

Appendix 1: Proposed eTopics Summary Report



Health Sciences Placement Network of BC

Proposed eTopics Summary

Enhancement Name:	e-Orientation Practice Education (eOPE)	Updated: June 14, 2006 DRAFT Version 1.0
Requestor(s):	BC Academic Health Council - Practice Education Innovation Fund	
Project Description:	The eOPE project will enhance HSPnet to integrate with and/or encompass tools for creating and managing online content to support orientation of students, faculty and preceptors. The tools will facilitate sharing of resources and "learning objects" that are developed across various health and human service programs and sites for orientation programs. Content will arise from existing orientation programs and will be built upon a template of prioritized orientation content. The resulting template, and eOPE tools to support collaboration and resource sharing, will improve effectiveness of orientation activities and will avoid duplication of effort by practice education partners.	
Document Purpose:	<ol style="list-style-type: none"> 1. To outline focus group priority content and topics and highlight features for eOPE module development. 2. To define eTopics and to source content available for eOPE curriculum development via HSPnet. 	

Focus Group Objectives and Summary

Under the recommendation by the eOPE Working Group, five focus groups comprised of students, faculty, and Receiving Agency staff from various health science disciplines were conducted to better understand orientation priority content or topics and e-learning design needs of users involved in the health practice education process.

The focus group sessions were composed of six to eleven participants from various health sciences program including Nursing, Pharmacy, Physical Therapy, Occupational Therapy, Speech Pathology, Social Work and Unit Clerks were recruited by eOPE Working Group members. The focus group session were 1.5 hours long and targeted four core questions with a questionnaire at the end. Core questions explored include:

- What information is needed by students *before* they arrive for a placement?
- What are the challenges to ensuring students complete e-orientation prior to their placement (explore: timing issues, access to computers, stability of email addresses, user ID's and passwords, etc.)
- What kinds of e-learning tools would help reinforce e-orientation (explore: multimedia tools, tests and quizzes, interactive prompts, photographs and images, etc.)
- What are the priority topics or areas of interest to students?

This following report summarizes the priority orientation topics and content gathered from the focus groups completed on June 9, 2006.

eOPE Module and eTopics Development

Legend: Yellow highlights indicate a design feature or concept of the eOPE module, as opposed to content for an eTopic.

e-Orientation Module Content and Design Topics			
(Source: Focus Groups May/June 2006)			
Role	Frequently Mentioned Topics	Conflicting Topics	Comments
Student/Faculty /Staff	Logistics <ul style="list-style-type: none"> Maps, floor plan, facilities, parking 		
	Security & Access <ul style="list-style-type: none"> Photo Identifications, Access card 		
	Destination/Unit Profiles <ul style="list-style-type: none"> Common Diagnosis, Patient Population, Number of beds Staff Contact information, Number of preceptor/Unit Schedule, Rounds, Rotation, Hours of preceptor 		Destination/Unit Profiles <ul style="list-style-type: none"> Include Procedures eg. Wound care Student preference to know schedule ahead of time eg. mid-term and finals dates, meetings, rounds, etc.
	Equipment Handling eg. Ceiling lift		
	Computer/Database System and Access eg. PYXIS, MDS		Computer/Database System <ul style="list-style-type: none"> May be too site specific or generally applied to students
	Policy <ul style="list-style-type: none"> Mandatory (PEG) eg. FOIPC – confidentiality, patient care handling, aggressive behaviour, WHMIS, etc Dress codes 		Policy <ul style="list-style-type: none"> Sign off on eg. Confidentiality and consent forms Reduce duplication, keep it simple, interactive Avoid repetitive policies- CRC
	Checklist – a tracking of mandatory requirements for completion		Modules to be printable/downloadable versions
	Links to Resources		Resource links eg. community profile, policy modules, Newborn and Maternal Care Package – CDCI Manual – Immunization Manual
Students/Faculty			
Students/Staff	Destination/Unit Profiles <ul style="list-style-type: none"> Acronyms and Abbreviations eg. DOAGS Process and Procedures eg. emergency information, medication Computer programs Dictation 	Learning Goals/Milestones & Expectations <ul style="list-style-type: none"> Staff preference towards providing blanket expectation of learner and preceptor Learning agreement – goals, discussion about learning styles and communication via online 	Learning Goals/Milestones & Expectations <ul style="list-style-type: none"> Students worry about having to learn everything online, aim to use it as reference - want a balance in expectation; often right after exams.

