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Contributions of the DNP Prepared Nurse: Policy Influencing
Outcomes

Examining the Impact of a Dedicated Education Unit (DEU) on New Graduate Nurses' Transition to Practice

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Problem

- * In 2010, the Institute of Medicine's (IOM) report, *The Future of Nursing: Leading Changes, Advancing Health 2010 Focus on Education* identified that the majority of new graduate nurses (NGN) were not adequately prepared to assume the challenging and complex role of today's professional nurse.
- * During that same year, the Carnegie Foundation for the Advancement of Teaching released a report calling for a "radical transformation" in nurse education (Benner, 2010, p.3).
- * Preparation-practice gaps have been identified as one of the main factors contributing to the unpreparedness of NGNs (Benner, 2010; Hickerson K., Taylor L., & Terhaar, M., 2016).

DNP Research Project

- * Dedicated Education Unit (DEU)
 - * Collaborative, evidence based model of clinical teaching where nursing students receive clinical education from trained clinical staff under the supervision of an academic clinical faculty coordinator.
 - * Identified in the literature as being superior to Traditional Clinical teaching models for engaging students in the clinical learning environment and enhancing student learning.

- * Study Question
 - * What is the impact of a Dedicated Education Unit on role transition of the new graduate nurse?

- * Significance for Practice
 - * Identify and evaluate innovative collaborative teaching/learning strategies to support New Graduate Nurses' (NGNs') transition into practice.

Mixed Method Design

Quantitative

- * Convenience sample from the same BSN program who graduated between 2012-2018; N=137 (DEU=83 and Traditional Clinical [non-DEU] =54), 28% response rate, 63% graduated between 2015-2018
- * Electronic survey of the Revised Casey-Fink Graduate Nurse Experience Survey (Fink, Casey, Krugman, & Goode, 2006).

Qualitative

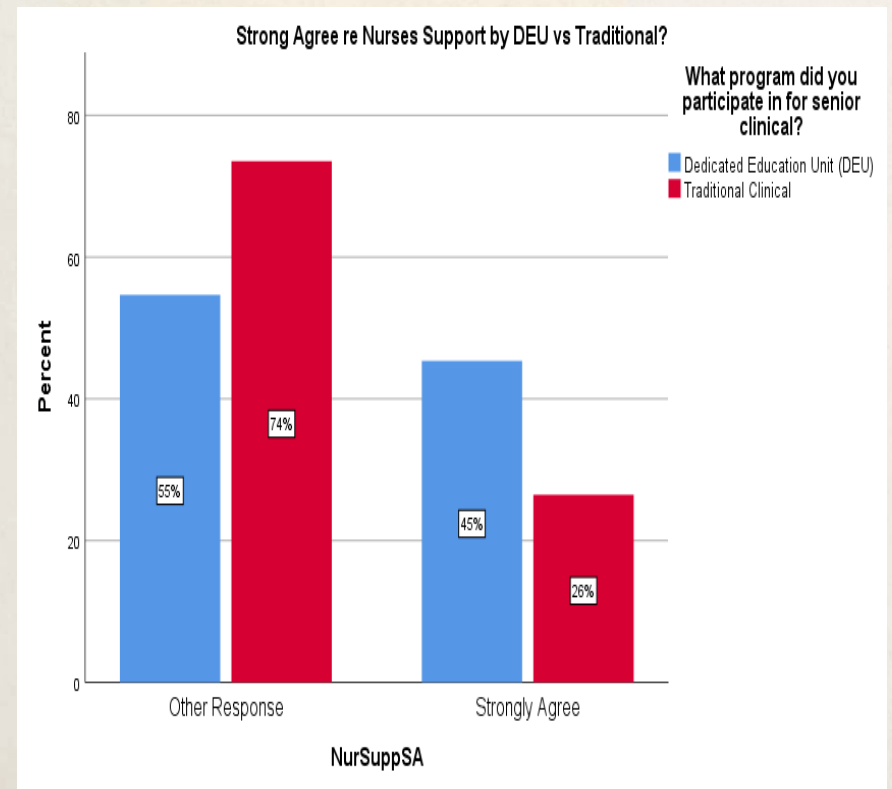
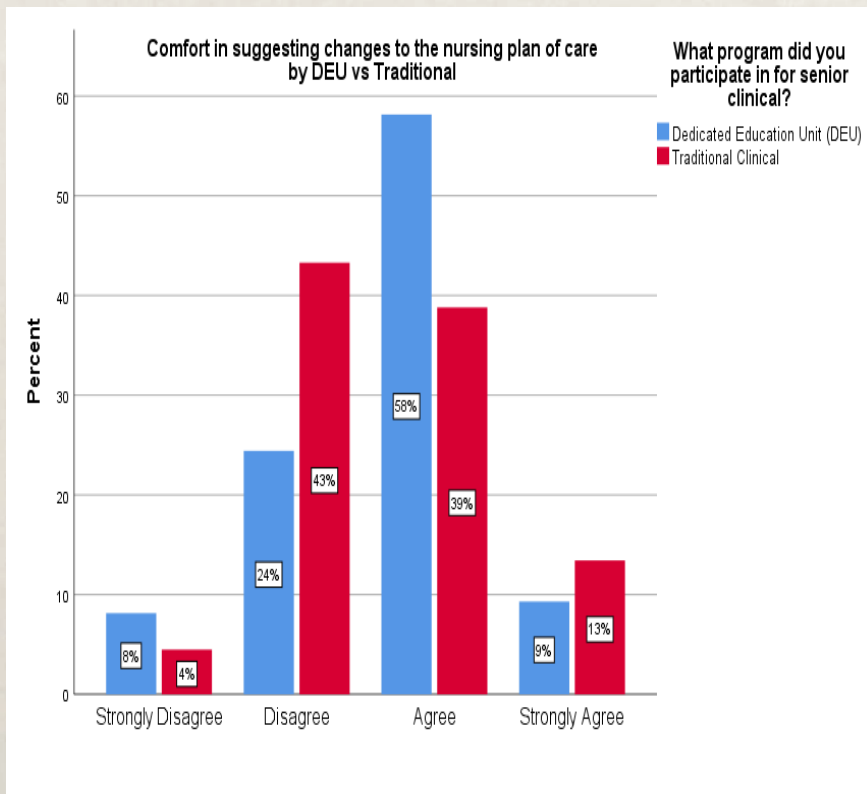
- * Purposive sample of Nurse Managers (N=9) from an acute care hospital who have had experience hiring and working with both DEU-trained and non-DEU-trained NGNs.
- * Semi-structured interviews. Open-ended interview questions:
 1. *How do you define competency?*
 2. *What qualities do you think contribute to a successful transition for a new nurse beginning practice?*
 3. *Do you see any differences between new graduate nurses you have hired who have had DEU experience as an undergraduate nursing student from those who have not? If so, please explain.*

