



The Dedicated Educational Unit

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Learning Objectives

- The learner will identify ways in which the Dedicated Education Unit (DEU) fosters skilled communication, true collaboration, effective decision making, recognition, and authentic leadership.
- The learner will appreciate how the DEU supports the Clinical Instructor (CI) in the development of strong clinical and academic partnerships.
- The learner will conclude that educational programs are necessary for the clinical instructors success and professional development.

What is a Dedicated Educational Unit?

- The DEU model is an innovative approach to providing quality education to student nurses through integration into an established and stable nursing unit with experienced staff nurses acting as Clinical Instructors (CI).
- DEU model is a collaboration with university faculty and the institution's nursing educators.

Partnership



- Integrity
- Excellence
- Respect
- Accountability
- Diversity
- Quality
- Research
- Education
- Operational Performance
- Service Excellence
- Workforce Development
- Promoting Community Health & Advocacy
- Physician Partnership
- Quaternary Care Facility

Background of DEU's

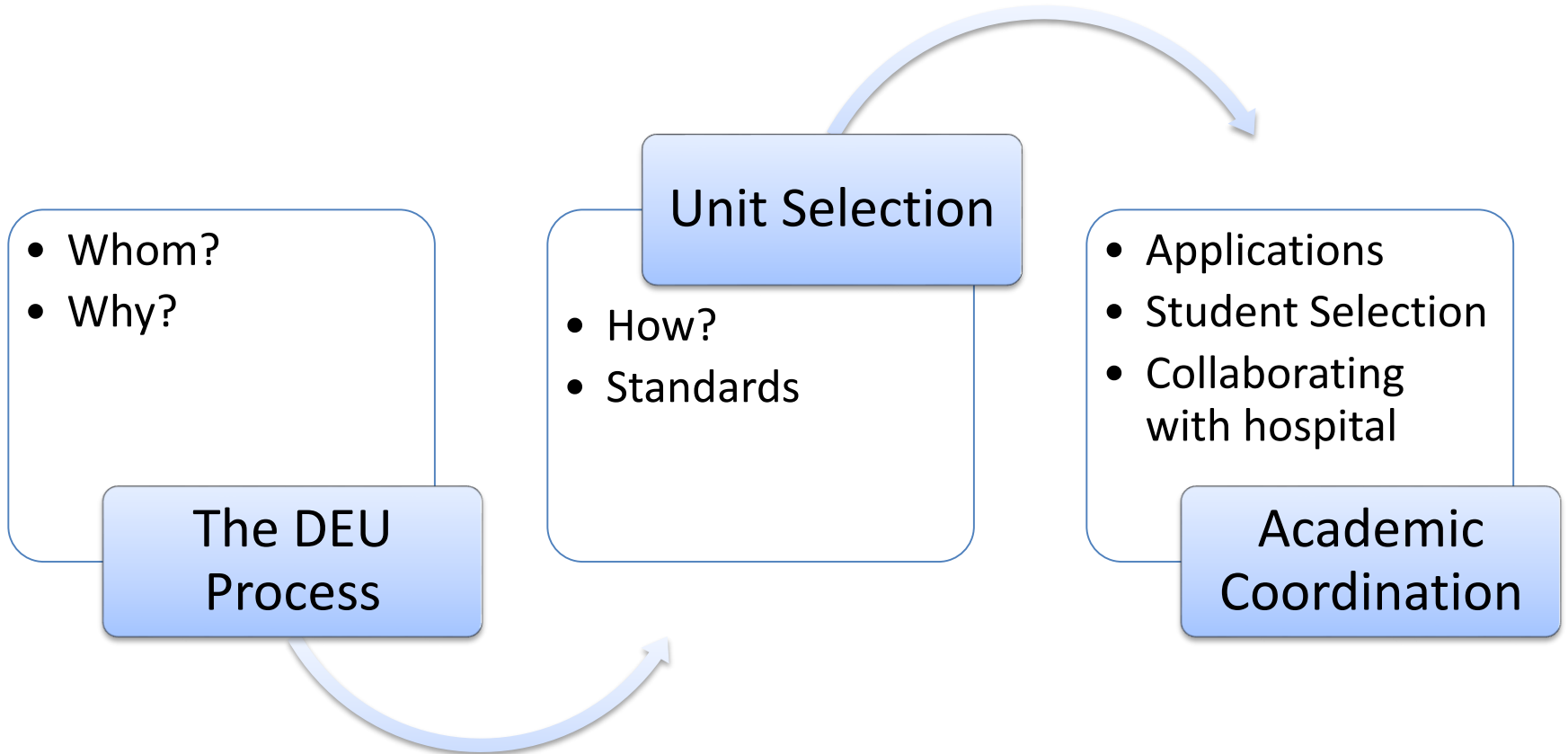
- Originally developed in 1997 by the Flinders University of South Australia, (FUSA).
- First adapted in the United States by the University of Portland School of Nursing in 2003.

