



# **FINE Conference “Nursing Education for a Sustainable Future: Challenges and Opportunities”**

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# **NURSES, MIDWIVES AND STUDENTS' REPORTS OF EFFECTIVE DEDICATED EDUCATION UNITS IN FIVE EUROPEAN COUNTRIES: A QUALITATIVE STUDY**

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## BACKGROUND

**The quality of the learning environment depends<sup>1</sup> (among others):**

The students' learning opportunities

The collaboration between academic and healthcare institutions

The relationship among students, health professionals and faculty members

## PROBLEM

**Limiting factors for an optimal clinical learning environment<sup>2,3,4,5</sup> (among others):**

Negative attitudes or behaviors from these professionals

The distance between educational and health institutions

The lack of supervision and feedback to the student

The lack of learning opportunities

The lack of the student's sense of belonging

The gap between theory and clinical practice

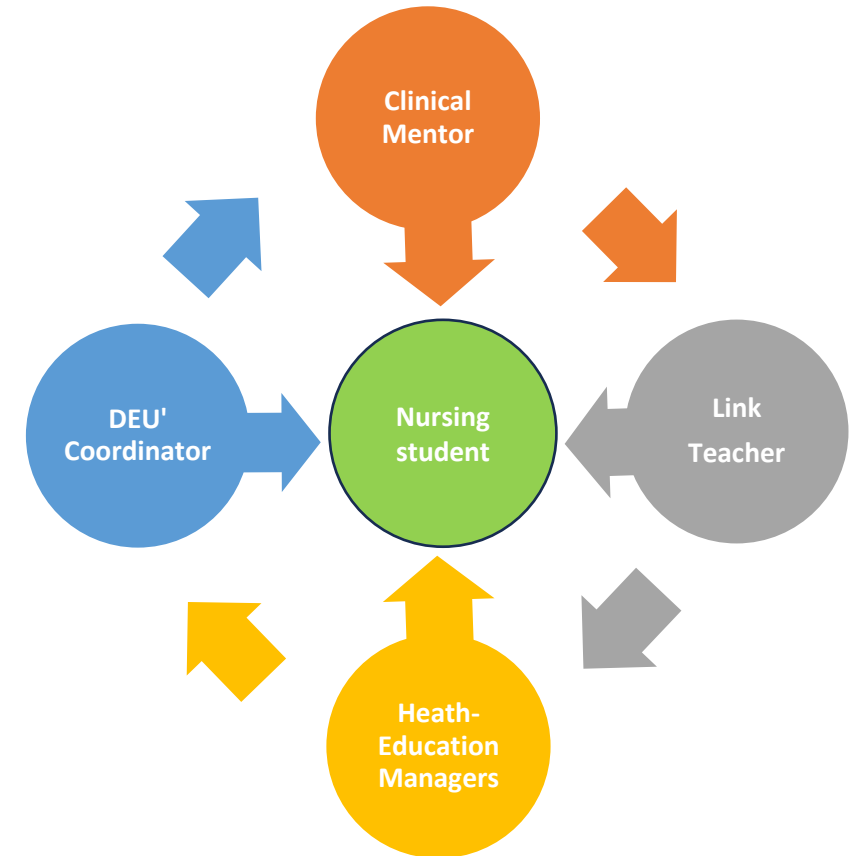


## 'DEDICATED EDUCATION UNITS' CLINICAL LEARNING MODEL<sup>6</sup>

- ✓ Facilitates interaction between institutions
- ✓ Restructure the unit's learning environment
- ✓ Create new roles and responsibilities for nurses
- ✓ Provides training to nurses/midwives
- ✓ Involve the entire health team in the process

### ORGANIZATIONS:

- UPC KU Leuven - Gasthuisberg Hospital
- UC Leuven-Limburg - Ziekenhuis Oos-Limburg Hospital
- Medical University of Warsaw- Holy Family Hospital
- Polytechnic Institute of Setúbal - Centro Hospitalar de Setúbal
- Escola Infermeria UB - Hospital Clínic de Barcelona
- Ege Üniversitesi - Izmir University Medical Center



## **JUSTIFICATION: NEEDS!**

An improvement and harmonization of clinical learning environments

To help and support our nurses and midwives in their different roles

To identify and evaluate the essential elements of an optimal learning environment

To harmonize European learning environments to promote cross-border care

**AIM:** To explore nursing and midwifery students, Clinical Mentors, Link Teachers and Head Nurses' experiences within “Dedicated Education Unit” in 6 European clinical placements and the necessary elements for a powerful clinical learning environment.

**DESIGN:** A multi-country qualitative study.

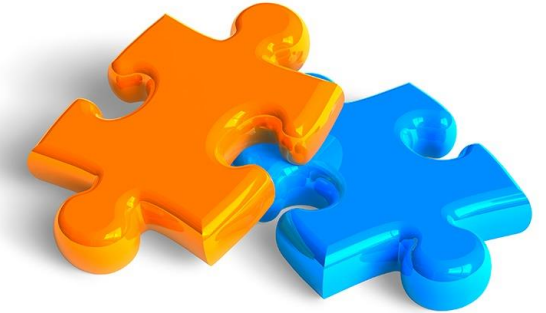
**METHODS:** Focus group interviews were performed to identify the personal and organizational factors of importance for students and nurses/midwives.

