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Quality by Design: A New Direction for Course Design



Background

- Instructional Design model for online courses
- Quality Matters course review
- Dee Fink's Integrated Course Design
- Wiggins & McTighe's Backward Design
- Adapted for online, blended and face-to-face courses
- Foundational for new faculty
- Useful for intermediate and veteran faculty

Today's Session

- Present design plan
- Discussion:
 - The Plan
 - Adapting for New Faculty
 - Making it more self-paced???

Challenges for new faculty

- Not sure how to develop a course
- Sometimes new to content
- Focused on content only
- Sometimes new to the classroom and/or online
- Want to feel confident going into the semester
- Want to do EVERYTHING
- Short on time

Quality by Design

- Somewhat systematic
- Somewhat flexible
- Practical
- Step by step
- Learning-centered rather than content-centered
- Uses a series of worksheets

Resources

- Quality Matters course design rubric
- Dee Fink's Creating Significant Learning Experiences
- Wiggins and McTighe's backward design
- Basic instructional design process

Plan Worksheets

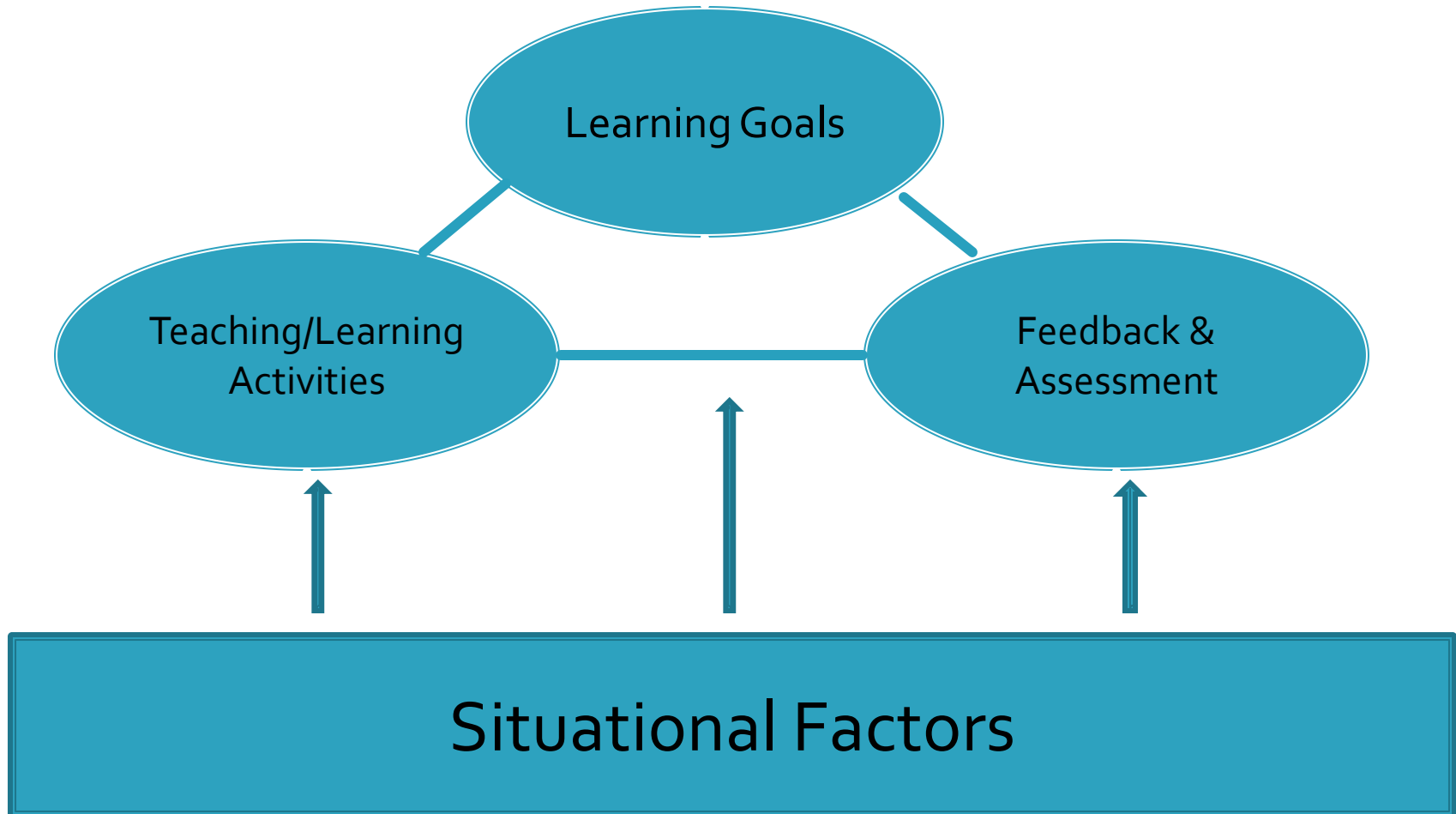
1. Client (audience), Context and Content
2. Learning Goals & Course Objectives
3. Assessment and Feedback
4. Topics and Learning Activities
5. Module Map or Outline
6. Course Organizer/Activity Tracker
7. Syllabus
8. Course Tour

Quality Matters

- Underpinnings of the plan
- Rubric -

<http://qminstitute.org/home/Public%20Library/About%20QM/RubricStandards2008-2010.pdf>

Integrated Course Design



Worksheets 1 & 2

- Situational Factors
 - Who are your students, really...
- Goals – Taxonomy of Significant Learning
 - Learning goals (2 – 5 years out)
 - Course Objectives
- Worksheets (after this presentation)

Wiggins & McTighe

- Stages of Backward Design

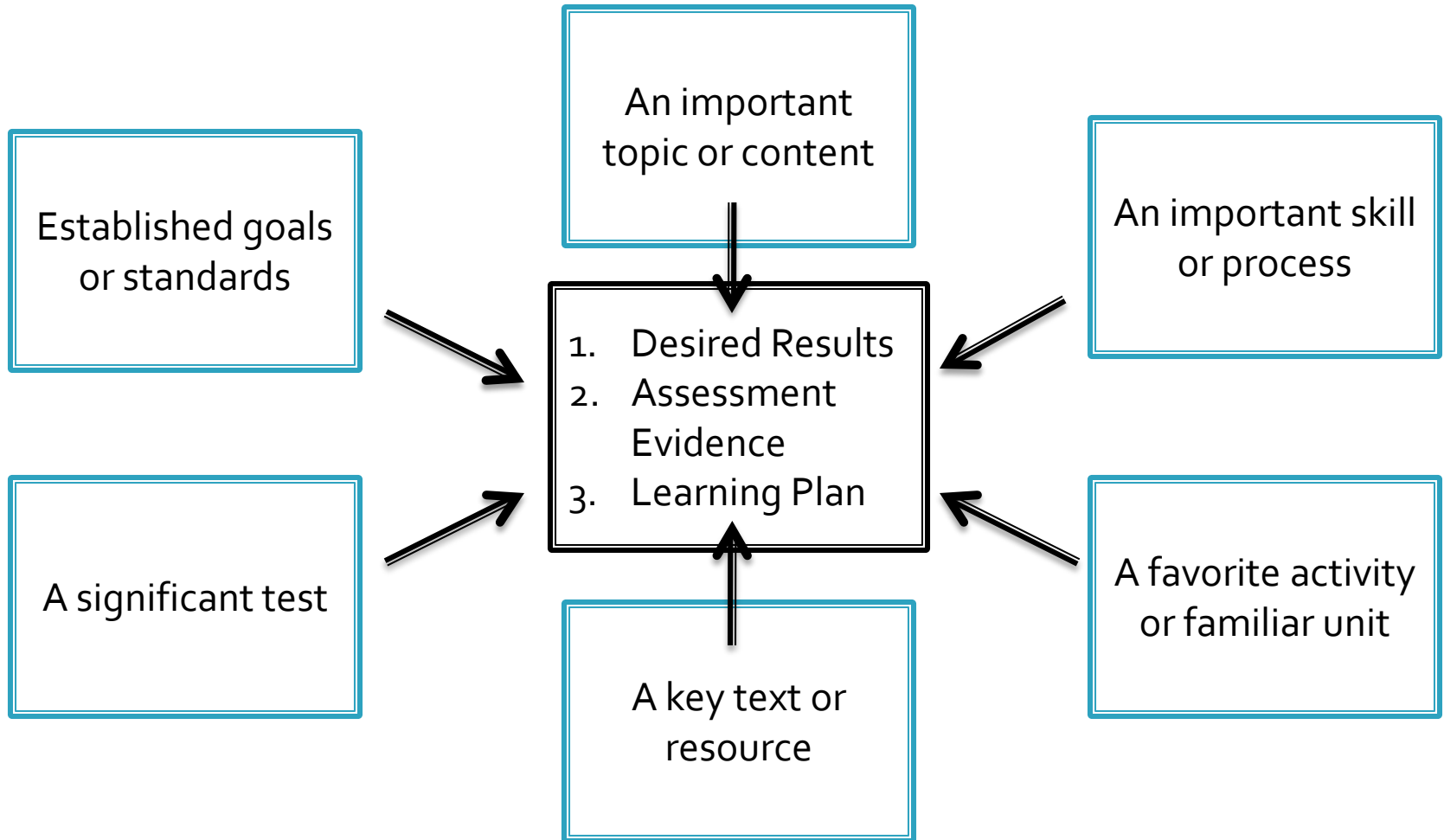


Worksheet 3

■ Assessment & Feedback – Backwards Design

Learning Objectives	Assessments	Learning Activities	Resources
What will the students be able to ____ at the end of the course?	How will you know that they can _____?	What types of learning activities will help them be successful on the assessments and to achieve the objectives?	What resources do you already have? What do you need?