Benefits of a DEU

- Positive impact on the student nurses:
 - Enhanced clinical experience
 - Enhanced communication
 - Improved critical thinking skills
 - Development of positive collaborative relationships among team members
 - Enhanced sense of belonging and professionalism

Budgen & Gamroth, 2008; Edgecombe et al., 1999; Gonda, Wotton, Edgecombe, & Mason, 1999; Moscato et al., 2007; Murray, Crain, Meyer, McDonough, & Schweiss, 2010; Walker et al., 2012

DEU Process



Student Nurse Selection



Student selection by Adelphi University Faculty in collaboration with NSUH Nursing Leadership



GPA



Personal statement



Interview



Clinical Preceptor Selection

Nursing Leadership selects a clinical preceptor RN based on the following criteria:



Bachelor of
Science in
Nursing (BSN)
Degree



Prior role as
preceptor



Desire to
participate in a
mentoring
relationship



Years of
experience (2+
or greater)



No disciplinary
actions in their
employee file
for the past 6
months

Clinical Instructor Preparation

- Selected RNs attended a ½ day session at the University
- Partnership and Collaboration
- Mission, Vision, and Values of Adelphi University
- DEU vs. Traditional Teaching Models
- Review of student academic requirements
- Review of the Clinical Instructor role and responsibilities



Brain & Spine Specialists



Clinical Instructor Preparation

Review of Clinical Instructor Role:

- Assimilate the student nurse in the role of a RN
- Teach and reinforce clinical skills
- Complete mid semester and final evaluations



Brain & Spine Specialists



Clinical Instructor Preparation

Review of Nursing Education Role:

- Liaison between student, clinical instructor, and academic instructor



Brain & Spine Specialists



Clinical Instructor Preparation

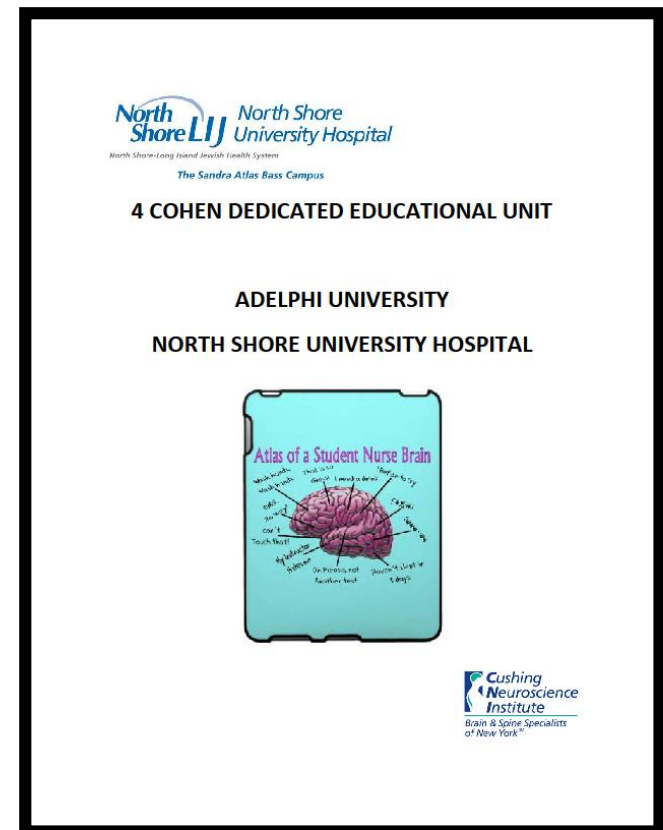
Review of Academic Instructor Role:

