

**Title:**

Creating and Sustaining Education and Practice Synergy on a Dedicated Education Unit

**Debbie DeMeester**

*Department of Science of Nursing Care, Indiana University School of Nursing, Indianapolis, IN, USA*

**Session Title:**

DEU

**Slot:**

5A: Saturday, April 5, 2014: 10:15 AM-11:30 AM

**Scheduled Time:**

10:15 AM

**Keywords:**

Clinical Learning, Faculty Roles and Practice Education Partnerships

**References:**

Moscato, S., Miller, J., Logsdon, K., Weinberg, S., & Chorpenning, L. (2007). Dedicated education unit: An innovative clinical partner education model, *Nursing Outlook*, 55, 31-37. Mullenbach, K. F., & Burggraf, V. (2012). A dedicated learning unit in long-term care: A clinical immersion for student nurses. *Geriatric Nursing*, 33, 63-67. Mulready-Shick, J. A., Kafel, K., Banister, G., & Mylott, L. (2009). Enhancing quality and safety competency development at the unit level: An initial evaluation of student learning and clinical teaching on dedicated education units. *Journal of Nursing Education*, 48, 716-719. Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. Albany NY: The State University of New York.

**Learning Activity:**

| LEARNING OBJECTIVES  | EXPANDED CONTENT OUTLINE  | TIME ALLOTTED                    | FACULTY/SP EAKER                        | TEACHING/LEARNING METHOD   | EVALUATION/FEEDBACK   |
|--|---|----------------------------------|---|--|---|
| <b>Example</b><br><br>Critique selected definition of the term, "curriculum" | <b>Example</b><br><br>Definitions of "curriculum"<br><br><ul style="list-style-type: none"> <li>Course of study</li> <li>Arrangements of instructional materials</li> </ul> | <b>Example</b><br><br>20 minutes | <b>Example</b><br><br>Name, Credentials | <b>Example</b><br><br>Lecture<br>PowerPoint presentation<br>Participant feedback | <b>Example</b><br><br>Group discussion:<br>What does cultural training mean to you? |

|   |   |            |                                |  |  |
|---|---|------------|--------------------------------|--|--|
|   | <ul style="list-style-type: none"> <li>• The subject matter that is taught</li> <li>• Cultural "training"</li> <li>• Planned engagement of learners</li> </ul>          |            |                                |  |  |
| Explore the meaning of the faculty experience when transitioning to teaching on a Dedicated Education Unit. | Theme description supported by selected participant narratives about teaching in the faculty-supervised model and the experience of transitioning to teaching on a DEU. | 15 minutes | Debbie DeMeester, PhD, RN, CNE | PowerPoint presentation with themes and narratives<br>Participant feedback   | Group Discussion   |
| Describe successful strategies for creating and sustaining a synergy of learning on a DEU.                  | Theme description supported by participant narratives regarding approaches strategies for guiding and engaging staff nurses, promoting learning, and supporting         | 15 minutes | Debbie DeMeester, PhD, RN, CNE | PowerPoint presentation with themes and narratives.<br>Participant feedback. | Group Discussion<br>Question and answer at the conclusion of the presentation. |

|  |                          |  |  |  |  |
|--|--------------------------|--|--|--|--|
|  | evidence-based practice. |  |  |  |  |
|--|--------------------------|--|--|--|--|

**Abstract Text:**

The Dedicated Education Unit (DEU) clinical education model has the potential to increase pre-licensure nursing program capacity, ensure stable clinical placement sites, blend faculty teaching expertise with staff nurse practice proficiency, and provide students with an authentic learning environment. This presentation will describe themes that emerged from a phenomenological study of the lived experience of nursing faculty on a DEU. This inquiry was guided by the approach of Max van Manen and the interview transcripts were analyzed using Colaizzi's method. The participants were full-time faculty members from seven schools of nursing in four geographic divisions of the U.S. They were teaching on a DEU at the time of the study; however, all participants had previously taught using the traditional faculty-supervised clinical model and all had some level of involvement in establishing the DEU. This presentation will explore the meaning of the faculty experience as they transitioned to teaching on a DEU and offer insight into the similarities and differences among the participants' perceptions of the essence of their role. Through the narratives of the participants, best practices for creating and sustaining a synergy of learning in a DEU will be shared. Implications for nursing education will be discussed including approaches for a successful transition to teaching in a new learning partnership and strategies to guide and engage staff nurse clinical instructors, promote deep student learning, and support evidence-based nursing practice on the unit. This information will be useful for faculty, faculty leaders, and nursing practice leaders who are considering implementation of the DEU clinical nursing education model or similar education-practice partnerships.