A Dedicated Education Unit for 21st Century Nursing Practice

Lessons from Oz: Assuring Capabilities for Future Nursing Education & Practice

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Overview

• What are dedicated education units (DEU’s)?
• The Sparrow/MSU DEU
  – Embedded Faculty Member
  – Clinical Mentors
  – Transitions of Care Experiences
  – Translational Research
  – Research Questions
Dedicated Education Units

“. . .a venture between administrators, nurse-clinicians and faculty to create an optimal and efficient learning environment for students.” (Moscato, Miller, Logsdon, Weinberg, & Chorpenning, 2007, p. 31)
Sparrow/MSU Dedicated Education Unit

What a DEU is:

- Enhance traditional models of clinical education & promote academic-practice partnerships
- Culture becomes “dedicated” to education
- “Working with staff nurses to support their clinical teaching, facilitate transfer of classroom learning, and assure students’ achievement of learning objectives.”

(Moscato, Miller, Logsdon, Weinberg, & Chorpenning, 2007, p. 31)
Sparrow/MSU Dedicated Education Unit

What a DEU *Is Not*:

- Traditional nursing education model where one faculty member is assigned to 8 students
- Preceptor nursing education model 1 student to 1 nurse
An Embedded Faculty Member’s Roles and Responsibilities

- Holds a Doctorate of Nursing Practice and assists with quality improvement on the unit; becomes part of the hospital unit as coach, mentor and leader
- Provides course orientation to students
- Supports the Clinical Mentor:
  - High visibility; “hands on” first few weeks; observation; meets privately for feedback
  - Makes rounds regularly to each student/Clinical Mentor dyad; available by pager/phone
An Embedded Faculty Member’s Roles and Responsibilities

- Facilitates patient assignments
- Debriefs difficult clinical cases
- Addresses personal/professional Issues
- Documents student achievement of course competencies
- Collaborates with Clinical Mentor in evaluating students
- Encourages reflective practice; focuses on professional socialization /formation to the profession (Benner, Sutphen, Leonard & Day, 2009, p. 25)
An Embedded Faculty Member’s Roles and Responsibilities

- Orients the Clinical Mentor to the educator role
- Collaborates with Unit Manager, Clinical Nurse Specialist, Nurse Educator and RN Staff in special projects for the unit
- Provides mentoring to the Clinical Mentor using both structured and informal learning opportunities
- Initiates performance improvement plan if student problems arise
- Facilitates Transitions of Care learning experiences
The Clinical Mentor’s Roles and Responsibilities

• Holds a Bachelor’s Degree in Nursing (BSN) and is in good standing with Sparrow Hospital’s requirements; works on the Dedicated Education Unit.

• Four Roles
  Coach
  Role Model
  Observer
  Evaluator
The Clinical Mentor’s Roles and Responsibilities

• Coach
  – Plans experiences
  – Monitors and makes adjustments
  – Provides feedback and collaboration
  – Guides student actions
  – Supports and encourages

• Role Model
  – Demonstrates professional practice
  – Complements care that student cannot incorporate
  – Maintains collegial relationships
  – Includes student in unit initiatives to optimize practice (whiteboards, bedside shift report, prevalence studies)
The Clinical Mentor’s Roles and Responsibilities

• Observer
  – Maintains safety of patient and student
  – Insures appropriate and correct behaviors
  – Facilitates accurate communication with faculty and others
  – Teaches documentation of care: reviewing and teaching proper format and completion
  – Documents student learning: reviewing and documenting
  – Makes observations of clinical learning and competencies achieved

• Evaluator (formative)
  – Assists in student’s progress towards course outcomes
  – Provides feedback to student and faculty
    ▪ Verbal
    ▪ Written
Transitions of Care Learning Modules

• Increase students’ knowledge of discharge planning, transitional care and home care services

• **GOAL:** Influence students’ abilities to contribute to decreasing post-hospital complications and re-hospitalizations

• Includes Sparrow Home Care
Transitions of Care Learning Modules

- Introduction and Safety Information
- Adverse Events
- Discharge Planning/Transitional Care/Home Care
- The Registered Nurse’s Responsibility in Post Hospital Care Section
- Discharge Planning and Referral Processes
- Sparrow Home Care Services
- The Home Care Nurse Role
- The Home Care Visit
Section 2: Learning about Adverse Events

Section 2 Overview

As you begin learning about continuity of care, it is important to understand why this component of the DEU is so vital for you to learn. It is well documented that more than 20% of patients experience an adverse clinical event within 30 days of discharge from a hospital (Agency for Healthcare Research and Quality [AHRQ] Patient Safety Network, n.d.).

Learning Outcomes
You will have mastered this section when you can:

- Define an adverse event.
- List the top three most frequent adverse events after hospital discharge.
- Describe how to make the handoff process more reliable.
Responses to Learning Transitions of Care

Student Nurses
- Awareness of living conditions
- Recognized need for continuity of care
- Understood limitations of insurance
- Appreciated of home care nurse’s role

Faculty Member
- Awareness of patient’s readiness to return home
- Recognized role of the family in acute and home care
- Understood need for medication reconciliation and d/c teaching
Translating Research into Practice

• Familiarize student with practice guidelines
  – Example: CLABSI, Early Mobility, Falls

• Inclusion in unit celebrations of clinical quality

• Participate in letters of intent for research at the bedside

• Connect students with evidence-based fellows
D. E. U.
Dedicated Education Unit
2013 Fall
KICKOFF

Sparrow

MICHIGAN STATE UNIVERSITY
College of Nursing
Research Questions

Plans for measuring the outcomes of the Sparrow/MSU DEU

1. Students
2. Embedded Faculty Member
3. Clinical Mentor
4. Patients and Families
5. Unit Operations
6. Academic/Practice Partnership
What Does it Mean to Have This Academic-Practice Partnership?
References

