



WRIGHT STATE UNIVERSITY-
MIAMI VALLEY COLLEGE OF
NURSING AND HEALTH



GROWING THE INTERPROFESSIONAL DEDICATED EDUCATION UNIT: PREPARING PRACTICE READY CLINICIANS

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BRIEF OUTLINE

- Concept surrounding DEU with IPE
- Lessons learned
- New on the horizon

THE CONCEPT

- Combining the concept of the Dedicated Education Unit (Nishioka, Coe, Hanita, & Moscato, 2014), first seen in Australia, and Interprofessional Education best practices, the Interprofessional Dedicated Education Unit (IDEU) as a concept was born.
- The goal of the project was to educate nurses, physicians and pharmacists together on a Dedicated Education Unit with an interprofessional curriculum to impact patient care outcomes.
- Each discipline also had their own, discipline specific curriculum.

ACADEMIC PRACTICE PARTNERSHIPS

- The Dean of the College of Nursing and Health brought together four partners that crossed private and public universities, two faith based institutions, and three health care disciplines.
- College of Nursing and Health, Wright State University
- Boonshoft School of Medicine, Wright State University
- School of Pharmacy, Cedarville University. Cedarville is a Baptist affiliated university.
- Kettering Medical Center, Dayton, Ohio—Surgical Trauma Unit dedicated to project. Kettering is a Seventh Day Adventist affiliated hospital.

METHODOLOGY

- Nursing final Capstone course with preceptor experience and over 200 clinical hours in a Baccalaureate Nursing Program
- Medical Students developed a surgical trauma elective for senior medical students.
- Pharmacy students (first cohort were juniors, second cohort were seniors) in a PharmD program
- Training was undertaken with :
 - 6 nursing preceptors trained in both the dedicated education unit principles and the interprofessional model for training
 - 5 Trauma Surgeons
 - 2 Nursing College faculty, 1 Pharmacy faculty
 - 1 staff Pharmacist, 1 unit Nurse Manager, 1 Trauma Supervisor
 - Emergency Department Nurse Manager
- All training included a book and additional written materials. Four hour sessions for the Nursing Preceptors—called *clinician educators*, were held by the Associate Dean.
- All others trained in one-on-one sessions with the Dean.

KEY EXPERIENCES

- Table top rounds on Fridays with all students and faculty plus multidisciplinary hospital staff.
- Afternoon sessions with the three student groups. Each week, one discipline led the educational session on a rotational basis.
- An interprofessional curriculum was written across disciplines and over 30 different activities were available for implementation.
- The Emergency Department was added to the experience.

LAUNCH

- Had a kick off session for the media with a cake, punch, and all dignitaries from the four systems present at the hospital
- Developed IDEU pins
- Developed an Advisory Board that met quarterly and had representation from all four systems
- After the first two rotations, students made videos on their experiences which were posted on the web page
- A small research project was put into place that examined readiness for interprofessional learning
- Evaluations were completed every semester and the experience updated accordingly

LESSONS LEARNED: CLINICIAN EDUCATORS (THE PRECEPTORS)

- Clinician Educators had their understanding of what it meant to serve as a preceptor for the capstone course in the undergraduate nursing curriculum.
- Biggest Concern: Students leaving the unit. While the clinician educators received 4 hours of training, philosophically they did not support the students leaving the unit and were "task focused."
- Met with them on more than one occasion to discuss but have been unable to alter their stance on this issue.

LESSONS LEARNED: STUDENT/FACULTY SCHEDULES

- The literature repeatedly cites that one of the barriers to IPE is scheduling. This has been true for the IDEU.
- Pharmacy and Medical students are on the unit every day for a month at a time.
- Medical students have additional opportunities to select from in the fall. For example: external rotations outside of the Dayton community.
- Nursing students may only be there for 1-3 days per week for the entire semester, depending on their clinical educator scheduled days.
- Pharmacy Faculty are in the hospital as are Medical School Faculty—but not necessarily on the Floor. Nursing Faculty are on the floor one day per week
- Students from all disciplines report that the experience has enriched their practice, enable them to be more practice ready and increased their marketability.

NEW ON THE HORIZON: HOW ARE WE PROBLEM SOLVING?

- The Clinical Faculty, Assistant Dean, RN Clinician Educators, CNS Trauma Coordinator and the Unit Manager met to talk about ways to make the IDEU work for students. Clinician Educators provided input, the IPEC competencies were shared and discussed, the unit manager voiced support and the Assistant Dean and CNS Trauma Coordinator will keep communication open.
- Another IDEU meeting will be held mid-semester
- IDEU Clinical Faculty, Assistant Dean, Clinical Site Coordinator meet the incoming capstone course students several months before the semester begins. Students learn about the unit and are provided applications to apply for the experience

PROBLEM SOLVING CONTINUED.

- An assignment plan was developed and is being implemented this semester, with a little different strategy than the IPE activities developed for the pilot.
- Next slide outlines the assignment plan. Each week, each discipline will meet together at a specified time (usually 12-1:30pm) . Faculty and staff will share and discuss a topic based on the IPEC competencies. Students may be assigned readings before the class sessions.
- Each semester provides additional information about the IDEU. The IPE activities will be included next semester.

ASSIGNMENT TOOL

Thursday, September 14	12-1:30	Roles and Responsibilities of Each Discipline for IDEU; Introduction to IPE	1PEC competencies
Thursday, September 21	12-1:30	Team role playing	3,4
Thursday, September 28	12-1:30	Communication with Families	3
Thursday, October 5	12-1:30	Hospital Acquired Adverse Events	4
Thursday, October 12	12-1:30	Interprofessional Communication and Team Building	1
Thursday, October 19	12-1:30	Pain Management in the Trauma Patient	2,4
Thursday, October 26	12-1:30	Trauma Lecture – Abdominal Trauma (Trauma conference room)	2,4
Thursday, November 2	12-1:30	Lunch and Learn Transparency	1,3
Thursday, November 9	12-1:30	Trauma Case Studies	2,4
Thursday, November 16	12-1:30	Trauma Clinical Practice Guidelines The role of CPG and standardization of care	1, 2, 4

INCLUDING MORE DISCIPLINES

- Social work faculty and students would like to be included, however, the hospital social worker tells us that her workload is too heavy to include social work.
- NP and PA students present on the unit, just not part of the IPE model.
- Physical Therapy
- Occupational Therapy



EXPANSION

- Regional Children's Hospital has expressed interest in the IDEU



SUMMARY AND YOUR PLAN

How might you develop and implement a plan for an IDEU in your area?

What might your plan look like?