

THE DEDICATED EDUCATIONAL UNIT

A MODEL FOR FOSTERING HEALTHY WORK ENVIRONMENTS

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Adelphi University

School of Nursing

Integrity Excellence Respect Accountability Diversity

North Shore University Hospital

Quality

Research

Education

Operational Performance

Service Excellence

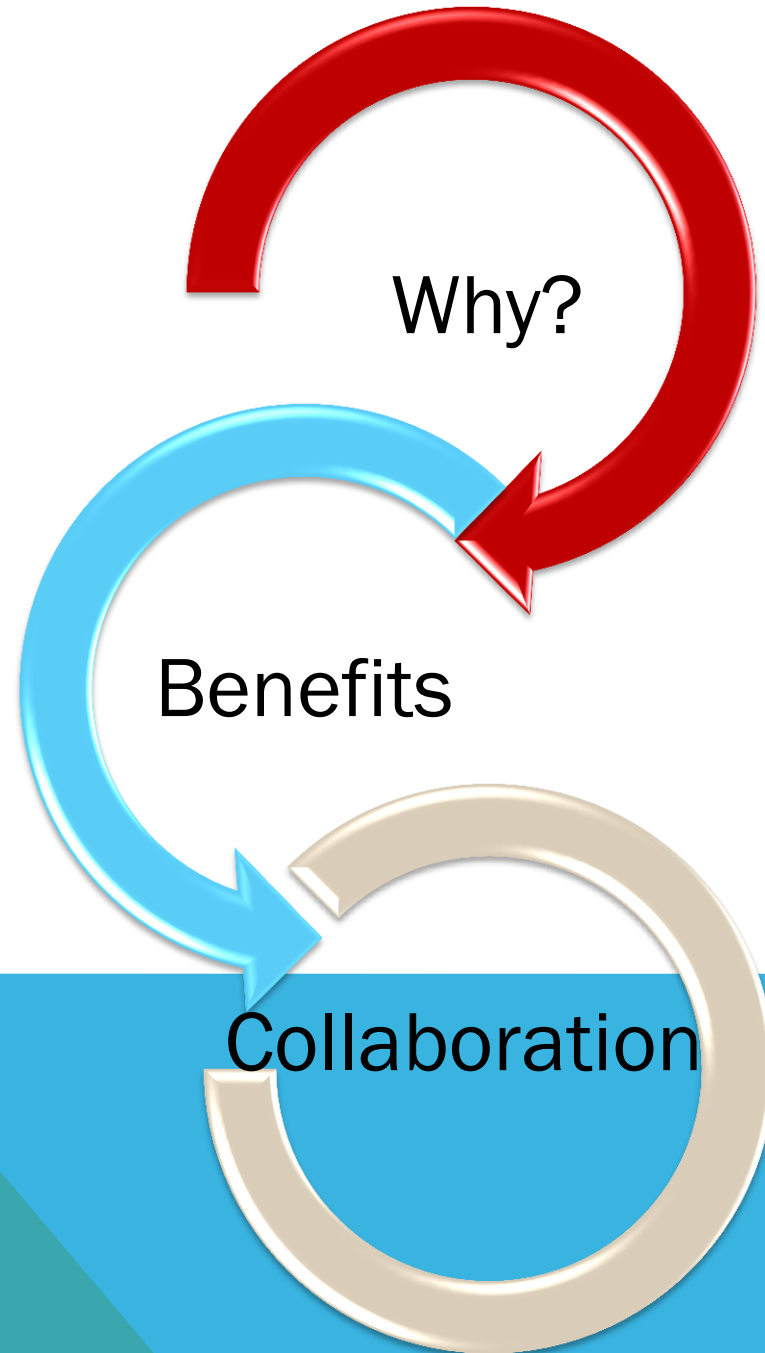
Workforce Development

Promoting Community Health & Advocacy

Physician Partnership

Quaternary Care Facility

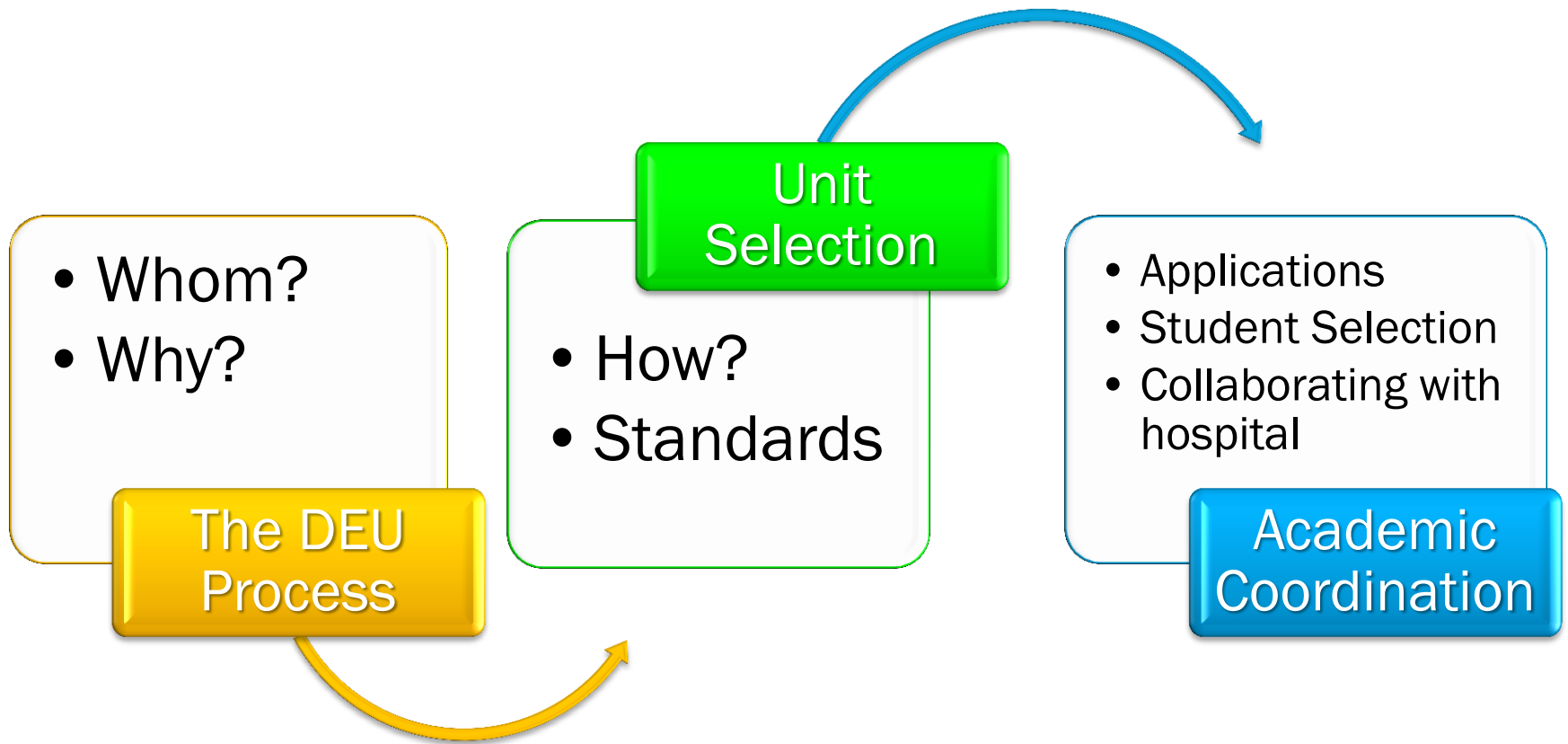
WHAT IS A DEDICATED EDUCATIONAL UNIT?



Why?

