

Dedicated Education Unit (DEU) Outcomes: Past, Present, and Future



Tenth Year DEU Celebration

UMass Boston and Massachusetts General Hospital

Haber Auditorium, MGH

April 26, 2018

DEU Development

University of Portland, OR
Conference 2007

DEU Opening 2008

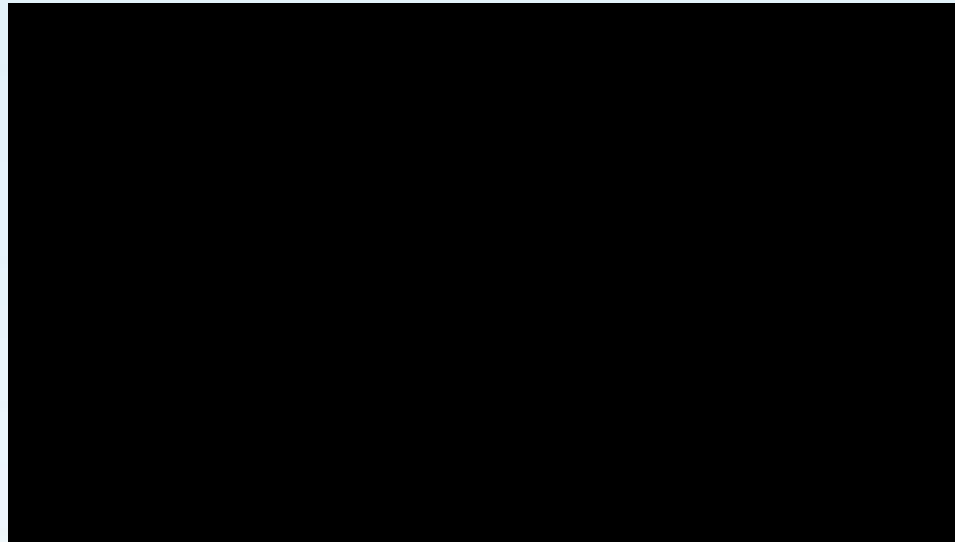


It Takes Suits, Jackets, Uniforms, and Scrubs



Massachusetts Dedicated Education Unit Video-Center to Champion Nursing in America

<http://vimeo.com/7941844> or http://www.youtube.com/watch?v=cvfDh0ep_zo



Clinical Education Partnership Overview

DEU Partnership Development 2007



MASSACHUSETTS
GENERAL HOSPITAL



BRIGHAM AND
WOMEN'S HOSPITAL
A Teaching Affiliate of Harvard Medical School



RWJF QSEN
Phase Two grant
2007-2008
\$25,000.00

RWJF EIN
Phase One grant
2009-2012
\$300,000.00

Publications- *Journal of Nursing Education* and *Journal of Nursing Administration*

Mulready-Shick, J., Kafel, K., Banister, G., & Mylott, L. (2009). Enhancing quality and safety competency development at the unit level: An initial evaluation of student learning and clinical teaching on dedicated education units. *Journal of Nursing Education*, 48 (12), 716-719.

Glazer, G., Erickson, J. I., Mylott, L., Mulready-Shick, J., & Banister, G. (2011). Partnering and leadership: Core requirements for developing a dedicated education unit. *Journal of Nursing Administration*, 41(10), 401-406.



MASSACHUSETTS
GENERAL HOSPITAL

THE INSTITUTE
FOR PATIENT CARE

INSPIRATION | INNOVATION | TRANSFORMATION

A CONVERSATION WITH THE FOUNDER OF DEDICATED EDUCATION UNITS

Dedicated Education Unit (DEU)

*An innovative educational model that engages staff nurses
as clinical instructors in teaching students.*

