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Use of Mentor Education in Nursing Dedicated Education Unit (DEU) Clinical Models: Correlation to Student and Preceptor Satisfaction Levels

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Abstract no.

Introduction

- The Dedicated Education Unit (DEU) clinical model has shown increased student and preceptor satisfaction
- Student participants in DEU models report positive learning experiences, increased self confidence, supportive learning environments, teamwork and communication & decreased cognitive loads and stress after
- Effective preceptor education provides essential skills including providing feedback, setting goals, therapeutic communication & critical thinking

PICO

- (P)=nursing students in DEU model
- (I)=mentor education
- (C)=lack of mentor education
- (O)=increased student & preceptor satisfaction
- (T)=end of clinical experience

Literature Review

- The dual role of nurse and preceptor may be a challenge, thus each preceptor should receive formal education
- Preceptor programs have shown increased satisfaction and performance, by increasing knowledge about role by providing educational support & strategies to help effectively educate. 2
- When preceptors are seen as competent in their roles (demonstrate clinical expertise, teaching skills, good communication, and professional approach) students are likely to rely on their instruction, trust their opinion and model their professional behaviors. 1
- The DEU model was designed to increase nursing trainees' capacity and provide more targeted learning opportunities and hands on experiences
- DEU students feel more accepted within the team and are more responsible for their practice

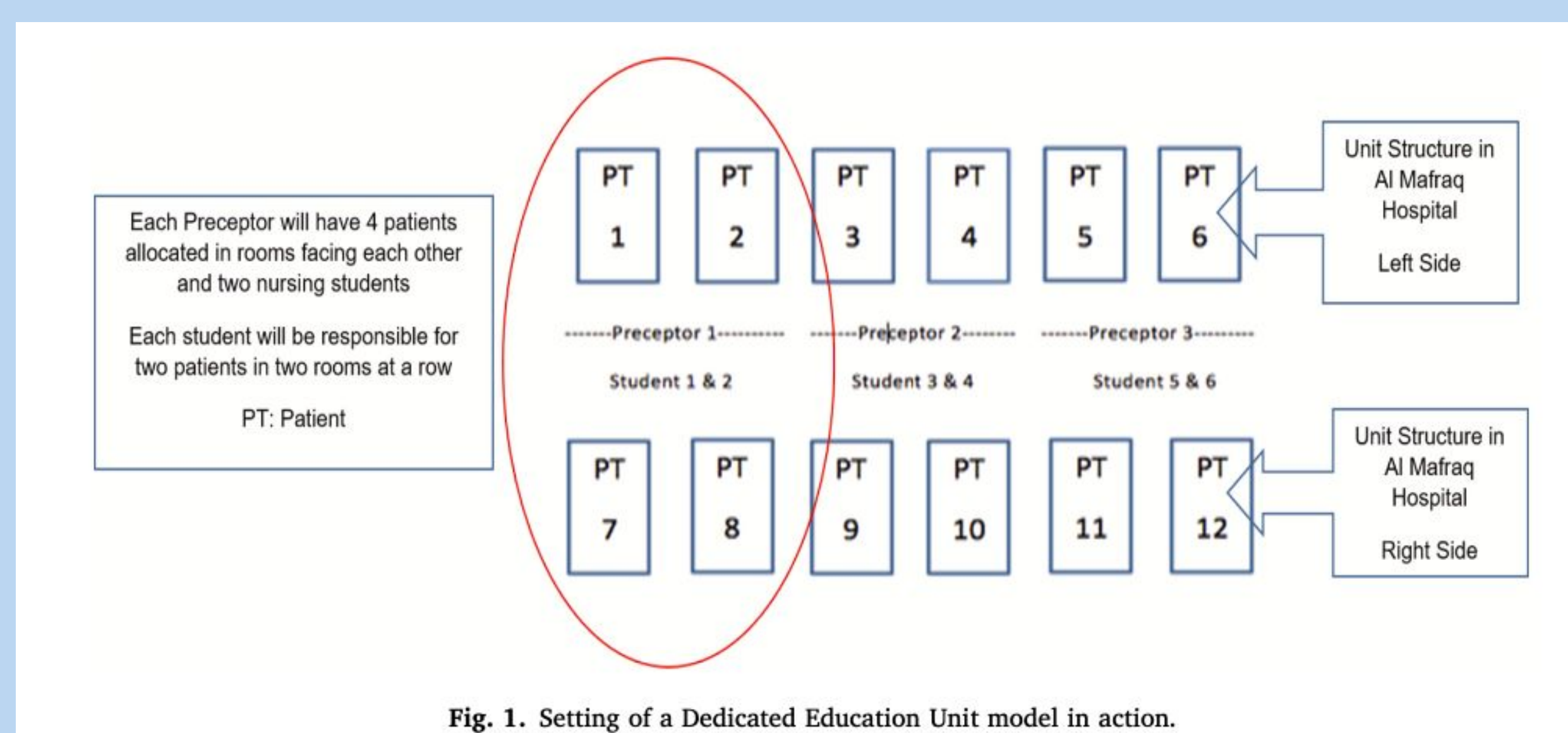


Fig. 1. Setting of a Dedicated Education Unit model in action.

(Alhassan et al., 2024)

References

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Results

Table 2

Preceptors' competence levels as perceived by nursing students.

Competence level	Frequency — n(%)
Low competence	12(6.3 %)
Average competence	133(70.4 %)
High competence	44(23.3 %)

Table 4

Paired samples t-test for differences in perceived quality of clinical placement following preceptor training.

Pre-test mean score	Post-test mean score	Mean difference (PT – PR)	df	t	p value
52.68 ± 10.41	57.99 ± 10.77	5.308	149	4.567	0.001

Note. PT = post-test, PR = pre-test, df = degrees of freedom, t = t-test statistic.

Table 6

Changes in perceived levels of preceptor competence following preceptor training.

Competence level	Baseline frequency n(%) N = 189	Follow-up frequency n(%) N = 143
Low competence	12(6.3 %)	2(1.4 %)
Average competence	133(70.4 %)	64(33.9 %)
High competence	44(23.3 %)	77(53.8 %)

(Alhassan et al., 2024)

The study completed by Alhassan et al, found that the preceptor training program they implemented enhanced student satisfaction within their clinical placements. These findings indicate that when nurses receive adequate training for the preceptor role, the increase in knowledge and skills translates to positive learning experiences for students. 1

Recommendations

The higher quality of clinical teaching provided to students, the higher quality of care they will provide as nurses. 1

There is a clear connection between preceptor competence and student satisfaction with clinical placement, which contributes to safer patient care. 1

Achieving the positive effects of the DEU model requires a constant collaboration between the healthcare facility and nursing education program to address factors affecting students learning.

It is essential to have a well prepared nursing team, to encourage constructive feedback, selecting preceptors who are willing to teach and support students. 3

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