Doorways to Design



Worksheet 4

- Topics and subtopic
 - Not segmented by weeks
 - Free write
 - Rework to organize

Worksheet 5

- Sequencing learning activities
 - Module map
 - Module outline

Worksheet 6

- Course Organizer and Activity Tracker
 - One stop place for students
 - List of everything they are responsible at any time during the semester
 - Also can be used to organize course development

Worksheet 7 & 8

- Syllabus
- How This Course Works

Revisit QM Rubric

- Meet all of the required standards and many of the secondary standards.
- Facilitate quality in course design

Conclusion

- How to keep it simple for beginners
- How to make it more self-paced?

???

- Questions?
- Suggestions?
- Comments?

References

- Quality Matters – www.qm.org
- Fink, D. (2003), *Creating Significant Learning Experiences*, Jossey-Bass
- Fink, D. (2005). *Integrated Course Design*, IDEA Paper #42, The IDEA Center, retrieved from http://www.theideacenter.org/sites/default/files/Idea_Paper_42.pdf
- Wiggins, G & J. McTighe (2005), *Understanding by Design*, Prentice Hall

Quality By Design

Definitions

For our purposes at Methodist College of Nursing, we follow these definitions:

All content online but not replacing any seat time with online activities - Web Enhanced

All content online and up to 2/3 seat time replaced with online activities (synchronous and asynchronous) - Blended

All content online and all seat time replaced with online activities (synchronous and asynchronous) - Online

All content will be online regardless. The determination of whether a course is blended or not is based on how much seat or classroom time is replaced with online activities. The decision on how much to 'blend' is based on where in the program the course falls, the content, and the audience. For instance, the courses offered in the first semester may benefit from having a larger percentage of face-to-face activity to help the student acclimate themselves to the online learning environment, each other, their instructors and the program. The percentage of online activity may be able to increase in subsequent semesters as students become more comfortable using technology for learning and the program requirements.

There is no set model that will determine how much seat time will be replaced with online activities and these percentages are not firmly fixed. The process by which to determine the percentage of activity online is also not a set formula. The underlying basis for any decision of what to teach online and what to teach in the classroom will be based on creating a good learning experience for our students.

Worksheet #1

Audience/Context Analysis

Dee Fink (2006) calls this sizing up the situational factors.

Audience – who are your students?

- Age
- Gender
- Culture/ethnicity
- Educational experience
- Technological proficiency
- First time online? Experienced?
- How much prior knowledge, experience, etc. will the students have coming into your course?
- Technology available to the students?

Context:

How many students do you expect to have enrolled.

What will the setting be (online, blended, face-to-face)?

What type of classroom is available?

Where in the curriculum is your course placed?

Content:

Is your subject convergent or divergent, stable or dynamic (changing all the time)

What is your experience level teaching this subject?

What is your teaching philosophy?

How do you feel about teaching this subject?

What special challenge is there to teaching this subject well?

Worksheet #2

Learning Goals - from Dee Fink's book

Thinking 2 - 5 years out after the students take your course, what do you want them to retain from the course? What would you like them to get out of your course?
(refer to the [Taxonomy of Significant Learning](#) handout)

Foundational Knowledge - understanding key content: facts, principles, concepts, etc.

Application - Thinking skills, other physical and intellectual skills, manage complex projects

Integration - Connecting ideas, information, realms of life, etc.

Human dimension - knowing how to interact with oneself and with others.

Caring - Making changes in one's feeling, interest, and values

Learning how to learn - learning how to keep on learning after the course in over

Write your learning goals that incorporates the answers to these questions. These are the overarching learning goals from which you will write your course learning objectives.

Using your course goals to guide this process, write **5 - 10 course learning objectives**.

Worksheet #3 - Assessment and Feedback

How will you know if the students achieve these goals? Assessment and Feedback. Dee Fink recommends using a table like this one (Fink, 2003, Exhibit A.1, p. 264):

Learning Objectives for the course	Procedures for Evaluation Student Learning:	Learning Activities:	Resources:
1.			
2.			
3.			
4.			
5.			

For each general objective you identified, what information can you gather that will tell you and each student about individual progress toward that objectives? About how well the class is learning?

For which goals are paper and pencil evaluation sufficient? Which need reflective writing, Performance assessment?

What kind of feedback and assessment can you provide that will go beyond just providing a basis for the grade and will actually enhance the learning process?

Learning activities - what type of learning activities will help the student be successful on the assessments.

Resources - what resources will the student need and can you get to support the of the learning activities. May be people, places, or things, including media.

Worksheet #4 - Topics

List of topics (that will become lessons, units or modules). This does not have to be an extensive outline, just your main topics and maybe some sub-topics if that helps you organize the content.

Complete the following charts, one for each topic. You can add more rows (right-click in the row to insert more rows) for each table and more tables for more topics/modules, or delete if you do not have 8 modules. I suggest that you use one row for each objective. An assessment might tie to more than one objective, as will the learning activities.

Topic #1

Objectives:	Assessments	Learning Activities	Resources (what will you need for this module? websites, readings, activities, tests?)

Topic #2

Objectives:	Assessments	Learning Activities	Resources

Topic #3

Objectives:	Assessments	Learning Activities	Resources

Topic #4

Objectives:	Assessments	Learning Activities	Resources

Topic #5

Objectives:	Assessments	Learning Activities	Resources

Topic #6

Objectives:	Assessments	Learning Activities	Resources

Topic #7

Objectives:	Assessments	Learning Activities	Resources

Topic #8

Objectives:	Assessments	Learning Activities	Resources

Worksheet #5 – Module Map or Outline

Module Maps (two different version) (use for blended courses also)

What	Where	When	Notes
Module Objectives			
Reading Assignment			
Narrated mini-lecture or module overview			
Learning Activities discussion project papers quizzes exploration team assignments			
Assessments presentations papers projects tests/quizzes			
Student Feedback One minute Paper Brookfield's 5 questions one on one conversation?			

Outline

Introduction

Objectives

Learning Activities

Lecture, Reading, Notes

Discussion questions

Other activities?

Assessment?

Worksheet #6

Course Organizer/Activity Tracker

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Week 1					
	Week 2					
	Week 3					
	Week 4					
	Week 5					
	Week 6					
	Week 7					
	Week 8					

Activity Tracker

Week/Module/Dates	Readings/Tutorials/Mini-lectures	Assignments	Assessments
Week 1 (Oct 12 - 18)			
Week 2 (Oct 19 - 25)			

Worksheet #7

Syllabus

Worksheet #8

How this Course Works

I will copy the standard module into your course. You will need to add the specifics for your course. We can be creative with this module as well, perhaps a scavenger hunt, a video recording, or a game. Just let me know what you want to do.

Quality By Design

Definitions

For our purposes at Methodist College of Nursing, we follow these definitions:

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All content will be online regardless. The determination of whether a course is blended or not is based on how much seat or classroom time is replaced with online activities. The decision on how much to 'blend' is based on where in the program the course falls, the content, and the audience. For instance, the courses offered in the first semester may benefit from having a larger percentage of face-to-face activity to help the student acclimate themselves to the online learning environment, each other, their instructors and the program. The percentage of online activity may be able to increase in subsequent semesters as students become more comfortable using technology for learning and the program requirements.

There is no set model that will determine how much seat time will be replaced with online activities and these percentages are not firmly fixed. The process by which to determine the percentage of activity online is also not a set formula. The underlying basis for any decision of what to teach online and what to teach in the classroom will be based on creating a good learning experience for our students.

Worksheet #1

Audience/Context Analysis

Dee Fink (2006) calls this sizing up the situational factors.

Audience – who are your students?

- Age 18 - 55
- Gender mostly female but about 8% male
- Culture/ethnicity mostly white
- Educational experience some right out of high school, others with a bachelor's in another discipline.
- Technological proficiency – extremely mixed, from the luddite to the saavy
- First time online? Experienced? Both
- How much prior knowledge, experience, etc. will the students have coming into your course? Basic computer skills, turn on the computer, navigate the Web.
- Technology available to the students? Computers in the lab, Internet access, library databases.

