

**POPINVITED: ID# 101229**

**Title:**

The Application of a Spiral Curriculum Model in Nurse Anesthesia Curricula

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**ACCEPTED**

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**Session Title:**

Emerging Educational Administrator Institute (EEAI)

**Slot:**

EEAI: Sunday, 17 November 2019: 11:45 AM-12:15 PM

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**Applicable Category:**

Academic, Leaders

**Keywords:**

Curriculum Development, Leadership Competencies and Spiral Curriculum Model

**References:**

- Bruner, J. The process of education: *A landmark in educational theory*. (1960). Cambridge, MA: Harvard University Press.
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- Harden, R.M. (1999). What is a spiral curriculum? *Medical Teacher*, 21(2), 141-143.
- Levin, P.F., & Suhayda, R. (2018). Transitioning to the DNP: Ensuring integrity of the curriculum through curriculum mapping. *Nurse Educator*, 43(3), 112-114. doi:10.1097/NNE.0000000000000431
- Neville-Norton, M., & Cantwell, S. (2019). Curriculum mapping in nursing education: A case study for collaborative curriculum design and program quality assurance. *Teaching and Learning in Nursing*, 14, 88-93.

Velthuis, F., Varpio, L., Helmich, E., Dekker, H., & Jaarsma, A. C. (2018). Navigating the complexities of undergraduate medical curriculum change. *Academic Medicine*, 93(10), 1503–1510.  
doi:10.1097/ACM.0000000000002165

**Abstract Summary:**

The Council on Accreditation for Nurse Anesthesia Educational Programs mandates that anesthesia programs transition from the master's degree to a practice doctorate degree for entry into practice by the year 2025. This poster presentation outlines the application of a spiral curriculum model and leadership competencies used to address process barriers.

**Content Outline:**

I. Introduction

A. Council on Accreditation for Nurse Anesthesia Education Programs (COA) mandate

B. Deadline 2025 (curriculum in place before 2022)

II. Curriculum must be congruent with guiding national frameworks

A. American Association of College of Nursing's Essentials for Doctoral Education for Advanced Nursing Practice

B. COA Standards for Accreditation - Practice Doctorate Standards

III. Curriculum's philosophical orientation and design

A. Cognitive theory

B. Spiral curriculum design model

IV. Leading curriculum development and change

A. Best practices

B. Application of situational leadership

C. Barriers

**Topic Selection:**

Emerging Educational Administrator Institute (EEAI) (25197)

**Abstract Text:**

**Background:** The Council on Accreditation for Nurse Anesthesia Educational Programs mandates that anesthesia programs transition from the master's degree to a practice doctorate degree for entry into practice by the year 2025. The curriculum must support the development of autonomous, independent learners and thinkers capable of leading practice changes and addressing complex healthcare issues. The

Michigan State University's nurse anesthesia faculty chose the spiral curriculum model to guide the overall structure of the new curriculum. Predicated on cognitive theory, key features of the spiral curricular design model include the revisiting of topic themes several times throughout a curriculum, a logical theme progression and an increase in theme complexity.

**Purpose:** The purpose of this project is to describe the use of a spiral curricular design model in the transition of a nurse anesthesia program from a master's degree to a practice doctorate degree and the key features of situation leadership used to guide the curriculum development process.

**Methods:** Following an extensive program assessment, faculty were guided through the process of curriculum development, which included review of guiding curricular documents, formation of end-of-program objectives, choosing a curricular design model, developing a curricular map, course objectives and an implementation plan. Frequent team debriefing assessment uncovered knowledge and process barriers. Tools were developed to identify curriculum redundancy and gaps. Situational leadership competencies were applied and adjusted to meet the needs of the team through the curriculum development process. The project is in its final stages of development. Faculty from the nurse anesthesia program and other advanced practice program faculty have been assigned a topic and will assess the presence of key features of the spiral curriculum model.

**Project Outcomes and Measures:**

Short-term outcomes: The development of a complete nurse anesthesia curriculum that applies the spiral curriculum concepts.

Long-term outcomes: First time test scores greater than 90 percent on the National Certification Exam.