- Support clinical instructors
- Resource
- Oversee student related issues and concerns
- Communicate with nursing leadership
- Support collaboration between students and clinical instructors

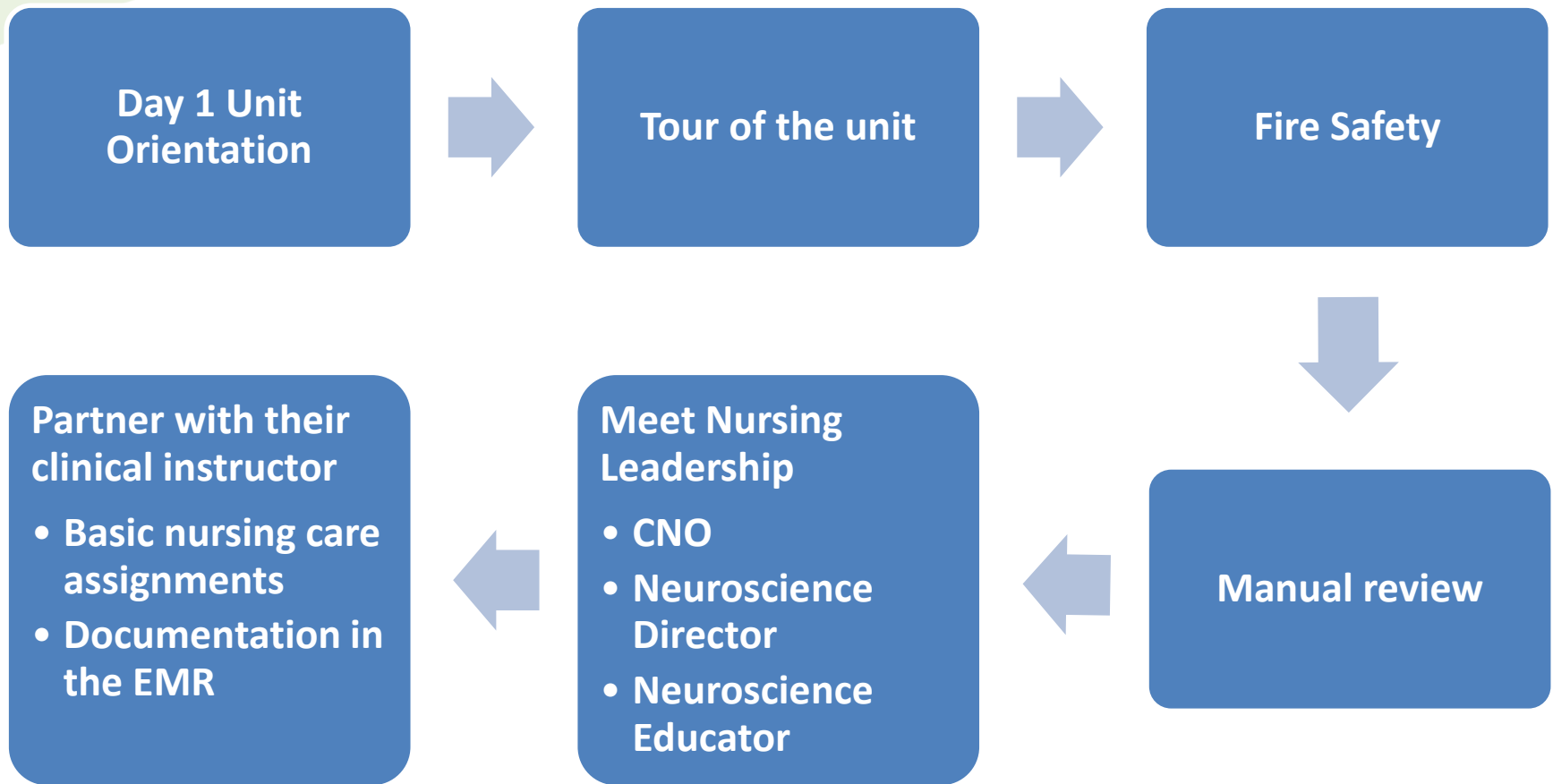


Student Nurse Preparation

- Review of the role of student, clinical instructor, academic instructor, and educator
- Review of the DEU Student Manual
 - Contact information
 - Resources
- Review of Policies
 - Hand hygiene
 - Patient ID
 - Medication Administration



Student Nurse Preparation



A DAY IN THE LIFE...



Semester 1

Fundamentals

- Day shift (11.5hrs) with clinical preceptor
- Care of patients
- Hand off at beginning and end of shift
- Physical assessments
- Neurological assessments (NIHSS)
- Vital signs
- Mobility
- Medications
- Technical skills

Study Question

Does the presence of a DEU increase the overall perception of the professional practice environment in a defined sample of nurses on a neuroscience floor using the Revised Professional Practice Environment Scale (RPPE)?

Study Aims

- Determine the impact of a DEU model on staff nurses' perception of the professional practice environment in a defined sample of nurses on a neuroscience floor using the Revised Professional Practice Environment Scale (RPPE).
- To use the findings of this study to develop further knowledge about clinical instructors' needs to coach and mentor students in a DEU environment.

Kirkpatrick's 4 Levels of Evaluation

1 Response

- Was the employee satisfied with the workplace education and did employee complete it?

2 Learning

- What did the employee learn from the workplace education program?

3 Performance

- How did the workplace education program affect employee performance?

4 Results

- Did improvements in employee performance attributable to workplace education affect organizational performance?

RPPE Tool

Revised Professional Practice Environment Scale

(Ives Erikson et al. 2009) Cronbach's alpha of 0.93

PPE Scale developed

