

A Collaboration with School Nursing to Create a Dedicated Education Unit (DEU)

A New Community Clinical Teaching Model with School
Nurses at Multnomah County Education District (MESD)

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The University of Portland Nursing Program



- Largest single site nursing program in Oregon
- Enrollment tripled in last five years
- 200 BSN graduates yearly
- 25 fulltime faculty
- All students have 225 – 445 clinical hours DEUs
- 6 DEU Clinical Faculty Coordinators - 5 FT/1 PT faculty

Background Issues for DEU Community Clinical Model

- 1:1 practice experience with RN's is limited for students in community settings & often limited availability of community sites for student clinical experiences. "A different educational model is required to ensure that students meet required educational objectives" (Pijl-Zieber & Kalischuk, 2011)
- Community clinical experiences "tend to be snapshots that provide mere observations or fragmented opportunities to learn" (Schwartz & Laughlin, 2008)
- Need to strengthen evidence-based practices in nursing education and reconceptualize the clinical faculty role (MacIntyre, Murray, Teel,, & Karshmer, 2009)
- School environment offers population focus for children with varied health, social & emotional needs (Schwartz & Laughlin, 2008)

Dedicated Education Unit (DEU)

DEU: A clinical site developed into an optimal teaching/learning environment through the collaborative efforts of nurses, management, students, and faculty

(Moscato, Miller, Logsdon, Weinberg & Chorpenning 2007)

Purpose of Project

The aim of the project was to pilot the Dedicated Education Unit (DEU) clinical model in a population health clinical course with school nurses.

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Paying for college

U of P and MEAD
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The Problem: A Comparison of Traditional Agency vs. Community DEU Clinical Teaching Models

(Betany, K. & Yarwood, J. (2010); Moscato, Miller, Logsdon, Weinberg & Chorpenning 2007)

Traditional Agency Models

1. Faculty as primary teachers
2. Clinical nurses teamed with different clinical students
3. Multiple programs & students with varied competencies & expectations
4. Limited relationships, control and continuity

Population DEU Model

1. School nurses as primary teachers
2. Continuity between students & Clinical Instructors (CI)
3. One School of Nursing & one level of student per agency
4. A team approach with focused collaborative relationships between school nurses, students & faculty

Implications & Challenges for Implementation of DEU in Community Settings

- Not all agencies have a nursing presence
- Competition exists with other nursing programs for site utilization
- Implementation of population focus is a challenge for agency nurses unfamiliar with a population perspective
- Lack of time for agency nurses to commit to the model implementation process
- Need to develop appropriate incentives for agencies and agency nurses

Collaborative Process for Implementation of Population DEU Model

Commitment required by all faculty, staff, & administrators to build an optimal learning environment for students through “thorough briefings, orientation, practice development sessions, & formal mentoring systems.

(Graelish, L., Bail, K., & Ranse, K., 2010)



School Nurse Administrators

- Work in collaboration with the clinical faculty coordinator (CFC) and school nurses to problem-solve and maintain DEU commitments
- Attends quarterly DEU meetings with UP administrators, CFC faculty, other DEU administrators and nurse
- Attended initial one-day orientation prior to semester start



Administrative Support is Critical





A COMPARISON OF DEU ROLES

Administrator – Nurse Managers

- Coordinate and integrate resources for optimal learning environment
- Works in collaboration with the clinical faculty coordinator (CFC) & lead faculty to problem solve and maintain DEU commitments
- Attend DEU Quarterly meetings at UP with faculty, administrators and other DEU nurses

Clinical Faculty Coordinator (CFC) - FT Faculty Role

- Works directly with school nurses as coach, collaborator, teacher, and learning resource person to develop clinical reasoning skills, to identify clinical expectations of students
- Collaborates with CI for evaluation of student achievement
- Conducts clinical conferences with students
- Attended initial one-day orientation with administrators and school nurses

School Nurse

Clinical Instructor (CI, baccalaureate-prepared) or
Clinical Teacher (CT, associate degree-prepared)

- Works as a teacher, mentor, guide and inspires students
- Provides ongoing reflection on student performance
- Completes student clinical evaluations with consultation from CFC
- Attended initial one day orientation prior to semester

Outcomes & Incentives for School Nurses in the Community DEU Model

Increased professionalism

- Return to school for BSN or MS
- Scholarly presentations
- “Positive turnover”
- DEU advocate and agency leadership
- Ownership – “We are a DEU”
- Adjunct faculty appointment



SPRING, 2012 PILOT PROJECT

PRELIMINARY FINDINGS

Focus Group Summary

School Nurses and Administrator

Expressed that:

- They felt more involved in student learning
- Students had more hands-on experiences
- Their own practice and knowledge was enhanced
- K-12 teachers gained respect for role of school nurses by observing students
- “It gives you a spark”

Focus Group cont.

Recommendations

- Develop a skills lab on the following:
 - Focused assessments of K-12 students who are ill or injured
 - School-based charting
 - Charting, legal and delegation issues in school nursing
 - Use of “old-fashioned” equipment such as BP cuffs
 - Use of otoscopes
- Emphasis on population focus

CI & CFC Survey Results

	Outcomes	Mean (n= 7)
1.	Satisfaction with orientation to nursing program curriculum	4.9
2.	Satisfactory knowledge of expected student clinical outcomes	4.6
3.	Comfort with level of my input into student evaluations	4.9
4.	Appropriate level of support from academic faculty/administrators	5
5.	Satisfaction with overall level of the students' clinical performance	4.5
6.	Appropriate level of input into details about student experience	4.5
7.	Relevant student projects/clinical assignments for this clinical setting.	4.7
	Overall Mean =	4.7



ANECDOTAL SUMMARY
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HOPKINS

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Seattle Pacific UNIVERSITY

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TEXAS

Financial Aid & Scholarships
Summer Programs
Upcoming Events
Results of NEW YORK CITY

Test Dates (ACT & SAT)
SAT or ACT??
Test Prep (ACT & SAT)

DEU Implementation Challenges in Community Settings

- Not all agencies have a nursing presence
- Competition with other nursing programs
- Difficulty of implementation of population focus in agency nurses unfamiliar with population focus
- Lack of time for agency nurses to commit to the model
- Developing appropriate rewards/incentives for agencies and agency nurses

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