Context:

How many students do you expect to have enrolled. 20 in each section

What will the setting be (online, blended, face-to-face)? Blended and online

What type of classroom is available? Computer lab, Sakai and Elluminate

Where in the curriculum is your course placed? First semester

Content:

Is your subject convergent or divergent, stable or dynamic (changing all the time)

Dynamic, and divergent

What is your experience level teaching this subject?

Experienced

What is your teaching philosophy?

I believe students learn by doing but also by having learning experiences that they can apply to real-life situations. I believe that each student has an individual learning experience that differs from every other student. I know that students do not progress at the same rate and need high expectations with flexibility and encouragement.

How do you feel about teaching this subject?

I'm very excited.

What special challenge is there to teaching this subject well?

I am not a nurse, so the informatics content that is specific to nursing will be challenging for me to teach.

Worksheet #2

Learning Goals - from Dee Fink's book

Thinking 2 - 5 years out after the students take your course, what do you want them to retain from the course? What would you like them to get out of your course? (refer to the [Taxonomy of Significant Learning](#) handout)

Foundational Knowledge - understanding key content: facts, principles, concepts, etc.

Computer literacy and skills, informatics subjects: HIPAA, HIS, EHR, Telehealth and T.I.G.E.R.

Application - Thinking skills, other physical and intellectual skills, manage complex projects

Analysis and problem solving. Must learn how to identify resources that will help them do their projects

Integration - Connecting ideas, information, realms of life, etc.

Connect various topics with nursing and what they will need to understand when they go on clinical sites.

Human dimension - knowing how to interact with oneself and with others.

Also teaching them how to 'be human' in the online environment. So much of what they will do will be online, how to translate their professional personality to a text-based environment is important.

Caring - Making changes in one's feeling, interest, and values

They will understand why being computer saavy and understand informatics will help them be better nurses.

Leaning how to learn - learning how to keep on learning after the course in over
Talk through the VARK learning styles survey, talk through their issues with learning online vs. learning in the classroom. Team project should allow them an opportunity to reflect on learning collaboratively.

Write your learning goals that incorporates the answers to these questions. These are the overarching learning goals from which you will write your course learning objectives.

My goal is that the student will become computer saavy that in turn will support them through the rest of the program.

I also want them to take the lead in technology integration on the job after they graduate.

I want them to understand the importance of quality and safety in practice and how technology supports this.

I want them to remember this class as being fun!

Using your course goals to guide this process, write **5 - 10 course learning objectives**.

Course Objectives:

Upon completion of this course, the learner will:

- Gain competency in information and computer literacy and function, including information management and basic computing/desktop skills through satisfactory completion of the International Computer Driver's License (ICDL).
- Identify credible web resources for evidence-based research and education.
- Explore the use of computer technology for documentation, decision making, collaboration and networking
- Apply Netiquette best practices and protocol to communication technologies
- Identify resources for further learning and development of computer competence.
- Identify roles, competencies and skills of a nursing informatics specialist
- Explore the significance and role of the nurse as a knowledge worker.
- Explain the importance of Health Information Systems to clinical practice.
- Apply policy and protocol of protected patient health information when using Health Information Systems.
- Explore emerging technologies and other issues that will impact nursing and health care

Worksheet #3 - Assessment and Feedback

How will you know if the students achieve these goals? Assessment and Feedback. Dee Fink recommends using a table like this one (Fink, 2003, Exhibit A.1, p. 264):

Learning Objectives for the course	Procedures for Evaluation Student Learning:	Learning Activities:	Resources:
1. Gain competency in information and computer literacy and function, including information management and basic computing/desktop skills through satisfactory completion of the International Computer Driver's License (ICDL).	ICDL Module Quizzes and Projects	ICDL Module worksheets	ICDL Syllabus Tutorials
2.			
3.			
4.			
5.			

For each general objective you identified, what information can you gather that will tell you and each student about individual progress toward that objectives? About how well the class is learning?

For which goals are paper and pencil evaluation sufficient? Which need reflective writing, Performance assessment?

What kind of feedback and assessment can you provide that will go beyond just providing a basis for the grade and will actually enhance the learning process?

Learning activities - what type of learning activities will help the student be successful on the assessments.

Resources - what resources will the student need and can you get to support the of the learning activities. May be people, places, or things, including media.

Worksheet #4

List of topics (that will become lessons, units or modules). This does not have to be an extensive outline, just your main topics and maybe some sub-topics if that helps you organize the content.

Unit 1: The Building Block of Informatics

Module 1: Overview of Nursing Informatics - Definition, concepts, tool, decision support systems, human-computer interaction.

Module 2: Nursing Informatics (NI) Roles, Competencies and Skills - historical development of NI, concept of nurses as knowledge workers, evolving roles and competencies of NI practice.

Module 3: Information and Knowledge Needs of Nurses in the 21st Century - goal of informatics, how nurses create and use clinical knowledge and clinical decision support processes.

Unit 2: Computer Literacy and Proficiency

Module 4: International Computer Driving License (ICDL)

- Concepts of Information and Communication Technology (ICT) - hardware and software, information networks, Information and Communication Technology (ICT), security issues, legal issues in relation to copyright and data protection.

- Using the Computer and Managing Files - Operating system, navigating the graphical user environment, file management, compression software, anti-virus programs, text editing and printing.

- Word Processing, Spreadsheets, Presentations - document management and saving, help functions, formatting, tables, images, mail merge, page settings and spell-check, math formulas, chart creation, slide designs and layouts, apply animation and transitions.

- Using Databases, Web Browsing and Communication - what is a database, create and modify a database, sort and filter, create a form, reports, definition of Internet, web browsing tasks using various Internet search engines, email, netiquette, spellcheck, reply to and forward, attachments, organizing and managing email.

Module 5: Social Networking - Social Bookmarking, Facebook, wikis

Module 6: e-Portfolios - e-portfolio definition, process and creation

Unit 3: Informatics Applications

Module 7: Ethical Applications of Informatics - ethical dilemmas in nursing informatics, professional responsibility, ethical model and decision making.

Module 8: Overview of Health Insurance Portability and Accountability Act of 1996 - Description of HIPAA, how it applies to nursing practice.

Module 9: Securing Information in a Network - Information fair use and copyright, securing information on a network, user authentication, threats to network security.

Module 10: Administrative and Clinical Health Information Systems - health information systems, function and clinical information output.

Module 11: The Electronic Health Record (EHR) and Clinical Informatics - EHR, common components, benefits of, ownership, flexibility to meet needs of clinicians and patients.

Unit 4: Consumer Information, Education and Telehealth

Module 12: Supporting Consumer Information and Educational Needs - health literacy and ehealth,

technology-based approaches to consumer health education, barriers to use of technology, future approaches to technology supported consumer health information.

Module 13: Telenursing and Remote Access Telehealth - telehealth technology, clinical and nonclinical uses, protocols, legal, ethical and regulatory issues, role of the telenurse.

Module 14: Emerging Technology and the Generation of Knowledge - historical overview, technologies of today, what will affect the future, emerging technologies and issues, a technology wish list, what the future holds.

Complete the following charts, one for each topic. You can add more rows (right-click in the row to insert more rows) for each table and more tables for more topics/modules, or delete if you do not have 8 modules. I suggest that you use one row for each objective. An assessment might tie to more than one objective, as will the learning activities.

Topic #1: Overview of Nursing Informatics

Objectives:	Assessments	Learning Activities	Resources (what will you need for this module? websites, readings, activities, tests?)
<ul style="list-style-type: none"> • Define Nursing Informatics (NI) and key terminology • Explore NI metastructures, concepts and tools • Explain the sciences underpinning NI 	Module Quiz	Glossary Discussion Questions	Textbook Narrated lecture Google Doc for glossary Sakai

Module Outline

Module 1 Introduction

In this module we start exploring and defining informatics, knowledge generation and nurses as knowledge workers.

Module Objectives:

- Define Nursing Informatics (NI) and key terminology
- Explore NI metastructures, concepts and tools
- Explain the sciences underpinning NI

Learning Activities:

Reading: Chapter 6 of textbook
Mod1/Ch6 Quiz
Discussion question
Part I of the glossary project
Ice Breaker Discussion online

Time Estimation:

You should plan on spending at least 1 - 1.5 hours completing this module, including reading the chapter and participating in the learning activities.

In class activities

In class activities:

Introductions and Ice Breaker
Course Review, calendar/organizer, ICDL project

Break
Google Docs - sign in, access Glossary, Roster

Lecture, Reading and Notes
[Narrated lecture](#)

[Chapter 6 lecture handout](#)

Read Chapter 6: Overview of Informatics, *Nursing Informatics and the Foundations of Knowledge*, McGonigle and Mastrian

Module 1 Discussion Question 1 (M1DQ1)

Tell us about a time when informatics was used to your or another patient's benefit. What type of technology and/or information was use and how? Did you have some idea of how the experience might have happened differently is more or less technology would have been used?

