

Student and Nurse Preceptor Perspectives of an Ambulatory Dedicated Education Unit in Primary Care & General Internal Medicine

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Session Objectives

1. Discuss the importance of engaging undergraduate nursing students in ambulatory care clinical experiences.
2. Describe application of the Dedicated Education Unit (DEU) clinical learning model to an ambulatory care setting
3. Identify student and preceptor perceptions of the clinical learning environment in an ambulatory care DEU exemplar

Speakers and Disclosures



Linnea Benike, DNP, RN, CNE, PCCN-K is a Clinical Assistant Professor at the University of Minnesota School of Nursing. She holds a Doctor of Nursing Practice degree in Health Innovations and Leadership and is specialty certified as a Progressive Care Certified Nurse. Her expertise is in quality improvement, patient safety, and the care of adults in acute settings. She has specific interests in the areas of teamwork, collaboration, systems, and process improvement.



Lindsay Hammer Bartley, MSN, RN, NE-BC is an Ambulatory Nurse Manager at Mayo Clinic. She is a Gold Quality Fellow, an ANCC Certified Nurse Executive, and holds the rank of Instructor of Nursing, Mayo Clinic College of Medicine and Science. Lindsay enjoys collaborating with the multidisciplinary team to improve processes that enhance patient care and team experiences.

Conflicts of Interest and Disclosures: Neither the planner(s) or presenter(s) indicated that they have any real or perceived vested interest that relate to this presentation.

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BACKGROUND:

Prelicensure Nursing
Education and Clinical
Learning Models



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Applying the DEU Model to Ambulatory Care

PREPARING NEW GRADUATE NURSES FOR AMBULATORY NURSING^{5, 6, 7}



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Ambulatory Care in Prelicensure Nursing Education

PREPARING NEW GRADUATE NURSES FOR AMBULATORY NURSING^{1, 2, 6}



A call to action:

Prepare students to provide high quality nursing care to diverse populations across the lifespan in multiple settings.

A framework for action:

Using the AACN spheres of care² to identify and support opportunities for clinical engagement

Aligning clinical opportunities with didactic course content

Utilizing the DEU model for clinical learning to achieve



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METHODS:

Aligning Student Learning Concepts with Ambulatory Care Nurse Competencies



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Student Learning Concepts EXTENDING BEYOND THE CLASSROOM



- Individualized care plans
- Client and family goal setting
- Motivational interviewing
- Medication management/reconciliation
- Nurse-driven protocols
- Telehealth
- Care coordination
- Identifying and understanding SDOH
- Engaging in referrals and multidisciplinary handoffs
- Identifying and influencing quality indicators
- Health promotion and disease prevention education
- Evidence-based care of common conditions
- Leadership in ambulatory care environments

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Ambulatory Care Nurse Competencies

RECOGNIZING AMBULATORY AS SPECIALTY EXPERTISE

- Intentional focus on **critical thinking** and empowering nurses to apply the nursing process at **full scope**
- Building specialty-specific knowledge and skills^{3,4}:
 - Preventative care
 - Health promotion
 - Triage
 - Care coordination
 - Patient, family, and staff advocacy
 - Leadership



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Clinical Nurse Teacher (CNT) Role Development

PREPARING EXPERT NURSES TO BE EXPERT TEACHERS



- What is a CNT?
A nurse who provides clinical instruction to nursing students with faculty support
- Role Development
 - Education
 - Feedback
 - Simulations
 - Assess student understanding
 - Debriefing
 - Support
 - Clinical Faculty
 - Nursing Leadership Team
 - Lead CNT

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Program Evaluation Plan

PERSPECTIVES FROM TEACHERS AND LEARNERS IN THE AMBULATORY DEU

- Student Learning
 - Clinical performance evaluation tool mapped to learning objectives and competencies
- Student Perceptions
 - Administered: electronically via the course Learning Management System
 - Measured Using: Student Evaluation of Clinical Education Environment (SECEE)⁸³
- CNT Perceptions
 - Administered: electronically via Qualtrics
 - Clinical Nurse Teacher Survey (CNTS) - Work Life Satisfaction Subscale



