

Dedicated study units as a clinical education model: the experiences of Turku University Hospital

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The aim of the lecture

- Describe the dedicated study unit as a clinical learning environment
 - Factors promoting and preventing students' learning
 - Mentors experiences
 - Reflection as a part of learning
- Describe our experiences at the Turku University Hospital
- Summary: Take home message

Dedicated education / study unit

- Developed in 1997 in Australia
- The aim was
 - to create a learning environment for nursing students as widely as possible through cooperation between the traineeship department and the educational institution
(Lapinski & Ciurzynski 2020)
 - To reduce the gap between theory and practice
(Glazer et al 2011, Wotton & Gonda 2004)
 - To increase the clinical placements of nursing students, despite a global shortage of nurses
(Fosberg et al. 2015, Depremont & Lee 2013)

Dedicated education / study unit

“A health care unit where education, in addition to patient care, is a primary function.

Students are responsible for their learning and peer teaching.

Registered nurses are responsible for overall patient care and mentoring students.

Faculty ensures that students have relevant learning opportunities and evaluate student progress.”

(Budgen & Gamroth 2008)

**Dedicated study unit
at Turku university
hospital**

**Refers to an authentic
teaching department where
students participate as a
group in patient care.**

**Students operate as
independently as possible.**

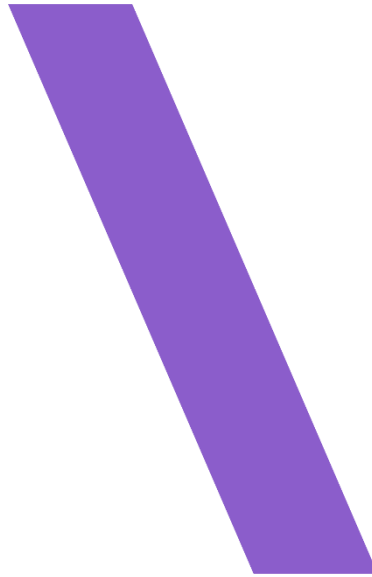
**The mentor / nurse works in
the background.**

Characteristics of dedicated study units

- effective academic-practice partnership
- adaptability to diverse contexts
- unit culture of educational excellence
- responsive and supportive unit leadership
- clarity of roles and responsibilities

Marcellus et al 2021, review,
articles n=82

DEU as a learning environment



- **Dynamic**
- **Community-based**
- **Student centered**

Why dedicated study units? Factors promoting learning and professional growth

Factors promoting learning and professional growth

- **Learning atmosphere:**
 - allows opportunity to participate in discussions, courage to ask
 - encourages for peer learning
 - gives an experience of acceptance
- **Environment:**
 - authentic environment
 - working in a smaller space (like one patient room)
- **Mentor /Clinical supervisor:**
 - participation and assistance, indirect support
 - Identify individual learning needs and different learning styles,
 - timely feedback, questions

Factors promoting learning and professional growth

- **Patient:**

- enables learning, try to identify students' learning needs
- encourage students
- acts as an educational resource

- **Peer learning:**

- interest and commitment, strengthen the development of self-confidence
- share experiences
- learn from others and focus on learning together

- **Working community:**

- inter-professional cooperation in supervising is the goal
- close cooperation and sharing knowledge
- commitment and coherent
- expectation: students are responsible of their own learning:
 - taking responsibility, and obtaining responsibility

The Impact of Dedicated Education Model on Nursing Students' Outcomes

An Integrative Review

Eyad Musallam, PhD, MSN, CNE, CCRN; Abeer Alhaj Ali, PhD, RN; and Stephanie Nicely, EdD, MSN, RN 2021

Categories:

- clinical self-efficacy and confidence
- teamwork and collaboration
- knowledge and competency
- students' satisfaction
- Findings support a positive relationship between the dedicated study units and students' learning outcomes.
- Research is needed to investigate the impact of dedicated study units on students' problem-solving and clinical judgment