Chapter 6 Discussion Question. Your first response is due by Monday at 11:59 p.m. Read and response to three others' postings for a minimum of 4 postings during the week. Second responses are due no later that Thursday at 11:59 p.m.

Glossary Activity
[Glossary](#) (using Google Spreadsheets)

We will be building a glossary throughout this course. Each week there will be a number of terms that you will need to find definitions for. Each term must have at least one definition and each student must contribute one definition. If all terms have been defined, you may find a different definition and post it under Definition #2.

Click on the link above to access the wiki we will be using for this activity (Google Spreadsheets).

Topic #2

Objectives:	Assessments	Learning Activities	Resources

Topic #3

Objectives:	Assessments	Learning Activities	Resources

Topic #4

Objectives:	Assessments	Learning Activities	Resources

Topic #5

Objectives:	Assessments	Learning Activities	Resources

Topic #6

Objectives:	Assessments	Learning Activities	Resources

Topic #7

Objectives:	Assessments	Learning Activities	Resources

Topic #8

Objectives:	Assessments	Learning Activities	Resources

Worksheet #5

Module Maps (two different version) (use for blended courses also)

What	Where	When	Notes
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Narrated mini-lecture or module overview			
Learning Activities discussion project papers quizzes exploration team assignments			
Assessments presentations papers projects tests/quizzes			
Student Feedback One minute Paper Brookfield's 5 questions one on one conversation?			

Worksheet #6

Course Organizer/Activity Tracker

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Week 1					
	Week 2					
	Week 3					
	Week 4					
	Week 5					
	Week 6					
	Week 7					
	Week 8					

Activity Tracker

Week/Module/Dates	Readings/Tutorials/Mini-lectures	Assignments	Assessments
Week 1 (Oct 12 - 18)			
Week 2 (Oct 19 - 25)			

Worksheet #7

Syllabus

Worksheet #8

How this Course Works

I will copy the standard module into your course. You will need to add the specifics for your course. We can be creative with this module as well, perhaps a scavenger hunt, a video recording, or a game. Just let me know what you want to do.

How you will 'attend' class

This course is a blended course, which means that some of the face-to-face on-campus meetings will be replaced with online activities and discussion. This section will explain how this course will function and what will be expected of you, the student.

Even though you do not have to come to class during the 'online' weeks, you do have to schedule time to participate in the learning activities online. Your blended courses will require roughly the same amount of time as a face-to-face (F2F) course, if not a bit more because it combines your 'class time' and study time together.

Let's figure out the time commitment so you can start setting aside enough time in your daily schedule to support your learning experience.

Students are required to log in at least 2 days of the week, but we strongly encourage you to participate **3 - 5 days**, as you will find it is easier to keep up with the interaction if you do. You will participate in the course by interacting with fellow students in the discussion forums, participating in groups activities, accessing content by reading materials and listening to lectures, and by completing individual assignments and assessments. Typically you can expect to spend 3 hours per week for each 1 hour of credit of the course. Let's do the math.

- For a 3 credit hour course: 3 credits X 3 hours = 9 hours per week

Of course, the actual time you spend in the course will depend on how fast you read, your comprehension level, and the difficulty of the content. Regardless, you would do well **to schedule 9 hours per week** with a couple of extra working sessions available if you need them.

Minimum System Requirements

Your computer must meet or exceed these minimum system requirements. If you have purchased a new computer in the last 3 years, there is a good chance that you have everything you need to be able to participate in online courses at MCON. If your computer is older than 3 years, please ensure that at least the minimum requirements are met.

	Windows	Mac OS
Processor	Pentium 4 or later	Any Intel-based Macintosh; any PowerPC G3 333 MHz or later
Memory	512 MB RAM	
Audio	SoundBlaster or compatible 16-bit	Built-in audio (included with your Mac)

	sound card with speakers or headphones	with either speakers or headphones.
CD-ROM	8x or better	
Access to the Internet	56K - dialup modem	
	Broadband via DSL, Cable or satellite when available	
Browser	Internet Explorer (usually comes with the Windows Operating System) Mozilla FireFox (download from www.mozilla.com) Safari (Mac only, usually comes with the Mac OS)	

Browser Plug-ins & Other Software Components

Media Plug-ins	Adobe Acrobat Reader	
	Quicktime Player	
	Flash Player	
Office Software	Word processing	Such as Word, WordPefect
	Spreadsheet	Excel
	Presentation	PowerPoint, Presenter

Course Structure

Informatics in Healthcare consists of 14 modules spread out over 12 weeks. When you click on one of the links for a module (in Modules on the NavBar), you will be taken to a Learning Unit that contains all of the materials and links you need to complete all of the activities, assignments, and assessments in that module. Also on the course NavBar are links for the following:

- **Announcements** - this will be the first page you see when you sign in. Be sure to pay attention to any announcements posted as they will contain important timely information
- **How This Course Works** - an over view of how you will attend the course and work through the semester
- **Syllabus** - read and print
- **Course Organizer** - your one-stop shop for everything you need to keep track off throughout the course. Print!
- **Modules** - these modules contain all of your content. You will always go to Modules to get to the 'course'.
- **Assignments** - a comprehensive list of all of the assignments in this course
- **Discussion Forums** - Although each module has a link that goes directly to the Discussions area, you also have the option of entering discussions directly from the navbar.
- **Group Pages** - you will be assigned to a group to do some of the work in this course. The group can participate in discussions and collaborate on working on the project in the group pages.
- **Gradebook** - You can check on your progress in this area. You can only see your own grades.

- **Instructional Resources** - Links to other websites used in the course and/or are good resources.
- **Faculty Information** - Biography, Contact information and availability of the instructors.
- **Technical Support** - This page lists who you should call when you have a problem. This information is also on the syllabus in case you can't get logged into Bb
- Communication - takes you to all of the communication tools in Bb, including Elluminate and email.
- Course Tools - links to all of the course tools available in Bb. This course does not use all of them.
- Course Map - opens a new window with a site map of all pages within the course.

How Do I Get Started?

- Read through this entire page
- Read through the Syllabus
- Review the Course Organizer (I highly recommend printing the Course Organizer and Activity list to use to track assignments and due dates)
- Start with Module One.

Each time you log into the course, read any new announcements and check the course organizer to see what you are supposed to be doing. Check the Discussion Forums, reading and responding to posts each day you log in. You will work on your assignments outside of 'online class time'. Team projects will require that you also check in with your team each time you log in. If you have any questions about the course, how it works, or any assignments, please post your questions in the Questions forum in the Discussion area. The instructors will be checking this forum most days of the week.

Ok, let's get started!!! Go to the Syllabus by clicking on Syllabus in the left NavBar.

Netiquette

The Core Rules of Netiquette are excerpted from the book *Netiquette* by Virginia Shea. Click on each rule for elaboration (these links will open in a new window and will go to the website).

- [Introduction](#)
- [Rule 1: Remember the Human](#)
- [Rule 2: Adhere to the same standards of behavior online that you follow in real life](#)
- [Rule 3: Know where you are in cyberspace](#)
- [Rule 4: Respect other people's time and bandwidth](#)

- [**Rule 5: Make yourself look good online**](#)
- [**Rule 6: Share expert knowledge**](#)
- [**Rule 7: Help keep flame wars under control**](#)
- [**Rule 8: Respect other people's privacy**](#)
- [**Rule 9: Don't abuse your power**](#)
- [**Rule 10: Be forgiving of other people's mistakes**](#)

Website is maintained as a service of Albion.com.

