Quality Matters in Online Education

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Acknowledgements

We acknowledge the support of the Division of Nursing Bureau of Health Professions (BHPr), and the Health Resources Services Administration Department of Health and Human Services (DHHS). The funding for this project was received through the grant titled: Nurse Practitioners Managing Co-occurring Mental and Physical Disorders. The content and conclusions presented are those of the authors and not the position, policy or endorsement of the Division of Nursing, BHPr, DHHS or the US Government.

How do we provide the greatest access to NP education in the most timely, cost efficient method and guarantee there is quality?
Objectives

1. Discuss application of the Quality Matters rubric to courses offered online
2. Review modification of techniques used effectively in class to provide online quality education (synchronous and asynchronous methods)
3. Identify stumbling blocks and work around solutions in implementation of the online FNP and PMHNP programs

The Quality Matters program

Quality Matters definition

- “a faculty-centered, peer review process to certify quality of online and blended courses”
- Based on the best evidence around course design
- Not designed for course design...but it adapts well
Quality Matters categories

- Course Technology
- Learner Support
- Accessibility
- Instructional Materials
- Course Overview and Introduction
- Learner Interaction and Engagement
- Learning Objectives (Competencies)
- Assessment and Measurement

Quality Matters: Course Technology

Lecture Capture, Blogs, Adobe Connect, Peer Assessment

Quality Matters: Course Technology

Capturing and viewing standardized patient exams with the flip of a switch

Using lecture capture to provide richer feedback via incorporation of audio

Feedback from in-class group exams
- Objective Clinical Exam #2
  - Questions correctly answered:
  - Knowledge in common
denominator discipline
  - Challenges to common
  - feedback
  - Notable differences
  - Group well-versed
  - feedback

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Quality Matters: Learner Support

World-class library with a Nursing liaison

Strong, attentive faculty

Quality Matters: Instructional Materials

Mobile Resources

“Core 25” Online Texts

Effective synchronous & asynchronous methods

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Quality Matters: Course Overview and Introduction

- Especially important for online or blended courses:
  - Orientation
  - Course outline and schedule
  - Expectations
  - Policies
  - Required competencies
  - Introductions

Quality Matters: Learner Interaction & Engagement

- From the traditional classroom to the online classroom
  - Narrative cases
  - Clinical conferencing
  - Guest lectures
  - Case studies
  - Portfolio development
  - Community project
Adapting "narrative" cases

- Students can be:
  - Patients
  - Interviewers
  - Providers
  - Collaborators
  - Students
- Students can use:
  - Text chat
  - Audio conferencing
  - Breakout rooms
  - Polling
  - Discussion boards

Clinical conferencing

- Blogging assignments
  - Clinical site introduction
  - Wellness
  - Personal clinical story
  - Evidence based practice
  - Journal search
  - Family theory application
  - Self-evaluation
Guest Lectures
- Lecture Capture
- Expert Webinar

Case Studies
- Group work
- Feedback

Portfolio
- Online
- Individualized

Community Project
- Social Networks as community
- Social Media as educational tool
- YouTube channel
- YouTube videos

Evaluation Measures of Competence and Effectiveness
Quality Matters categories

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Quality Matters: Learning Objectives

- NONPF and AACN Competencies
  - Nurse Practitioner Core Competencies
  - Nurse Practitioner Primary Care Competencies in Specialty Areas
  - Essentials of Master’s Education for Advanced Nursing Practice
  - Criteria for Evaluation of Nurse Practitioner Programs

Quality Matters: Assessment and Measurement

- Evaluation in the online course is the same as the classroom with the exception of clinical exams for online students.
- Evaluation Components include
  - Written Tests using two step method
  - Recorded head to toe exam for health assessment
  - Final Practicum in advanced assessment
  - Required coursework including Community Project
  - Clinical exams in the four clinical courses
    - Individual
    - Group
**Two Step Testing Method**

- Two Stage exam, Pyramid exam, cooperative exam
- One exam, two attempts, individual and group
- Promotes Active Student Learning
- Positive feedback from students and faculty

**Health Assessment**

- Complete Head to Toe Exam
- Work on developing differential exam using case based approach
- Use breakout sessions which are facilitated by students at end of their clinical experience
- Practical exam using case scenario and student in class
- Two Step Exams

**Required coursework**

- Requirements in clinical courses include:
  - Community project (YouTube channel and videos)
  - Discussion boards
  - Blogging
  - Case studies
  - Portfolio

- Students and faculty prefer AUDIO feedback
  - Recorded evaluation about clinical progress
Clinical Exam
One Year of Clinical

- Students come to campus twice a term and complete two standardized patient exams.
- Use hired patients
  - Individual Exam
  - Group Exam
- Video the exam, student does self evaluation prior to faculty evaluation

Group Exams
Benefits of Group Visits

- Increased patient satisfaction
- Improved health behaviors
- Improvement in ADA standards of care
- Improved doctor-patient relationships
- Reduction in obesity
- Improved quality of life
- Improved control of mean blood glucose
- Reduction in blood pressure and cholesterol
- Decrease in emergency and urgent care visits
- Decrease in referrals to specialists
- Decrease in HbA1c levels
- Better medication compliance
- Increased self-efficacy

Conclusion...

Questions?

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