Using an Instructional Design Model to Develop a Framework to Guide Leadership in Nursing Education

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Introduction

Goal: Use an instructional design model (ADDIE) to develop a framework to guide leadership in nursing education in the practice setting.

Objectives: Use the ADDIE as a leadership implementation framework (analysis, design, develop, implement, and evaluate) to:

- Create a healthy work environment of skilled collaboration, true collaboration, effective decision making, meaningful recognition, appropriate staff, and authentic leadership.
- Guide staff through the Benner Model of novice to expert to develop professionally.
- Support leadership competencies of communication and relationship building, knowledge of the healthcare environment, leadership, professionalism, and business skills.
- Support the outcomes work of the leader such as the Institute for Healthcare Improvement’s Triple Aim (better patient experience, decreased cost, and improved health for specific patient population).

Framework

**Framework**

**Analysis:** Are all programs/projects for which the leader is responsible for aligned with the Triple Aimategic plan?
- Has the leader defined the population(s) for which she is responsible?
- Has the leader determined the issue can be resolved with education, or is it a management issue?
- Has the leader been able to obtain the measurements by which the education project will be evaluated?
- Does the leader have buy in from those who will be administering the education and the learners themselves?

**Develop:** How will the proposed education integrate/effect the current staff work/the strategic plan?
- Do the educators developing education understand the importance of integrating new content/skill/behavior into current practice?

**Design:** Is the leader at the table when decisions are being made with regard to the use of new technology?
- How will changing how staff communicate effect education design/implementation?

**Implement:** Has the leader informed the organizations interprofessional leaders of their role in supporting/communicating the goals of education?
- Is there economy of scale in the expense of education by combining efforts of nursing with other disciplines?

**Evaluate:** How does the leader demonstrate the value of education to administration, including return on investment?
- By having a framework to drive the leader’s overall strategy for education, can the leader prove that education contributes to the organization’s success?

Implementation

- Assess/analyze what is occurring with areas of responsibility on a regularly scheduled basis using a series standardized questions.
- Separate the management issues from the education issues (although there is overlap)
- Design/develop a plan with directors/leaders that recognizes deficits in the domains of learning, trends, system-wide issues; what is going well?
- Implement change by educating leaders on the use of Situational Leadership Model, AACN’s standards of the healthy work environment, and the Benner Model.
- Evaluate/communicate/celebrate by tracking outcomes as they relate to the Triple aim, strategic plan, etc.

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<thead>
<tr>
<th>Benner Model</th>
<th>SL Approach</th>
<th>HWE</th>
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<tbody>
<tr>
<td>Novice/Adv Beginner</td>
<td>Directing</td>
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<td>Competent/Proficient</td>
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<td>Proficient/Expert</td>
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Examples

- Education of staff on creating/maintaining a therapeutic relationship using the zone of helpfulness leading to an increase in patient satisfaction scores (Patient Experience)
- Standardizing how to perform procedures such as central line dressing changes leading to a decrease in infection rates (Decrease cost/infection rates)
- Leaders use situational leadership approaches to guide staff with a focus on skilled communication by integrating required changes in reports, change of shift, part of the EMR, any place that can reinforce the change (Healthy work environment)

References


Therapeutic

Contact Information

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