Course Organizer (as of 10/10/10)

Month	Week #	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August	1	22	23	24	25	26	27 - Week 1 On Campus 1st Class session <ul style="list-style-type: none"> Module 1 (ch 6) Meet on campus: Introductions, syllabus review, Review projects 	28
September	2	29	30 First DQ posts	31	1	2 Second DQ posts by 11:59 p.m. Chapter Quizzes close at 11:59 p.m	3 - Week 2 Online <ul style="list-style-type: none"> Module 2 (Ch 8) Glossary & Delicious Projects PATCH Assessment and Development Plan 	4
	3	5	6 First DQ posts	7	8	9 Second DQ posts by 11:59 p.m. Chapter Quizzes close at 11:59 p.m.	10 - Week 3 On Campus <ul style="list-style-type: none"> Module 3 (Ch 9) & 4 Glossary & Delicious Projects Review PATCH Assessment Review ICDL Syllabus and project Start ICDL Module 1 	11
	4	12	13 First DQ Posts	14	15	16 Second DQ posts by 11:59 p.m. Chapter Quizzes close at 11:59 p.m.	17 Week 4 Online: (mandatory Elluminate Web seminar) Friday night at 7 p.m. <ul style="list-style-type: none"> Module 5 Glossary & Delicious Projects Talk through Group Projects and form groups 	18
	5	19	20	21	22	23 ICDL Module 1 worksheet due	24 - Week 5 - On Campus <ul style="list-style-type: none"> Module 6 ICDL Module 1 Quiz (open 9/24 - 26) Glossary & Delicious Projects Meet on campus: Nicole Helle, Nursing Informatics, MMCI guest 	25

							<ul style="list-style-type: none"> speaker Start work on e-Portfolio (due 12/9) 	
	6	26	27	28	29	30 Chapter Quizzes close at 11:59 p.m.	1 - Week 6 - Online <ul style="list-style-type: none"> Module 7 and 8 Group B: Post HIPAA Topic presentation and Discussion Questions online Glossary & Delicious Projects Start on ICDL Mod 2 (due 10/15) 	2
October	7	3	4 First DQ posts	5	6	7 Chapter 7 & 8 Quizzes close at 11:59 p.m. Second DQ posts by 11:59 p.m.	8 - Week 7 - On Campus <ul style="list-style-type: none"> Group B: In class presentation and class activity Cut off for Midterm grades Glossary & Delicious Projects 	9
	8	10 Mid-term grades Due	11 Midterm Break	12	13	14	15 - Week 8 - Online <ul style="list-style-type: none"> Module 9 & 10 Group D: Post Healthcare Information Systems Topic presentation and Discussion Questions online Mod 10 DQ first post (team) Mid- Term Check in Glossary & Delicious Projects 	16
	9	17	18	19 Mod 10 DQs second post (team)	20	21 Mod 9 & 10 Quizzes close at 11:59 p.m. ICDL Mod 2 Worksheet	22 - Week 9 - On Campus <ul style="list-style-type: none"> Mid term check in Group D: HIS presentation and class activity ICDL Mod 2 Quiz No DQs 	23
	10	24	25	26	27	28	29 - Week 10 - Online	30

							<ul style="list-style-type: none"> • Module 11 • Group E: post presentation and discussion questions on EHR • Glossary & Delicious Projects • ICDL Mod 3 project • ICDL Mod 3 Quiz 	
	11	31	1 Mod 11 First DQ posts	2	3	4 Mod 11 Chapter Quiz closes at 11:59 p.m. Mod 11 Second DQ posts by 11:59 p.m.	5 - Week 11 - Online (Dr. Eli at conference) Module 12 <ul style="list-style-type: none"> • ICDL Module 4 project • ICDL Module 4 quiz • No DQs this week 	6
November	12	7	8	9	10	11 Mod 12 Quizzes close at 11:59 p.m.	12 - Week 12 On Campus Module 13 <ul style="list-style-type: none"> • Group E: EHR presentation and class activity • Group C - post presentation and Discussion questions on Telenursing and Telehealth • Glossary & Delicious Projects 	13
	13	14	15 Mod 13 First DQ posts (team)	16	17	18 Mod 13 Quizzes close at 11:59 p.m. Mod 13 Second DQ posts by 11:59 p.m.	19 - Week 13 - Online Module 14 <ul style="list-style-type: none"> • Group C: Online Presentation and class activity on Telenursing and Telehealth (Mandatory Illuminate session 11/19 7:00 pm) • No DQs 	20
	14	21	22	23	24	25 - Thanksgiving Break	26 - Week 14 - online	27
	15	28	29	30	1	2 Mod 14 Quizzes close at 11:59 p.m.	3 - Week 15 - Online (Dr. Eli at conference) Module 14 <ul style="list-style-type: none"> • Group A - post presentation and 	4

							discussion questions on the T.I.G.E.R. Initiative <ul style="list-style-type: none"> ● ICDL Module 6 project ● ICDL Mod 6 quiz ● e-portfolio due 	
December	16	5	6 First DQ posts	7	8	9 Chapter Quizzes close at 11:59 p.m. Second DQ posts by 11:59 p.m. ICDL Module7 worksheet	10 - On Campus: Last Class <ul style="list-style-type: none"> ● Group A: presentation and class activity ● ICDL Mod 7 Quiz ● PATCH post assessment 	11
		12	13 Closing day for assignments and projects - EVERYTHING IS DUE by 11:59 p.m.	14	15	16	17 Final Grades Due	18

NOTE: These documents are subject to change during the semester. An announcement regarding changes and updated documents will be posted.

Activity Tracker (as of 10/22/10)

Week/Module/Dates	Readings/Tutorials/Mini-lectures	Assignments	Assessments
Weeks run from Friday to Thursday			
<p>Week 1 - On Campus 8/27 - 9/2) Module 1 - Overview of Nursing Informatics (NI)</p>	<p>Reading: Chapter 6</p> <p>Google Docs - roster and glossary</p> <p>Delicious - set up account</p>	<ul style="list-style-type: none"> • 1 DQ (online) First post due Monday and second post due no later than 11:59 p.m. Thursday. • Complete first part of Glossary Assignment on your individual Google Doc. 	<p>DQs: M1DQ1 Glossary Assignment</p> <p>Chapter 6</p>
<p>Week 2 - Online 9/3 - 9/9</p> <p>Module 2 - Nursing Informatics Roles</p>	<p>Reading: Chapter 8</p>	<ul style="list-style-type: none"> • PATCH Assessment (pre-test) and Development Plan - Due 9/3 Post to your individual group page • Add websites to Delicious • Glossary Project 	<p>M2DQ1</p> <p>Mod 2 Ch 8 Quiz</p>
<p>Week 3- On Campus 9/10 - 9/16</p> <p>Module 3 Information and Knowledge Needs of Nurses in the 21st Century & 4 International Computer Driving License (ICDL)</p>	<p>Reading: Chapter 9</p>	<ul style="list-style-type: none"> • Start on ICDL Module 1 worksheet (due 9/23, quiz on 9/24) • Add websites to Delicious • Glossary project 	<p>M3DQ1</p> <p>Mod 3Ch 9 Quiz</p>
<p>Week 4 - Online 9/17 - 9/23</p> <p>Module 5 - Web 2.0 Technology</p>	<p>Reading: No Reading</p>	<ul style="list-style-type: none"> • Online: (mandatory Elluminate Web seminar) Friday night at 7 p.m. (see instructions in module on how to access the 	<p>ICDL Module 1 worksheet (due 9/23, load in your individual group pages)</p> <p>ICDL Module 1 Quiz (open 9/24 - 26)</p> <p>No discussion questions this week</p>

		webinar) <ul style="list-style-type: none"> • Add websites to Delicious • Glossary Project 	
Week 5 - On Campus 9/24 - 9/30 Module 6 - e-Portfolios	Reading: Chapter 23 e-Portfolios	<ul style="list-style-type: none"> • Start work on e-Portfolio (due 12/9) • Add websites to Delicious • Glossary Project 	Mod 6 Ch23 Quiz
Week 6 - Online 10/1 - 10/7 Module 7 - Ethical Applications of Informatics & Module 8 - Overview of HIPPA	Reading: Chapter 10 Ethical Applications of Informatics & Chapter 11 Overview of HIPPA	<ul style="list-style-type: none"> • Group B - Post Presentation and discussion questions on HIPPA • Add websites to Delicious • Glossary Project • Start on ICDL Module 2 worksheet (due 10/15, quiz 10/15-10/17) 	Mod7 Ch10Quiz Mod 7 DQ Mod 8 Ch11 Quiz Mod 8 DQs facilitated by Group B
Week 7 - On Campus 10/8 - 10/14 Midterm Break 10/11 - 14	Reading:	<ul style="list-style-type: none"> • Group B: presentation and follow up class activity (in class) • Add website to Delicious • Glossary Project 	
Week 8 - Online 10/15 - 10/21 Module 9 & 10- Securing Information in a Network	Reading: Chapter 12 Securing Information in a Network & Chapter 14 Administrative and Clinical Health Information Systems (HIS)	<ul style="list-style-type: none"> • ICDL Mod 2 Worksheet and Quiz • Add websites to Delicious • Glossary Project • Group D - Post presentation and discussion questions on 	Mod9 Ch 12 quiz Mod 10 Ch 14 quiz ICDL Mod 2 Worksheet (due 10/21, quiz open 10/22-25) Mid term check in (in Module 10)

