Attacking an Infection with an Antiviral QM Template

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Presentation Topics

• Problem
• How we started
• Application of QM framework
• Before and after
• Buy in and time efficiency
• Applicable to your institution
Instructional Technologist Uncovers Rampant Virus Infection

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variation of course styles</td>
<td>Frustration locating items</td>
</tr>
<tr>
<td>Limited use of purposeful online instructional practices</td>
<td>Increased stress &amp; time in finding information</td>
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<tr>
<td>In need of guidance and options</td>
<td>Negative impact on performance</td>
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</table>
Before Template Creation

Keep Dump Fix Survey Posted

Posted on: Tuesday, November 29, 2011 3:00:00 PM EST

The following Survey has been made available in Course Documents: If I ran the class…… NUR

...activities by students evaluation and faculty evaluation you are also asked to complete.

Instructions: For each of the following activities, please choose as KEEP, DUMP or FIX (it was appropriate in other ways). FIX: Improve means the activity is useful but needs improvement. Please consider your long term learning needs as well as short term. Real improvement should be kept or dumped. Student input, along with faculty, administrative, and improvement of the course. This feedback is anonymous but your clinical grade comments. The 487 faculty.

Pediatric NICU End of Life Care Educational Event at SON Mon Nov 28 2-5p

Item is not available.

Posted on: Sunday, November 27, 2011 10:41:40 PM EST

Are you hoping to work in pediatrics or a NICU?

Are you petrified by the thought of one of your patients dying?

What do you say? What do you do? What can you expect?

Come find answers and reassurance that you support a child and family during this terrible time.

Communication and Care at the End of Life:

Monday, November 28, 2011
Before Template Creation

Syllabus Course Manual & Forms

Build Content ▼ Assessments ▼ Tools ▼ Partner Content ▼

110818_Fall_11_N487_Syllabus_Balt_Course_Manual_final.pdf

110818_Fall_11_N487_Preceptor_Student_Faculty_Contact_Info_Form.doc
Before Template Creation

Help and Tips

After logging on for the 1st time:

- Learn more about your instructor(s) and development team within Faculty Information.
- Read the "Welcome" Announcement and supporting hyper-linked pages.
- Print the course syllabus and purchase necessary materials/textbooks.
- Familiarize yourself with all of the components and tools within BlackBoard.

During each week of the course:

- Check for announcements by logging on at least 3-4 times weekly.
- Review scheduled modules and learning materials within the Online Modules section.
- Participate in weekly virtual discussions by posting/reading messages in the bulletin board located within the Communication tools.
Viral Symptoms - No Course Template
Activity:
Find Syllabus and Disability Resources!
Vaccine - Phase I
Taking a Closer Look
Navigation Template

- Start Here
- Welcome Announcement
- Course Information
  - Syllabus
  - Course specific documents
- Content/Modules
- Assignment/Assessments
Vaccine – Phase II
One Unified Course Template
Diagnosis and Treatment of the Virus

**Diagnosis**
- Identify the virus
- Identified variation in course structure

**Treatment**
- Administer vaccine
- Structured multiple templates

**Modified Treatment**
- Structured one template

**Learning Technologist**
- Frustrated with design that limited best practices

**Faculty**
- Unsure of which variation to use

**Students**
- Reported stress and time wasted finding course materials
- Less reports of time wasted finding course materials
- Less reports of time wasted finding course materials

**Faculty**
- Self-reported satisfaction in course design and QM best practices

**Students**
- Less reports of time wasted finding course materials
Unified Course Template with QM Standards

Start Here
STANDARD 1.1 - Instructions make clear how to get started and where to find various course components

Welcome Announcements
STANDARD 2.1 - Course learning objectives, or course/program competencies, measurable outcomes

Faculty Information
STANDARD 1.8 - Self-introduction by the instructor

Course Information
STANDARD 2.1, 2.4, 2.5, 3.1, 3.2, 3.3 - Syllabus, objectives, readings, evaluation and grading criteria

Course Model/Schedule
STANDARD 2.4, 2.5, 4.4
Unified Course Template with QM Standards

Assignments / Assessments
STANDARD 3.1, 3.3, 3.4, 3.5, 6.1, 6.4 Assessment and measurement, tools to support learning objectives

Modules
STANDARD 2.1, 2.2, 2.3, 4.1, 4.2, 4.5, 8.4, 8.3 Learning objectives, variety of instructional materials, up to date theories, accessibility and usability

Collaborate Ultra
STANDARD 4.5, 5.1, 6.1, 6.2, 6.4 Instructional materials, learning activities, learner interaction, learner engagement

Groups
STANDARD 5.1, 5.2, 5.4, 6.1, 6.2, 6.3 Learning activities, promoting a variety of technology, active learning

Discussion Board
STANDARD 5.4, 6.2 Learner interaction, course tool that provides learner engagement

My Grades
STANDARD 3.3, 3.5 Assessment and measurement, track progress
Unified Course Template with QM Standards

**Communication Tools**
STANDARD 1.3, 7.1, 8.1 Communication expectations for forms of interaction

**Blackboard Tools**
STANDARD 6.2 Course Technology

**Help & Resources**
STANDARD 7.1, 7.2, 7.3, 7.4 Course instructions, technical support, services and resources, Institution accessibility policies and services
Disease Spread

• Navigation sections
• Varying and incomplete information
• Propensity for same symptoms
Before Welcome Announcement Template

• ?
• Hi class
• Reminder without context
• Demands of items needed for first class
• Some had some important information
Welcome

Item is not available.