Statistically Significant Results

NGN with DEU experience reported

Feeling significantly more comfortable with making suggestions for changes to the plan of care ($\chi^2 = 8.303, p < 0.04$)

Agreed in greater proportion that they felt more supported by nurses on the unit ($\chi^2 = 5.808, p < 0.016$)



Nurse Managers

Qualitative Results

- * Define competency as *comfort communicating with patients, safe practice, being organized, prioritization, caring, compassionate, confident, knowledgeable, empathetic, prepared, strong clinical skills, critical thinker, and experience.*
- * Identify qualities contributing to a successful transition for a NGN as *confidence, empathy, safe practice, willingness to learn, caring, knowledgeable, prepared, open minded and possessing the ability to think critically.*
- * Differences identified between NGNs with DEU experience from those without
 - * *More engaged and willing to learn*
 - * *Confident and comfortable within the professional environment*
 - * *Possessing stronger leadership skills, including critical thinking skills, delegation and communicating and collaborating with patients, families, unit staff and physicians*
 - * *Decreased orientation time and an overall smoother transition to practice.*
 - * *One Nurse Manager observed, "it's like they are 2 months ahead of their non-DEU peers."*

Looking Ahead

* Conclusions

- * This is the first known mixed method study to examine the impact of a Dedicated Education Unit (DEU) on New Graduate Nurses' (NGNs') transition to practice.
- * This study generates new knowledge as it highlights the positive impact collaborative clinical teaching models can have on preparing NGNs for practice.

* Limitations

- * Study conducted at only one BSN program with a history of implementing DEUs at one major medical center .
- * Self-reports are vulnerable to bias and lack of specific recall.
- * Survey sample size response was low.
- * Challenges inherent in quantifying NGNs' experiences as they transition from student to practicing professional.

* Future Recommendations

- * Identify innovative strategies to support new graduate nurses' transition into practice.
- * Further explore the impact of the DEU clinical teaching model on preparing new graduate nurses for practice as well as costs and benefits for implementing DEUs.
- * Develop measurement tools to better assess clinical teaching models on NGNs' transition into practice is essential.

References

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