e-Orientation Module Content and Design Topics			
(Source: Focus Groups May/June 2006)			
Role	Frequently Mentioned Topics	Conflicting Topics	Comments
		and in-person	
	Role and impact within hospital and community <ul style="list-style-type: none"> Unit Staff/Role 	Videos <ul style="list-style-type: none"> Faculty discouraged auditory options as impractical 	Videos mentioned by VCHA may not be readily available content for e-orientation module pilot development
Faculty/Staff	Destination/Unit Profiles <ul style="list-style-type: none"> Clarity of role and expectations between instructors and preceptors/coordinators Accountability and responsibility of instructors vs HAs Communication process eg. between instructor, Student, preceptor 		Destination/Unit Profiles <ul style="list-style-type: none"> Communication include instructor/student most current contact Information
	Inter-professional placements –role and processes		
	Site Alerts <ul style="list-style-type: none"> Policy change – additional policies to clear through eg. CRNBC memberships, etc Unit Profile Procedures changes 		
	Site Profile <ul style="list-style-type: none"> Information related to employment opportunities as reference eg. Retention purposes and PE value as students on site/unit 		<ul style="list-style-type: none"> Resume template Customize consent – directed to potential work
Faculty	Policy <ul style="list-style-type: none"> Charts/Charting Scent – Personal Hygiene Security and Access <ul style="list-style-type: none"> Theft issues 		<ul style="list-style-type: none"> Resource sharing between school/program and site/unit eg. modules, course syllabus
Staff	Destination/Unit Profile <ul style="list-style-type: none"> Procedures eg. Tube, Lines, Drain (Acute and Community) 		
	Source links eg. community profile, policy modules, Newborn and Maternal Care Package – CDCI Manual – Immunization Manual		Link to get specific requirement – site courses to signup eg. CPR, etc
Student	Alerts <ul style="list-style-type: none"> Information on placement changes 		

eTopic Content Development and Sources

Under consideration and review are eTopics listed below in which resources have been provided by modules of general orientation currently used by the Vancouver General Hospital (VGH) and Children’s and Women’s Hospital (C&W). eTopic development and facilitation activities to source additional and existing orientation content are underway and a continuous process. If there are additional and suitable orientation content available to review from other agencies or Health Authorities, sites, programs, please submit to Mike Gagel at mike.gagel@vch.ca, or Jaime Woo at jwoo2@shaw.ca.

*Note: Non-VCH users must first go to <https://ccrs.vch.ca/SignUp/SignUp.aspx> to sign up for an account as “Public” and then click on the course links.

Module Content Available	eTopic Application: General or Unit Specific	Current Format	eTopic Source	SCORM Compliant
Infection Control – Basics	General	Internet Module*: http://ccrs.vch.ca/Catalog.aspx?cid=516	VCHA	Yes
Infection Control - Acute Care	General – Unit	Internet Module*: http://ccrs.vch.ca/Catalog.aspx?cid=453	VCHA	Yes
Infection Control - Community Care	General – Unit	Internet Module*: http://ccrs.vch.ca/Catalog.aspx?cid=458	VCHA	Yes
Infection Control - Long Term Care	General – Unit	Internet Module*: http://ccrs.vch.ca/Catalog.aspx?cid=461	VCHA	Yes
Waste Management	General	Internet Module*: http://ccrs.vch.ca/Catalog.aspx?cid=559	VCHA	Yes
Patient and Care Guidelines	General	Intranet	VCHA	-
Wound Care –multi- discipline (PT, etc)	General		VCHA	
Fire and Safety	General		C&W	Yes
Respiratory Mask Fitting	General		C&W	Yes
Breastfeeding	Unit Specific	Website	VCHA	
Ceiling Lift training	Unit Specific	DVD	VCHA	
Chronic disease management	Unit Specific	Online	VCHA	
Neuro Assessment	Unit Specific	Module – draft	VCHA	
CAPE tools	Unit/Program Specific			

To maximize resource sharing between Health Sciences Practice Education partnerships and project initiatives, below list a topic breakdown summary of the Practice Education Guidelines (PEG) arisen from the focus group sessions - distinguished by target audiences. PEG topics are sourced from the Practice Education Committee of BC's (PECbc) Integrated Guidelines for the Student Practice Education project.

