

Dedicated Education Units (DEUs): An Integrative Review of the Literature



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Purpose of this Study

- The purpose of this study is to explore how Dedicated Education Unit (DEU) models can meet the demands of current nursing education clinical needs.
- It will also review:
 - The benefits of the DEU model to clinical facilities and to schools of nursing
 - The impact of the DEU model on patient care and the overall quality of clinical experiences of nursing students
 - The strategies needed to successfully implement a DEU



Background

- Nursing education is currently faced with the challenge of decreasing clinical sites to train nursing students
- Critical clinical faculty shortages
- The need to improve clinical learning experiences
- The lack of adequate preparation for staff nurses who work with students in the clinical setting

(Benner, Sutphen, Leonard & Day, 2010)

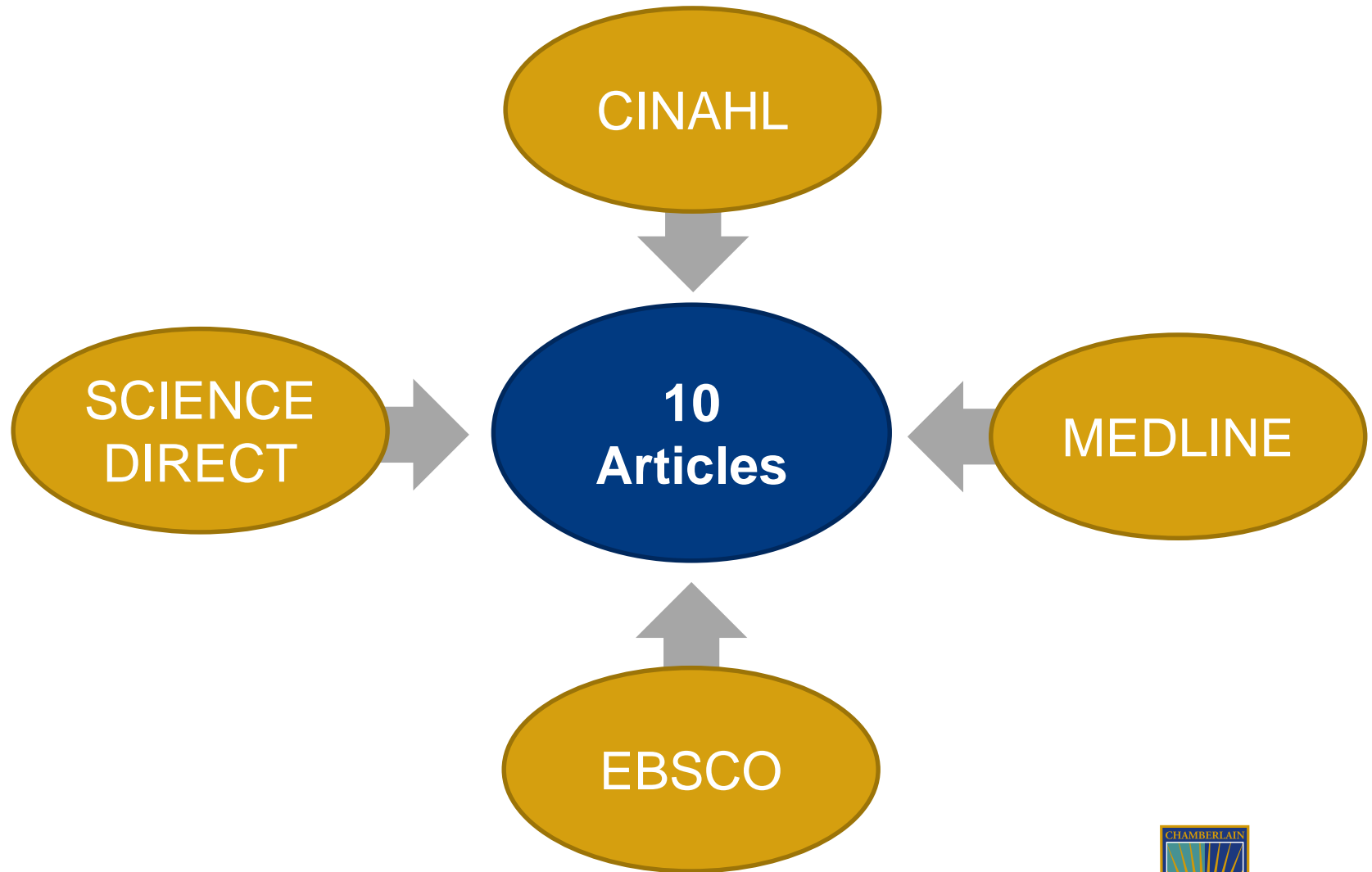


Research Questions

- What are the results of the current implementation of the DEU model in light of the recommendations provided by the Institute of Medicine (IOM) and other national bodies?
- What future research is recommended to ensure that the DEU model will be instrumental to improve nursing education and meet the current healthcare needs?



