

USE OF THE LOGIC MODEL TO TRANSFORM DEU STUDENT INTO DEU INSTRUCTOR

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EMORY HEALTHCARE

LOGIC MODEL EXPLANATION

- The logic model (change theory) is a tool used to evaluate the effectiveness of a program. Used during planning and implementation, it gives a graphical depiction of the logical relationships between the resources, activities, outputs and outcomes of a program. The logic model presents the causal (if – then) relationships within a program.
- Four components
 - Inputs
 - Activities
 - Outputs
 - Outcomes

FUN FACTS ABOUT EMORY UNIVERSITY SCHOOL OF NURSING

- US News and World Report No. 3 among the nation's best graduate nursing schools (2019)
- National Institutes of Health #4 among nursing schools for National Institutes of Health (NIH) research funding.
- Post Graduation Placement Information 2015-2016 BSN Student Cohort
 - Of the respondents to the post graduation survey, 73 percent were employed immediately after graduation, and 88 percent were employed within three months of graduation.
 - Of the student respondents immediately employed, the average starting salary was \$53,000.
- Ranked No. 3 in the nation for graduate nursing education by US News & World Report
- Leader in service learning and global health
- Internationally recognized faculty researchers
- 37 faculty members are American Academy of Nursing Fellows
- 8 faculty members are American Association of Nurse Practitioner Fellows
- Students work in 500+ diverse clinical sites nationwide
- Located in Atlanta, a leading health care center in the US

<http://www.nursing.emory.edu/about/fast-facts.html>

MISSION, VALUE, VISION OF BOTH HOSPITAL AND SCHOOL

NHWSN

Our Mission

Educate visionary nurse leaders and scholars

Generate and apply knowledge

Transform nursing, health, and systems of health care within the local and global community

Our Vision

To promote optimal health and wellness for all by creating, changing, and leading through innovative teaching, discovery, nursing practice, and social action in our local and global communities.

Our Values

Excellence: We achieve outcomes that are significant and distinctive with persistent commitment to high quality.

Collaboration: We embrace community, partnerships, mentoring, and diverse perspectives.

Social Responsibility: We treat all with respect and dignity. We engage with others to positively influence health and social justice.

Innovation: We create, use, evaluate, and disseminate cutting-edge approaches to advance our mission and vision.

Leadership: We shape nursing, health care, and the NHWSN through vision, courage, and optimism.

EHC

Our Mission

To serve humanity by improving health through the integration of education, discovery, and healthcare delivery

Our Vision

To be recognized as the leading academic and community health enterprise, differentiated by discovery, innovation, education, and quality, compassionate, and patient- and family-centered care