		<p>HIS</p> <ul style="list-style-type: none"> • Team (HIS) DQs 	
<p>Week 9 - On Campus 10/22 - 28</p>		<ul style="list-style-type: none"> • Complete ICDL Module 3 (Due 10/29) • Group D: In class presentation and class activity on HIS (10/22) 	<p>ICDL Module 3 Project (due 10/29, quiz open 10/29 - 31)</p>
<p>Week 10 - Online 10/29 - 11/4</p> <p>Module 11 - The Electronic Health Record (EHR)</p>	<p>Reading: Chapter 15 - Electronic Health Record (EHR)</p>	<ul style="list-style-type: none"> • Group 3: Post presentation and discussion questions on the EHR • Add website to Delicious • Glossary Project • Begin ICDL Mod 4 Project (due 11/5 in individual group pages) 	<p>Mod 11 Ch15 quiz</p> <p>DQs (facilitated by the team)</p> <p>ICDL Mod 3 projects (due 10/29 in individual group pages), quiz open 10/29 - 31</p>
<p>Week 11 - Online 11/5 - 11/11</p> <p>Module 12 - Supporting Consumer Information and Educational Needs</p>	<p>Reading: Chapter 16 - Supporting Consumer Information and Education Needs</p>	<ul style="list-style-type: none"> • Start on ICDL Mod 6 (due 12/3) • Add website to Delicious • Glossary Project 	<p>Mod12 Ch16 Quiz</p> <p>No DQs</p> <p>ICDL Mod 4 Project (due 11/5 in individual group pages), ICDL Mod 4 quiz (open 11/5 - 7)</p>
<p>Week 12 - On Campus 11/12 - 11/18</p> <p>Module 13 Telenursing and Remote Access Telehealth</p>	<p>Reading: Chapter 19 - Telenursing and Remote Access Telehealth</p>	<ul style="list-style-type: none"> • Group 3: In class presentation and class activity on EHR • Group 4: Post presentation and discussion on Telenursing and Telehealth • Add website to Delicious 	<p>Mod13 Ch19 Quiz</p> <p>DQs (facilitated by team)</p>

		<ul style="list-style-type: none"> Glossary Project 	
<p>Week 13 & 14- Online 11/19 - 12/2</p> <p>Module 14</p> <p>Thanksgiving break from 11/25 - 11/28</p>	<p>Reading: Chapter 24 - Emerging Technology and the Generation of Knowledge</p>	<ul style="list-style-type: none"> Group 4: Online presentation and class activity on Telenursing and Telehealth (Mandatory Elluminate session, 11/19 7:00 p.m) Start on ICDL Module 7 worksheet (due 12/9, quiz 12/10 - 13) 	<p>Mod14 Ch24 Quiz</p> <p>No DQ2</p> <p>ICDL Mod 6 Project due (12/3 in individual group pages), ICDL Mod 6 quiz (open 12/3 - 5)</p>
<p>Week 15 - Online 12/3 - 12/9</p>	<p>Possible readings on Web 2.0</p>	<ul style="list-style-type: none"> Group 5 - Post presentation and discussion questions on the T.I.G.E.R. Initiative 	<p>DQs (facilitated by team)</p> <p>ICDL Module 7 worksheet due (due 12/9, quiz 12/10 - 13)</p> <p>e-Portfolios due (12/9) Post URL to dicussion forum</p>
<p>Week 16 - On Campus Last class is 12/10 12/10 - 12/17</p>	<p>No reading</p>	<ul style="list-style-type: none"> Group 5: presentation and class activity on the T.I.G.E.R. Initiative All assignments must be completed by 12/13, NO EXCEPTIONS 	<p>Complete Course Improvement Discussion (open 12/11 - 13)</p>

NOTE: These documents are subject to change during the semester. An announcement regarding changes and updated documents will be posted.

Quality By Design

Definitions

For our purposes at Methodist College of Nursing, we follow these definitions:

All content online but not replacing any seat time with online activities - Web Enhanced

All content online and up to 2/3 seat time replaced with online activities (synchronous and asynchronous) - Blended

All content online and all seat time replaced with online activities (synchronous and asynchronous) - Online

All content will be online regardless. The determination of whether a course is blended or not is based on how much seat or classroom time is replaced with online activities. The decision on how much to 'blend' is based on where in the program the course falls, the content, and the audience. For instance, the courses offered in the first semester may benefit from having a larger percentage of face-to-face activity to help the student acclimate themselves to the online learning environment, each other, their instructors and the program. The percentage of online activity may be able to increase in subsequent semesters as students become more comfortable using technology for learning and the program requirements.

There is no set model that will determine how much seat time will be replaced with online activities and these percentages are not firmly fixed. The process by which to determine the percentage of activity online is also not a set formula. The underlying basis for any decision of what to teach online and what to teach in the classroom will be based on creating a good learning experience for our students.

Worksheet #1

Audience/Context Analysis

Dee Fink (2006) calls this sizing up the situational factors.

Audience – who are your students?

- Age
- Gender
- Culture/ethnicity
- Educational experience
- Technological proficiency
- First time online? Experienced?
- How much prior knowledge, experience, etc. will the students have coming into your course?
- Technology available to the students?

Context:

How many students do you expect to have enrolled.

What will the setting be (online, blended, face-to-face)?

What type of classroom is available?

Where in the curriculum is your course placed?

Content:

Is your subject convergent or divergent, stable or dynamic (changing all the time)

What is your experience level teaching this subject?

What is your teaching philosophy?

How do you feel about teaching this subject?

What special challenge is there to teaching this subject well?

Worksheet #2

Learning Goals - from Dee Fink's book

Thinking 2 - 5 years out after the students take your course, what do you want them to retain from the course? What would you like them to get out of your course?
(refer to the [Taxonomy of Significant Learning](#) handout)

Foundational Knowledge - understanding key content: facts, principles, concepts, etc.

Application - Thinking skills, other physical and intellectual skills, manage complex projects

Integration - Connecting ideas, information, realms of life, etc.

Human dimension - knowing how to interact with oneself and with others.

Caring - Making changes in one's feeling, interest, and values

Learning how to learn - learning how to keep on learning after the course is over

Write your learning goals that incorporates the answers to these questions. These are the overarching learning goals from which you will write your course learning objectives.

Using your course goals to guide this process, write **5 - 10 course learning objectives**.

Worksheet #3 - Assessment and Feedback

How will you know if the students achieve these goals? Assessment and Feedback. Dee Fink recommends using a table like this one (Fink, 2003, Exhibit A.1, p. 264):

Learning Objectives for the course	Procedures for Evaluation Student Learning:	Learning Activities:	Resources:
1.			
2.			
3.			
4.			
5.			

For each general objective you identified, what information can you gather that will tell you and each student about individual progress toward that objectives? About how well the class is learning?

For which goals are paper and pencil evaluation sufficient? Which need reflective writing, Performance assessment?

What kind of feedback and assessment can you provide that will go beyond just providing a basis for the grade and will actually enhance the learning process?

Learning activities - what type of learning activities will help the student be successful on the assessments.

Resources - what resources will the student need and can you get to support the of the learning activities. May be people, places, or things, including media.

Worksheet #4 - Topics

List of topics (that will become lessons, units or modules). This does not have to be an extensive outline, just your main topics and maybe some sub-topics if that helps you organize the content.

Complete the following charts, one for each topic. You can add more rows (right-click in the row to insert more rows) for each table and more tables for more topics/modules, or delete if you do not have 8 modules. I suggest that you use one row for each objective. An assessment might tie to more than one objective, as will the learning activities.

Topic #1

Objectives:	Assessments	Learning Activities	Resources (what will you need for this module? websites, readings, activities, tests?)

Topic #2

Objectives:	Assessments	Learning Activities	Resources

Topic #3

Objectives:	Assessments	Learning Activities	Resources

Topic #4

Objectives:	Assessments	Learning Activities	Resources

Topic #5

Objectives:	Assessments	Learning Activities	Resources

Topic #6

Objectives:	Assessments	Learning Activities	Resources

Topic #7

Objectives:	Assessments	Learning Activities	Resources

Topic #8

Objectives:	Assessments	Learning Activities	Resources

Worksheet #5 – Module Map or Outline

Module Maps (two different version) (use for blended courses also)

What	Where	When	Notes
Module Objectives			
Reading Assignment			
Narrated mini-lecture or module overview			
Learning Activities discussion project papers quizzes exploration team assignments			
Assessments presentations papers projects tests/quizzes			
Student Feedback One minute Paper Brookfield's 5 questions one on one conversation?			

Outline

Introduction

Objectives

Learning Activities

Lecture, Reading, Notes

Discussion questions

Other activities?

Assessment?

Worksheet #6

Course Organizer/Activity Tracker

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Week 1					
	Week 2					
	Week 3					
	Week 4					
	Week 5					
	Week 6					
	Week 7					
	Week 8					

Activity Tracker

Week/Module/Dates	Readings/Tutorials/Mini-lectures	Assignments	Assessments
Week 1 (Oct 12 - 18)			
Week 2 (Oct 19 - 25)			

Worksheet #7

Syllabus

Worksheet #8

How this Course Works

I will copy the standard module into your course. You will need to add the specifics for your course. We can be creative with this module as well, perhaps a scavenger hunt, a video recording, or a game. Just let me know what you want to do.