Scale developed in 1998 at MGH to evaluate effectiveness of a professional practice environment and monitor changes made in the environment

Underwent revisions in 2005

4 point Likert-type scale

- Strongly disagree (option 1) to strongly agree (option 4)
- Lower scores indicate lower professionalism and higher scores indicating higher professionalism. There is not one overarching score for professionalism.

Item	Abbr.	Definition	Reference
Leadership & Autonomy	LAPS	<ul style="list-style-type: none"> • self-governance • individual's ability to exercise professional judgment in a timely manner 	<i>Aiken, Sochalski, & Lake, 1997</i>
Staff Relationship with Physicians	SRWPS	<ul style="list-style-type: none"> • ability to communicate important clinical information 	<i>Erickson et al., 2009</i>
Control Over Practice	COPS	<ul style="list-style-type: none"> • organizations ability to provide resources and influence others as needed to provide good patient care 	<i>Aiken, Havens, & Sloane, 2000</i>
Communication About Patients	CAPS	<ul style="list-style-type: none"> • addresses the sharing of patient information in a timely manner to those who can make change while utilizing open channels of communication 	<i>Shortell, Rousseau, Gillies, Devers, & Simons, 1991</i>
Cultural Sensitivity	CSS	<ul style="list-style-type: none"> • attitudes practices and/or policies that respect and accept cultural differences. 	<i>Ives Erickson, 2000</i>
Teamwork	TS	<ul style="list-style-type: none"> • conscious effort in which everyone strives to achieve the same goals in a unified manner 	<i>Zimmerman et al., 1993</i>
Handling Disagreements & Conflicts	HDCS	<ul style="list-style-type: none"> • uses problem solving to manage dissonance 	<i>Zimmerman et al., 1993</i>
Internal Work Motivation	IWMS	<ul style="list-style-type: none"> • the ability to be self-directed, free of motivating factors such as pay, supervision, and peers 	<i>Hackman & Oldham, 1980; Ives Erickson, 2000</i>

