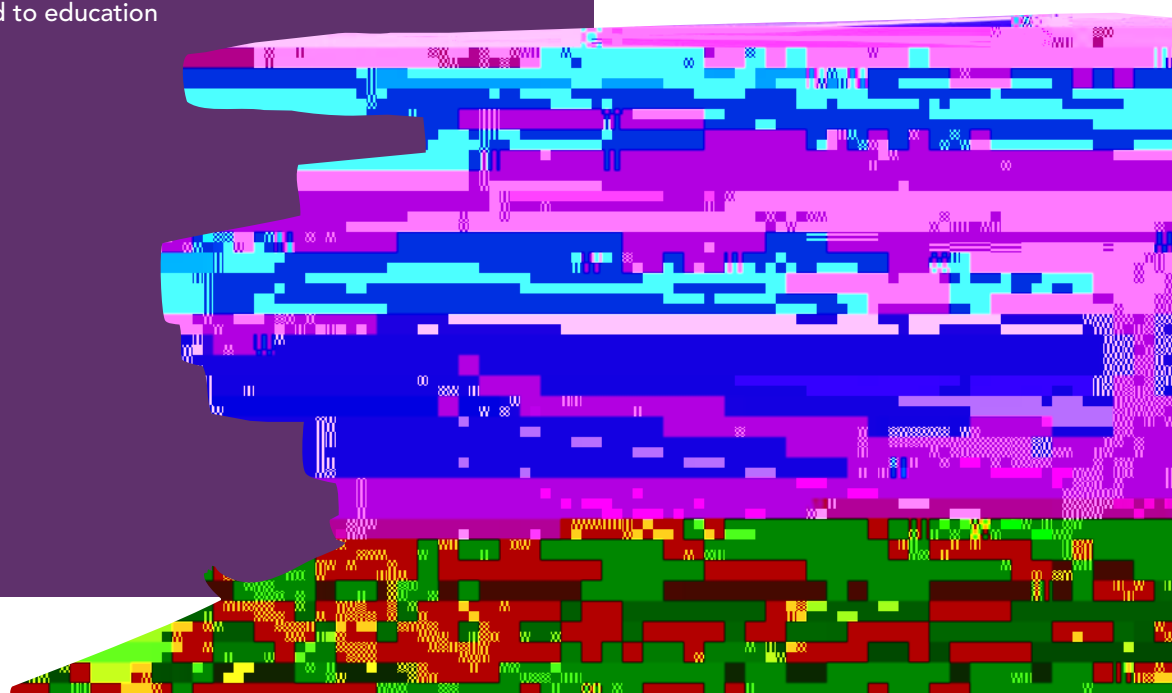
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## Selected Publications/Presentations Related to Education

Recent publications and presentations related to education  
issues authored by NCSBN staff members:

### Publications



# NCSBN's 2004 PN Focus Group: A Stimulus for Action

In the November 2004 *Leader to Leader* we reported on the PN Focus Group that NCSBN convened in April of that year. NCSBN invited participants from various nursing-related disciplines across the U.S., including professionals from boards of nursing, practice, nursing organizations and accreditors, and other organizations, such as the Joint Commission and Institute for the Future of Aging Services. It was an impressive group, and we had a rich discussion that day.

Based on the recommendations from the PN Focus Group participants, significant strides have been made. In 2005 NCSBN's Board of Directors approved the "PN Scope of Practice White Paper," which was written following a recommendation of the Focus Group members. It is available by going to [www.ncsbn.org](http://www.ncsbn.org) and searching for "practical nurse scope of practice." This paper incorporated findings from the PN Focus Group, results of a survey sent to boards of nursing, and other research and information on PNs that was gathered. By addressing the various PN studies in this paper, NCSBN began serving as a clearinghouse for PN data, as recommended by the PN Focus Group.

Also, based on the PN Focus Group recommendations, NCSBN's Board of Directors now carefully considers committee membership, appointing LPN/VN representatives from member boards whenever possible. Further, the NCSBN Model Rules are now available on the NCSBN Web site: [www.ncsbn.org/312.htm](http://www.ncsbn.org/312.htm) and are periodically updated to include any changes in PN practice.

One very exciting initiative that arose from discussions at the PN Focus Group is that the National Association for Practical Nurse Education Service (NAPNES) has begun to develop a national PN curriculum. Patrick Mahan, the executive director of NAPNES, spearheaded this initiative, and he says they hope to ratify the new national education standards at their national convention (May 4–8, 2007). Once the standards are adopted, a committee will be tasked to develop national curricula for each type of PN school.

NAPNES will notify every school in the U.S. and its territories that new standards have been developed, and these standards and curricula will be available via the Web site and at the NAPNES office. Additionally, a copy will be sent to every state board of nursing, NCSBN, NLNAC, ANA and other key stakeholders.

The original draft was written by Ruth Davidhizar, FAAN, DNS, ARNP-BC, RN, and the review process began at the NAPNES PN Educator Workshop in Newport News. At that workshop, 78 educators from 11 states participated. NAPNES also called for reviewers from the *Journal of Practical Nursing* and via their Web site, asking for PN educators to participate as reviewers. PN educator groups participated in the review process. Additionally, NAPNES sent an invitation to every state board of nursing inviting them to participate in the review process. Finally, they invited employers to participate in the process.

Another opportunity for comment will be offered at the PN Educator Workshop in May 2007 and the final draft will be presented to the membership for adoption. In the end, hundreds of educators, regulators and/or employers will have been involved in the review process. Mahan says that they "have used the best available information in the creation of these standards, including IOM Standards, EBNER, historical documents, state regulations, NCSBN model regulation, and the needs of employers." (EBNER is the Evidence-Based Nursing Education for Regulation

document that NCSBN released in 2006.) Mahan

further states that the standards were not written with any one state in mind, but will provide a very broad education and practice perspective. He adds that similar to NAPNES's work in the 1950s to get pharmacology as part of the national curriculum for PN education, they will once again seek to expand the basic education offered by practical nurse programs to account for new technologies and to meet the needs of the communities that LPN/VNs serve.



*Leader to Leader* is published biannually by  
**National Council of State Boards of Nursing (NCSBN)**  
111 E. Wacker Drive, Suite 2900  
Chicago, IL 60601-4277  
Phone: 312.525.3600  
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