

Bridging the Gap: Student, Staff Nurse, and Patient Perceptions of a Psychiatric Mental Health DEU

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Disclosure

- The speakers have no conflict of interest to disclose.

Learning Objectives

- Examine student, staff nurse instructor (SNI), and patient perceptions of the clinical learning environment in a psychiatric mental health DEU
- Describe partnerships that lead to successful DEU implementation in a psychiatric setting

Background

- Traditional clinical experiences vs. DEU clinical experiences in Psychiatric Mental Health (PMH)

Designing the PMH DEU

- Creighton University College of Nursing-CHI Health partnership
- Lasting Hope Recovery Center



Lasting Hope Recovery Center

Designing the PMH DEU: Structure

- Parker and Smith's (2012) adaptation of Donabedian's Structure-Process-Outcomes model:
 - Learning organization
 - Teaching mission
 - Strong leadership
 - Interprofessional collaboration
 - “Mature” unit
 - Shared governance

Designing the PMH DEU: Process

- Leadership meetings
- SNI and Faculty selection
- Orientation of Staff Nurse Instructors (SNIs) and faculty
- Consideration of student safety

Designing the PMH DEU: Process

- Intentional faculty presence
- Development of purposeful rounding activities for faculty

Designing the PMH DEU: Process

- SNI assessment of student learning:
Creighton Competency Evaluation
Instrument (CCEI)

CCEI

Creighton Competency Evaluation Instrument (CCEI)

Student Name: _____		0= Does not demonstrate competency 1= Demonstrates competency NA= Not applicable		Date: ____/____/____	
Staff Nurse Instructor Name: _____				MM / DD / YYYY	
ASSESSMENT		Circle Appropriate Score for all Applicable Criteria. If not applicable, circle NA		COMMENTS:	
1. Obtains Pertinent Data		0	1		NA
2. Performs Follow-Up Assessments as Needed		0	1		NA
3. Assesses the Environment in an Orderly Manner		0	1		NA
COMMUNICATION					
4. Communicates Effectively with Intra/Interprofessional Team (TeamSTEPPS, SBAR, Written Read Back Order)		0	1		NA
5. Communicates Effectively with Patient and Significant Other (verbal, nonverbal, teaching)		0	1		NA
6. Documents Clearly, Concisely, & Accurately		0	1		NA
7. Responds to Abnormal Findings Appropriately		0	1		NA
8. Promotes Professionalism		0	1		NA
CLINICAL JUDGMENT					
9. Interprets Vital Signs (T, P, R, BP, Pain)		0	1		NA
10. Interprets Lab Results		0	1		NA
11. Interprets Subjective/Objective Data (recognizes relevant from irrelevant data)		0	1		NA
12. Prioritizes Appropriately		0	1		NA
13. Performs Evidence Based Interventions		0	1		NA
14. Provides Evidence Based Rationale for Interventions		0	1		NA
15. Evaluates Evidence Based Interventions and Outcomes		0	1		NA
16. Reflects on Clinical Experience		0	1		NA
17. Delegates Appropriately		0	1		NA
PATIENT SAFETY					
18. Uses Patient Identifiers		0	1		NA
19. Utilizes Standardized Practices and Precautions Including Hand Washing		0	1		NA
20. Administers Medications Safely		0	1	NA	
21. Manages Technology and Equipment		0	1	NA	
22. Performs Procedures Correctly		0	1	NA	
23. Reflects on Potential Hazards and Errors		0	1	NA	
COMMENTS					
<div style="float: right;"> Total: _____ Total Applicable Items: _____ Earned Score _____ (Total divided by Total Applicable Items) </div>					

Revised for DEU use 8/20/2013

Designing the PMH DEU: Process

- Active involvement from nursing leadership
- Safety training

Outcomes-Research

- The purpose of this study was to examine student, SNI, and patient perceptions of the clinical learning environment in a psychiatric mental health DEU

Outcomes

- Methods:
 - Focus groups: perceptions of the PMH DEU experience
 - SNIs
 - Students
 - Patient perceptions of the PMH DEU experience
 - Single question on daily Nurse Leader Rounds

Data collection: Student Focus Groups

- In what ways did the DEU model contribute to your knowledge of care management? Pathophysiology? Pharmacology? Prioritization?
- In what ways did the DEU model contribute to your confidence in the clinical setting?
- What actions or behaviors of your staff Nursing Instructor (SNI) facilitated your learning?
- What actions or behaviors of your faculty clinical instructor facilitated your learning?
- Did you ever experience any confusion about who to go to for instruction or advice during your clinical shifts?
- Did the DEU model enhance your understanding of the nursing role in behavioral health? How?

Data collection: SNI Focus Groups

- How did the DEU model affect your role as a nurse working with students in a teaching hospital? How was it different for you?
- What did you find most beneficial or useful about the orientation? Was there anything additional that should be included? Please explain.
- Can you identify ways in which you felt supported in your role as an SNI? Was there any additional support that you needed? Please explain.
- Describe the experience of evaluating the students. Possible probes: (Form, time)
- What were the benefits of the student evaluation process? What were the challenges?

Data collection: Patient Perceptions

- Nurse Leader Rounds
 - Did you interact with a nursing student today?
If so, tell me about that experience.

Breaking Stigma and Teamwork

- “See patient, not the diagnosis”
- “Under their wing”
- “True understanding of what a psychiatric mental health nurse does in their role”

Staying Current and Faculty Presence

- “Make me a better nurse”
- Keep “up to speed”
- “Bridging the gap”

Enjoyed the time with students

- “very attentive and involved”
- “feels like they listen”
- “very encouraging”
- “easy to talk to”

Implications

- Potential recruitment: Increased interest in PMH nursing
- Potential retention: Increased SNI satisfaction
- Positive impact on patient experience

Recommendations

- DEU model can be successful in PMH setting
- Requires strong partnerships and intentional design

Questions?

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