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RESULTS:

Student and Preceptor Perspectives of the Clinical Learning Environment



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Preceptor/CNT Experiences

LEARNING FROM THE LITERATURE

- ✓ Work Satisfaction⁷
- ✓ Increased Practice Knowledge
- ✓ Leadership¹⁰
- ✓ Autonomy
- ✓ Professional Practice¹⁰
- ✓ Role Model/Mentor¹¹



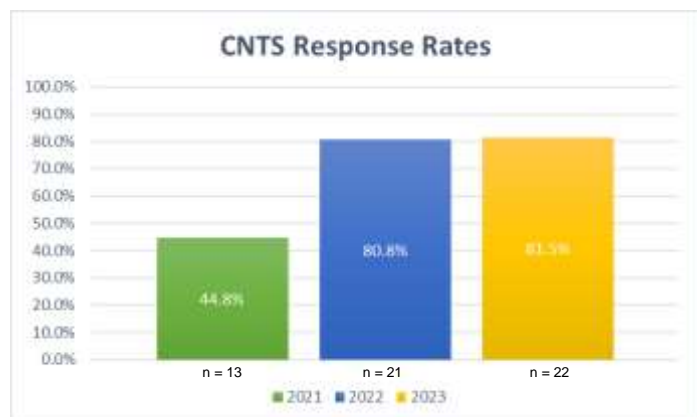
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CNT Perceptions

CNTS SUBSCALE SURVEY RESULTS 2021-2023

- CNT perceptions were gathered using the Work-Life Satisfaction subscale of the Clinical Nurse Teacher Survey (CNTS)
- A 6-point Likert scale was used ranging from Fully Disagree (1) to Fully Agree (6)



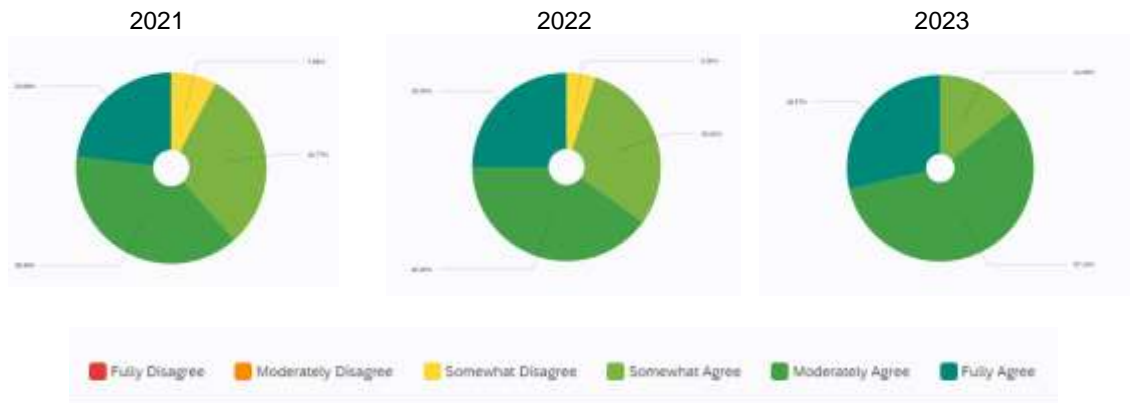
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CNT Perceptions

CNTS SUBSCALE SURVEY RESULTS 2021-2023

“My role as a nurse teacher has improved my own nursing skills”



