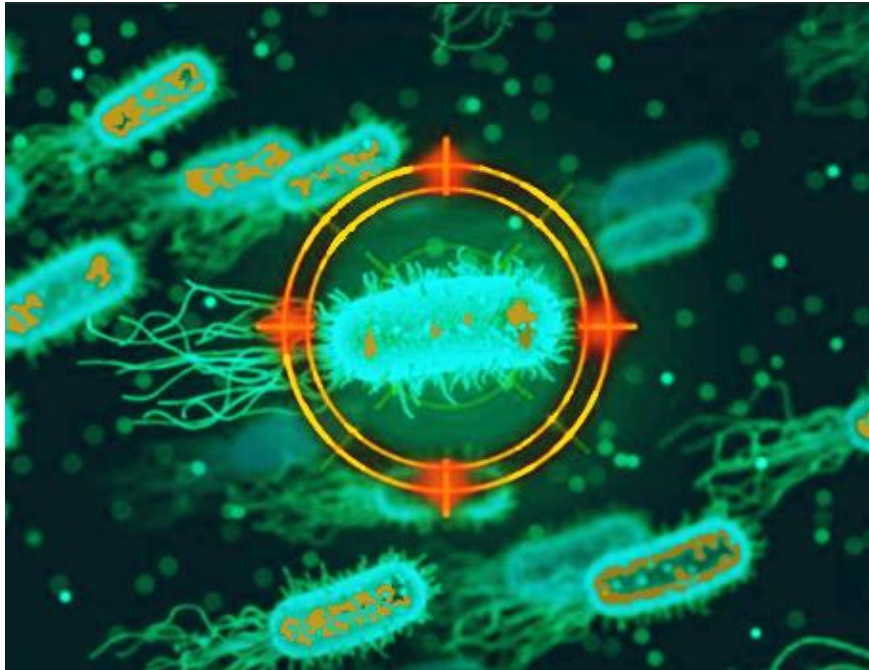




UNIVERSITY of MARYLAND
SCHOOL OF NURSING



Attacking an Infection with an Antiviral QM Template

Joanne Pinna, MS - Senior Instructional Technologist

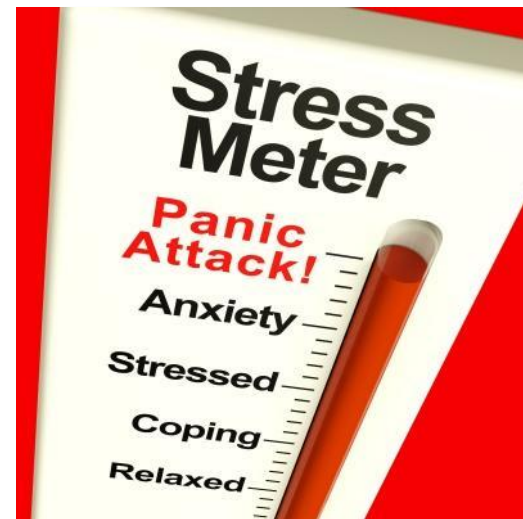
Angela Staten, MBA - Instructional Technologist

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

Faculty	Student
Variation of course styles	Frustration locating items
Limited use of purposeful online instructional practices	Increased stress & time in finding information
In need of guidance and options	Negative impact on performance



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 student evaluation and faculty evaluation you are also asked to complete.

Instructions For each of the following activities, please rate as KEEP, DUMP or FIX (if was appropriate in other ways. FIX-Improve means the activity is useful but need value. Please consider your long term learning needs as well as short term. Rating 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

tudents) > Course Documents > Syllabus and Course Manual > Syllabus Course Manual & Forms