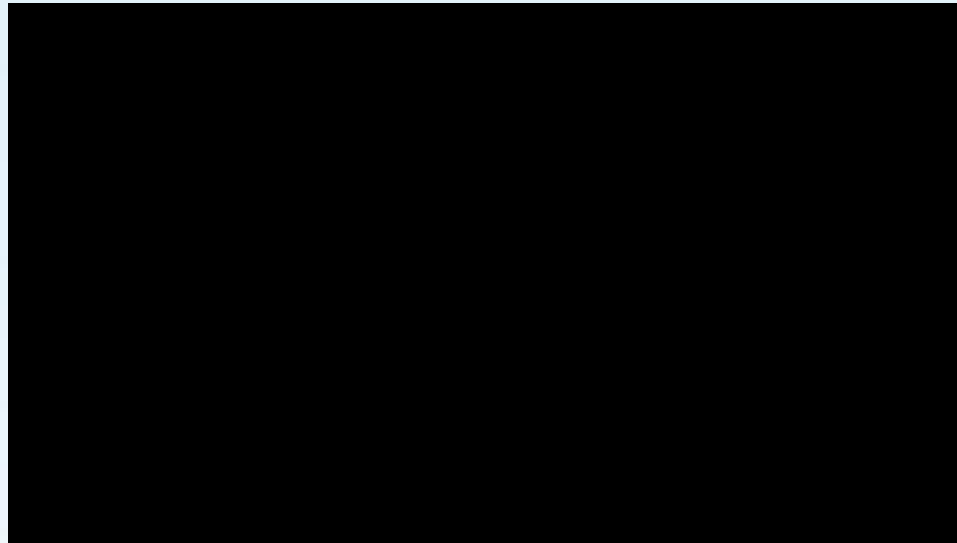
Kay Edgecombe, R.N., Dip. T., B.N., M.N.



***Thursday, September 16, 2010
Founders House, 1st floor, ED Training***

CNHS DEU Nursing Students Present at MGH Grand Rounds: November 2010

<https://www.youtube.com/watch?v=6BpEAt-PRyM>



Evidence to Date: Why Clinical Education Must Change

Obstacles to *quality clinical education* experiences reported,

Recommendations to ***optimize clinical learning*** articulated:

- align learning and engagement in **clinical practice realities**
- focus on achievement of students' clinical learning goals
- ***address quality and safety improvement***
- **develop clinical reasoning** and a spirit of inquiry

(Ard & Valiga, 2009; Benner, Sutphen, Leonard, & Day, 2010, IOM-Future of Nursing Report, 2011; Ironside & McNelis 2010; NLN Think Tank of Transforming Clinical Education, 2008; NLN National Survey, 2009)

Barriers

NLN National Survey Study 2009, reported by Ironside & McNelis, 2010

Lack of quality sites
able to accommodate
student numbers in groups

Limitations to student experiences
imposed by agencies

Inability to chart on new systems

Lack of access to pt. data

Lack of qualified faculty clinical experts

Size of groups (faculty:students)

**Time-consuming nature of students
learning multiple systems and
technology orientation**

***Lack of opportunities for positive
teamwork and interprofessionalism***

Evaluating Innovations in Nursing Education

Addressing the Nurse Faculty Shortage by Supporting Evaluations,
Generating Evidence and Disseminating Findings

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[EIN Research Tools](#)

[Home](#) > [Our Grantees](#) > [Cycle 1 Grantees \(closed\) \(2009 – 2011\)](#) > University of Massachusetts, Boston, College of Nursing and Health Sciences

University of Massachusetts, Boston, College of Nursing and Health Sciences

Project PDQ – Partnering for DEU Development and Quality

Principal Investigator: JoAnn Mulready-Shick, Ed.D., RN, CNE

Program Evaluator: Kathleen M. Flanagan, Ph.D., FBJ Consulting

[Read Here](#) for principal research project findings.