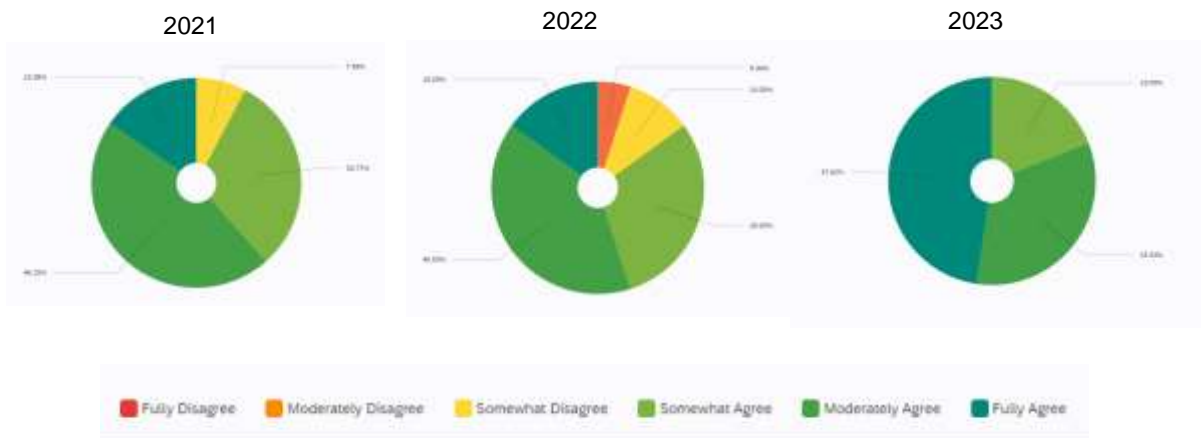
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CNT Perceptions

CNTS SUBSCALE SURVEY RESULTS 2021-2023

“Teaching student nurses has significantly increased my satisfaction with my work”



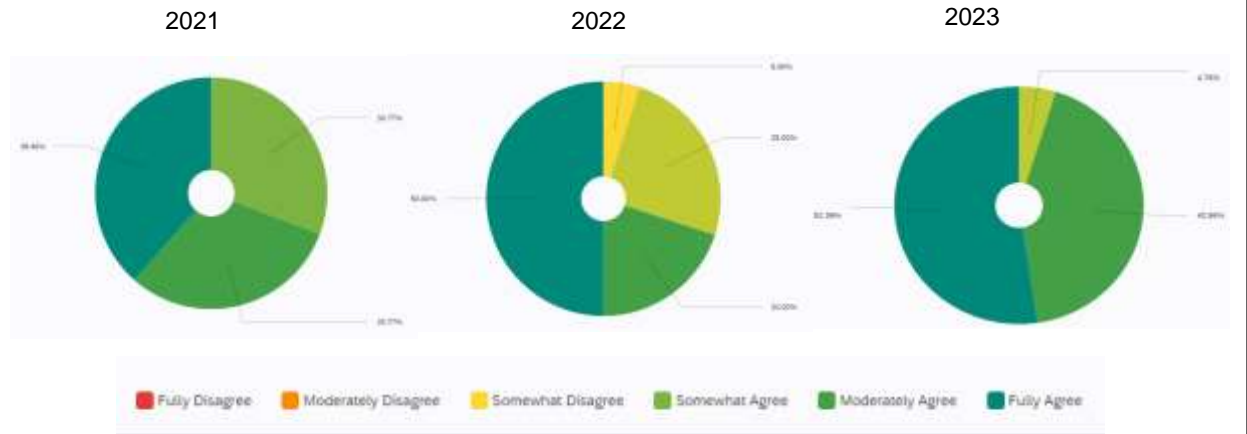
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CNT Perceptions

CNTS SUBSCALE SURVEY RESULTS 2021-2023

“My involvement in clinical education is very important because I am giving back to the nursing profession”