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

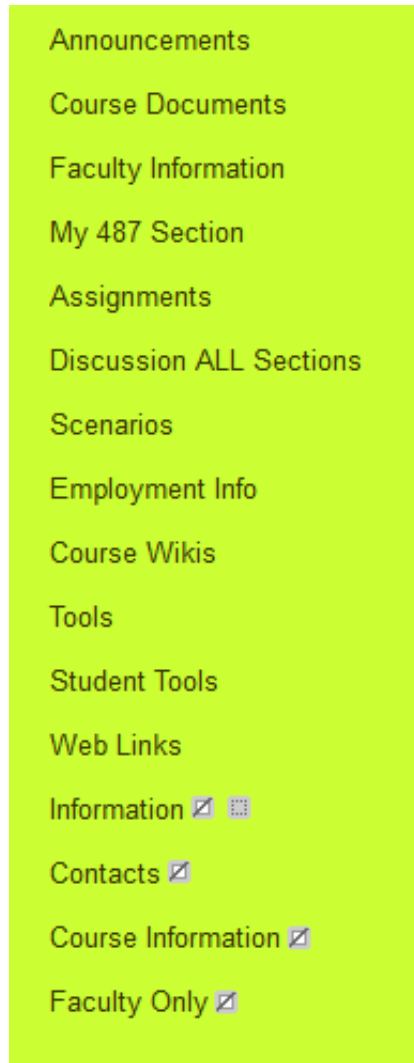
After logging on for the 1st time:

- 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:

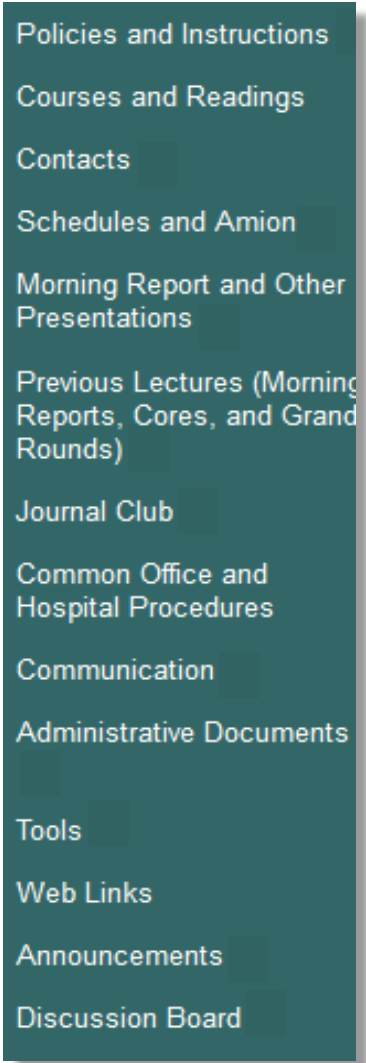
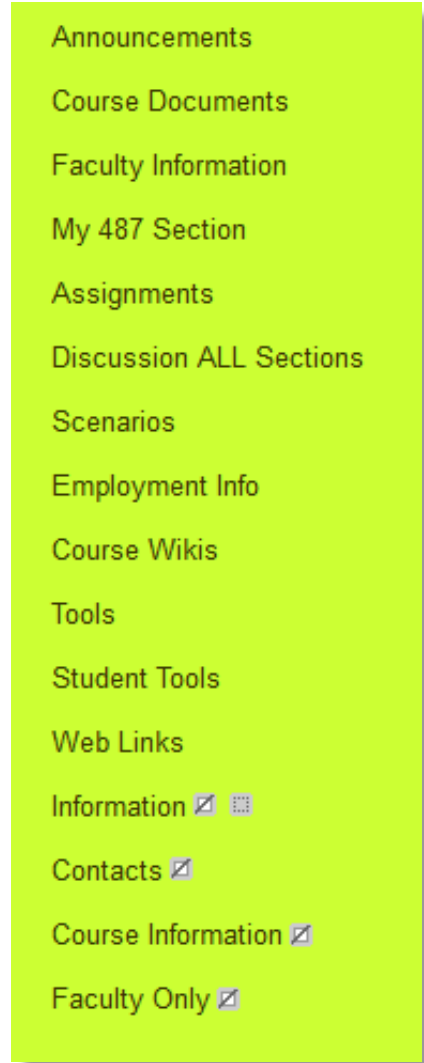
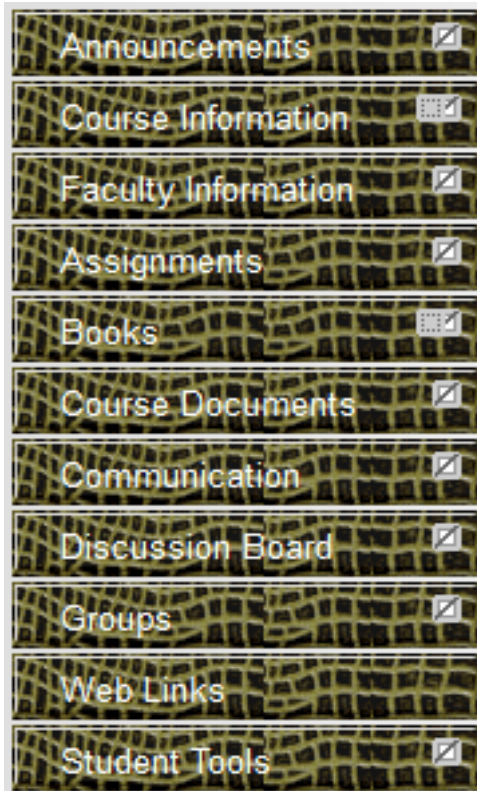
- Check for announcements by logging on at least 3-4 times weekly.
- Review scheduled modules and learning materials within the **Online Modules** section.
- Participate in weekly virtual discussions by posting/reading messages in the bulletin board located within the **Communication** tools.

