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# Preparing Pre-licensure Students for the Community-Based Primary Care Nursing Workforce: DEU Model for Primary Care Preceptors

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## Objective

- Describe the adaptation of a dedicated education unit (DEU) model in a community-based primary care setting for pre-licensure accelerated BSN students.



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# Background

- Grant from the Health Resources and Services Administration (HRSA):
  - increase the number and capacity of Registered Nurses (RNs) working in primary care
  - Equip RNs to work to the full scope of license in community-based primary care settings
- CAPACITY project (Community Academic Partnership for Primary Care Nursing Transformation)

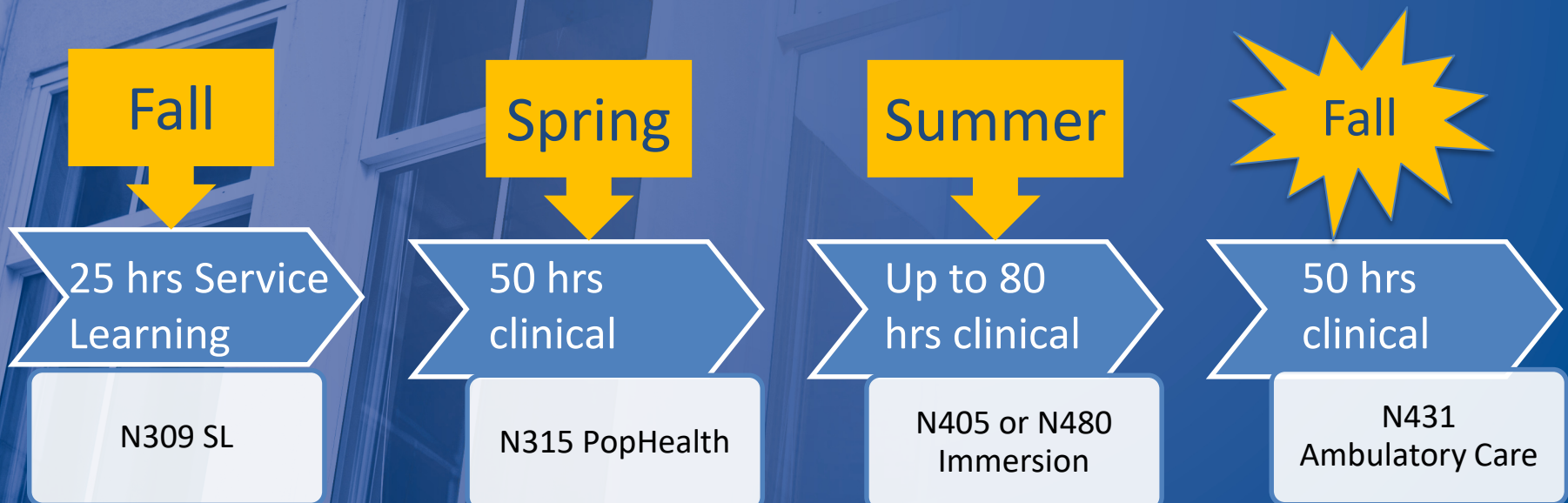


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# Background

- 10 Accelerated Bachelor in Science of Nursing (ABSN) student CAPACITY scholars per year
- 150 clinical hours in primary care nursing
- Practice sites: community-based primary care sites





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# Background

- Challenges:

- Poor student clinical experiences in ambulatory setting
- RNs in ambulatory setting not used to precepting
- Typical student faculty ratio 8:1 does not work in ambulatory setting
- Primary care nursing: a new and evolving field

- Advantages:

- Existing ambulatory course
- Content experts in ambulatory and primary care among faculty
- Partnership built before grant



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# New teaching model: DEU

- **Dedicated Education Unit – DEU** (Edgecombe et al., 1999; Moscato et al., 2007; Glazer et al., 2011)



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## DEU characteristics

- Partnership between academe and clinical site
  - Trust
  - Top-down, mutual commitment
- Advanced leadership competencies
  - Complex planning
- Exclusive use of unit for one school





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# DEU characteristics

- RNs:
  - Clinical instructors
  - Content experts
- Faculty:
  - Support role
  - Accountable for student outcomes
- Students:
  - Access to same RN preceptor consistently



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# Adaptation of DEU in primary care