Quality By Design

Definitions

For our purposes at Methodist College of Nursing, we follow these definitions:

All content online but not replacing any seat time with online activities - Web Enhanced

All content online and up to 2/3 seat time replaced with online activities (synchronous and asynchronous) - Blended

All content online and all seat time replaced with online activities (synchronous and asynchronous) - Online

All content will be online regardless. The determination of whether a course is blended or not is based on how much seat or classroom time is replaced with online activities. The decision on how much to 'blend' is based on where in the program the course falls, the content, and the audience. For instance, the courses offered in the first semester may benefit from having a larger percentage of face-to-face activity to help the student acclimate themselves to the online learning environment, each other, their instructors and the program. The percentage of online activity may be able to increase in subsequent semesters as students become more comfortable using technology for learning and the program requirements.

There is no set model that will determine how much seat time will be replaced with online activities and these percentages are not firmly fixed. The process by which to determine the percentage of activity online is also not a set formula. The underlying basis for any decision of what to teach online and what to teach in the classroom will be based on creating a good learning experience for our students.

Worksheet #1

Audience/Context Analysis

Dee Fink (2006) calls this sizing up the situational factors.

Audience – who are your students?

- Age 18 - 55
- Gender mostly female but about 8% male
- Culture/ethnicity mostly white
- Educational experience some right out of high school, others with a bachelor's in another discipline.
- Technological proficiency – extremely mixed, from the luddite to the saavy
- First time online? Experienced? Both
- How much prior knowledge, experience, etc. will the students have coming into your course? Basic computer skills, turn on the computer, navigate the Web.
- Technology available to the students? Computers in the lab, Internet access, library databases.

Context:

How many students do you expect to have enrolled. 20 in each section

What will the setting be (online, blended, face-to-face)? Blended and online

What type of classroom is available? Computer lab, Sakai and Elluminate

Where in the curriculum is your course placed? First semester

Content:

Is your subject convergent or divergent, stable or dynamic (changing all the time)

Dynamic, and divergent

What is your experience level teaching this subject?

Experienced

What is your teaching philosophy?

I believe students learn by doing but also by having learning experiences that they can apply to real-life situations. I believe that each student has an individual learning experience that differs from every other student. I know that students do not progress at the same rate and need high expectations with flexibility and encouragement.

How do you feel about teaching this subject?

I'm very excited.

What special challenge is there to teaching this subject well?

I am not a nurse, so the informatics content that is specific to nursing will be challenging for me to teach.

Worksheet #2

Learning Goals - from Dee Fink's book

Thinking 2 - 5 years out after the students take your course, what do you want them to retain from the course? What would you like them to get out of your course?
(refer to the [Taxonomy of Significant Learning](#) handout)

Foundational Knowledge - understanding key content: facts, principles, concepts, etc.

Computer literacy and skills, informatics subjects: HIPAA, HIS, EHR, Telehealth and T.I.G.E.R.

Application - Thinking skills, other physical and intellectual skills, manage complex projects

Analysis and problem solving. Must learn how to identify resources that will help them do their projects

Integration - Connecting ideas, information, realms of life, etc.

Connect various topics with nursing and what they will need to understand when they go on clinical sites.

Human dimension - knowing how to interact with oneself and with others.

Also teaching them how to 'be human' in the online environment. So much of what they will do will be online, how to translate their professional personality to a text-based environment is important.

Caring - Making changes in one's feeling, interest, and values

They will understand why being computer saavy and understand informatics will help them be better nurses.

Leaning how to learn - learning how to keep on learning after the course in over
Talk through the VARK learning styles survey, talk through their issues with learning online vs. learning in the classroom. Team project should allow them an opportunity to reflect on learning collaboratively.

Write your learning goals that incorporates the answers to these questions. These are the overarching learning goals from which you will write your course learning objectives.

My goal is that the student will become computer savvy that in turn will support them through the rest of the program.

I also want them to take the lead in technology integration on the job after they graduate.

I want them to understand the importance of quality and safety in practice and how technology supports this.

I want them to remember this class as being fun!

Using your course goals to guide this process, write **5 - 10 course learning objectives**.

Course Objectives:

Upon completion of this course, the learner will:

- Gain competency in information and computer literacy and function, including information management and basic computing/desktop skills through satisfactory completion of the International Computer Driver's License (ICDL).
- Identify credible web resources for evidence-based research and education.
- Explore the use of computer technology for documentation, decision making, collaboration and networking
- Apply Netiquette best practices and protocol to communication technologies
- Identify resources for further learning and development of computer competence.
- Identify roles, competencies and skills of a nursing informatics specialist
- Explore the significance and role of the nurse as a knowledge worker.
- Explain the importance of Health Information Systems to clinical practice.
- Apply policy and protocol of protected patient health information when using Health Information Systems.
- Explore emerging technologies and other issues that will impact nursing and health care

Worksheet #3 - Assessment and Feedback

How will you know if the students achieve these goals? Assessment and Feedback. Dee Fink recommends using a table like this one (Fink, 2003, Exhibit A.1, p. 264):

Learning Objectives for the course	Procedures for Evaluation Student Learning:	Learning Activities:	Resources:
1. Gain competency in information and computer literacy and function, including information management and basic computing/desktop skills through satisfactory completion of the International Computer Driver's License (ICDL).	ICDL Module Quizzes and Projects	ICDL Module worksheets	ICDL Syllabus Tutorials
2.			
3.			
4.			
5.			

For each general objective you identified, what information can you gather that will tell you and each student about individual progress toward that objectives? About how well the class is learning?

For which goals are paper and pencil evaluation sufficient? Which need reflective writing, Performance assessment?

What kind of feedback and assessment can you provide that will go beyond just providing a basis for the grade and will actually enhance the learning process?

Learning activities - what type of learning activities will help the student be successful on the assessments.

Resources - what resources will the student need and can you get to support the of the learning activities. May be people, places, or things, including media.

Worksheet #4

List of topics (that will become lessons, units or modules). This does not have to be an extensive outline, just your main topics and maybe some sub-topics if that helps you organize the content.

Unit 1: The Building Block of Informatics

Module 1: Overview of Nursing Informatics - Definition, concepts, tool, decision support systems, human-computer interaction.

Module 2: Nursing Informatics (NI) Roles, Competencies and Skills - historical development of NI, concept of nurses as knowledge workers, evolving roles and competencies of NI practice.

Module 3: Information and Knowledge Needs of Nurses in the 21st Century - goal of informatics, how nurses create and use clinical knowledge and clinical decision support processes.

Unit 2: Computer Literacy and Proficiency

Module 4: International Computer Driving License (ICDL)

- Concepts of Information and Communication Technology (ICT) - hardware and software, information networks, Information and Communication Technology (ICT), security issues, legal issues in relation to copyright and data protection.

- Using the Computer and Managing Files - Operating system, navigating the graphical user environment, file management, compression software, anti-virus programs, text editing and printing.

- Word Processing, Spreadsheets, Presentations - document management and saving, help functions, formatting, tables, images, mail merge, page settings and spell-check, math formulas, chart creation, slide designs and layouts, apply animation and transitions.

- Using Databases, Web Browsing and Communication - what is a database, create and modify a database, sort and filter, create a form, reports, definition of Internet, web browsing tasks using various Internet search engines, email, netiquette, spellcheck, reply to and forward, attachments, organizing and managing email.

Module 5: Social Networking - Social Bookmarking, Facebook, wikis

Module 6: e-Portfolios - e-portfolio definition, process and creation

Unit 3: Informatics Applications

Module 7: Ethical Applications of Informatics - ethical dilemmas in nursing informatics, professional responsibility, ethical model and decision making.

Module 8: Overview of Health Insurance Portability and Accountability Act of 1996 - Description of HIPAA, how it applies to nursing practice.

Module 9: Securing Information in a Network - Information fair use and copyright, securing information on a network, user authentication, threats to network security.

Module 10: Administrative and Clinical Health Information Systems - health information systems, function and clinical information output.

Module 11: The Electronic Health Record (EHR) and Clinical Informatics - EHR, common components, benefits of, ownership, flexibility to meet needs of clinicians and patients.

Unit 4: Consumer Information, Education and Telehealth

Module 12: Supporting Consumer Information and Educational Needs - health literacy and ehealth,

technology-based approaches to consumer health education, barriers to use of technology, future approaches to technology supported consumer health information.

Module 13: Telenursing and Remote Access Telehealth - telehealth technology, clinical and nonclinical uses, protocols, legal, ethical and regulatory issues, role of the telenurse.

Module 14: Emerging Technology and the Generation of Knowledge - historical overview, technologies of today, what will affect the future, emerging technologies and issues, a technology wish list, what the future holds.

Complete the following charts, one for each topic. You can add more rows (right-click in the row to insert more rows) for each table and more tables for more topics/modules, or delete if you do not have 8 modules. I suggest that you use one row for each objective. An assessment might tie to more than one objective, as will the learning activities.