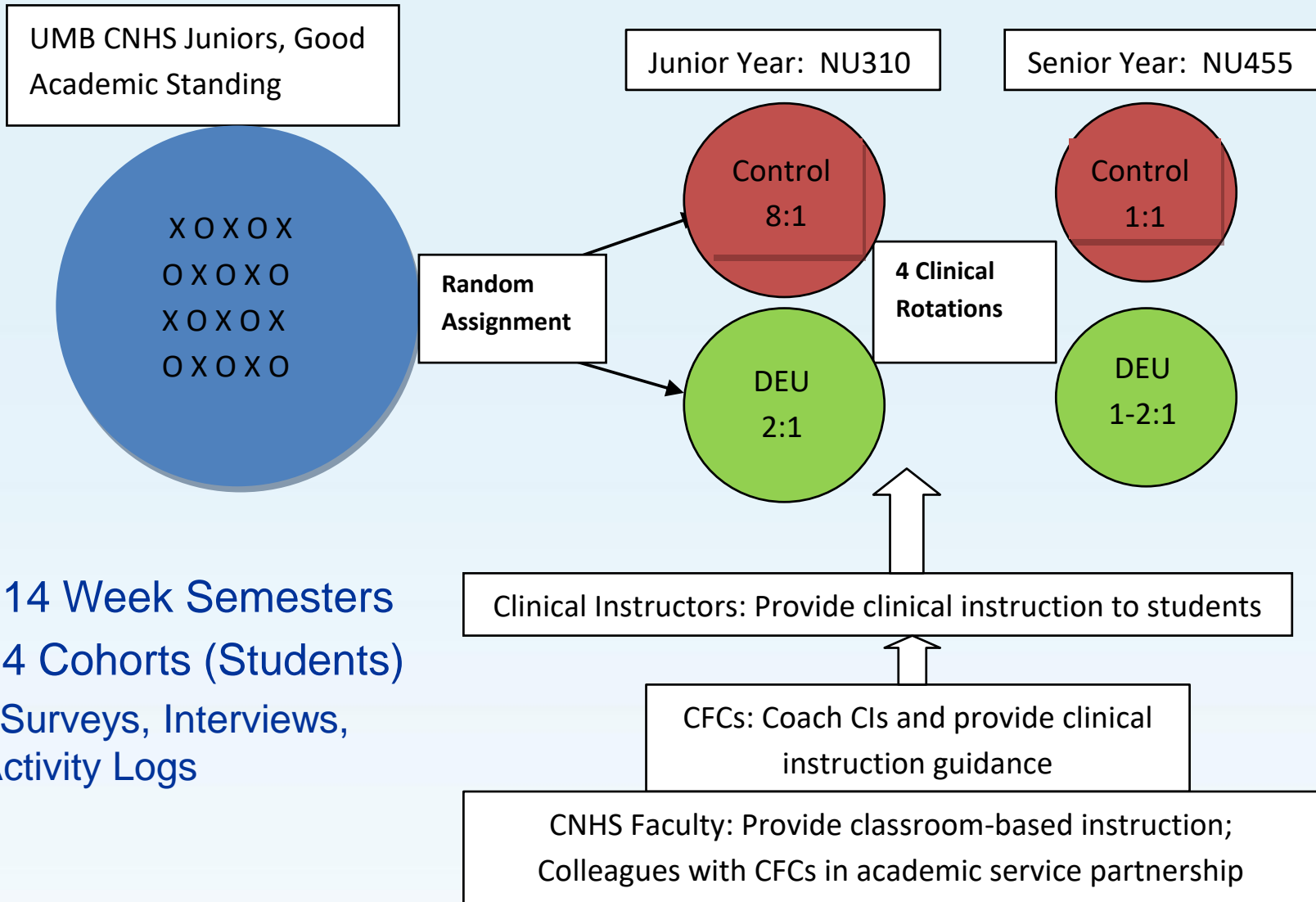
This project team evaluated the “Partnership for Dedicated Education Unit Development and Quality (PDQ)” program, an intervention implemented in 2007 by the University of Massachusetts, Boston and Partners Healthcare. The PDQ relies on a dedicated hospital unit in which staff nurses and nursing faculty take on new educational roles to deliver more efficient and effective clinical education to nursing students. Dr. Kathleen M. Flanagan from FBJ Consulting, led the evaluation and utilized a randomized design to assess the impact of the PDQ on faculty productivity, teaching capacity, work-life, institutional costs, and quality of education (including the breadth of education measure provided by the NPO); outcomes associated with the PDQ were compared to those achieved by the traditional clinical education units.