Core Values

Caring

Excellence

Integrity

Value

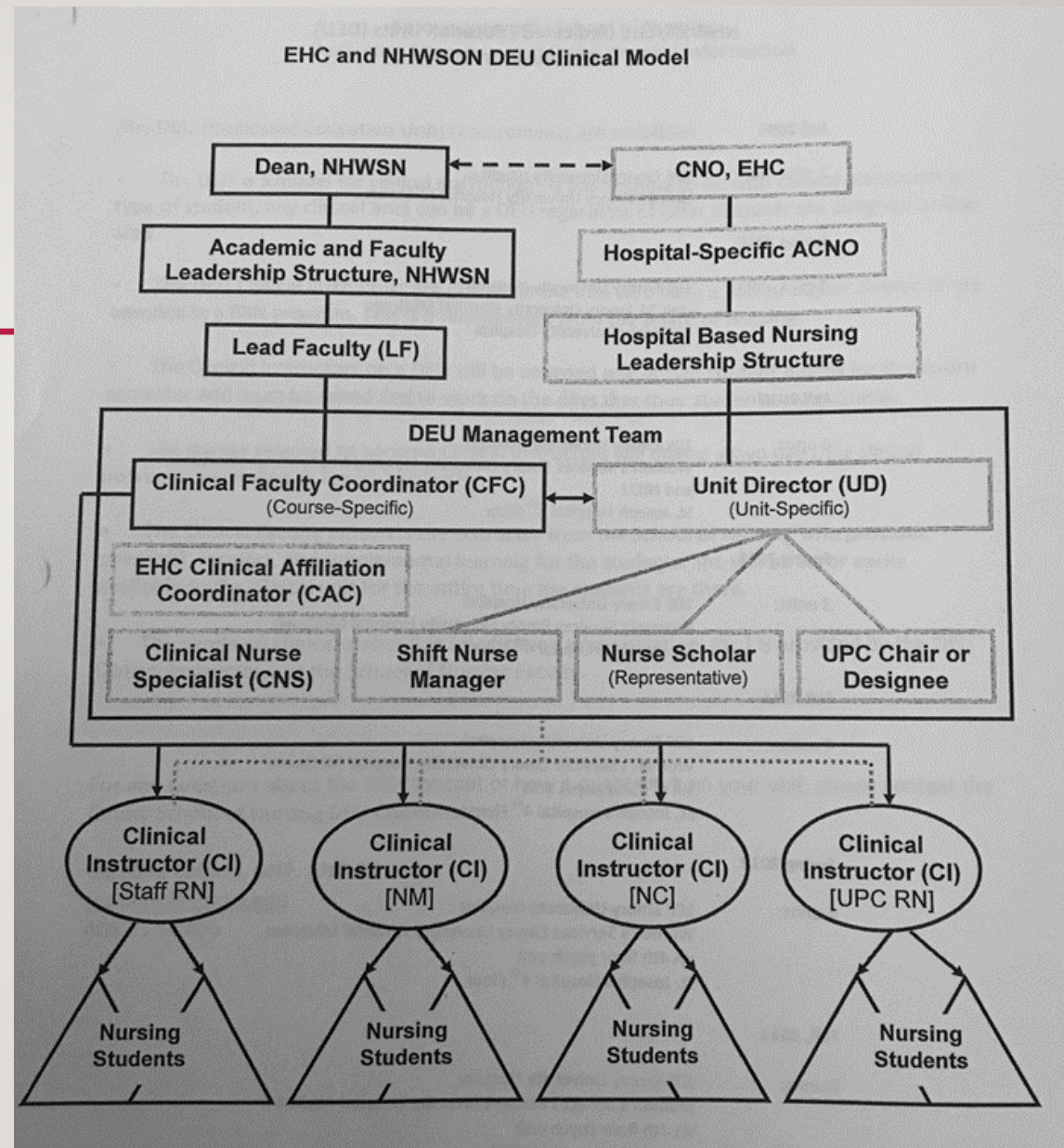


LOGIC MODEL FOR THE DEU

- The program logic model was used to evaluate the effectiveness of a dedicated education unit (DEU) partnership. As with any partnership, each party has an agenda. The school of nursing and the hospital have its own vision, values, mission, and goals. However, by examining shared goals, one unit accepted the challenge of creating and sustaining a DEU. The results of a nine year partnership with a school of nursing and hospital unit created a learning environment in which former DEU students now function as DEU clinical instructors. The partnership with stakeholders created a pipeline for socialization, competence development, and professional development for novice nurses.