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 I Course Templates

Web-Enhanced

Start Here
Announcements
Faculty Information
Course Information

Course Schedule
(web-enhanced)
Content (web-enhanced)
Assignments /
Assessments
Groups
Communication Tools
My Grades

Blackboard Tools
Help & Resources

Blended

Start Here
Announcements
Faculty Information
Course Information

Course Model / Schedule
Modules
Assignments /
Assessments
Groups
Communication Tools
My Grades

Blackboard Tools
Help & Resources

Web-Based

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

Vaccine - Phase II

One Unified Course Template

[Start Here](#)

[Announcements](#)

[Faculty Information](#)

[Course Information](#)

[Course Model / Schedule](#)

[Modules](#)

[Assignments /
Assessments](#)

[Collaborate Ultra](#)

[Groups](#)

[Discussion Board](#)

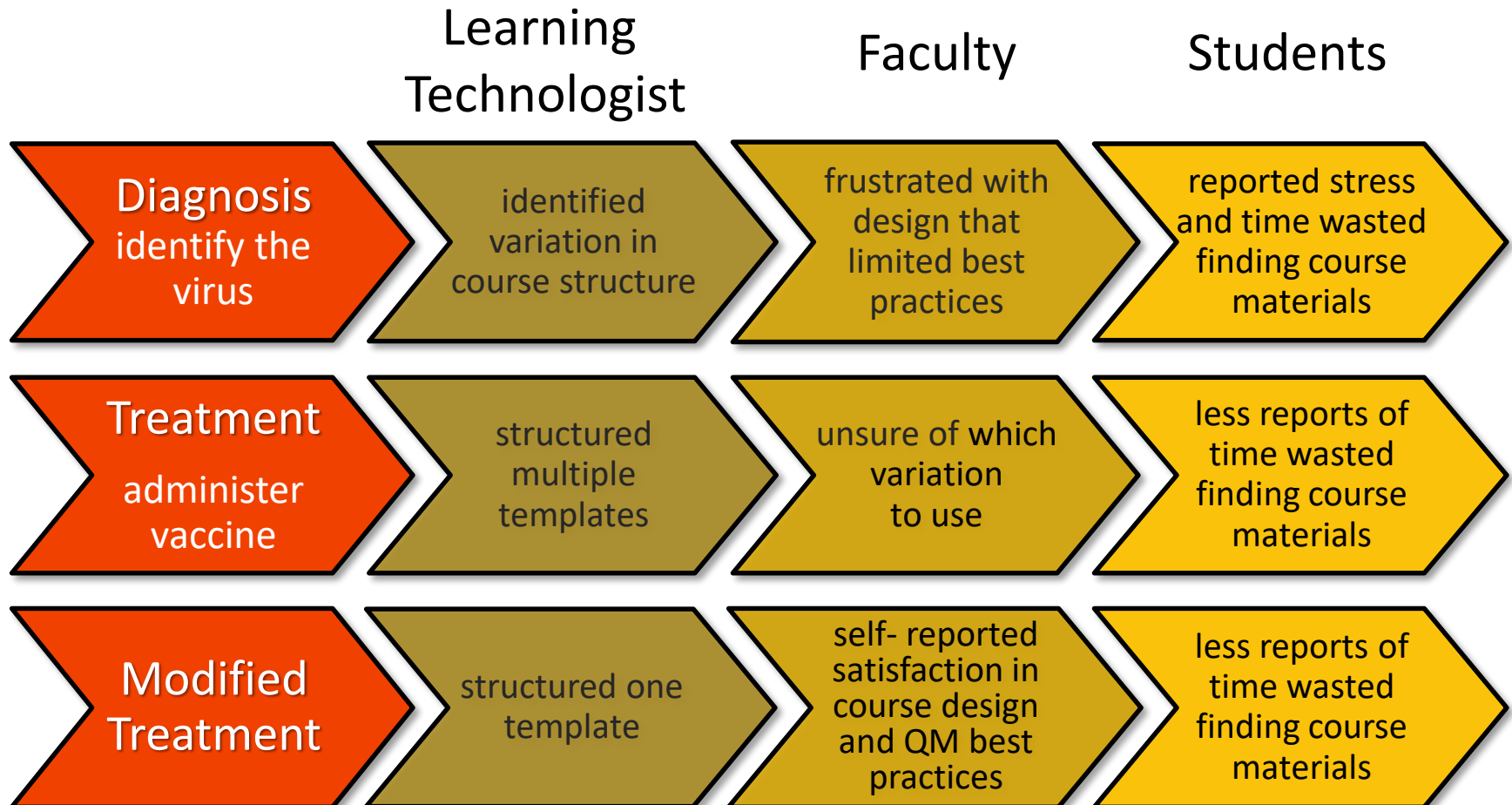
[My Grades](#)