Benefits

Collaboration



STUDENT NURSE SELECTION



Students were selected by university faculty

in collaboration with NSUH nursing leadership



Personal statement

Interview



GPA

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 PRECEPTOR PREPARATION

Selected RNs
attended a ½ day
session at the
University

Offering
constructive
feedback

Mission, Vision
and Values of
Adelphi University

Clinical
Instructor role

DEU vs.
traditional
teaching models



Clinical preceptor
role

Partnership and
collaboration

CLINICAL PRECEPTOR ROLE



Clinical
Preceptor
Responsibilities:

- Teach the student nurse the role of a RN
- Teach and reinforce clinical skills
- Provide feedback to students
- Complete mid semester and final evaluations
- Committed to teaching
- Maintain full patient load while teaching

CLINICAL INSTRUCTOR ROLE

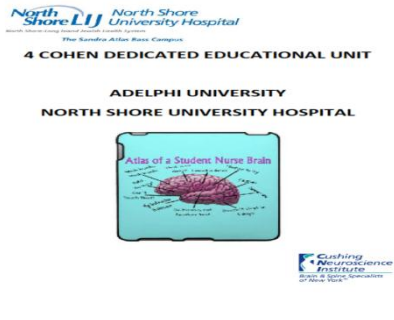


Clinical Instructor Responsibilities:

- Support clinical preceptors
- Resource
- Oversee student related issues and concerns
- Communicate with nursing leadership
- Communicate with students on a weekly basis
- Collaboration

STUDENT NURSE PREPARATION

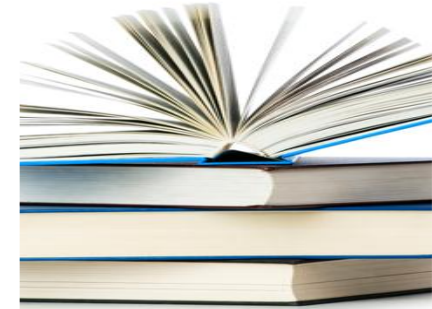
NSUH/4 Cohen Manual



Contact information



Resources



Unit orientation



Unit SOP



Policies



- Hand hygiene
- Patient ID
- Medication Administration

Notes



4 COHEN DEU STUDENT MANUAL



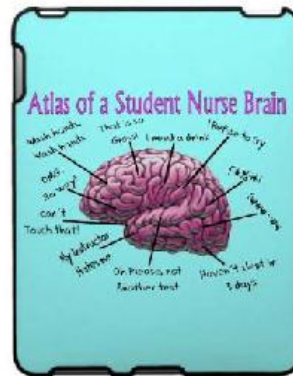
North Shore-Long Island Jewish Health System

