DEVELOPING A DEDICATED EDUCATION UNIT IN THE WOMEN’S CARE CENTER OF A RURAL, MIDWEST HOSPITAL

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BACKGROUND

• The nursing faculty shortage contributes to the lack of nurses as there are insufficient faculty to meet nursing program enrollment demands.8

• In northeast Missouri, Hannibal-LaGrange University (HLGU) has experienced a lack of qualified nurses with advanced degrees pursuing roles in nursing education, making it difficult to find clinical faculty.

• With increased nursing program admissions over the past decade, and decreased clinical faculty, HLGU has relied on the local hospital, Hannibal Regional Hospital (HRH), to fill vacancies by supplying additional instructors to teach in the clinical setting, at a cost.

• Trialing a Dedicated Education Unit (DEU) would provide an opportunity to educate an increased number of students as compared to traditional clinical teaching strategies.

LITERATURE REVIEW

Dedicated Education Units (DEU)

Innovative teaching methods

Innovative teaching methods

DEUs create a pop for placement and reduce patient and physician complaints.1, 3

Dedicated Education Units

In planning the shift, allowance is made for nursing students to gain the widest possible experience.8

This was a happy unit for both patients and nurses.9

The DEU Nurse attaches great importance to the learning needs of nursing students9

The DEU Nurse here was too busy with more important matters to be able to spend time with me.8

Nursing care is individualized for each patient on this unit.9

The patients’ needs really are given first priority.9

This experience has made me more eager to become a Registered Nurse9

Note. * = Reverse Scoring

METHODS

Setting

• Women’s Care Center (WCU) at HRH

Sample

• Convenience sample of 41 students enrolled in

NUR 214 during spring 2017 at HLGU

Design

• Single group posttest descriptive design

Intervention

• A DEU was set up in the WCU at HRH

Six RNs were selected to be DEU Nurses and were provided education and instruction

One HLGU faculty member assisted in the DEU. Faculty DEU role included: making clinical assignments, ensuring student preparation, grading care plans, and performing student evaluations

Students were paired with an RN and each student was the primary caretaker of one of the nurse’s patients

Each student was scheduled for two weeks in couplet care (mother-baby) and one week in labor and delivery

Data Collection

• Dedicated Education Unit Survey (n = 32)

Cronbach’s alpha reliability α = .85

Analysis

• Cost-benefit analysis and descriptive statistics

RESULTS

Survey Item

Percent that Agreed or Strongly Agreed

In planning the shift, allowance is made for nursing students to gain the widest possible experience 84.4%

This was a happy unit for both patients and nurses 96.9%

I am generally able to ask as many questions as I want to 90.3%

My questions were usually answered satisfactorily 90.6%

The DEU Nurse attaches great importance to the learning needs of nursing students 81.3%

The DEU Nurse here was too busy with more important matters to be able to spend time with me 18.8%

Nursing care is individualized for each patient on this unit 93.8%

The patients’ needs really are given first priority 96.9%

This experience has made me more eager to become a Registered Nurse 90.6%

Note. * = Reverse Scoring

CONCLUSIONS

Benefits & Sustainability

• Findings suggest utilizing a DEU for nursing students’ clinical experience supports an environment conducive to learning and placed student education as a priority.

• Using feedback from the students and DEU nursing staff, it was suggested to decrease the student to DEU nurse ratio to 1:1 in the future for an optimal experience.

• The cost-benefit analysis proved beneficial for both the academic institution and the clinical facility.

Limitations

• Students assigned to non-DEU nurses on occasion

• Limited time frame (8 weeks v. entire semester)

• Turnover of WCU leadership

• Need for additional DEU nurses on the WCU

REFERENCES


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