[Communication Tools](#)

[Blackboard Tools](#)

[Help & Resources](#)

Diagnosis and Treatment of the Virus



Unified Course Template with QM Standards

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

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

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

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

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

Communication Tools

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

Blackboard Tools

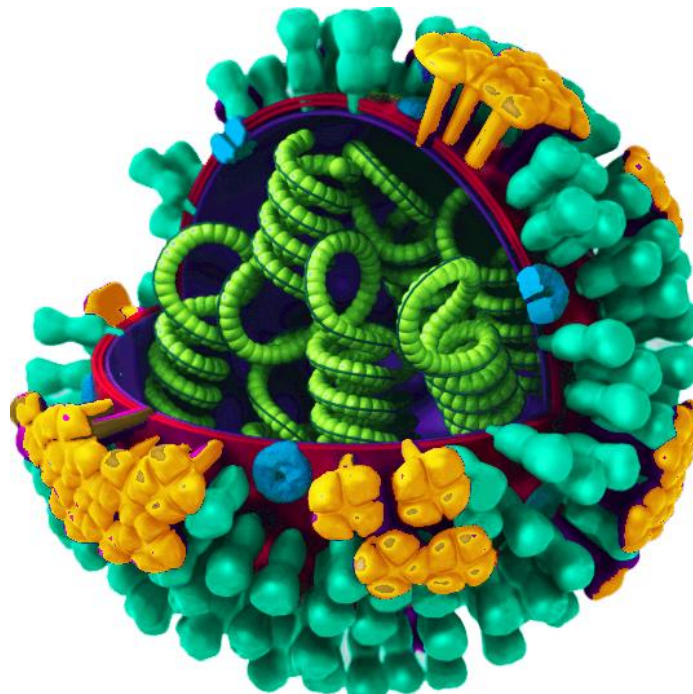
STANDARD 6.2 Course Technology

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



Start Here Template

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

Start Here

Welcome! Please use the menu links on the left to complete the following steps:

1. Go to **Course Information** and find the Syllabus and Course Information documents. Print and read them.
2. For more information on the faculty teaching the course, go to **Faculty Information**.
3. Next, go to **Communication Tools**, click the discussion board, and follow directions to introduce yourself to the class.
4. Finally, read the information below about each of the navigation areas.

Announcements - All announcements that involve every student and are related to this course will be posted here.

Faculty Information - This is where you can learn more about your faculty facilitators.

Course Information - This is where you will find the course syllabus and a web-based course information document. The course syllabus includes the objectives, readings, and evaluation and grading criteria. The web-based course information document tells about learning in the web-based course environment and is specific to this course.

