

Too many resources, Too little time

Donna Gregory, DNP WHNP RN, Assistant Professor of Nursing, Utica College
Krista Krause, MSN, FNP, RN Professor of Practice, Utica College

About Us

- ABSN Program Overview
 - Didactic Structure
 - Key 4 Courses
 - Experienced Faculty
 - RN to BS online

Why does the structure matter?

- Traditional online
 - Only one way to get to know faculty
- Lab and clinical faculty through partner
 - Communication
 - Site “happenings”
 - Student services
- Need to be “fair” between sites
- External pressure for course design (perfection)

Particular Courses

- 321, 371, 421, 471 (Med Surg)
- 326, 332, 333, 365, 366, 444, 446 (supportive, specialities)
- 311, 345, 312, 411, 412, 465 (leadership, broad scope)

What led to Becoming “Over-Resourced”

Initial Course Design

- Process provided by external partner
 - Experts in online education
- Instructional designer led the team
- Full time faculty or Subject matter experts
- Best practices:
 - Engage the students every week through discussions
 - Ungraded self-assessments in every module
 - Perfect video lectures

Initial course design

- Recipe for Success:
 - Adobe Captivate
 - Discussion boards
 - Ask the Professor
 - ALL ONLINE
 - ASYNCHRONOUS

Feedback

Students

- Overwhelmed
- Disconnected
- Go to site faculty/staff for questions
- Courses are sterile
- Discussions are meaningless

Faculty

- Underwhelmed
- Disconnected
- Where are my students?
- This feels awkward
- Discussions are meaningless

In addition

- Student- Faculty Interaction
 - Absent
 - Angry

Confusion

- We used best practices.
- We used tried and true strategies.
- What went wrong?

Focus

- Improving engagement, increasing quality interaction
- Discussions
 - If they don't make sense, they don't go in
- Presentations
 - Realistic not perfect
 - New products
 - Like a classroom
- Online presence
 - Synchronous component
 - Online office hours

Outcomes

- Increased positive interaction
- Increased engagement
- Increased satisfaction

which leads us to...

The Resource Pile Up

we just got a little too excited...

Resource and Engagement Addiction

- Too much of a good thing
- Within a year:
 - Recorded lectures, optional activities no one did, self-assessments no one did, and live sessions
 - Previous lectures, current recorded lectures, VCEs, Sherpath, SLS, Kaplan, Evolve, live sessions, self-assessment

Learning Activities

Pathophysiology Review:

- Here you can find the presentations from pathophysiology to review as needed. It is expected that you know this information, and while this course will focus on the nursing care, the content from pathophysiology will be applied throughout. As these videos are from another course, they are meant for review only. They are not inclusive of the information you will need to be successful in this course. In addition, they may include disease processes that are covered in this course so be sure to focus just on what you need.
 - [Lower Respiratory Tract Infections](#)



Interactive Learning Presentations:

- Review the following interactive learning presentations:
 - [Chest Tubes and Chest Surgeries](#)



- [Restrictive Lung Diseases](#)



- [Lower Respiratory](#)



- Download the accompanying [PowerPoints](#)

Learning Application Activity:

- Practice what you are learning in the [Pneumonia](#) activity
- Review the [Evolve](#) website for additional review materials. Do the student activities related to the topics/chapters in this module.

Lab:

- Review this module's [lab documents](#)

Clinical Learning Activities:

- Submit [clinical paperwork](#)

Assessment

Assignment:

- Submit the [Virtual Clinical Excursion](#) assignment

Summary and Review

Self-Assessment:

- Test your knowledge by taking this module's [self-assessment](#)

Students

- Overwhelmed
- Not sure what to focus on
- “Too many discrepancies”
- Using them all (no time left for other courses)

OLC 2016...Oh the resources!

Adaptive release

So far...

- Higher test averages
- Decreased failures
- Positive student feedback
- Able to monitor student progress
- More assessment points

