Dedicated Education Units (DEUs): An Integrative Review of the Literature

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Purpose of this Study

• The purpose of this study is to explore how Dedicated Education Unit (DEU) models can meet the demands of current nursing education clinical needs.

• It will also review:
  – The benefits of the DEU model to clinical facilities and to schools of nursing
  – The impact of the DEU model on patient care and the overall quality of clinical experiences of nursing students
  – The strategies needed to successfully implement a DEU
Background

• Nursing education is currently faced with the challenge of decreasing clinical sites to train nursing students

• Critical clinical faculty shortages

• The need to improve clinical learning experiences

• The lack of adequate preparation for staff nurses who work with students in the clinical setting

(Benner, Sutphen, Leonard & Day, 2010)
Research Questions

• What are the results of the current implementation of the DEU model in light of the recommendations provided by the Institute of Medicine (IOM) and other national bodies?

• What future research is recommended to ensure that the DEU model will be instrumental to improve nursing education and meet the current healthcare needs?
Methodology

10 Articles

CINAHL

SCIENCE DIRECT

MEDLINE

EBSCO
## Literature Review - DEU Effectiveness

<table>
<thead>
<tr>
<th>Author/Date</th>
<th>Sample</th>
<th>Design</th>
<th>Tools</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nishioka, Coe, Hanita &amp; Moscato (2014)</td>
<td>N=124 (focus groups) N=69 (Surveys) acute care hospital setting</td>
<td>Mixed methods</td>
<td>Clinical Nurse Teacher Survey (CNTS) focus groups interviews</td>
<td>Collaborative partnership in DEU model between faculty and staff nurse provides students with optimal clinical experience.</td>
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### Literature Review - DEU Effectiveness (cont’d)

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<td>Mulready-Shick &amp; Flanagan (2014)</td>
<td>N=34 (Interview) Medical surgical students in acute care hospital setting</td>
<td>Mixed-methods with a randomized control trial design (Data collected from multiple sites over a 2 year period)</td>
<td>Interview data from four levels of participants: DEU staff nurse, staff nurses not involved on DEUs, clinical faculty coordinators and administration partners</td>
<td>Collaborative partnerships, solid structural foundation with seasoned staff nurses, recognition and rewarding activities are key components necessary to create and maintain a DEU model.</td>
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<tr>
<td>Nishioka, Coe, Hanita &amp; Moscato (2013)</td>
<td>N=209 (focus groups) N=1,053 (Surveys)</td>
<td>Non-experimental, repeated measures, mixed methods design</td>
<td>Student surveys (Clinical Learning Environment, Supervision and Nurse Teacher-CLES+T) supplemented by focus group data</td>
<td>Improved mentoring relationships between staff nurses and nursing students in DEUs compared to traditional clinical units. The DEU model has a positive impact on the quality of nursing clinical education.</td>
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<td>Ranse &amp; Grealish (2007)</td>
<td>Convenience sample of 25 second and third year nursing students</td>
<td>Exploratory qualitative study</td>
<td>Data collection through three focus group discussions</td>
<td>Students value engagement, active participation and peer learning to reinforce knowledge.</td>
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<td>Moore &amp; Nahigian</td>
<td>N= 61 Medical surgical DEU</td>
<td>Quantitative descriptive study</td>
<td>Survey questionnaire; Visual analog scales; Nurse-to-Nurse Collaboration Scale (NNCS) adapted from Dougherty &amp; Larson (2010).</td>
<td>Collaboration of unit nurses with students noted on results of survey questionnaire.</td>
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<tr>
<td>(2013)</td>
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<td>Higher NNCS scores rated by students on the DEUs compared with students on traditional units.</td>
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<td>No differences in perceptions of junior students and senior students with regard to student and nurse collaboration in DEUs versus traditional units.</td>
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<tr>
<td>Author/Date</td>
<td>Setting</td>
<td>DEU- Key Criteria</td>
<td>Key Program Elements</td>
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<tr>
<td>Dapremont &amp; Lee</td>
<td>Acute care hospital setting</td>
<td>Staff nurse with 2 years or more of nursing experience</td>
<td>Collaborative relationships between academic faculty, nursing staff and students.</td>
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<tr>
<td>(2013)</td>
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## Literature Review - DEU Implementation (cont’d)

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<th>DEU- Key criteria</th>
<th>Key Program Elements</th>
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<tr>
<td>Hannon, Hunt, Haleem, King, Day &amp; Casals (2012)</td>
<td>Academic-service partnership/D EU setting</td>
<td>Staff nurse with 2 years or more of nursing experience and willing to work with students Nursing students with prior clinical experience</td>
<td>Communication, collaboration, community learning, critical thinking, mentoring, planning and evaluation are key elements.</td>
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Limitations of the Research

• Key words limited
  – Dedicated Education Units vs. Academic-Practice Partnerships

• Nursing education focus only

• Impact on clinical nursing education

• Peer-reviewed articles
Implications and Future Research

- The DEU Model vs. Traditional clinical setting
- The impact of the DEU on quality improvements in unit-based practices and patient care outcomes
- Implications for healthcare units using the DEU model
- Healthcare facility/unit staff orientation strategies
Conclusion

• DEU model encourages:
  – A learner-centered environment student engagement
  – Active participation in the clinical experience
  – Enhances knowledge acquisition, collaboration and teamwork
Conclusion

• DEUs address the current shortages in clinical:
  – Preceptors
  – Faculty
  – Site shortages

• Results:
  – Increased student and staff satisfaction
  – Increased clinical experiences
  – Enhanced critical-thinking
References


References