Course Schedule / Model - This is where you will find the course model and course schedule.

Modules - This is where you will find all of the modules. Each module contains an overview, objectives, readings, and learning activities. These activities are designed to assist students in understanding the information presented in an online module, or are instructions to help students prepare for classes.

Assignments - You will find descriptions of your assignments with the rubrics for the grading criteria in the "Assignments" folder. This is also where you will upload and submit all assignment papers. Students may generally expect feedback on assignments within 2 weeks of submission. Feedback may be provided earlier if it is necessary to create the next assignment. You will find links to online quizzes and exams in the "Assessments" folder in this section. The quizzes and exams will become available at the scheduled date and time. Students need to read the exam information carefully prior to clicking the exam link.

Communication Tools - This is where you find all Blackboard communication tools that allow you to communicate with your instructors and classmates. There are multiple communication tools available in this section.

- **Collaborate Ultra** This is a web-conferencing tool that provides a platform for conducting synchronous web-based sessions. Students can attend online classes, online group meetings, online office hours or record presentations through Collaborate sessions.
- **Discussion Board**. This is where you will post answers to discussion questions and discuss the topic with your peers. The discussion should be focused on the discussion question and includes your ideas, experiences, and knowledge. Students should comply with the common rules of netiquette in all online communications.
- **Email**. This is where you can obtain email information and send emails to your classmates and faculty. You may send email to faculty and also use this to make appointments to meet in person or online for virtual office hours. All written communication should be done in a professional manner, and abide by the policy in the Student Handbook for conduct and behavior.

Groups - The group pages are for group work. This is where you will find a discussion board to collaborate with your group members. You will also find their email addresses and file exchange to share information and documents.

My Grades - This is where you can view your grades.

Blackboard Tools - This is where you can find various Blackboard tools available in the course. (eg. TurningPoint Registration Tool, Roster, calendar...)

Help & Resources - This is where you can find the information about how to get help on various issues when taking this Blackboard course. In the Help folder, students can find the information on getting help from campus Helpdesk or from the University of Maryland School of Nursing, Learning Technologies Office. Under the Resources folder, you will find UM Founding Campus resources and external resources from outside of UM Founding Campus.

Before Welcome Announcement Template

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

Welcome Template Creation

Announcements

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

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

UMSON Syllabi Template: Example and Instructions



Living our core values:
Accountability, Civility, Collaboration,
Diversity, Excellence,
Knowledge and Leadership

COURSE SYLLABUS

COURSE NUMBER

COURSE TITLE

CREDITS

FORMAT

COURSE MASTER

COURSE FACULTY

TIME

PREREQUISITE (P)

COREQUISITE (C)

COURSE DESCRIPTION

COURSE OBJECTIVES

At the completion of this course, the student will be able to:

- 1.
- 2.
- 3.

TEXTBOOK RESOURCE/REQUIREMENTS

Required textbooks:

Required resources:

Recommended resources:

COURSE REQUIREMENTS

EVALUATION AND GRADING

- 1.
- 2.
- 3.

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](#)

CONTENT SCHEDULE

Date	Topic	Reading/Schedule Assignment
Module 1:		
Module 2:		
Module 3:		
Module 4:		
Module 5:		
Module 6:		
Module 7:		
Module 8:		
Module 9:		
Module 10:		
Module 11:		

Modules



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

- 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)

Modules

Course # - Course Title

Module Components

- [Overview](#)
- [Assignments/Learning Activities](#)

Topics

- [Subtopic 1](#) (This is an optional area for subtopics related to the module)
- [Subtopic 2](#)
- [Subtopic 3](#)
- [Subtopic 4](#)

Module #: module title

OVERVIEW

Paragraph [paragraph](#), paragraph. Lorem ipsum dolor sit [amet](#), [consectetur](#) adipiscing elit, [sed](#) diam [nonummy](#) nibh [euismod](#) tincidunt ut [laoreet](#) dolore magna aliquam erat [volutpat](#). Ut [wisi](#) enim ad [minim](#) [veniam](#), [quia](#) nostrud [exerci](#) tation [ullamcorper](#) [suscipit](#) lobortis nisi ut [aliquip](#) ex ea [commodo](#), [consequat](#).

