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Designing a Hybrid Course to Prepare Nurse Leaders for the Dynamic American Healthcare Setting

Judith Ann Young, DNP, RN, CNE

Community and Health Systems, Indiana University School of Nursing, Indianapolis, IN, USA

Purpose:

The project involved the extraction of core curriculum from two, three-credit concept-based leadership didactic courses to facilitate the design of a four-credit concept-based didactic course. The hybrid leadership course would focus on the development of leadership skills within healthcare delivery systems. Learners would examine health policy, information management, and evidence-based practices that facilitate quality outcomes with care delivery through change initiatives. A module sample including the template and assignment will be presented.

Methods:

A hybrid approach, combines online distance education with the face-to-face traditional classroom setting. Both realms, online and face-to-face, promote the development of community. A hybrid structure, when done well, features assignments and assignment designs that allow students to engage in their preferred learning styles, and to learn in a self-paced manner with ongoing access to support from the instructor, from other students and from intentionally crafted and curated supporting instructional materials. Students prepare for collaborative learning prior to the face-to-face class. The hybrid approach necessarily demands instructional approaches and designs that leverage digital communication and storage technologies.

Multiple theories support the hybrid design. According to the Adult Learning Theory, adult learners are self-directed, prefer relevant curricular content, active involvement in the learning process, and control with how, where and the pace for learning. A Constructivist philosophy also supports adult learning approaches and is not dependent upon face-to-face interactions. In addition, Chickering and Gamson (1989) provide guiding principles for web-based courses that include promoting student collaboration and faculty interactions, applying active learning strategies, providing timely feedback, supporting multiple learner styles, setting high expectations and facilitating clear communication. Asynchronous communication supported through technology provides time for reflection, to make new connections and insights. The accelerated students represent adult learners who are technologically competent.

Results:

The Sloan-C Pillars provided the foundation to evaluate the blended environment for learning effectiveness, student and faculty satisfaction. Student assessment was facilitated by responding to the following open-ended questions: name three things you liked best; three things you liked least, and; recommendations for improvement. Responses indicated that students and faculty perceived the hybrid/blended course enhanced learning, increased flexibility of time with their work and personal lives, and improved technological competency. Students also were satisfied with the video

lectures; debates; case studies; guest speakers; faculty feedback and simulation activity.

Conclusion:

Based upon student feedback, the hybrid course is meeting their needs to attain higher education while remaining employed. Course redesign is an iterative process. As a result, student feedback will be sought each semester to guide further iterations.

Title:

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Keywords:

Accelerated, second-degree students, Hybrid Course and Nurse Leader

Abstract Summary:

The current market demands a condensed, hybrid curriculum for second-degree nursing students. This project combined two leadership courses into one hybrid didactic course. The work required a literature review and collaboration among schools of higher education to develop a course that addressed core baccalaureate competencies in a competitive market.

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First Primary Presenting Author

Primary Presenting Author

Judith Ann Young, DNP, RN, CNE
Indiana University School of Nursing
Community and Health Systems
Clinical Assistant Professor
Indianapolis, Indiana
USA

Author Summary: Clinical Assistant professor at Indiana University School of Nursing. Course leader for the Leadership in Healthcare Delivery Systems and Policy. Health Policy and Leadership are key concepts for the course.