Enabling Innovations for Transitions of Care in an Online Leadership Development Program
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Introduction

Purpose: To demonstrate how active learning was used as a leadership development approach to stimulate learning about the management of patients across the continuum of care.

• Changes under the Affordable Care Act (ACA) necessitate new skill instruction for transitions of care.
• The evidence base for best practices in teaching/learning strategies for nurse executive leadership is lean.
• Too little research has been done on distance online education strategies in the health professions (Cook et al., 2010).

Methods

The Community of Inquiry (COI) model (Garrison et al., 1999; Pecka et al., 2014) was used as a framework to foster active learning and creativity in a graduate-level course delivered by distance education. This enabled students to practice solutions and creative innovations for transitions of care.

COI Model Element | Learning Activity
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Cognitive presence | Learners ability to utilize the principles of leadership for transitions of care.
The design, facilitation, and direction of the assignment to ensure the learning outcomes.
Participants’ engagement as a team to establish meaning of the assignment through communication, collaboration, reflection and discourse.

Teacher/ facilitator presence | Synthesis

Student Activities

Methods

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<th>Active Learning Steps</th>
<th>Student Activities</th>
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| Doing | • Students participated in a teacher-structured exercise in an online discussion forum.
• They formed a team and developed by consensus 1 scenario of actual or potential care compromise: handoff communication. |
| Reflecting | • Each student located evidence-based literature.
• The group analyzed how leadership concepts from the literature applied to nursing practice in the scenario.
• Gaps in care were discussed and analyzed.
• Each student critiqued another’s assigned segment of the scenario.
• The group analyzed the issue of handoff communication and chose an innovative approach: what if one patient was transferred through each person’s unit, if they hypothetically worked in the same organization?
• Common transitions of care gaps were presented.
• Recommendations for care delivery improvements were generated. |

Results

• An Advanced Clinical Scenario was generated (Huber et al., 2016).
• Ideas for improvement in transitions of care were formulated.
• Students expressed learning in their evaluation feedback comments.
• Students were enthusiastic about the scenario exercise and used it at work.

Conclusion

• Teaching an asynchronous course online using discussions to stimulate analysis and synthesis can be aided by active learning strategies.
• The COI Model has application with graduate students in an online environment to enable engagement, creativity, and synthesis.
• The practice of leadership for transitions of care can be coached, using group work and active learning exercises.
• New practice innovations can be facilitated through teamwork and using a new mindset in a different context.

References


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