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WASHINGTON, DC



Quality Matters

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Incorporating

Quality Matters into Online
Curricula: Course
Examples

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ALIGNMENT

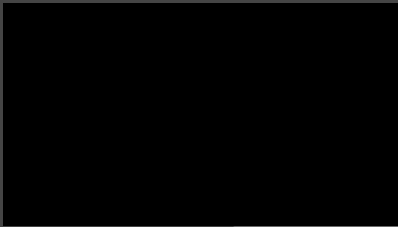
1. Learning Objectives
2. Assessment and Measurement
3. Instructional Materials
4. Learner Interaction and Engagement
5. Course Technology

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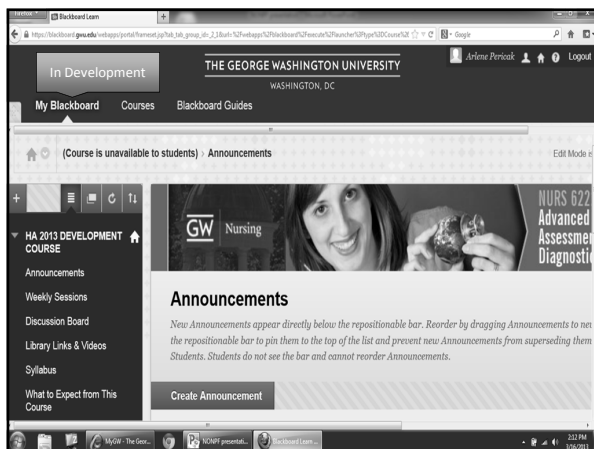
Alignment

What can happen when the goals, assessment, and learning activities for your course are not aligned?

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<https://www.youtube.com/watch?v=1k8aeDUC9XQ>
Professor Dancealot



The screenshot shows a Blackboard LMS interface. At the top, it says "In Development" and "THE GEORGE WASHINGTON UNIVERSITY WASHINGTON, DC". Below that are navigation tabs: "My Blackboard", "Courses", and "Blackboard Guides". The main content area shows a course page for "NURS 622 Advanced Assessment Diagnostic". A sidebar on the left lists course items: "Announcements", "Weekly Sessions", "Discussion Board", "Library Links & Videos", "Syllabus", and "What to Expect From This Course". The main announcements section has a "Create Announcement" button and a note: "New Announcements appear directly below the repositionable bar. Reorder by dragging Announcements to near the repositionable bar to pin them to the top of the list and prevent new Announcements from superseding them. Students do not see the bar and cannot reorder Announcements."

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Learning Objectives

Goal- The course learning objectives describe outcomes that are measurable

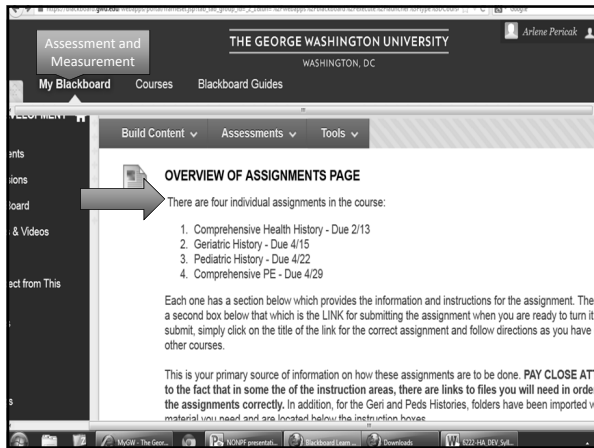
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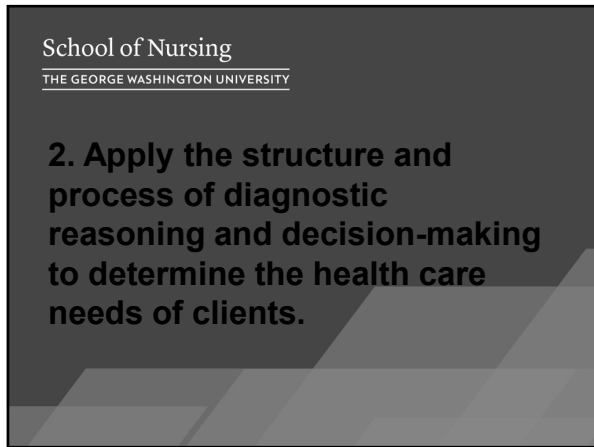
EXAMPLES

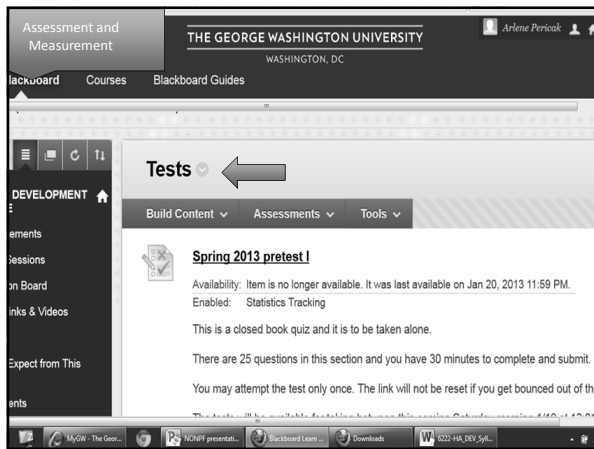
Course Objectives:
Upon completion of this course the student will be able to:

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1. Perform and accurately document comprehensive and focused health assessments using advanced history taking and communication skills, as well as physical exam techniques.