Posted on: Friday, January 1, 2016 12:30:00 AM EST

***NOTE: THIS IS ONLY A SAMPLE. EDIT ACCORDINGLY.***

Welcome to Course ###, Course Title.

This course is presented in a web-based format consisting of twelve (12) modules delivered online via Blackboard. Each module operates on a weekly schedule consisting of various activities including readings, discussions, quizzes, case studies, and exams. All course activities are specifically designed to complement the selected instructional format.

The web-based format is designed to give students optimum flexibility not afforded in a traditional classroom environment restricted by time and location. Hence, students can study at their own pace, at a time and location most convenient to them.

Your first task is to learn about the course. Now click the "Start Here" navigation link on the left side panel to begin!
Syllabus Template

* Mandated by Curriculum Committees
Addition of Content Schedule

Syllabus

Start Here
Announcements
Faculty Information
Course Information
Course Model / Schedule

Modules
Assignments / Assessments
Collaborate Ultra
Groups
Discussion Board
My Grades
Communication Tools
Blackboard Tools
Help & Resources

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Schedule Assignment</th>
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<tbody>
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<td>Module 1:</td>
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<td>Module 11:</td>
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</tbody>
</table>
Modules

- Issues with Module content
  - Order and type not consistent
  - Multi-section courses
  - Types of learning objects posted not accessible
    - Student issues
    - LMS issue
Module Template Creation
(Word document provided to faculty)
Module Template Creation

NDNP 812 – DNP PROJECT IMPLEMENTATION
Module 1: Initiation of Implementation

OVERVIEW
During the implementation phase of the DNP project, a plan is put into motion and the work of the project is performed. The goal of initial implementation is to change the behaviors of specific clinicians by implementing new practices at the selected implementation sites. DNP students should have already formed an implementation team of champions who have agreed with the implementation plan and will help guide and promote the implementation process, review data, make decisions, and provide feedback on facilitators and barriers. Initial implementation of a project also usually requires training, adjustments in the specific tactics utilized, and ongoing coaching for the champions and other practitioners in the sites to put into operation the recommended practice change(s). The most effective tactics are those that are tailored to address specific barriers.

In this web conferencing session, students will share and get feedback from the faculty and their peers on their plans for forming an implementation team and conducting training, if relevant to their DNP project, required to bring about the practice change.

OBJECTIVES
At the conclusion of this module, the learner will be able to:
- Identify champions who will comprise an implementation team to guide and promote the practice change
- Clarify the roles and responsibilities of the team members and their short- and long-term commitment to implementation and sustainability of the DNP project
- Discuss plans for training of team members and staff that will occur during initial stages of implementation
- Specify the baseline data that you will collect during the pre-implementation of the practice change phase.

REQUIRED READINGS/VIDEOS
- View the presentation on Run Charts (8 min)
  - Run Charts (PPT)
  - Run Chart template
- View the presentation on Project Management Essentials (14:31 min)
  - Project Management Essentials (PPT)
  - DNP Project Gantt Chart (excel)
  - Project Management Essentials FAQs (pdf)

DIRECTIONS
Read the module and then complete the assignment in the module.
Assignment Template Creation

Assignments

Assignments Information (note to instructor)
Availability: Item is not available.
Instructor can also post blog, wiki or journal assignments in this section as needed.

Rubrics
Availability: Item is not available.
Instructor: Please upload your assignment rubrics here.

Important Assignment Submitting Information
Please note that when submitting documents via the Assignment tool, do not include any symbols in the name of the document. These include #, %, $, etc.

Here is an example:
Instead of naming the document "groupcasesudy#3.doc", just name it "groupcasesudy3.doc".

If you have any specific question concerning this, please e-mail nrs@online.umd.edu

SafeAssign Student Guide
This link will provide you information on how to:
1. Read your SafeAssign results
2. View how much time it could take to process your work.
Phase III – Management and Prevention
How We Support Our Faculty
Encourage Instructional Technologist and Faculty Collaboration

- Open-door policy, 8:00 a.m. – 5:00 p.m.
- Service Ticket System
- Office main phone line and email address
- Customers Service Focused
- Dedicated technologist for each course and faculty
- Robust training opportunities
Status Report

• Positive feedback from students

• Confidence
  – Cooperation
  – Assertiveness
  – Autonomy
  – Responsibility/Accountability
  – Communication
  – Coordination
  – Mutual Trust and Respect
Takeaways

• Identify all possible ROIs of implementing QM-designed templates
• Create vignettes for faculty and IDs to role-play scenarios and switch roles to identify with each other
• Hold a mock QM review
Takeaways

• Web conferencing software and texting/SMS apps
  – provide another way for faculty and IDs to interact

• “Lunch and Learn” sessions presented by IDs
  – top 10 questions asked each semester by faculty and students

• Provide written and visual explanations
  – model ‘how-to’ solutions
  – give faculty assistance while they are using software/LMS
Thank you!
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