IRB Approval

The project was granted exemption status from NSUH Internal Review Board (IRB)

The study posed no risk to participants and no protected health information was gathered

Convenience sample

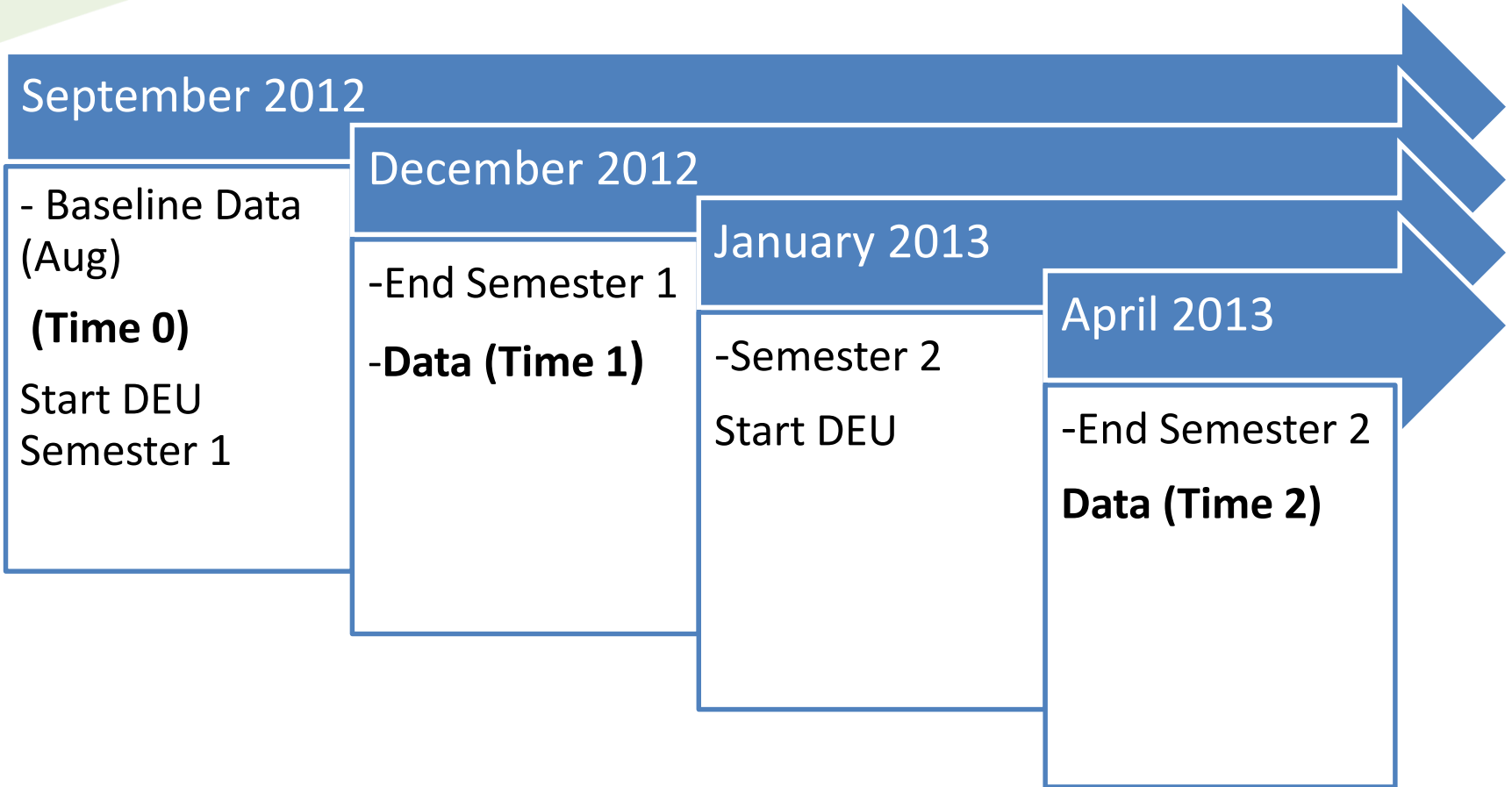
No identifiable information was requested or collected during data collection