EIN Grantee Spotlight: University of Massachusetts, Evaluating the Dedicated Education Unit Model



The University of Massachusetts Boston (UMass Boston) research team recently completed work on their EIN-supported evaluation project, “Project PDQ: Partnering for Dedicated Education Unit (DEU) Development and Quality.” EIN staff interviewed principal investigator Dr. JoAnn Mulready-Shick (UMass Boston College of Nursing and Health Sciences) and Dr. Kathleen Flanagan, the EIN project evaluator, to learn more about their project outcomes. The researchers informed us that they are working on publications related to their findings; however, they offered to share some key

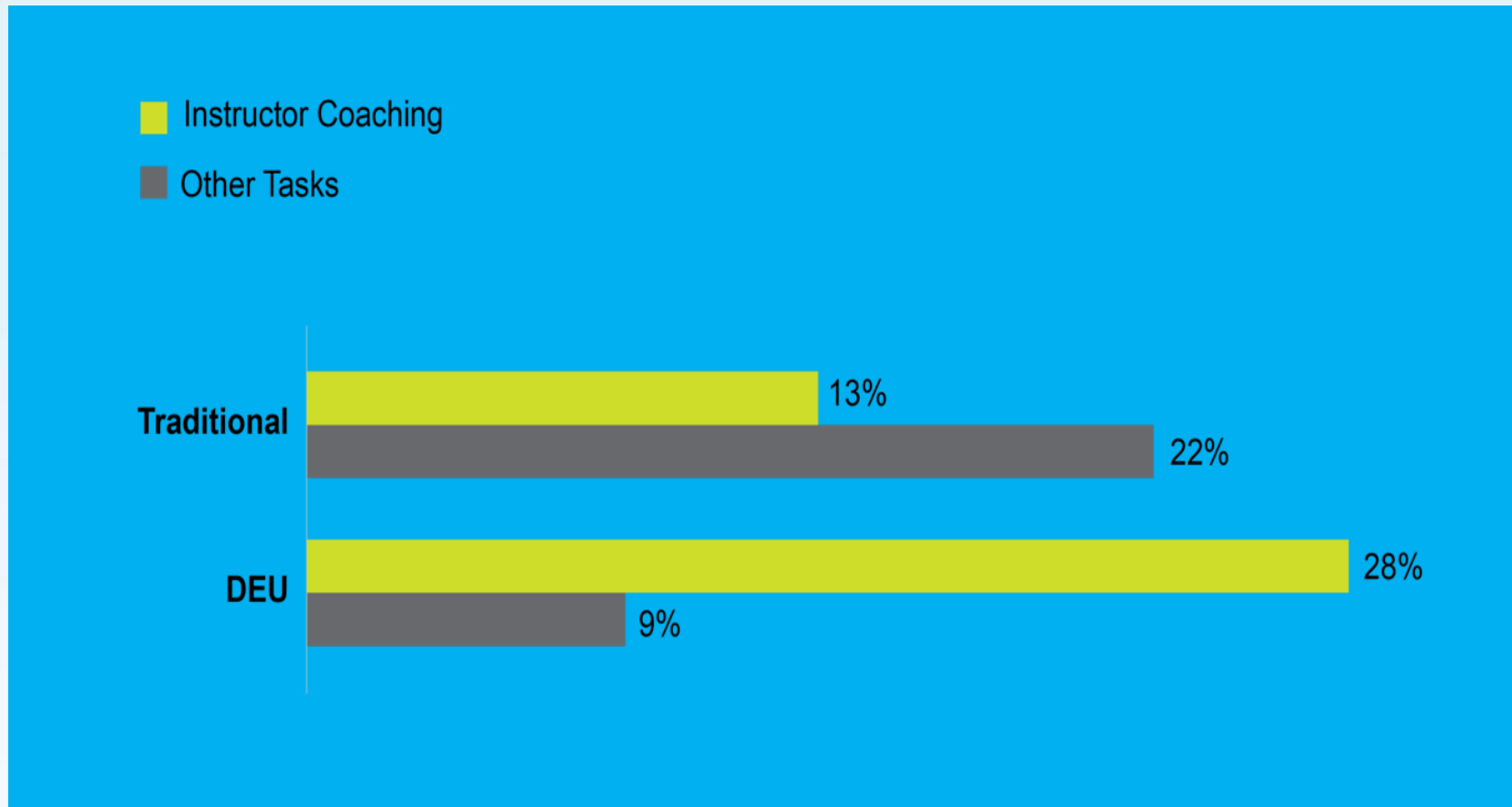
Randomized Control Trial Design



- 14 Week Semesters
- 4 Cohorts (Students)
- Surveys, Interviews, Activity Logs

DEU Students Spend More Time on Instruction

Time spent on instruction (2x) compared to other activities, by group remainder: same time spent of patient care/management of care activities



SHORT TERM OUTCOMES 1-3 yr	INTERMEDIATE OUTCOMES 3-5 yr	LONG TERM OUTCOMES and GOAL
<p><u>Teaching Productivity:</u> 1.a) Inc # students per FTE 1.b) Inc UMass Faculty avail for instruction and/or other fac. responsibility 1.c) enrolled in new program: "Accelerated Option"</p> <p><u>Faculty Worklife:</u> 2a) Inc professional satisfaction & and other improved measures of FWL for DEU CI & CFCs 2b) Inc # faculty retained as CIs 2c) Inc # staff nurses who are recruited as new CIs 2d) Inc in advanced clinician's status via the career ladder advancement 2e) Inc # publications and presentations by CIs and CFCs 2) Inc numbers of waivers used in UMass nursing programs by CIs & SNs 2) Inc no. of student placements in hospitals</p> <p><u>Educational Quality</u> 3) DEU student hiring by agency => recruitment for control group (as PCAS or RNs) 3) Dec orientation time for DEU