Factors preventing learning and professional growth

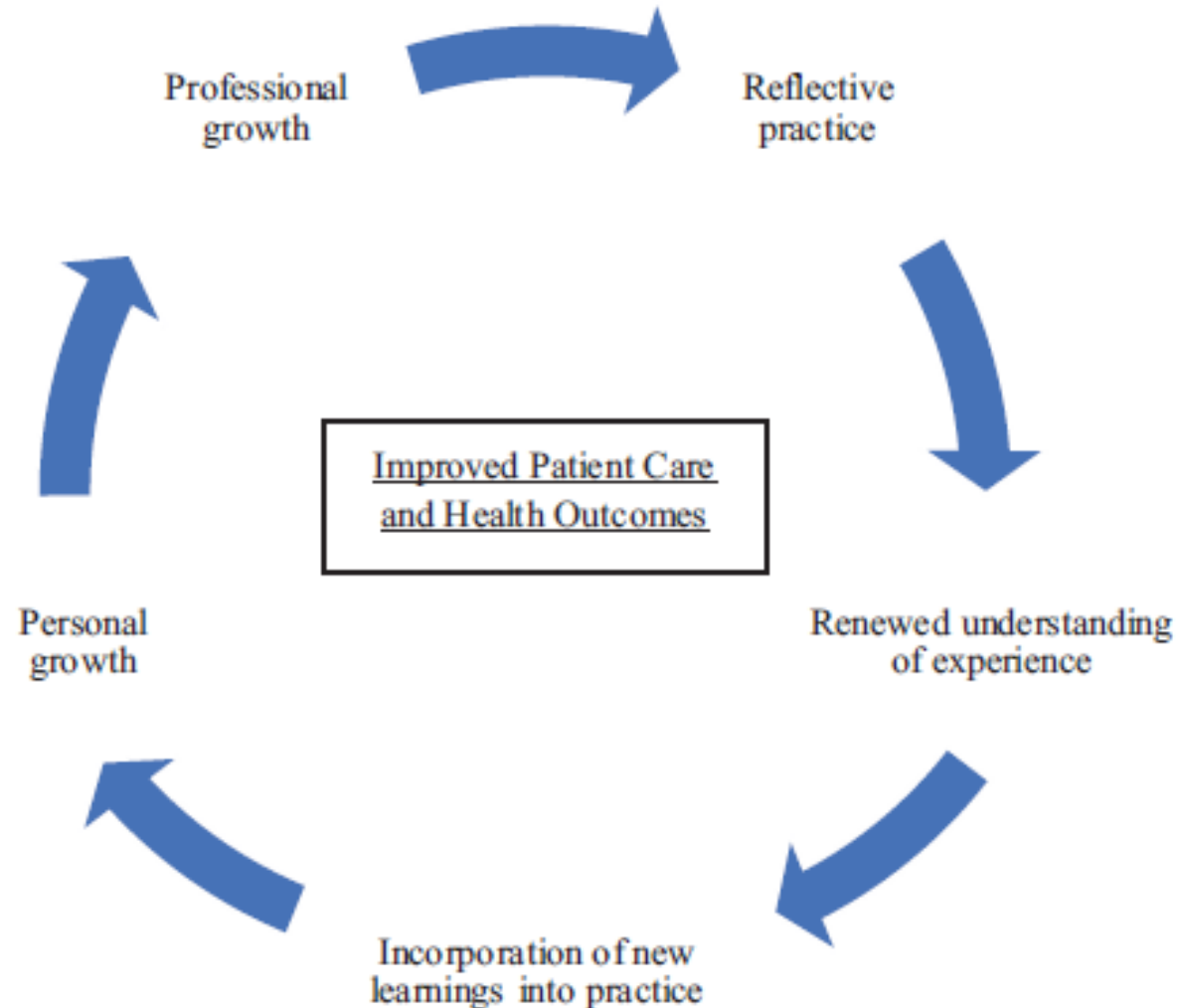
- some criticism

Factors preventing learning and professional growth

- Student-related factors:
 - unrealistic expectations
 - stress
 - pressure on staff (nurses) expectations
 - no willingness to take responsibility
 - difficulty working with other students who are not self-directed
- Interaction-related factors:
 - failure of the patient's encounter
 - inadequate staff readiness to guide
 - unfavorable actions by the nurses and students
 - negative preconceptions related of dedicated study units

Reflection as part of learning

Reflection as part of learning

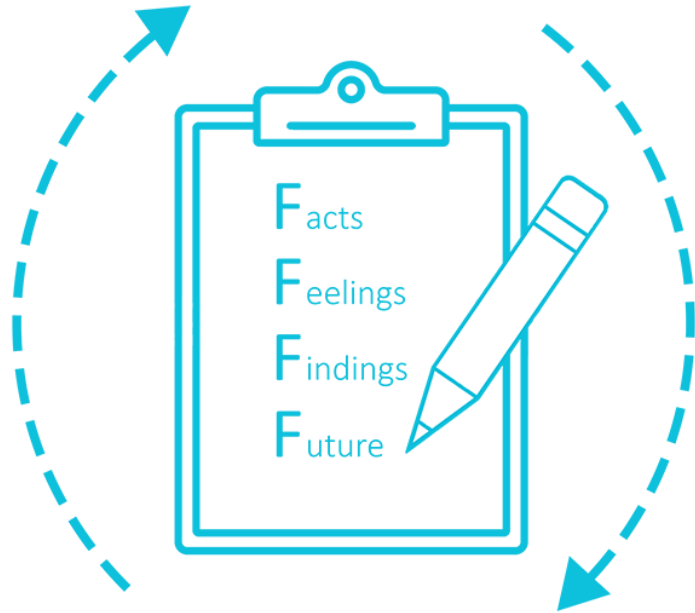


- Recognize and understand own learning and learning needs
- Set own learning goals
- Think analytically and critically