Topic #1: Overview of Nursing Informatics

Objectives:	Assessments	Learning Activities	Resources (what will you need for this module? websites, readings, activities, tests?)
<ul style="list-style-type: none"> • Define Nursing Informatics (NI) and key terminology • Explore NI metastructures, concepts and tools • Explain the sciences underpinning NI 	Module Quiz	Glossary Discussion Questions	Textbook Narrated lecture Google Doc for glossary Sakai

Module Outline

Module 1 Introduction

In this module we start exploring and defining informatics, knowledge generation and nurses as knowledge workers.

Module Objectives:

- Define Nursing Informatics (NI) and key terminology
- Explore NI metastructures, concepts and tools
- Explain the sciences underpinning NI

Learning Activities:

Reading: Chapter 6 of textbook
Mod1/Ch6 Quiz
Discussion question
Part I of the glossary project
Ice Breaker Discussion online

Time Estimation:

You should plan on spending at least 1 - 1.5 hours completing this module, including reading the chapter and participating in the learning activities.

In class activities

In class activities:

Introductions and Ice Breaker
Course Review, calendar/organizer, ICDL project

Break
Google Docs - sign in, access Glossary, Roster

Lecture, Reading and Notes
[Narrated lecture](#)

[Chapter 6 lecture handout](#)

Read Chapter 6: Overview of Informatics, *Nursing Informatics and the Foundations of Knowledge*, McGonigle and Mastrian

Module 1 Discussion Question 1 (M1DQ1)

Tell us about a time when informatics was used to your or another patient's benefit. What type of technology and/or information was use and how? Did you have some idea of how the experience might have happened differently is more or less technology would have been used?

Chapter 6 Discussion Question. Your first response is due by Monday at 11:59 p.m. Read and response to three others' postings for a minimum of 4 postings during the week. Second responses are due no later that Thursday at 11:59 p.m.

Glossary Activity
[Glossary](#) (using Google Spreadsheets)

We will be building a glossary throughout this course. Each week there will be a number of terms that you will need to find definitions for. Each term must have at least one definition and each student must contribute one definition. If all terms have been defined, you may find a different definition and post it under Definition #2.

Click on the link above to access the wiki we will be using for this activity (Google Spreadsheets).

Topic #2

Objectives:	Assessments	Learning Activities	Resources

Topic #3

Objectives:	Assessments	Learning Activities	Resources

Topic #4

Objectives:	Assessments	Learning Activities	Resources

Topic #5

Objectives:	Assessments	Learning Activities	Resources

Topic #6

Objectives:	Assessments	Learning Activities	Resources

Topic #7

Objectives:	Assessments	Learning Activities	Resources

Topic #8

Objectives:	Assessments	Learning Activities	Resources

Worksheet #5

Module Maps (two different version) (use for blended courses also)

What	Where	When	Notes
Module Objectives			
Reading Assignment			
Narrated mini-lecture or module overview			
Learning Activities discussion project papers quizzes exploration team assignments			
Assessments presentations papers projects tests/quizzes			
Student Feedback One minute Paper Brookfield's 5 questions one on one conversation?			

Worksheet #6

Course Organizer/Activity Tracker

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Week 1					
	Week 2					
	Week 3					
	Week 4					
	Week 5					
	Week 6					
	Week 7					
	Week 8					

Activity Tracker

Week/Module/Dates	Readings/Tutorials/Mini-lectures	Assignments	Assessments
Week 1 (Oct 12 - 18)			
Week 2 (Oct 19 - 25)			

Worksheet #7

Syllabus

Worksheet #8

How this Course Works

I will copy the standard module into your course. You will need to add the specifics for your course. We can be creative with this module as well, perhaps a scavenger hunt, a video recording, or a game. Just let me know what you want to do.

How you will 'attend' class

This course is a blended course, which means that some of the face-to-face on-campus meetings will be replaced with online activities and discussion. This section will explain how this course will function and what will be expected of you, the student.

Even though you do not have to come to class during the 'online' weeks, you do have to schedule time to participate in the learning activities online. Your blended courses will require roughly the same amount of time as a face-to-face (F2F) course, if not a bit more because it combines your 'class time' and study time together.

Let's figure out the time commitment so you can start setting aside enough time in your daily schedule to support your learning experience.

Students are required to log in at least 2 days of the week, but we strongly encourage you to participate **3 - 5 days**, as you will find it is easier to keep up with the interaction if you do. You will participate in the course by interacting with fellow students in the discussion forums, participating in groups activities, accessing content by reading materials and listening to lectures, and by completing individual assignments and assessments. Typically you can expect to spend 3 hours per week for each 1 hour of credit of the course. Let's do the math.

- For a 3 credit hour course: 3 credits X 3 hours = 9 hours per week

Of course, the actual time you spend in the course will depend on how fast you read, your comprehension level, and the difficulty of the content. Regardless, you would do well **to schedule 9 hours per week** with a couple of extra working sessions available if you need them.

Minimum System Requirements

Your computer must meet or exceed these minimum system requirements. If you have purchased a new computer in the last 3 years, there is a good chance that you have everything you need to be able to participate in online courses at MCON. If your computer is older than 3 years, please ensure that at least the minimum requirements are met.

	Windows	Mac OS
Processor	Pentium 4 or later	Any Intel-based Macintosh; any PowerPC G3 333 MHz or later
Memory	512 MB RAM	
Audio	SoundBlaster or compatible 16-bit	Built-in audio (included with your Mac)

	sound card with speakers or headphones	with either speakers or headphones.
CD-ROM	8x or better	
Access to the Internet	56K - dialup modem	
	Broadband via DSL, Cable or satellite when available	
Browser	Internet Explorer (usually comes with the Windows Operating System) Mozilla FireFox (download from www.mozilla.com) Safari (Mac only, usually comes with the Mac OS)	

Browser Plug-ins & Other Software Components

Media Plug-ins	Adobe Acrobat Reader	
	Quicktime Player	
	Flash Player	
Office Software	Word processing	Such as Word, WordPefect
	Spreadsheet	Excel
	Presentation	PowerPoint, Presenter

Course Structure

Informatics in Healthcare consists of 14 modules spread out over 12 weeks. When you click on one of the links for a module (in Modules on the NavBar), you will be taken to a Learning Unit that contains all of the materials and links you need to complete all of the activities, assignments, and assessments in that module. Also on the course NavBar are links for the following:

- **Announcements** - this will be the first page you see when you sign in. Be sure to pay attention to any announcements posted as they will contain important timely information
- **How This Course Works** - an over view of how you will attend the course and work through the semester
- **Syllabus** - read and print
- **Course Organizer** - your one-stop shop for everything you need to keep track off throughout the course. Print!
- **Modules** - these modules contain all of your content. You will always go to Modules to get to the 'course'.
- **Assignments** - a comprehensive list of all of the assignments in this course
- **Discussion Forums** - Although each module has a link that goes directly to the Discussions area, you also have the option of entering discussions directly from the navbar.
- **Group Pages** - you will be assigned to a group to do some of the work in this course. The group can participate in discussions and collaborate on working on the project in the group pages.
- **Gradebook** - You can check on your progress in this area. You can only see your own grades.

- **Instructional Resources** - Links to other websites used in the course and/or are good resources.
- **Faculty Information** - Biography, Contact information and availability of the instructors.
- **Technical Support** - This page lists who you should call when you have a problem. This information is also on the syllabus in case you can't get logged into Bb
- **Communication** - takes you to all of the communication tools in Bb, including Elluminate and email.
- **Course Tools** - links to all of the course tools available in Bb. This course does not use all of them.
- **Course Map** - opens a new window with a site map of all pages within the course.

How Do I Get Started?

- Read through this entire page
- Read through the Syllabus
- Review the Course Organizer (I highly recommend printing the Course Organizer and Activity list to use to track assignments and due dates)
- Start with Module One.

Each time you log into the course, read any new announcements and check the course organizer to see what you are supposed to be doing. Check the Discussion Forums, reading and responding to posts each day you log in. You will work on your assignments outside of 'online class time'. Team projects will require that you also check in with your team each time you log in. If you have any questions about the course, how it works, or any assignments, please post your questions in the Questions forum in the Discussion area. The instructors will be checking this forum most days of the week.

Ok, let's get started!!! Go to the Syllabus by clicking on Syllabus in the left NavBar.

Netiquette

The Core Rules of Netiquette are excerpted from the book *Netiquette* by Virginia Shea. Click on each rule for elaboration (these links will open in a new window and will go to the website).

- [**Introduction**](#)
- [**Rule 1: Remember the Human**](#)
- [**Rule 2: Adhere to the same standards of behavior online that you follow in real life**](#)
- [**Rule 3: Know where you are in cyberspace**](#)
- [**Rule 4: Respect other people's time and bandwidth**](#)

- **[Rule 5: Make yourself look good online](#)**
- **[Rule 6: Share expert knowledge](#)**
- **[Rule 7: Help keep flame wars under control](#)**
- **[Rule 8: Respect other people's privacy](#)**
- **[Rule 9: Don't abuse your power](#)**
- **[Rule 10: Be forgiving of other people's mistakes](#)**

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