INPUT

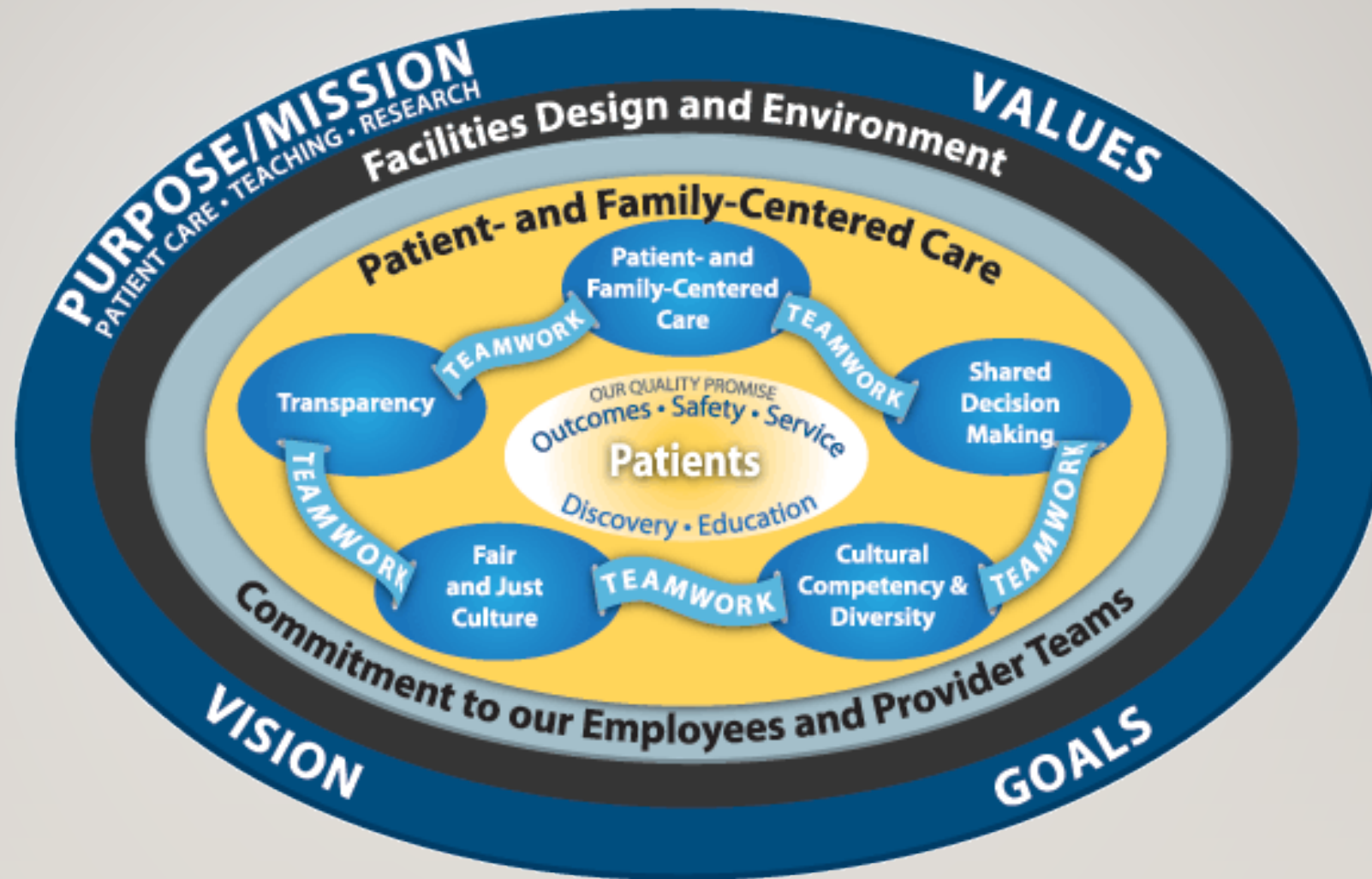
- Funds
- Facility
- Faculty
- Staff
- Formalized partnership agreement
- Students
- Time
- Common vision



THEORIES PERTINENT TO THE DEU

- Peplau Interpersonal Relationships
- Benner – novice to expert
- Kolb – experiential learning

CARE TRANSFORMATION MODEL



STRATEGIC ACTION PLAN FY16 -18 OPTIMIZE PROFESSIONAL PRACTICE

- **Emory Healthcare FY16-FY18 Strategic Goals**
- **Nursing FY16-FY18 Strategic Action Plan**
- Strategic Priority **People & Culture**
- Strategic Priority **Optimal Professional Practice**
- Major Action Item for Strategic Priority - Promote a culture of learning, development, and engagement
- Major Action Item for Strategic Priority - Integrate with Emory School of Nursing to further develop nurse education and advance innovation to build the nursing workforce of the future.

2016-2018 Nursing By the Numbers

We are...



We advance...



We shine...



We change the future of nursing...



PRESS GANEY – HOW NURSES EXPERIENCE CARE PYRAMID

- Nursing: Essential to Healthcare Value Sharon Pappas and John Welton (2015)
- Nursing is a practice discipline and occurs as 1 nurse and 1 patient, family, or community at a time. The encounter between a nurse and patient forms a fundamental bond that defines, not only nursing as a profession, but each individual nurse as a provider of care.
- True nursing value can only be described by measurement of the clinical and financial impact of nursing care.



