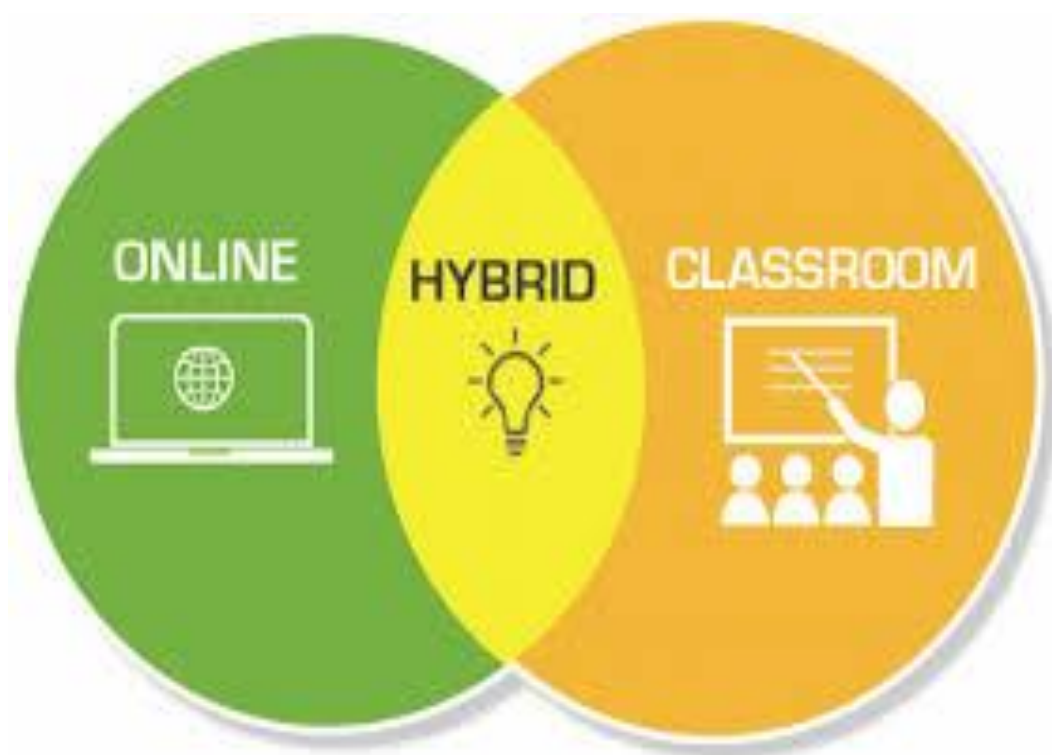# Designing a Hybrid Course to Prepare Nurse Leaders for the Dynamic American Healthcare Setting

Judith Young DNP RN CNE

Purpose

In response to market demands for a condensed program for second degree pre-licensure students, this project combined two leadership courses into one didactic hybrid Course.

Hybrid Structure

A hybrid structure features assignment designs that allow students to 1) learn in preferred learning styles 2) self- paced, 3) with access to the instructor, peers, coursework, and resources. Hybrid course designs are supported by technologies.

Online Design Themes

Adult learning Theory
• Self-directed & paced
  • Prefer relevancy
  • Active learners

Chickering and Gamson
  • Collaboration
  • Active learning
  • Timely feedback
• Support learning styles
  • Communication

Online Design Themes

Community of Inquiry Model Web-based principles
• High Impact Learning Strategies i.e. Reflection
• Establish a safe learning community
• Maintain a Faculty Presence
• Attain Student Learning Outcomes
• Integrate Course Concepts
• Usability with the Technology
• Access and Communication

Hybrid- Clarification

This hybrid course would be presented using online learning activities approximately 75% of the time with 25% face-to-face classroom time.

Leadership Course

The course focuses on the development of effective leadership skills within healthcare delivery systems. Students examine health policy, study healthcare data to facilitate quality outcomes with care delivery.

Course Module Sample

Concept Professionalism
• Case study- Peer discussions

Concept Leadership
• Case Study – Peer discussions
• Reflection Assignment - Leadership Paper
• Tedx talk
• Article: Systems Thinking
• Module Quiz

How did it work?

Evaluation

Sloan C – Pillars Students n = 37

Things students liked best:

• **Flexibility with time**
• **Enhanced technology competence**
• **Varied teaching methods: discussions, case studies, voice-over PowerPoint lectures, and speakers**
• **Timely feedback**
• **Rubrics**

Things you liked least:

• **Too many case studies**
• **Clearer instructions**
• **Coordinate assignment dates between classes**

Suggestions

• **Add peer discussion**
• **Remove voice-over**
• **Increase faculty/student collaboration**

Conclusion

A hybrid course is addressing student need, and enrolment has increased.

References

1. Posey, C. & Pintz, C. (2017). Transitional a bachelor of science in nursing program to blended learning: Successes, challenges, & Outcomes. Nurse Education in Practice, 26, 126 – 133.
2. Asif, N., VerteJee S. & Lalani, S. (2016). Factors Influencing Interaction and Cognitive Engagement in Online Discussions in an Undergraduate Course of Nursing. Journal of Educational Technology, 13(3), 35-45.

Hybrid Course Design Best Practices

Student Centered; Faculty as Facilitator

Community of Inquiry

SOCIAL PRESENCE
Supporting Discourse
COGNITIVE PRESENCE
EDUCATIONAL EXPERIENCE
Setting Climate
Selecting Content
TEACHING PRESENCE (Structure/Process)
Communication Medium

SCHOOL OF NURSING
Indiana University