The Sandra Atlas Bass Campus

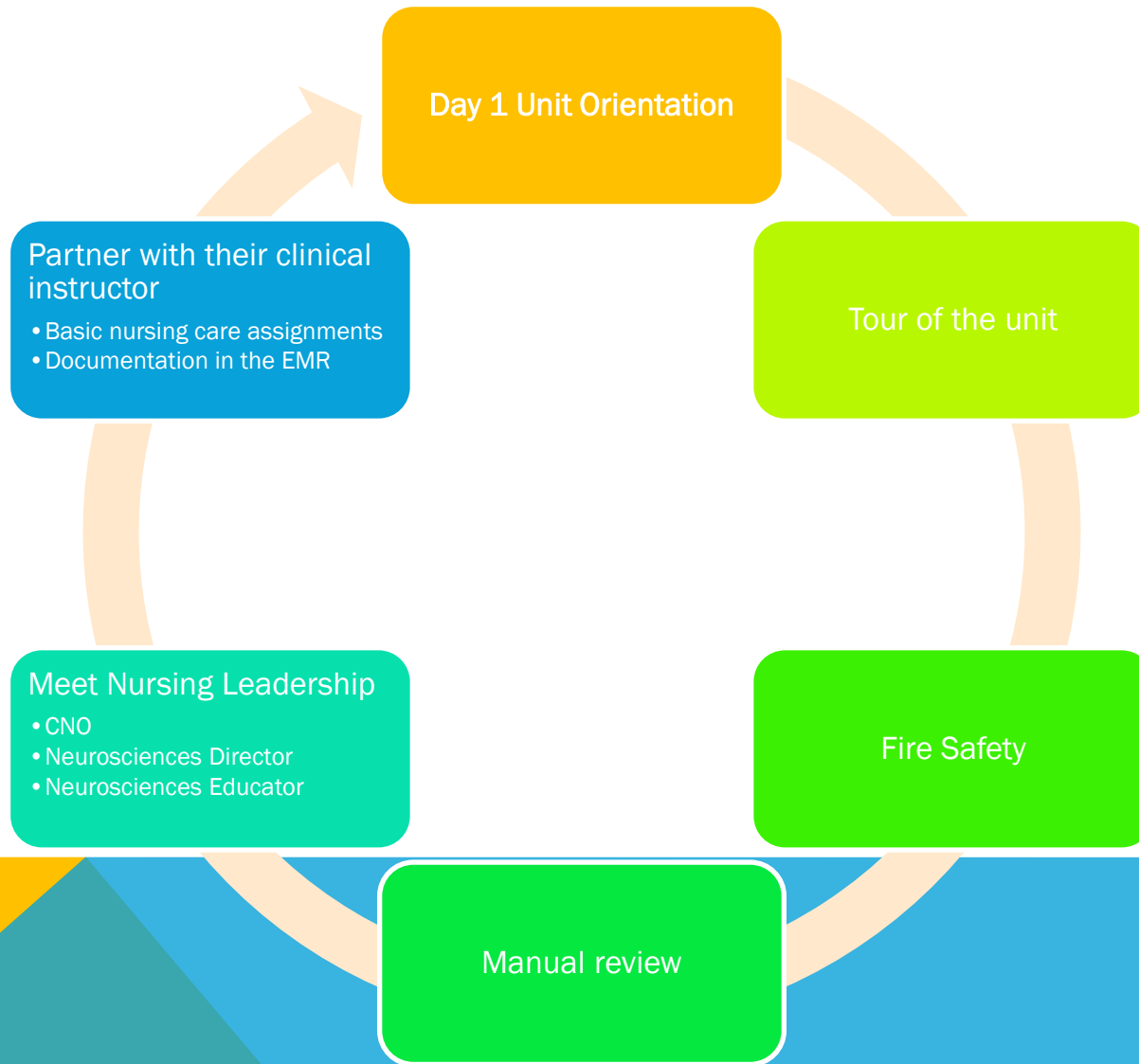
4 COHEN DEDICATED EDUCATIONAL UNIT

ADELPHI UNIVERSITY

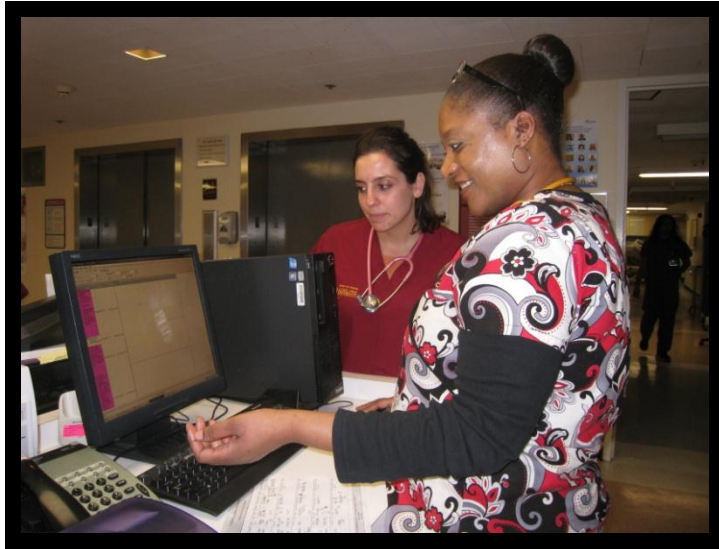
NORTH SHORE UNIVERSITY HOSPITAL



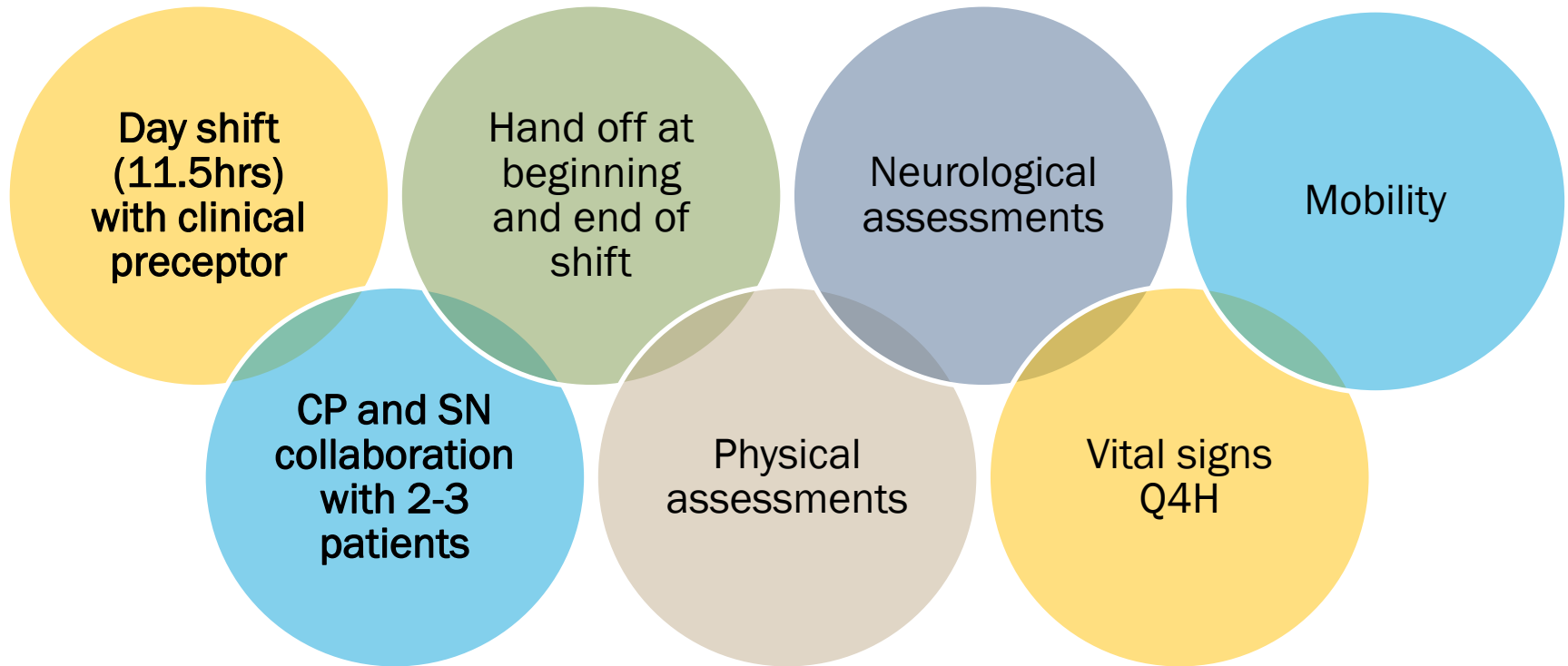
STUDENT NURSE PREPARATION



A DAY IN THE LIFE....



SEMESTER 1 FUNDAMENTALS



SEMESTER 2 MEDICAL SURGICAL I



Day shift (11.5hrs) with clinical preceptor

CP and SN collaboration with 3-4 patients

Demonstrates critical thinking

Recognizes abnormal assessment findings

Familiarizes self with institutional policies and procedures

Utilizes the nursing process to formulate a plan of care

Sets priorities for plan of nursing care

SEMESTER 2 MEDICAL SURGICAL NURSING I



More collaboration and discussion

Developing improved communication skills

Incorporate evidence based nursing interventions

Acts as patient advocate

Compare the roles and perspectives of the nursing profession with other healthcare professionals

Changing relationship with CP

Kirkpatrick's Four 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?