Recruitment & Consent

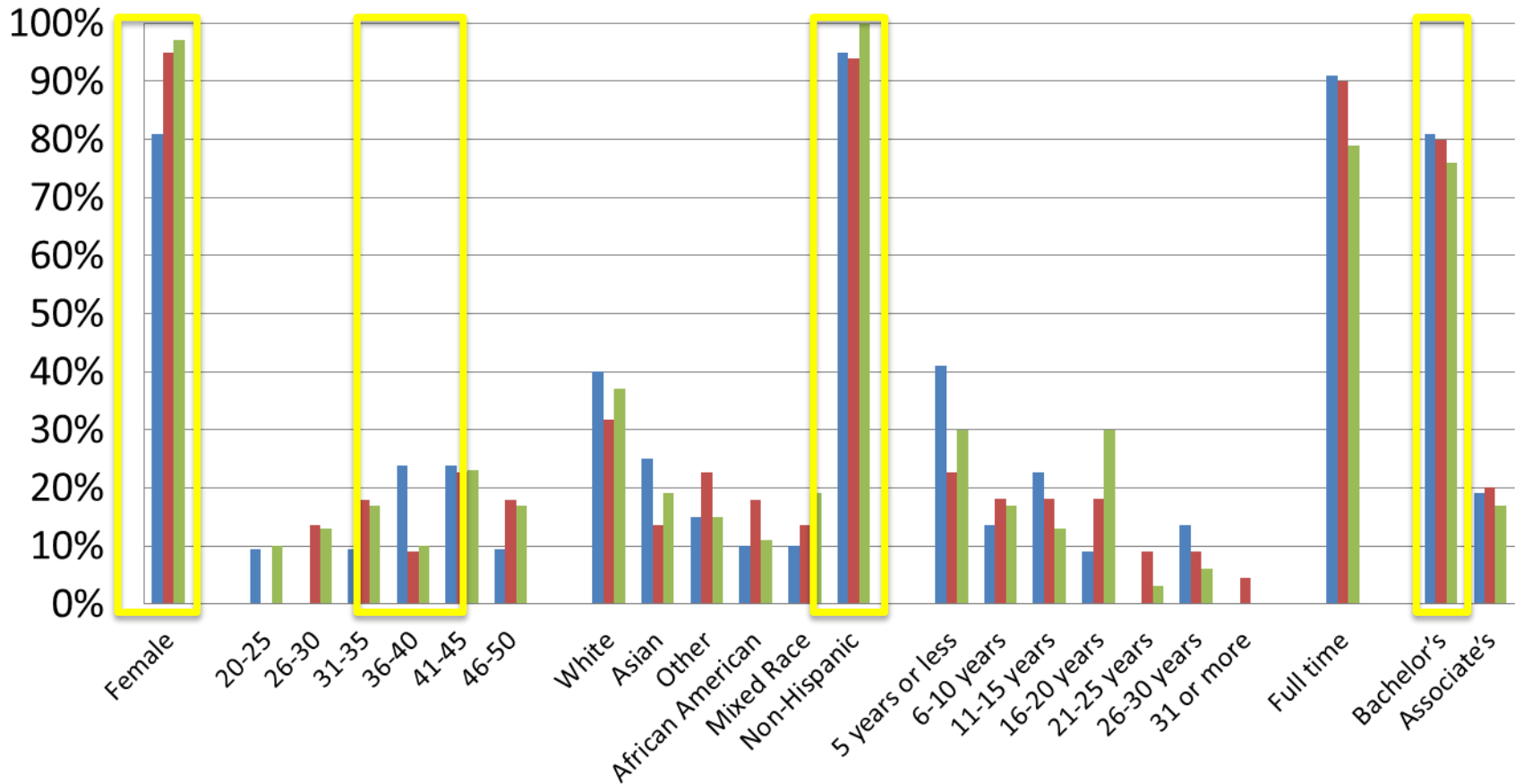
- The researchers visited the unit RN's on both shifts and invited them to participate
- \$5 gift cards were provided to all whether they participated or not
- Internet based website
- Consent was implied if the RN completed the survey