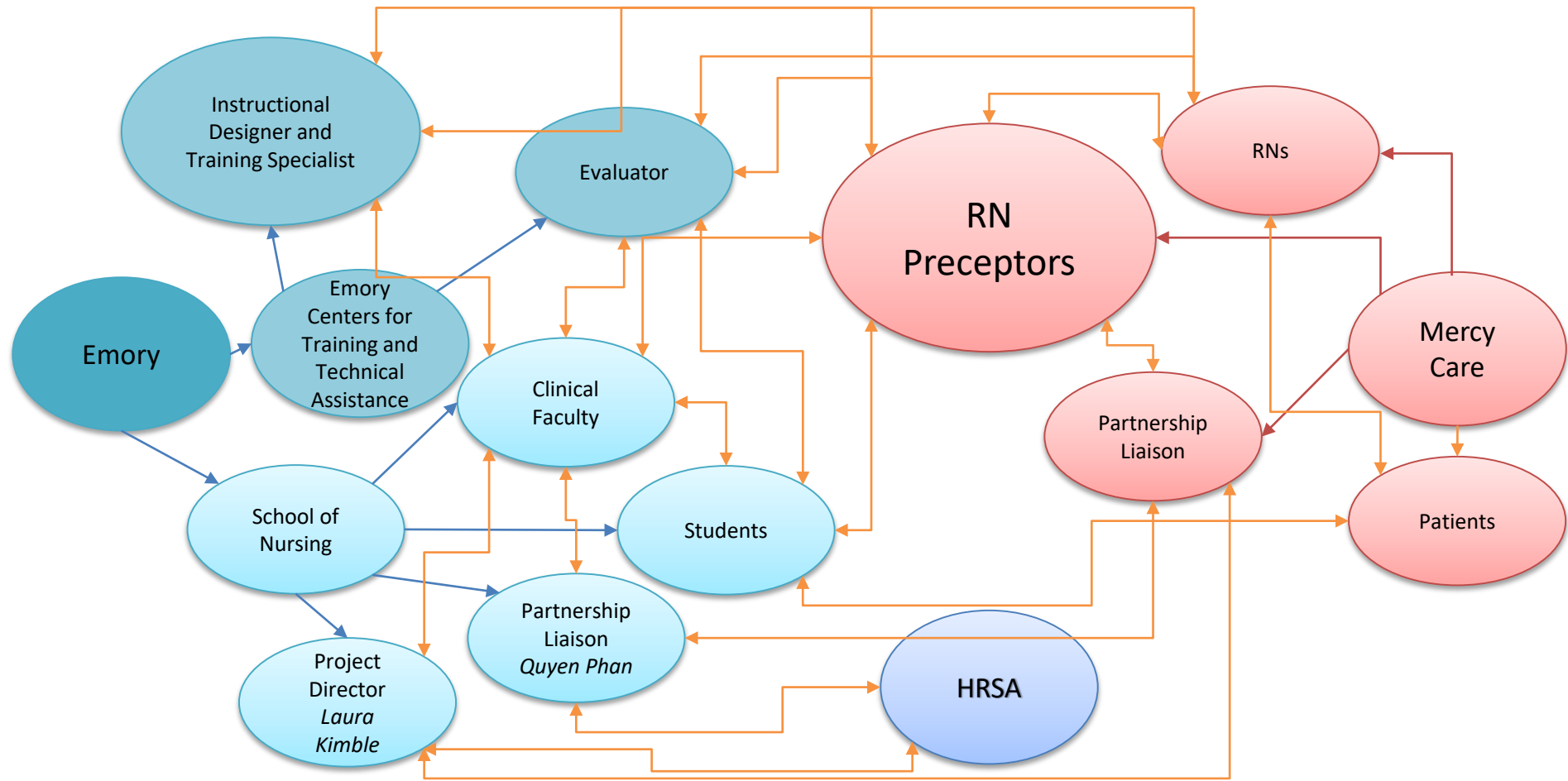
## DEU model

- Partnership between academe and clinical site
  - Top-down, mutual commitment
  - Trust

## DEU in primary care

- Partner: a large urban Federally Qualified Health Center (FQHC) serving vulnerable populations
  - Mutual commitment between Assistant Dean for Education and Medical Director
  - Grant writing: academic side and clinical side

# Emory Nursing Academic-Practice Partnership in Primary Care





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# Adaptation of DEU in primary care

## DEU model

- Advanced leadership competencies
  - Complex planning

## DEU in primary care

- Leadership:
  - Open communication
  - Delegated partnership facilitators: partnership liaison role shared between academe and clinical



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# Adaptation of DEU in primary care

## DEU model

- Exclusive use of site

## DEU in primary care

- Site shared by another university initially
- Arrangement made so site exclusive to CAPACITY students one day a week



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# Adaptation of DEU in primary care

## DEU model

- RNs:
  - Clinical instructors
  - Content experts
- Faculty:
  - Support role
  - Accountable for student outcomes
- Students:
  - Access to same RN preceptor consistently

## DEU in primary care

- RNs: 6 primary preceptors
  - Preceptor bootcamp
  - Committed to quarterly training
- Faculty
  - Same core group of four experts in ambulatory & primary care
- Students
  - 150 clinical hours over 4 semesters – same 6 RNs



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# Adaptation of DEU in primary care

- Team building activities for RN preceptors, faculty and students
- Online and in-person trainings for RNs in precepting and practicing to full scope of license
- Supplemental curricular content for students on primary care



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# Adaptation of DEU in primary care

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Apps https://ei.examssoft... ATI Managing Mental... SchoolCafé Oracle PeopleSoft S... Emory Nursing Cat... Free stock photos ... Other bookmarks



## Ambulatory Care Precepting

Self-paced

0.5 credits

ENROLL





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# Evaluation

- RN preceptors' satisfaction
- Clinical manager's satisfaction
- Patients' satisfaction
- Compare above to general student population



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# Evaluation

- Adapt Clinical Learning Environment, Supervision and Nurse Teacher (CLES+T) scale  
(Saarikoski et al., 2008)
  - Students' overall experience,
  - intent to enter the community-based primary care setting upon graduation,
  - influences and barriers to pursuing a career in community-based primary care.