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CNT Comments

CNTS SUBSCALE SURVEY RESULTS 2021-2023



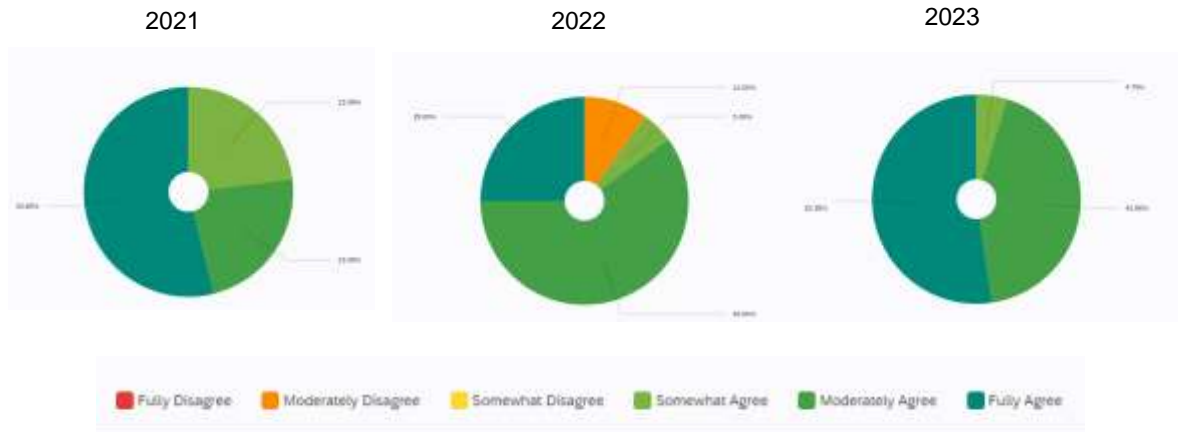
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CNT Perceptions

CNTS SUBSCALE SURVEY RESULTS 2021-2023

“Overall, I am very satisfied with my role as a nurse teacher”



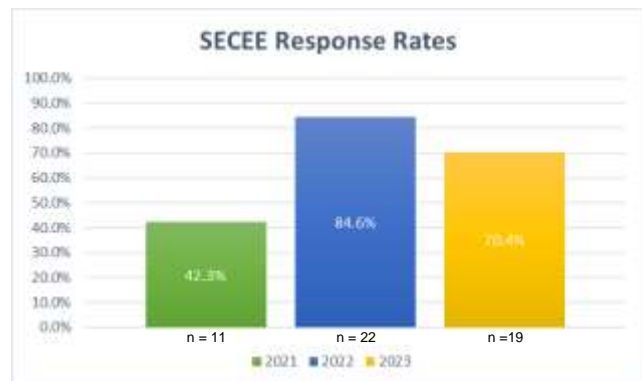
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Student Perceptions

SECEE STUDENT SURVEY RESULTS 2021-2023

- Student perceptions were gathered using version 4 of the SECEE Survey by Sand-Jecklin and colleagues (2023)
- A 5-point Likert scale was used ranging from Strongly Disagree (1) to Strongly Agree (5)
- Survey terms of "preceptor" and "instructor" were replaced with "Clinical Nurse Teacher (CNT)"



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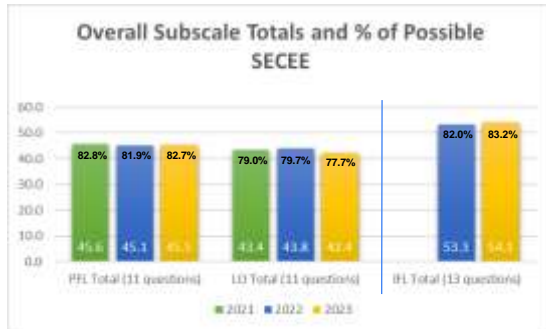
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Student Perceptions

SECEE STUDENT SURVEY RESULTS 2021-2023

THREE SUBSCALES:

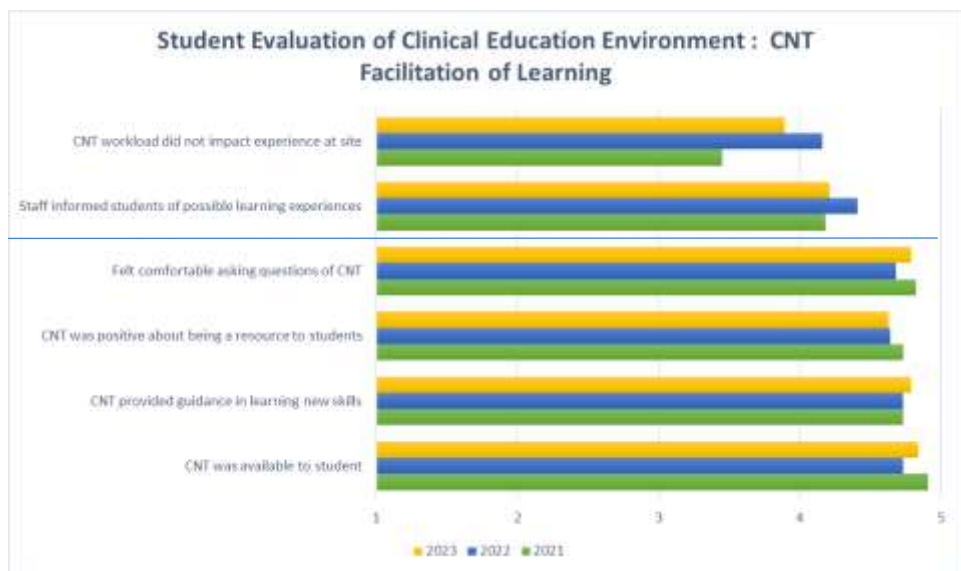
- Preceptor Facilitation of Learning (PFL)
- Learning Opportunities (LO)
- Instructor Facilitation of Learning (IFL)



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Student Perceptions

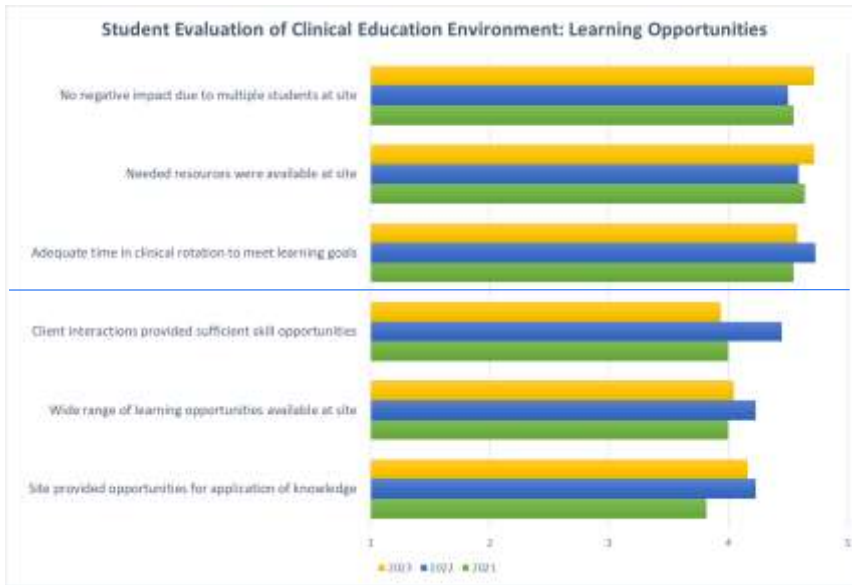
SECEE STUDENT SURVEY RESULTS 2021-2023 – CNT Facilitation of Learning



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Student Perceptions

SECEE STUDENT SURVEY RESULTS 2021-2023 – Learning Opportunities



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Student Descriptions of Ambulatory Nursing



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LIMITATIONS + DISCUSSION:

Identifying Strengths and
Opportunities



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Conclusion

Strengths:

- High rates of work-life satisfaction among CNTs
- Agreement amongst students regarding positive learning opportunities & facilitation of learning

Opportunities:

- Develop a meaningful model for CNT recognition
- Optimize engagement of student learners in face-to-face care
- Identify practice areas with the greatest opportunities for direct application of knowledge and "hands on" delivery of care



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Questions & Discussion



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