DEU FOUNDATION AT EMORY

Emory University School of Nursing Dedicated Education Unit (DEU) General Information

The DEU (Dedicated Education Unit) requirements are as follow:

- The DEU is a model for clinical instruction - it has nothing to do with clinical placement or type of student; any clinical area can be a DEU regardless of what students are assigned to that area.
- The DEU Clinical Instructors are nurses on the unit who have a BSN or higher degree or are enrolled in a BSN program. This is a requirement from the Board of Nursing.
- The Clinical Instructors on a DEU will be assigned one or two student nurses for the entire semester and must be scheduled to work on the days that their students have clinical.
- The nurses selected to become Clinical Instructors will attend a two day DEU clinical instructor workshop at Emory University.
- The Clinical Faculty person is the instructor from the School of Nursing who provides oversight, support, and supplemental learning for the students. She will be on or easily available to the clinical unit for the entire time the students are there.
- The hands-on clinical instruction (medication administration, etc.) is provided by the DEU Clinical Instructor, not the School of Nursing Faculty.

For any questions about the DEU concept or how it might work on your unit, please contact the Emory School of Nursing DEU Coordinator:

Online Coburn, DNP, ANP-BC
coburn@emory.edu
772-8420

NHWSN/EHC Dedicated Education Units (DEU) History of Units

Fall 2009

2 pilot units: 10E Emory University Hospital
Unit 51 Emory University Hospital Midtown

Spring 2010:

3 pilot units: 10E Emory University Hospital
Unit 51 Emory University Hospital Midtown
4B Emory University Hospital

Fall 2010

3 units: 10E Emory University Hospital
Women's Services Emory University Hospital Midtown, postpartum and NICU
St. Joseph Hospital 4th Floor

Spring 2011

3 units: 10E Emory University Hospital
Women's Services Emory University Hospital Midtown
St. Joseph's Hospital 4th Floor

Fall 2011

4 units: 10E Emory University Hospital
Women's Services Emory University Hospital Midtown
VA 4th floor psych unit
St. Joseph's Hospital 4th Floor

Spring 2012

4 units: 10E Emory University Hospital
Women's Services Emory University Hospital Midtown
VA 4th floor psych unit
St. Joseph's Hospital 4th Floor

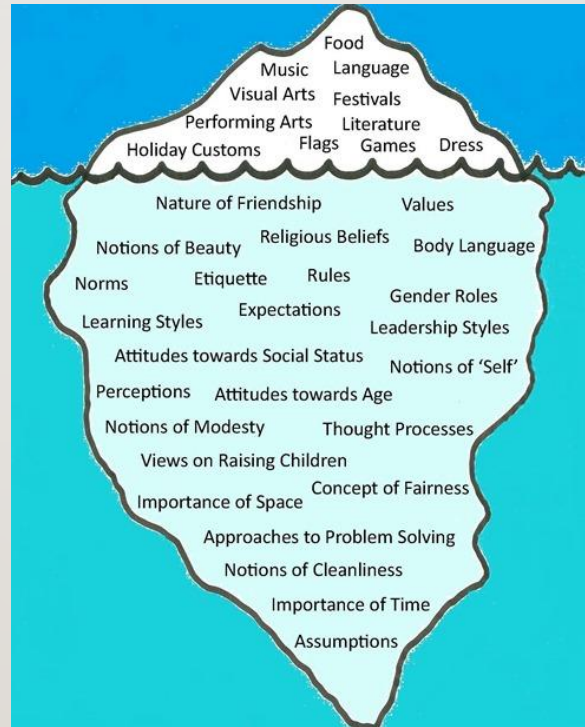
Fall, 2012

5 units: 10E Emory University Hospital
Women's Services Emory University Hospital Midtown
VA 4th floor psych unit
St. Joseph's Hospital 4th Floor
Windy Hill Hospital

ACTIVITIES

- Clinical Instruction
- In Services/ Professional Development
- Didactic Instruction
- Formative Assessments
- Workshops
- Communication

ICEBERG SLIDE – WHAT IS UNDER THE SURFACE?



PIPELINE

- Pipeline
- Socialization

ANA CODE OF ETHICS 2016 – PROVISIONS 1, 5, & 6 (PATIENT / SELF/TEAM CARE)

- Provision 1 The nurse practices with compassion and respect for inherent dignity, worth and unique attributes of every person.
- Provision 5 The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
- Provision 6 The nurse, through individual and collective effort, establishes, maintains , and improves the ethical environment of the work settings and conditions of employment that are conducive to safe, quality health care.

HEALTHY WORK ENVIRONMENT – AACN



- Orientation and Socialization
- Retention
- Staffing
- Recognition
- Leadership
- Communication
- Collaboration
- Decision Making

OUTPUT – WHAT DO WE GET?

