On line learning – a panacea for post registration students?

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On line learning – a panacea for post registration students?

Dr Karen Ousey
University of Huddersfield
Where is Huddersfield?
My office!

Inspiring tomorrow’s professionals
Traditional TV and LU Modules

- **Tissue Viability and Wound Management**
  - Module = 30 M level credits

- **Leg Ulcer Management** = 30 M level credits

- **Nurses and podiatrists**
  - Collaborative practice is an essential component of modern wound care however the reality remains that there is often little collaboration between the professions

- Moved forward to include all professional groups and industry representatives

- **Shared learning**

- **Practice element – mentors in clinical practice**

- **Specialist nurses/podiatrists involved in teaching**

- **Course management meetings x 3 per year**

- Evaluated positively
• Why were the online modules developed?
Challenges for practitioners

• Changing health care environment
• Funding pressures
• Staff release from clinical areas
• Updating for staff
• Evidence based care
• Research based care
• Sharing best practice
Challenges for Academics

- Time to develop!!
- Amount of information required
- Presentation of information to the user
- Varying levels of knowledge base of users
- IT skills
- Approaching relevant people to assist
- External Agencies

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On Line Development

- User Involvement:
  - Meetings with:
    - Practitioners
    - Specialist nurses
    - Specialist podiatrists
    - Students
    - Academic staff
    - IT specialists
• Benefits of online learning
Benefits

- Learn at a time that fits in with personal and professional commitments
- Can review the sessions regularly
- Know the students well
- Students know each other

- Use of forums promotes discussion
- Use of group tutorials promotes discussion
- Mentor in practice is involved in the e portfolio
- Updating is relatively easy for academics

Inspiring tomorrow’s professionals
• Disadvantages?
Disadvantages

- Time:
  - Time for development of materials
  - Change of working practices
  - Student support

- IT abilities of staff and students

- Students ‘scared’ of technology
• What do the courses look like?
Welcome

Tissue Viability & Wound Management

Leg Ulcer Management

Leanne Cook

Dr Karen Ousey

This symbol indicates that this slide has sound
Welcome and Introduction Session
Welcome to this area of UniLearn.
This is the page you will always see when first entering this course area – it is designed
Each title on this page is a link, which when clicked will open the item – this can be either
Please click on the title above, in order to access the first session.
In this session you will be introduced to the module, you will be informed about how to study.
We will also explain the many ways that are available for us to keep in contact with you, and vi

Course Materials for ALL Students
This course space in UniLearn is for students on both the Tissue Viability & Wound Management

Course Materials for Tissue Viability & Wound Management students ONLY

Course Materials for Leg Ulcer Management students ONLY
Uniformity and Consistency without stifling Creativity and Uniqueness

Course Introduction
Course Structure
A guide to your studying is laid out below.

As well as studying the course materials, you will regularly have tutorials with Karen and Leanne, and take part in online discussions with your classmates. These are an important part of distance learning, as they help prevent feelings of isolation, which can occur when studying alone.

For ALL Students
- Infection
- Guidelines and policy
- Pain associated with wounds
- TIME assessment
- Legal and ethical issues
- Critical appraisal
- Nutrition and healing
- Wound care products

For Tissue Viability & Wound Management Students
- Debridement issues
- Prevention and management of pressure ulceration
- Mattresses and pressure relieving systems
- Care of lower extremity wounds
- Negative pressure wound therapy
- Surgical Wounds

For Leg Ulcer Management Students
- Pathophysiology of arterial and venous disease
- Doppler assessment
- Compression bandaging
- Prevention of recurrence
- Lymphoedema
Course Introduction

Skype

Calling
Stay in touch. Make free calls to Skype calls or call mobiles and landlines home and abroad at low rates.

Video
Seeing is believing. Catch up face to face or get a whole group together on a video call.

Messaging
At your fingertips. You'll always be in the loop with instant messaging, video messaging and sending texts. Get that secret recipe off grandma in seconds.

Sharing
Share your world hand-in-hand, on video and as any size. Get that secret recipe off grandma in seconds.

New to Skype?
Learn how to get the most out of Skype

Skype for Windows

What you'll need to get started

A webcam so you can et people see you (optional for bad hair days).

An internet connection.*

Did you know? It doesn't matter what device your contact is using - you can still talk to them on Skype.

Skype for Mobile

Windows Phone
Download Skype for free from the Windows Phone Marketplace.

iPhone
The free Skype app is available in the App Store.

Android
You can download the free Skype app from Google Play.

What's in a Name?

Skype is all about communicating. It's a new way of communication that is simple and easy to use.
• E portfolio – assessed by the mentor in practice:
  – Pre designed competency statements
  – Pass/fail

• 2,000 word report
  – Reflect on a change in practice
The Challenge

• What difference has all this education made?

• How do we measure the difference to:
  – Practitioners
  – Patient Outcomes
  – Knowledge
  – Skills

• Academic course evaluation:
  – Pre and post knowledge testing
  – Do you assess knowledge and skills in clinical practice?
Clinical/Practice Teaching

- Learning in practice:
- Share knowledge
- Assess practitioners knowledge and application to clinical practice
- Audience response systems (ARS); electronic voting systems (EVS); Quizdom

- Objective Structured Clinical Assessments
- ‘Real life’ models
- Simulation
- Mentors in practice
- Expert Patients
Summary

• Students access course content outside class – can learn at their own pace – can ‘replay’ as often as necessary

• Time in tutorials is opened for enquiry, discussion, critical thinking and personalised attention

• Reduces student dependency on the tutor to provide ‘the teaching’

• Promotes independence and autonomy in studying
Remember.....

- Flip Learning

- Students need their tutors present to answer questions or to provide help if they get stuck; they don’t need their tutor present to listen to a lecture or review content.