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Instructional Materials

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Aligned!

Bickley, L., Bates' Physical Examination and History Taking

Henderson, M., Tierney, L., & Smetana, G.,
The patient history: Evidence-based approach

Goolsby, M.J., & Grubbs, L., Advanced assessment:
Interpreting findings and formulating differential diagnoses

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Learner Interaction and Engagement

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1. Perform and accurately document comprehensive and focused health assessments using advanced history taking and communication skills, as well as physical exam techniques.

The screenshot shows a Blackboard LMS interface. At the top, it says 'Learner activities Engagement' and 'THE GEORGE WASHINGTON UNIVERSITY WASHINGTON, DC'. Below that, there are navigation tabs: 'My Blackboard', 'Courses', and 'Blackboard Guides'. The main content area is titled '(Course is unavailable to students) > Clinical Info, Files, Forms'. On the left, there is a sidebar for 'HA 2013 DEVELOPMENT COURSE' with links to 'Announcements', 'Weekly Sessions', 'Discussion Board', 'Library Links & Videos', 'Syllabus', and 'What to Expect from This Course'. The main content area has a sub-header 'Clinical Info, Files, Forms' with a dropdown menu containing 'Build Content', 'Assessments', and 'Tools'. Below this, there is a document icon labeled 'CLINICAL' with a downward arrow pointing to it. The text below the icon reads: 'Know that one of the most important parts of the NP program is clinical. As you are responsible for finding your own preceptors. Advanced planning is essential. Once an active contract is in place for your Health Assessment clinic about and arranging your first program-related clinical setting for Fall 2013.' At the bottom of the main content area, there is a link for 'CLINICAL SITE STATUS SURVEY'. The bottom of the screenshot shows a Windows taskbar with several open applications.

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2. Apply the structure and process of diagnostic reasoning and decision-making to determine the health care needs of clients.

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Examples

The faculty discussed the importance of diagnostic reasoning in this course, the learning objective included it, and it was assessed and measured in the test section.

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In the Development course, objective two and the learning activities were in the process of being aligned.

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SOAP note showing diagnostic reasoning; for example in heart failure students understand the important aspects of the history and physical.

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Specifically in Heart Failure (HF) students needs to demonstrate diagnostic reasoning by connecting the dots.

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**Heart Failure;
History-dyspnea on exertion...
PE-rales/crackles bilateraly,
enlarged heart with S3 gallop...**

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Another example;

Pt. comes in with a chief complaint of Breathing Trouble- differentiate between chronic lung disease or HF and show diagnostic reasoning.

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How do you align objective two with learner activities? Emphasize differential diagnoses and diagnostic reasoning in assignment directions, in the rubric, and give students an example of what they should do.

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My Blackboard Courses Blackboard Guides

Under called "body case scenarios" there are 7 or 8. You and your partner need to interview each other as "patient" and being the NP. As the patient, you need to assume the role (scenario) that you have been sent for the questions as best you can when you are interviewed by the NP per the patient scenario. As the NP, once you have interview, take a stab at the diagnosis. You should have a pretty good feel **IF** you have taken an appropriate history divulge to each other the "true" diagnosis in the **END** (make each other work for this, don't give it away during the get it right)

2. After you both have taken your turn as the NP and as the patient, hang up and write your own full SOAP note. You will need to hit the books to figure out what abnormal PE findings you could expect, what some possible diagnosis an acceptable management plan would be. The "S" or history write-up should be based on the **history that you see partner patient**. When you write-up your note and realize your forgot to ask certain things, state this in parentheses credit for this. This is normal! The "O" or PE write-up obviously will be fabricated as you did not actually examine write-up the **abnormalities that you might expect in a patient with that actual diagnosis**. You also need to include diagnosis/es and come up with a "P" management plan. Only write-up the system/s that would be appropriate patient's CC. More is not better and if you include unnecessary systems, points will be deducted!

3. Be sure to title the write up with your name, the week and the body system.

4. Submit this note to your faculty **through the weekly link** (provided right below!) for feedback and grading. IMPO must follow this format: LASTNAME system SOAP. So for example " SMITH cardiac SOAP, or JONES HEENT SOAP"

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My Blackboard Courses Blackboard Guides

Criteria	Full Credit
SUBJECTIVE: ID, CC and HPI	0 to 2 points Includes complete ID (age, sex, race, occupation, marital status); the CC; and the HPI (OLD CARTS or other system).
SUBJECTIVE: Histories, Meds/Allergies	0 to 3 points Includes Medications and allergies plus PERTINENT (and only pertinent) information from: PMHx, FHx, and Personal & Social Hx.
SUBJECTIVE: ROS	0 to 2 points Includes PERTINENT information from ROS.
OBJECTIVE: PE	0 to 1.5 points Includes PERTINENT data from observation and from Physical exam (both imagined, based on research).
ASSESSMENT	0 to 0.5 points Provides reasonable assessment(s) based on subjective and objective data. Does not INCLUDE subjective and objective data in the assessment.
PLAN	0 to 0.5 points Provides reasonable plan based on the assessment(s). There is at least 1 action in the plan for each assessment.
	0 to 0.5 points