## **INTERVENTION**

The DEU model was implemented in 9 healthcare units/wards

## **STUDY PARTICIPANTS:**

40 nursing and midwifery students who had completed their clinical experience in  
39 mentors and link teachers who had trained or supervised students



## **DATA COLLECTION AND ANALYSIS:**

Students were divided into 6 groups of a maximum of 14 students

Nurses and midwives were arranged into 7 groups of a maximum of 6 participants

Focus group duration was 60-90 minutes and were recorded and transcribed in the country's language

Standards of quality and scientific rigor were followed. The Ethics Committee granted study approval

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1. Clinical placement organization	<ul style="list-style-type: none"> <li>1.1. Collaboration between educational and service institutions</li> <li>1.2. Focus on student-learning process</li> <li>1.3. Longer clinical placement is better for student learning</li> <li>1.4. One-to-one is the best ratio for the teaching-learning process</li> </ul>
2. Students' clinical knowledge and ability acquisition.	2.1. From theory to practice
3. Students and nurses/midwives within the Dedicated Education model	<ul style="list-style-type: none"> <li>3.1. Roles and responsibilities in teaching/learning process</li> <li>3.2. Participant interaction</li> <li>3.3. Students' sense of belonging to the healthcare team</li> <li>3.4. Nurses and midwives' involvement in student learning</li> </ul>
4. Participants' suggestions for creating an effective clinical learning environment	<ul style="list-style-type: none"> <li>4.1. Agreement on learning-teaching process</li> <li>4.2. Clinical placement early planning</li> <li>4.3. Investment in nurses and midwives</li> </ul>

## MAIN FINDINGS:

**Positive experiences** of students and professionals in the DEU model.

**All** nurses and midwives **more involved** in teaching-learning process

**Teacher supports** mentor' role and students learning

Close collaboration, frequent **feedback and trust** in communication.

Important enough structural and human **resources**.

The **participation** of nurses and midwives in the **implementation and process** of the model

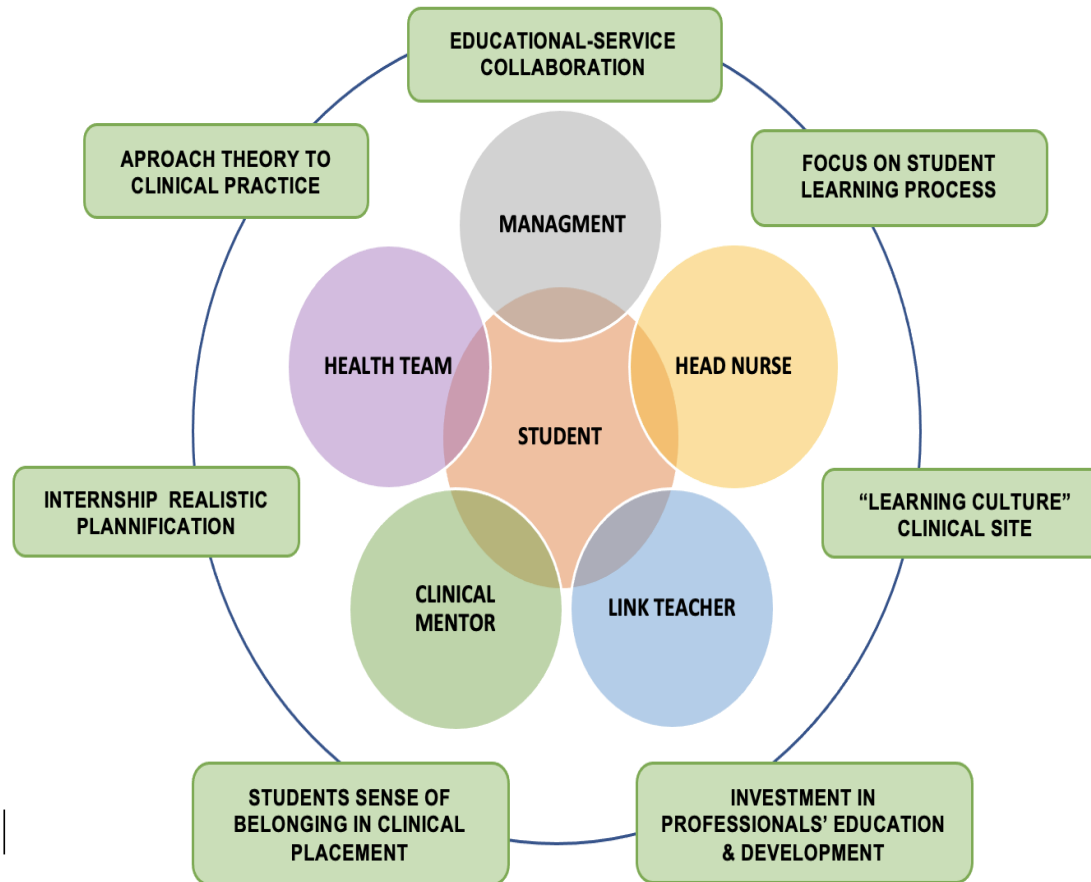
**Clarification** of roles and responsibilities of each professional

**Managers' commitment** to the support, time and skills necessary to perform each role effectively (continuing training initiatives)



## CONCLUSIONS:

The elements to set up a powerful clinical learning environment:



## IMPLICATIONS FOR THE PROFESSION:

It is considered advisable and urgent to improve the working conditions of nurses and midwives and the learning environments as a strategy **to alleviate the global shortage** of nurses and respond to the increasingly **demanding health needs** of the population.

## IMPACT:

To implement new learning strategies, **identifying students, nurses and midwives' perceptions and suggestions** is a powerful information to evaluate implementation process and outcomes.

## PUBLIC CONTRIBUTION:

Could help managers to meet **the human and organizational requirements** to create a successful learning environment in every student placement.





**THANK YOU FOR YOUR ATTENTION**  
**THANK YOU TO THE IDEUS-EU TEAM**