student hires 3) Inc quality statements by students 3) Inc no. stud presentations/ 3) DEU students have => NCLEX pass rates, grades, and other academic measures</p> <p><u>DATA SOURCES:</u> <u>Teaching Productivity:</u> **DEU Spreadsheets, <u>Faculty Worklife:</u> **DEU Spreadsheets ** Staff nurse focus groups and surveys (NLN, SNS Survey) **CI Logs **Adobe documents of publications <u>Educational Quality:</u> **SNS & Internal Survey **Qual and Safety QSEN Survey (student)/Pt centered care/teamwork/safety/qual. Improve/EBP/Informatics **NCLEX/stand exam scores **Clinical evaluation tools, Student evaluation of agency (environment/hospital)</p>	<p><u>Teaching Productivity:</u> 1) Greater nos. students graduate increase # grads 1) Sustained # educ-agency partnerships established</p> <p><u>Faculty Worklife:</u> 2b) Increased # faculty retained as CIs 2c) Increased # staff nurses who are recruited as new CIs 2e) Increased # publications and presentations 2) Increased promotion/recognition/awards/rewards of staff on units 2) Increased numbers of waivers used in UMass nursing programs 2) Increased numbers of SNs matriculated in BS, BS-RN, MS progs</p> <p><u>Educational Quality</u> 9) # DEU graduates hired with decreased orientation/precept time</p> <p><u>DATA SOURCES:</u> <u>Teaching Productivity:</u> **DEU Spreadsheets, <u>Faculty Worklife:</u> **DEU Spreadsheets ** Staff nurse focus groups and surveys (NLN, SNS Survey) **CI Logs **Adobe documents of publications <u>Educational Quality:</u> **Qual and Safety QSEN Survey **NCLEX/stand exam scores ** Lasater clinical judgment rubric</p>	<p><u>Teaching Productivity:</u> 1) Incr # educ-agency partnerships established</p> <p><u>Faculty Worklife:</u> 2) Incr # new staff nurses</p> <p><u>Educational Quality:</u> 3) Incr numbers of staff nurse graduates from nursing programs , # advanced degrees/positions</p> <p><u>INDICATORS</u></p>