- Curricula
- Test scores
- Summative assessments
- Student Journals

OUTCOMES: NHWSON/ EHC PARTNERSHIP

- How many years as DEU?
- How many students?
- Employment of students

OUTPUT – WHAT DO WE REALLY GET?

- Short Term → Action Plan; Strategic Plan
 - Intermediate Term → Improved teaching skills; Improved learning
 - Long Term → Accomplish strategic goals
-
- **Impact!**

VIZIENT/AACN NURSE RESIDENCY PROGRAM

- The Vizient/AACN Nurse Residency Program™ (NRP), developed by Vizient® and the American Association of Colleges of Nursing, supports new graduate nurses as they successfully transition to competent professionals by helping them learn how to:
 - ■Use effective decision-making skills
 - ■Provide clinical nursing leadership when administering care
 - ■Incorporate research-based evidence into practice
 - ■Strengthen their professional commitment to nursing
 - ■Formulate an individual development plan
- <https://www.vizientinc.com/Our-solutions/Clinical-Solutions/Vizient-AACN-Nurse-Residency-Program>

ADVISORY BOARD: “RESIDENCY PROGRAMS ARE PAYING OFF”

Residency Programs Are Paying Off

Improve Competence, Confidence, and Retention



Confidence

“Residents' perception of their ability to organize and prioritize their work, communicate, and provide clinical leadership showed statistically significant increases over the one-year program.”



Competence

11% Approximate improvement in observed competency

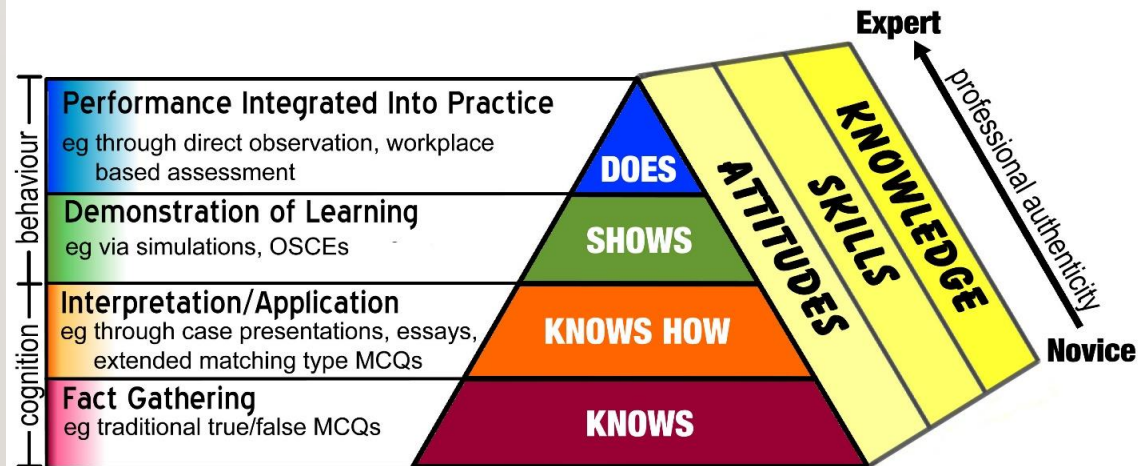


Retention

“Findings indicated a new graduate residency program was associated with a **decrease in the 12-month turnover rate from 36.08% to 6.41%...** These cost-benefit analyses suggest net savings between \$10 and \$50 per patient day when compared to traditional methods of orientation.”

MILLER'S PRISM OF CLINICAL COMPETENCE (aka Miller's Pyramid)