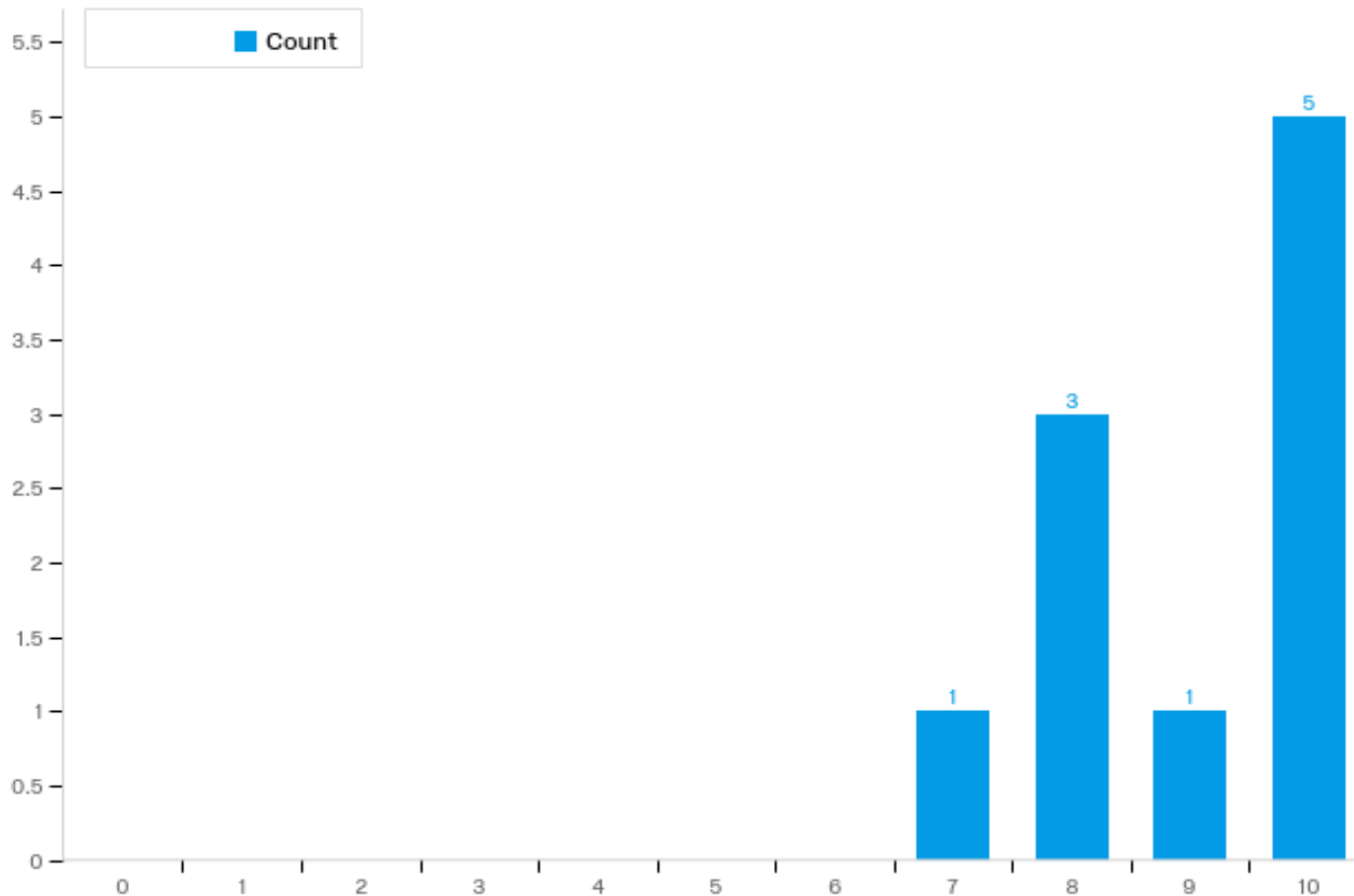


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# Students' satisfaction - Preliminary results

On a scale from 0-10, how likely are you to recommend your clinical placement experience at [redacted] to a friend or colleague?





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# Students' perspectives

- Perception of primary care nursing knowledge and skill change
- *"I feel so fortunate to be able to do my clinicals at XXX. My experiences have been diverse, informative, and made me interested in bedside and primary care."*
- *"I have enjoyed my clinical experience at XXX thus far and am looking forward to future XXX involvement."*
- *"It's been great so far!"*
- *"It has been a great way to broaden my nursing scope and knowledge."*



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# Implications

- Practice
  - Continuing professional development for RN preceptors in primary care and ambulatory care
- Education
  - Replicate DEU in other primary care setting
- Research
  - Impact of DEU in primary care on patient outcome and student competencies



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# Future evaluation for CAPACITY

- Students' competencies in primary care nursing
- RNs' skills in primary care precepting
- Patients' satisfaction



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