Patel 2021

FIGURE 1 Consequences of reflective practice

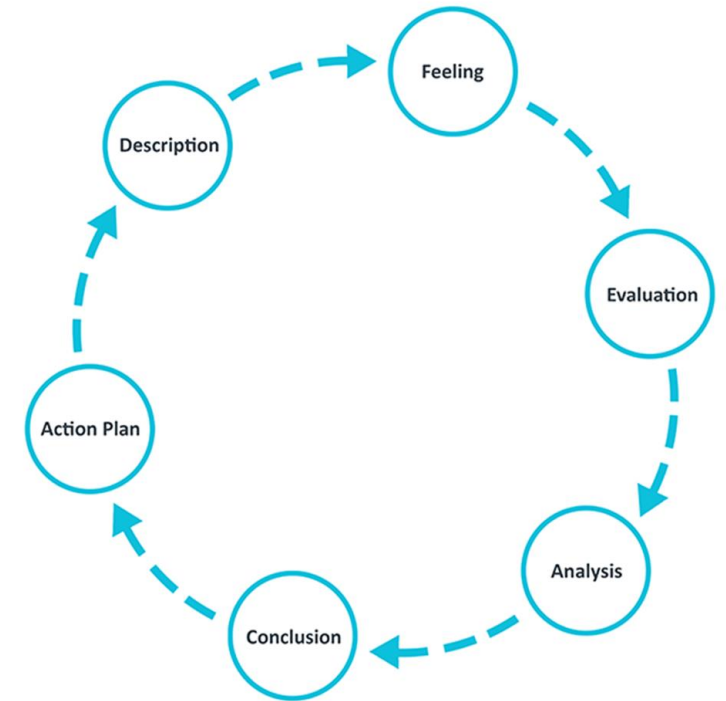
Reflection models, examples



Greenaway 2007.
"Dynamic debriefing"



Bain et al 2002



Gibbs 1988

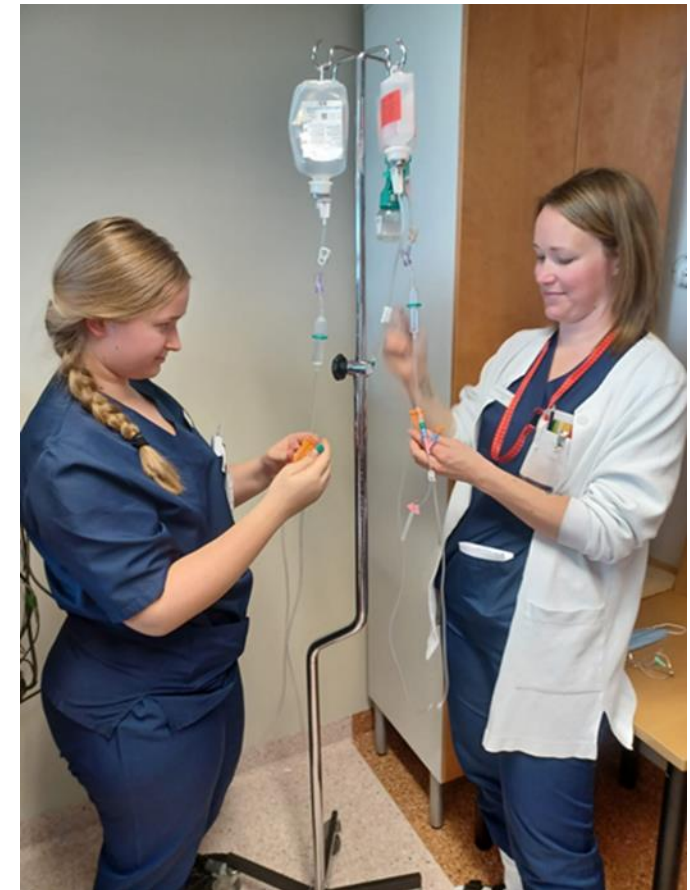
Experiences in Turku University Hospital



- At least 2 (max 4) students work as a team responsible for the overall care of patients assigned to them as independently as possible
 - supported by the team
 - the activities are planned and
 - responsibility increases according to competence.
- The patient is the starting point for learning
 - Plan the care of patient
- Peer learning plays a key role, learning together
- Learning is seen as a process
- Team's role is mentoring