TURNING PRACTICE INTO RESEARCH

STUDY QUESTION

Does the presence of a DEU increase the overall perception of professional practice (professionalism) of the nursing unit?

STUDY DEVELOPMENT

REVISED PROFESSIONAL PRACTICE ENVIRONMENT
SCALE (Ives Erikson et al. 2009)

PPE 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)

RPPE SCALE DEFINITIONS

Nursing leadership & Autonomy (LACPS)

is the quality or state of being self-governing and exercising professional judgment in a timely fashion (Aiken, Sochalski & Lake, 1997)

Control over practice (COPS)

signifies sufficient intra-organizational status to influence others and deploy resources when necessary for good patient care (Aiken, Havens & Sloane, 2000)

Communication about patients (CAPS)

the degree to which patient information is shared and related promptly to the people who need to be informed through open channels of interchange (Shortell, Rousseau, Gillies, Devers, Simons, 1991)

Staff relationships with physicians (SRWPS)

are those associations with physicians that facilitate the exchange of important clinical information

Handling disagreements & conflict (HDCS)

represents the degree to which managing discord is addressed using a problem-solving approach (Zimmerman et al., 1993)

RPPE SCALE DEFINITIONS

Internal work motivation (IWMS) self-generated encouragement completely independent of external factors such as pay, supervision or co-workers (Hackman & Oldham, 1976, 1980; Ives Erickson, 2000)

Teamwork (TS)
Is viewed as a conscious activity aimed at achieving unity of effort in the pursuit of shared objectives (Zimmerman et al., 1993)

Cultural sensitivity (CSS)
a set of attitudes, practices and/or policies that respect and accept cultural differences (Ives Erickson, 2000)

STUDY DEVELOPMENT

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 survey was conducted using an internet based website



Consent was implied if the RN completed the survey

\$5 gift cards were provided to all staff members whether they participated or not

The researchers visited the unit RN's on both shifts and invited them to participate in the study



SURVEY

Start DEU
Semester 1

- September 2012
- Baseline Data (Time 0)

End DEU
Semester 1

- December 2012
- Data (Time 1)