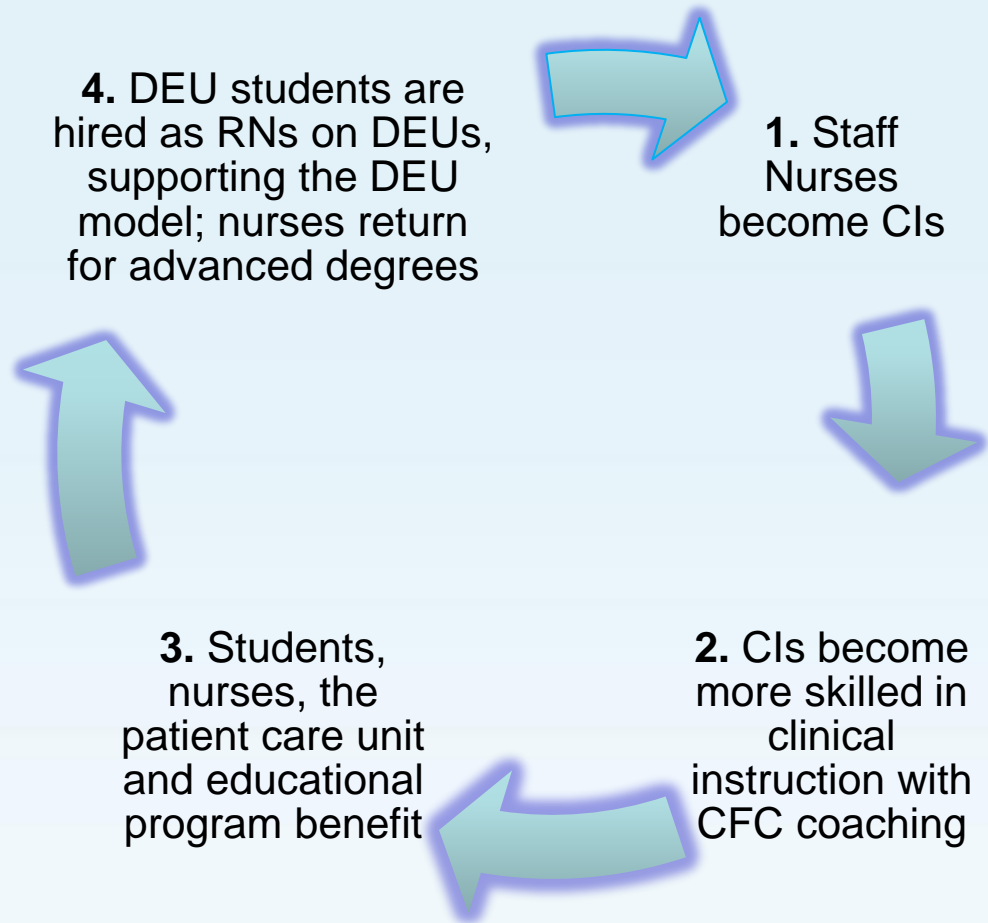
Publications- *Journal of Nursing Education and Nursing Education Perspectives* and Presentations (18) and Consultations

Mulready-Shick, J., Flanagan, K., Mylott, L., Banister, G., & Curtin, L. (2013). Evaluating dedicated education units for educational quality. *Journal of Nursing Education*, 52(11), 606-614.

Mulready-Shick, J., & Flanagan, K. (2014). Building the evidence for DEU sustainability and partnership success. *Nursing Education Perspectives*, 35 (5), 287-293.

Also: *Nursing Spectrum* article, ENRS Poster, MA Action Coalition

DEU Cycle of Sustainability



Selected Presentations

Podium Presentation:

Kafel/Mulready-Shick

First National

DEU Conference,

The Portland Model DEU:

A Journey to Future

Possibilities through

Education Redesign,

University of Portland, OR

July 2014

Keynote Presentation:

Capodilupo/Mulready-Shick

Cultivating Clinical Excellence:

