

Title:

Curriculum for Educating Dedicated Education Unit Nurses

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Session Title:

Rising Stars of Nursing Invited Posters - Group 2

Slot (superslotted):

RSG STR 2: Friday, September 26, 2014: 10:00 AM-10:30 AM

Slot (superslotted):

RSG STR 2: Friday, September 26, 2014: 11:45 AM-1:00 PM

Slot (superslotted):

RSG STR 2: Friday, September 26, 2014: 3:00 PM-3:30 PM

Keywords:

Community of Practice, Dedicated Education Unit and staff development

References:

American Academy of Colleges of Nursing (AACN). (2014). Media relations: AACN finds slow enrollment growth at schools of nursing. Retrieved from <http://www.aacn.nche.edu/news/articles/2014/slow-enrollment> Billay, D., & Myrick, F. (2008). Preceptorship: An integrative review of the literature. *Nurse Education in Practice*, 8, 258-266. doi:10.1016/j.nepr.2007.09.005 Bureau of Labor Statistics (February 1, 2012). The 30 occupations with the largest projected employment growth, 2010-20. Retrieved from <http://data.bls.gov/cgi-bin/print.pl/news.release/ecopro.t06.htm> Forneris, S. G., & Peden-McAlpine, C. (2009). Creating context for critical thinking in practice: the role of the preceptor. *Journal of Advanced Nursing*, 65(8), 1715-1724. doi:10.1111/j.1365-2648.2009.05031.x Murray, T. A., Crain, C., Meyer, G. A., McDonough, M. E., & Schweiss, D. M. (2010). Building bridges: An innovative academic-service partnership. *Nursing Outlook*, 58(5), 252-260. doi:10.1016/j.outlook.2010.07.004 Rogan, E. (2009). Preparation of nurses who precept baccalaureate nursing students: A descriptive study. *The Journal of Continuing Education in Nursing*, 40(12), 565-570. doi:10.3928/00220124-20091119-06 Seibert, S. A. (in press). The meaning of a Healthcare Community of Practice, *Nursing Forum*. doi: 10.1111/nuf.12065 Wenger, E., McDermott, R., Snyder, W. M. (2002). *Cultivating Communities of Practice*, Boston Mass: Harvard Business School Press.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SP EAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
Example Critique selected definition of the term,	Example Definitions of "curriculum"	Example 20 minutes	Example Name, Credentials	Example Lecture PowerPoint presentation Participant feedback	Example Group discussion: What does cultural training mean to you?

"curriculum"	Course of study Arrangements of instructional materials The subject matter that is taught Cultural "training" Planned engagement of learners				
Describe the application of the Healthcare Community of Practice conceptual model to staff development for a Dedicated Education Unit.	DNP Capstone Project description including project purpose and project plan Overview of problem/need Detailed concept map of theoretical framework Application of framework to project	poster display and 5-15 minute dialogs with poster viewers as determined by conference schedule	Susan A. Seibert, MSN RN	Poster and brief dialogs with poster viewers	Feedback from poster viewers regarding their understanding of the project purpose and the application of a Healthcare Community of Practice to a curriculum to educate DEU staff nurses

State the benefits of this capstone project toward successful outcomes of a Dedicated Education Unit.	DEU staff RNs who are knowledgeable and confident in their role as clinical educators. Consistent, quality clinical instruction for DEU students. An evidence-based template to prepare DEU staff nurses.	poster display and 5-15 minute dialogs with poster viewers as determined by conference schedule	Susan A. Seibert, MSN RN	Poster and brief dialogs with poster viewers	Feedback from poster viewers regarding their perception of this project's benefits
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Abstract Text:

Curriculum for Educating Dedicated Education Unit Nurses

Susan A. Seibert, MSN, RN, DNP Student

Elizabeth Bonham, PhD, RN, PMHCNS-BC, Faculty Mentor

Background of the Problem. An estimated 1.2 million RN job openings will occur by 2020. Dedicated Education Units (DEUs) have demonstrated the ability to increase clinical placements and thereby increase nursing school enrollment. As an innovative academic practice partnership, DEUs utilize the expertise of staff nurses to instruct students in patient care. However, staff nurses do not inherently have knowledge of teaching strategies while instructing undergraduate nursing students in the clinical environment; thus, necessitating supplementary education about clinically- based teaching strategies.

Project Purpose: The goal of this project is to create, implement, and evaluate a curriculum which will equip DEU staff nurses with the knowledge, skills, and confidence to teach undergraduate nursing students in the clinical setting.

Method: The curriculum was designed as an eight- hour workshop utilizing evidence based teaching methodology. Evaluation of the workshop's effectiveness will be in the form of a posttest survey on the staff nurses' perceived increase in the following categories: knowledge about teaching and learning principles, general clinical education skills, attitude toward nursing students, and self-efficacy in the clinical instructor role.

Theoretical Basis: The USI DEU model, which includes the curriculum to educate staff nurses, is based on Wenger's Community of Practice Theory. On the DEU, health care workers share a common domain of interest (quality patient care) and collaborate to enhance the practice, further professional expertise, and augment institutional knowledge. The curriculum developed for this capstone project provides instruction on how to clinically educate nursing students, foster role socialization, and work together to optimize the learning of all members.

Implications for Practice: An effective curriculum will provide three distinct outcomes: 1) DEU staff RNs who are knowledgeable and confident in their role as clinical educators 2) consistent, quality clinical instruction for DEU students and 3) an evidence-based template to prepare DEU staff nurses.