Methodology



Literature Review - DEU Effectiveness

| Author/Date | Sample | Design | Tools | Findings |
|---|---|---------------|--|--|
| Nishioka, Coe, Hanita & Moscato (2014) | N=124 (focus groups) N=69 (Surveys) acute care hospital setting | Mixed methods | Clinical Nurse Teacher Survey (CNTS) focus groups interviews | Collaborative partnership in DEU model between faculty and staff nurse provides students with optimal clinical experience. |



Literature Review- DEU Effectiveness (cont'd)

| Author/Date | Sample | Design | Tools | Findings |
|---|---|--|--|---|
| Mulready-Shick & Flanagan (2014) | N=34 (Interview) Medical surgical students in acute care hospital setting | Mixed-methods with a randomized control trial design (Data collected from multiple sites over a 2 year period) | Interview data from four levels of participants: DEU staff nurse, staff nurses not involved on DEUs, clinical faculty coordinators and administration partners | Collaborative partnerships, solid structural foundation with seasoned staff nurses, recognition and rewarding activities are key components necessary to create and maintain a DEU model. |



Literature Review- DEU Effectiveness (cont'd)

| Author/Date | Sample | Design | Tools | Findings |
|---|---|---|--|--|
| Nishioka, Coe, Hanita & Moscato (2013) | N=209 (focus groups) N=1,053 (Surveys) | Non-experimental, repeated measures, mixed methods design | Student surveys (Clinical Learning Environment, Supervision and Nurse Teacher-CLES+T) supplemented by focus group data | Improved mentoring relationships between staff nurses and nursing students in DEUs compared to traditional clinical units. The DEU model has a positive impact on the quality of nursing clinical education. |



Literature Review- DEU Effectiveness (cont'd)

| Author/Date | Sample | Design | Tools | Findings |
|------------------------------------|---|-------------------------------|---|---|
| Ranse & Grealish (2007) | Convenience sample of 25 second and third year nursing students | Exploratory qualitative study | Data collection through three focus group discussions | Students value engagement, active participation and peer learning to reinforce knowledge. |



Literature Review- DEU Effectiveness (cont'd)

| Author/Date | Sample | Design | Tools | Findings |
|------------------------------------|-------------------------------|--------------------------------|---|---|
| Moore & Nahigian (2013) | N= 61 Medical surgical DEU | Quantitative descriptive study | Survey questionnaire; Visual analog scales; Nurse-to-Nurse Collaboration Scale (NNCS) adapted from Dougherty & Larson (2010). | <p>Collaboration of unit nurses with students noted on results of survey questionnaire.</p> <p>Higher NNCS scores rated by students on the DEUs compared with students on traditional units.</p> <p>No differences in perceptions of junior students and senior students with regard to student and nurse collaboration in DEUs versus traditional units.</p> |



Literature Review- DEU Implementation

| Author/Date | Setting | DEU- Key Criteria | Key Program Elements |
|-----------------------------------|-----------------------------|--|---|
| Dapremont & Lee (2013) | Acute care hospital setting | Staff nurse with 2 years or more of nursing experience | Collaborative relationships between academic faculty, nursing staff and students. |



Literature Review- DEU Implementation (cont'd)

| Author/Date | Setting | DEU- Key criteria | Key Program Elements |
|--|---|---|---|
| Hannon, Hunt, Haleem, King, Day & Casals (2012) | Academic-service partnership/D EU setting | Staff nurse with 2 years or more of nursing experience and willing to work with students Nursing students with prior clinical experience | Communication, collaboration, community learning, critical thinking, mentoring, planning and evaluation are key elements. |



Limitations of the Research

- Key words limited
 - Dedicated Education Units vs. Academic-Practice Partnerships
- Nursing education focus only
- Impact on clinical nursing education
- Peer-reviewed articles



Implications and Future Research

- The DEU Model vs. Traditional clinical setting
- The impact of the DEU on quality improvements in unit-based practices and patient care outcomes
- Implications for healthcare units using the DEU model
- Healthcare facility/unit staff orientation strategies



Conclusion

- DEU model encourages:
 - A learner-centered environment
 - student engagement
 - Active participation in the clinical experience
 - Enhances knowledge acquisition, collaboration and teamwork



Conclusion

- DEUs address the current shortages in clinical:
 - Preceptors
 - Faculty
 - Site shortages
- Results:
 - Increased student and staff satisfaction
 - Increased clinical experiences
 - Enhanced critical-thinking



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