Development of DEUs for the

Greater Galveston Houston Area

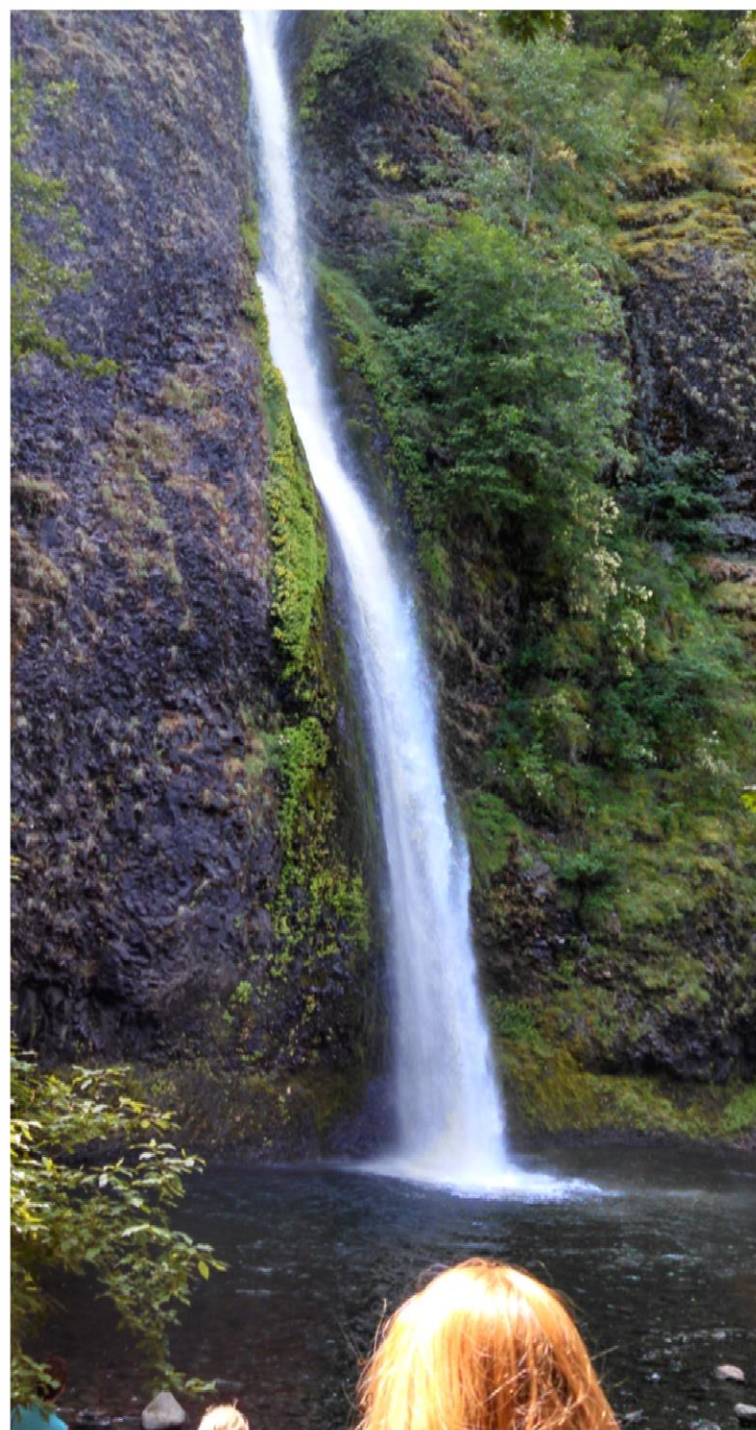
University of Texas Medical

Branch and

University of Texas

Galveston, TX

October, 2012





Student Presentations each semester



Quiet Time

Shhh...

Resting is Healing

*We offer Quiet Time every day
2:00 pm — 4:00 pm
9:00 pm — 6:00 am*

Please be respectful of our healing patients



Listen Now

Learn more about UMass School of Nursing 's DEU model.

**Thank you,
JoAnn Mulready-Shick, EdD, RN, CNE, ANEF
and Brenda Pignone, BSN, RNC**



COLLEGE OF NURSING & HEALTH SCIENCES
UNIVERSITY OF MASSACHUSETTS BOSTON