it is only in the "does" triangle that the doctor truly performs



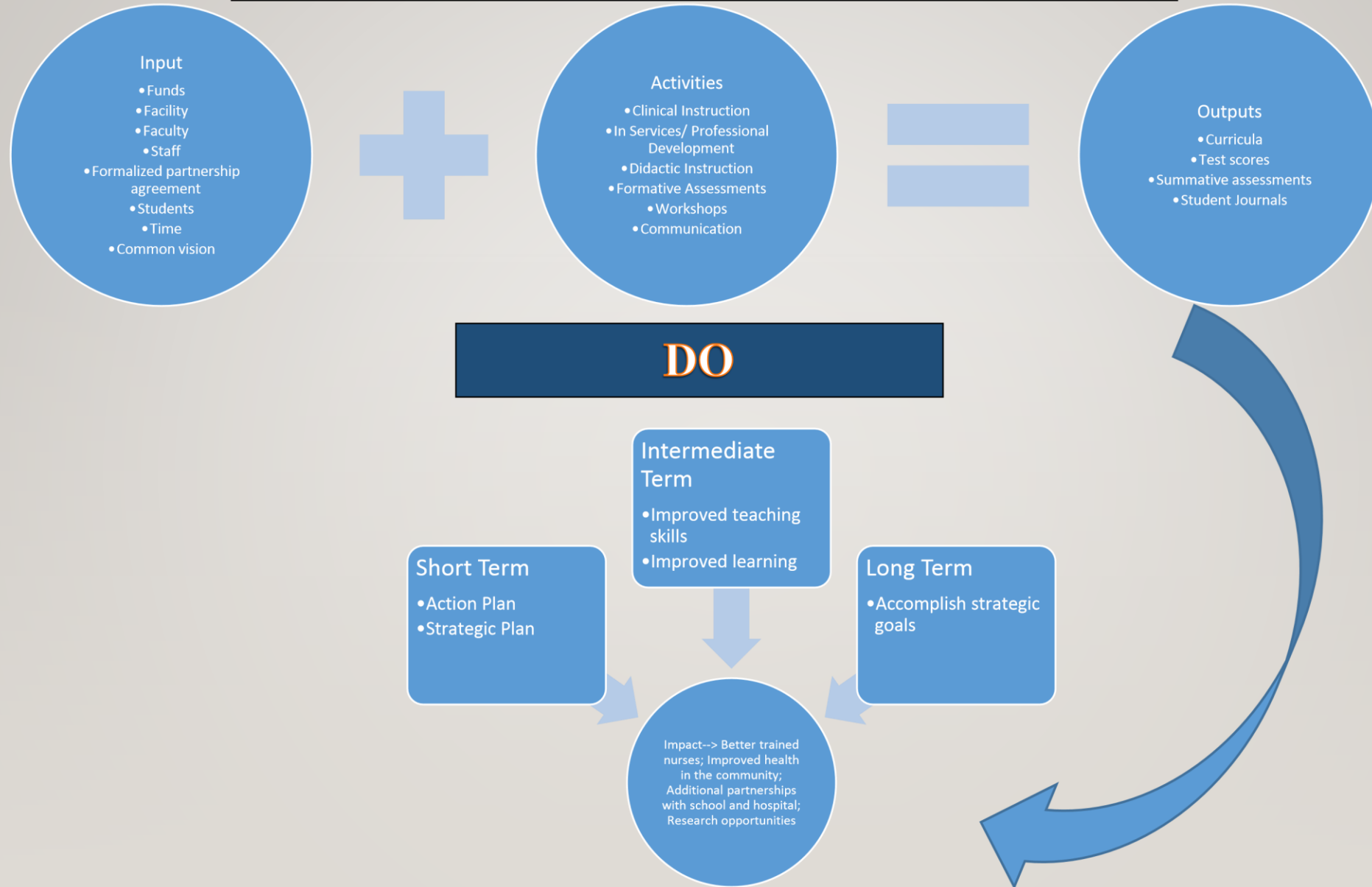
Based on work by Miller GE, *The Assessment of Clinical Skills/Competence/Performance*; Acad. Med. 1990; 65(9); 63-67
Adapted by Drs. R. Mehay & R. Burns, UK (Jan 2009)

IMPACT

- Better trained nurses;
- Improved health in the community;
- Additional partnerships with school and hospital;
- Research opportunities

Logic Model for DEU Partnership

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DEU STUDENT, STUDENT PRACTICUM, NOVICE NURSE, CLINICAL INSTRUCTOR



NEXT STEPS?

- Dissertation phase
- My research examines strategies nursing faculty use to foster development of team building trust between students, staff, and faculty on a dedicated education unit used for pre-licensure baccalaureate nursing education. I am recruiting
 - (a) full-time faculty in a baccalaureate nursing program for at least one full academic year;
 - (b) licensed as a registered nurse;
 - (c) faculty on a dedicated education unit within the previous 12-month time period for at least one previous semester to participate in my study.



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