Peer learning

- Students help each other to learn and reflect
- Support and security
- Encourage independent studying
- Encourage critical thinking
- Self-confidence Increases
- Feedback



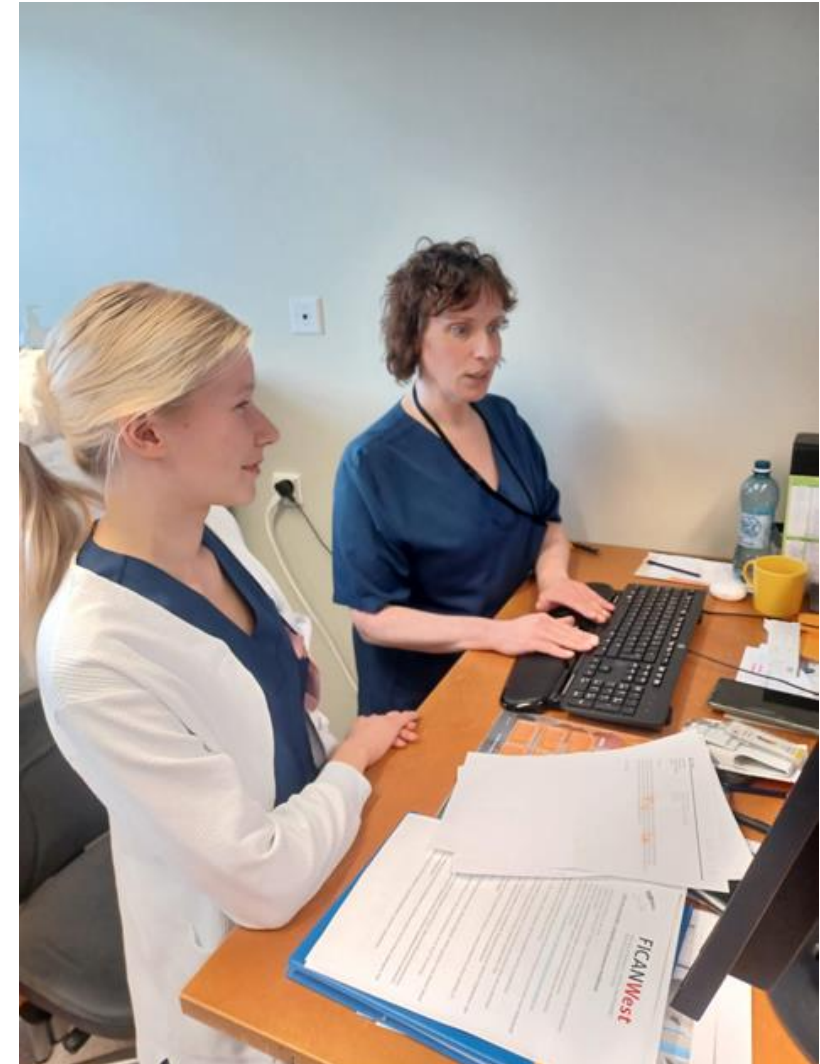
Peer feedback

- verbal feedback significantly increased students' reflective abilities and clinical competencies,
 - peer video feedback significantly increased clinical competencies
- feedback improves students' reflective abilities and clinical competencies.
- proper feedback training with a structured framework will enhance feedback practices.

(Zhang et al 2023)

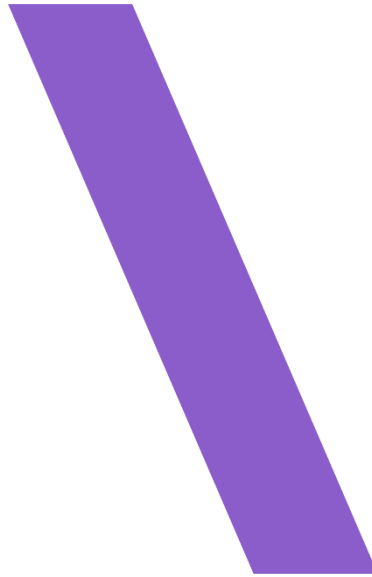
Mentors' experiences - positive

- Professional development
- Well-being at work
- Different ways to guide students
- Support received from the head nurse
- Supervising must be a joint action in the working community
- Education of supervising at dedicated study unit is needed (Smyer et al 2015)
- Need for fluent practical arrangements in the ward
- **NOTE:** Nurse has the responsibility of the patient safety



Dedicated study unit

Take home message



- **Learning outcomes are promising**
- **Patient is the core of care and learning**
- **Develops critical thinking**
- **Facilitates students' role transition to working life**
- **Students are satisfied**
- **We need more evidence, research about DEU**



Thank you!

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