



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

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# DEUs

## Background and Previous Research

### Dedicated Education Unit (DEU)

- Potential Benefits
  - Best use of faculty and staff nurse expertise
  - Culture of learning on a stable placement site
  - Enrollment capacity potentially increased

### Literature Review

- Focus on satisfaction
- Students, clinical instructors, and faculty studied collectively



# Study Purpose

## Problem

- Faculty members' engagement is pivotal to a DEU's success, yet their experiences had not been deeply studied.

## Purpose

- To describe, interpret, and offer insight into the meanings of the lived experiences of nursing faculty in DEUs across several baccalaureate programs.

## Research Question

- What is the meaning and significance of the lived experience of being a faculty member on a Dedicated Education Unit used for pre-licensure baccalaureate nursing education?



# Participants and Approach

## Participants

- Eight faculty from seven schools in four U.S. geographic divisions

## Data Generation Approach

- Phenomenology; Max van Manen (1990)
- Demographic questionnaire and audio-recorded interviews

## Analysis Approach

- Colaizzi (1978). Ongoing analysis with data generation

## Ensuring Trustworthiness

- Member checking, debriefing, audit trail (Guba, 1981)
- Participants previously unknown to researcher



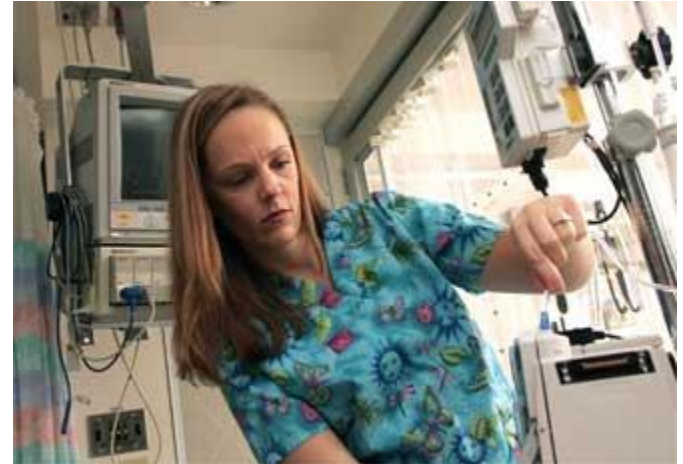
# Themes

## Analysis revealed 3 themes:

- Preparing
- Adapting
- Sustaining

## Subthemes of Sustaining:

- Supporting Clinical Instructors as Teachers
- Supporting Student Learning
- Supporting DEU Processes
- Supporting Nursing Practice





# Creating Synergy

## Preparing

- Involvement of key stakeholders

## Adapting

- New faculty life worlds





# Sustaining Synergy: Subthemes 1 and 2

## Supporting Clinical Instructors as Teachers

- Advising them about best practices for giving student feedback
- Guiding them in fostering critical thinking

## Supporting Student Learning

- Giving of self in new ways
- Managing struggling students





# Sustaining Synergy: Subthemes 3 and 4

## Supporting DEU Processes

- Evaluating and improving processes
- Managing day-to-day problems

## Supporting Nursing Practice

- Sharing EBP knowledge
- Tactfully dealing with Clinical Instructor or DEU practice issues







# Summary



## Strategies for Success:

- Proactively foster CI development.
- Intentionally connect with students.
- Recognize the importance of ongoing purposeful evaluation.
- Determine when to intervene to support both education and nursing practice.



# Implications for Nursing Education

## Identification of best practices for:

### – Faculty engagement on the DEU

- With the staff nurse clinical instructors
- With the nursing students
- With leaders within the health care organization

### – Evaluation of a DEU

- Student learning outcomes
- Staff nurse clinical instructor development
- Organizational or unit practice initiatives





# References

Colaizzi, P. F. (1978). Psychological research as the phenomenologist views it. In R. Valle & M. King (Eds.), *Existential-phenomenological alternatives for psychology* (pp. 48-71). New York, NY: Oxford University Press.

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