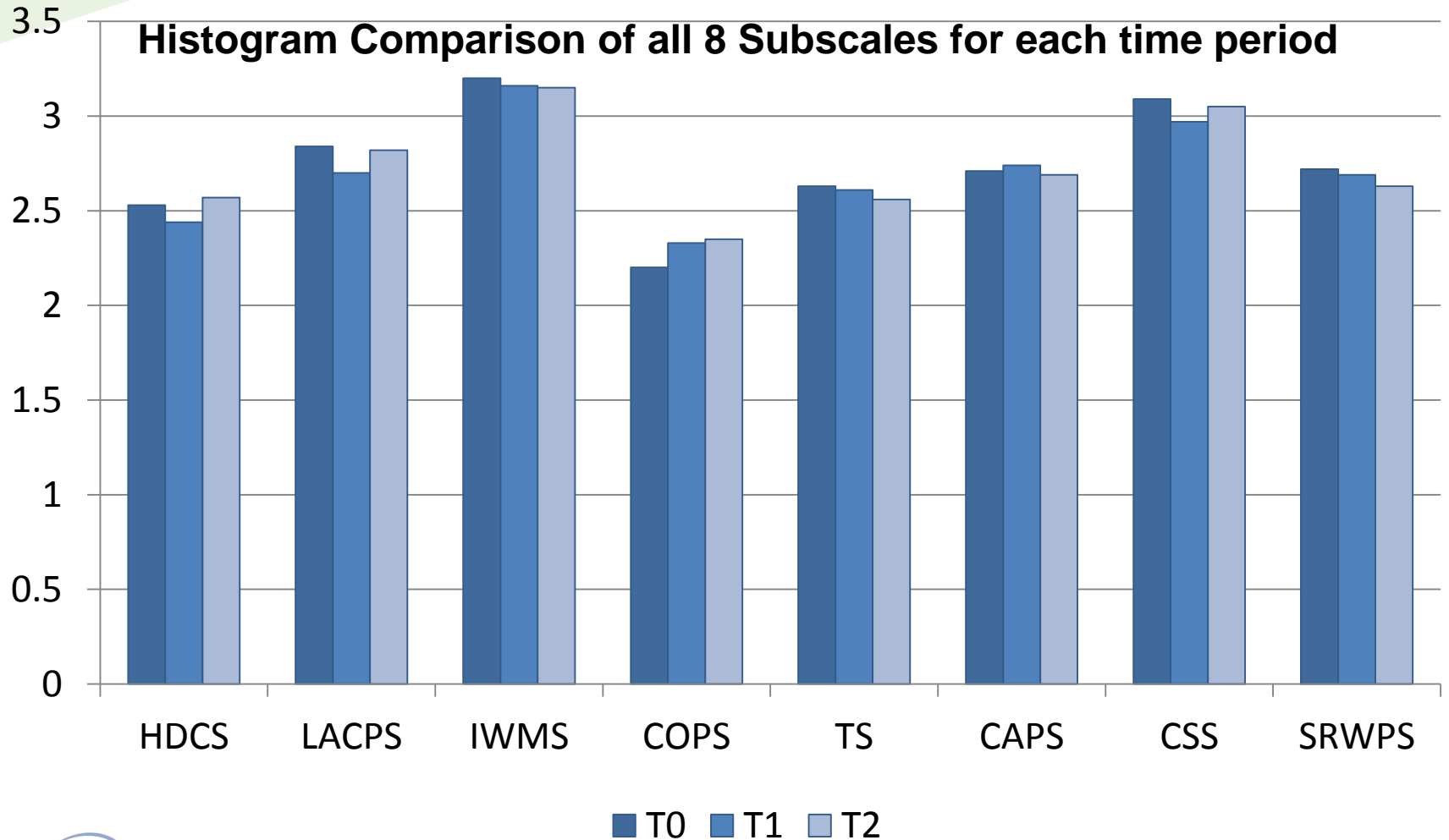
Survey Timeline



Demographics



Results



Results Analysis

Domains	Mann-Whitney P-value	Significant by MANN WHITNEY at .05
HDCS	0.36011	NS
LAPS	0.30929	NS
IWMS	0.73209	NS
COPS	0.37811	NS
TS	0.66780	NS
CAPS	0.70284	NS
CSS	0.14945	NS
SRWPS	0.81924	NS

Findings

Expectations:

- The presence of a DEU would increase the overall performance of the Professional Practice Environment
 - All nurses on the unit were surveyed even those who did not have contact with the learning environment
 - Only 9 (18%) day shift nurses participated in the DEU experience (Clinical Instructors)
 - Their experiences may not have been evident when compared to the 82% of staff who did not have contact with the students

Discussion

- Survey participation of the night staff may have impacted the results since those staff members were not directly involved in the DEU.

Discussion

- This highlights the importance of organizational culture on professionalism
- The single most significant predictor of nursing professionalism is the culture of the organization.
- Especially the nursing unit as a key element of the Professional Practice Environment
- Organizational culture includes:
 - Values
 - Beliefs
 - How they are perceived by the employees
- Inclusion of the night shift nurses in DEU activities may have had a greater impact on our findings.

Discussion

- The domains of the RPPE are closely aligned with the organizational culture of Magnet© hospitals
- Environments which support professional nursing practice:
 - Have less burnout
 - Greater job satisfaction
 - Greater autonomy
 - More control over practice
 - Good nurse-physician relationships