OBJECTIVES

At the conclusion of this module, the learner will be able to:

- Lorem ipsum dolor sit [amet](#)
- Lorem ipsum dolor sit [amet](#)
- Lorem ipsum dolor sit [amet](#)
- Lorem ipsum dolor sit [amet](#)

REQUIRED READINGS

- [Lorem ipsum dolor sit amet](#)
- Lorem ipsum dolor sit [amet](#)
- Lorem ipsum dolor sit [amet](#)
- Lorem ipsum dolor sit [amet](#)
- Lorem ipsum dolor sit [amet](#)

DIRECTIONS

Lorem ipsum dolor sit [amet](#).

Course # - Course Title

Module #: module title

Subtopic 1 Heading

SUBHEADING 1

Paragraph [paragraph](#), paragraph. Lorem ipsum dolor sit [amet](#), [consectetur](#) adipiscing elit, [sed](#) diam [nonummy](#) nibh [euismod](#) tincidunt ut [laoreet](#) dolore magna aliquam erat [volutpat](#). Ut [wisi](#) enim ad [minim](#) [veniam](#), [quia](#) nostrud [exerci](#) tation [ullamcorper](#) [suscipit](#) lobortis nisi ut [aliquip](#) ex ea [commodo](#), [consequat](#).

SUBHEADING 2

Paragraph [paragraph](#), paragraph. Lorem ipsum dolor sit [amet](#), [consectetur](#) adipiscing elit, [sed](#) diam [nonummy](#) nibh [euismod](#) tincidunt ut [laoreet](#) dolore magna aliquam erat [volutpat](#). Ut [wisi](#) enim ad [minim](#) [veniam](#), [quia](#) nostrud [exerci](#) tation [ullamcorper](#) [suscipit](#) lobortis nisi ut [aliquip](#) ex ea [commodo](#), [consequat](#).

SUBHEADING 3

Paragraph [paragraph](#), paragraph. Lorem ipsum dolor sit [amet](#), [consectetur](#) adipiscing elit, [sed](#) diam [nonummy](#) nibh [euismod](#) tincidunt ut [laoreet](#) dolore magna aliquam erat [volutpat](#). Ut [wisi](#) enim ad [minim](#) [veniam](#), [quia](#) nostrud [exerci](#) tation [ullamcorper](#) [suscipit](#) lobortis nisi ut [aliquip](#) ex ea [commodo](#), [consequat](#).

Course # - Course Title

Module #: module title

ASSIGNMENTS

Paragraph [paragraph](#), paragraph. Lorem ipsum dolor sit [amet](#), [consectetur](#) adipiscing elit, [sed](#) diam [nonummy](#) nibh [euismod](#) tincidunt ut [laoreet](#) dolore magna aliquam erat [volutpat](#). Ut [wisi](#) enim ad [minim](#) [veniam](#), [quia](#) nostrud [exerci](#) tation [ullamcorper](#) [suscipit](#) lobortis nisi ut [aliquip](#) ex ea [commodo](#), [consequat](#).

DIRECTIONS

Paragraph [paragraph](#), paragraph. Lorem ipsum dolor sit [amet](#), [consectetur](#) adipiscing elit, [sed](#) diam [nonummy](#) nibh [euismod](#) tincidunt ut [laoreet](#) dolore magna aliquam erat [volutpat](#).

Module Template Creation

Modules

Online Course

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 require training, adjustments in the specific tactics utilized, and on-going 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/or 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

- Bingham, D., & Main, E. K. (2010). Effective implementation strategies and tactics for leading change on maternity units. *The Journal of Perinatal & Neonatal Nursing*, 24(1), 32–42. doi:10.1097/JPN.0b013e3181c94a24.
- 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.


Module Components - Overview | Assignments
Topics - Data Measuring Plan | Audit Tools | Run Charts

Assignment Template Creation


Assignments

Assignments

Build Content 

Assessments 

Tools 

Partner Content 



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 "groupcasestudy#3.doc", just name it "groupcasestudy3.doc".

If you have any specific question concerning this, please e-mail nrsonline@umaryland.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.

Customers Service
Focused

Service Ticket System

Dedicated technologist
for each course and
faculty

Office main phone line
and email address

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!



UNIVERSITY *of* MARYLAND
SCHOOL OF NURSING

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