Start DEU
Semester 2

- January 2013

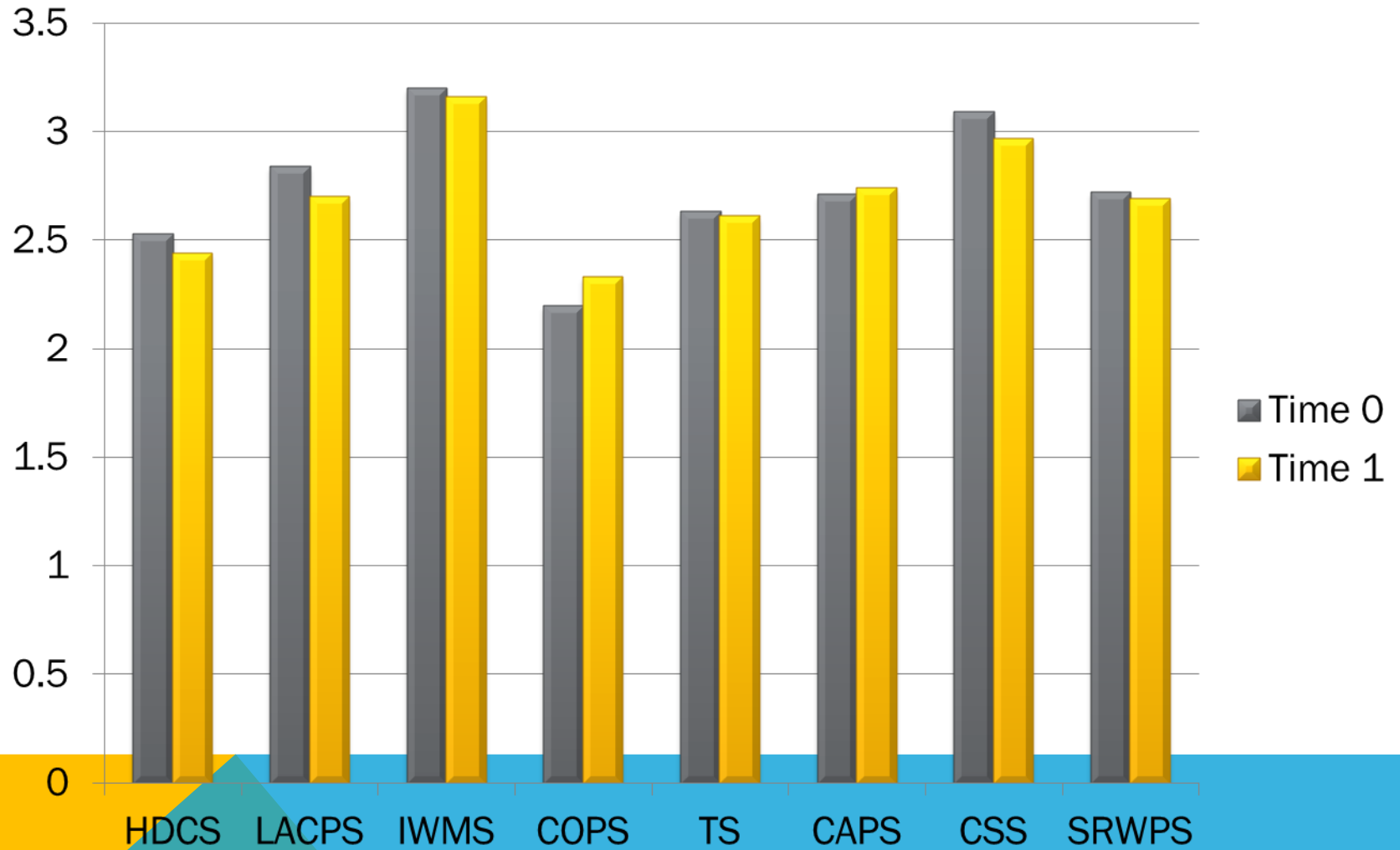
End DEU
Semester 2

- April 2013
- Data (Time 2)

DEMOGRAPHICS

ITEM	T1 (n)	T2(n)
Response Rate	46% (23)	47% (23)
Gender (female)	81% (17)	95% (20)
Age		
20-30 years	19% (4)	13.6 (3)
31-40 years	33.3% (7)	27% (6)
41-50 years	33.3% (7)	40.7% (9)
51 and over	14.2% (3)	18.1% (4)
Work Experience		
5 years or less	41% (9)	22.7% (5)
6-10 years	13.6% (3)	18.2% (4)
11-15 years	22.7% (5)	18.2% (4)
16-20 years	9% (2)	18.2% (4)
21-25 years	0% (0)	9% (2)
26-30 years	13.6% (3)	9% (2)
31 or more	0% (0)	4.5% (1)
Highest Nursing Degree		
Bachelor's	81% (17)	80% (16)
Associate's	19% (4)	20% (4)

RESULTS



RESULTS ANALYSIS

Domains	Mann-Whitney P-value	Significant by MANN WHITNEY at .05
HDCS	0.36011	NS
LACPS	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

OVERARCHING THEMES & INTERVENTIONS

Handling disagreements & conflicts (HDCS)

- Lack of conflict resolution
- Poor dispute resolution
- **Interventions:** Reflect on conflict inducing situations; clear, accurate communication of information, address conflicts in real time; nurse manager as facilitator not authority figure

Control over practice (COPS)

- Few opportunities to discuss patient management
- **Interventions:** Evaluate workload; examine patient care assignments (i.e. acuity, geography, continuity)

Teamwork (TS)

- Lack of teamwork
- Perceived low value of work
- **Interventions:** “Functional” Nurse role; identify champions of teamwork and acknowledge positive behaviors; Nurse Manager as role model; recognition programs

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- Chief Nursing Officer North Shore University Hospital

4 Cohen Nursing Staff