 - Better retention rates
 - Better patient outcomes
 - Lower patient mortality

Aiken et al., 2000; Aiken et al., 1997, Manojlovich & Ketefian, 2002)

Incidental Findings

- While cost benefit was not included in our study purpose, two of the DEU students upon graduation assumed positions on the study unit.
- Two less weeks of orientation required:
 - cost savings in straight labor of \$6,230
- May be financial benefit associated with a DEU students related to a shorter orientation .

Compounding Variables

- Hurricane Sandy which occurred in September of 2012
- Particularly affected were New York City, and its suburbs of Long Island
- Staff and DEU participants were devastated by its effects
- Families were left homeless
- Staff had significant damage to their homes
- It is possible that the personal lives and the safety of families overwhelmed the staff, making participation in a study or their perception of professionalism inconsequential during this trying time.
- While understandable, one cannot negate this as a possibility for some of the findings

Recommendations For future Studies

- Identification of the participants as a clinical instructor, staff nurse, and shift worked.
 - This would assist in making comparisons between those actively practicing in the DEU environment and those who did not practice in the DEU environment.
- Using a larger number of subjects as our overall sample size was low.
- Collecting data across a variety of units
- Recognizing this fact, the researchers believed this opportunity was rare and that it would be the only opportunity our staff could be used as the control .

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Questions