Legend: Checks indicate topics covered during focus group sessions.

Practice Education Guidelines Topics – Popular eTopics to include as part of eOPE curriculum					
Student	Faculty	Staff	e-Topic Checklist	Category	Comments
			Prerequisites		
√	√	√	Criminal Records Check	General Policy – PEG	
√	√	√	Immunizations required +/-or recommended	General Policy – PEG	
√	√	√	Respiratory Mask Fit-testing	General Policy – PEG	
√	√	√	Cardiopulmonary Resuscitation current	General Policy – PEG	
√	√	√	Training on health authority systems (i.e. Electronic documentation)	Site Profile – Database Training	eg. PYXIS
			Orientation to facility/practice area for students (and faculty)		
			Neonatal Resuscitation current		unit specific
			On-Site – General		
			Evaluation of practice education experience		
√	√	√	Identification – photo	Site Profile - Security and Access	
√	√	√	Confidentiality/FOIPP	Policy - Consent Form	
√	√	√	Access to health authority online resources (i.e. intranet, LAN account)	Site Profile - Security and Access	
√	√	√	Parking (i.e. as to where, payment at staff rate)	Site Profile – Logistics	
√	√	√	Supervision of student by physician, contracted vendor, public or private funded affiliate	Unit Profile	
√	√	√	Expectations of students regarding conduct	General Policy – PEG	eg. professionalism
	√	√	Managing student performance issues	Site Profile	
			Remuneration to HA or supervisor by school for placement		
			Copyright/intellectual property		
			Research – student involved in or conducting		

Practice Education Guidelines Topics – Popular eTopics to include as part of eOPE curriculum					
Student	Faculty	Staff	e-Topic Checklist	Category	Comments
			Reimbursement for mileage and/or related placement costs		
			Vehicle ride-along		
			On-site sleeping facilities for students		
			Job Action – what students do in case of?		
			Use of onsite Health Authority Library		
			On-Site – Safety		
√	√	√	Reporting of accidents, injuries, incidents involving students	Site Profile - Security and Access	
	√	√	Infection control	Site Profile – Policy	
	√	√	Specific Training/education on WCB required content:	Site Profile – Policy	eg. additional policy for student to comply
	√	√	Fire safety	Site Profile – Policy	
	√	√	WHMIS	Policy – PEG	
	√	√	Prevention of Excessive/aggressive behaviour	Policy – PEG	
		√	Musculoskeletal injury prevention	Policy – PEG	
			Personal conflict or human rights infringements (recipient or perpetrator)		
			On-Site - Direct Care		
√	√	√	Access to Health Record (paper or electronic)	Site Profile - Database Training	
√	√	√	Documentation & signatory	Site Profile - Security and Access	Emphasis on electronic understanding
√	√	√	Medication Administration	Site Profile – Policy	Part of procedures and policies
√	√	√	Performing specialized skills and delegated functions	Site Profile – Policy	Unit specifics, student as advanced reading ,min. expectation
			Consent by client for student involvement in care		
			Orders – verbal/written		Unit specific
			Autopsy viewing		

Appendix 2: Focus Group Script (Staff example)

Focus Group Script -Staff

1. Welcome
 2. Thank you for coming.
 3. Intro to project- eOPE leverage by HSPnet – planning and design – info gathering session
 - a. What it will do – Student access, self-paced learning, profiles of user, unit, prerequisites info to know, may include test, quizzes, videos
 - b. Who and how it will help – reduce dupe of work, efficient, communication, promote resource sharing, etc
 - c. Funded through PEIF and BCAHC
 - d. Will pilot in Sept
 - e. Planning and design included the content development by HA side.
 4. Questions? How many have used or heard of HSPnet
 5. Explain what HSPnet is
 6. Before going around the table to introduce ourselves, I'll go over the Agenda (focus on self-paced and independent topics)
 - a. Priority topics considered available content development - wish list
 - b. Compliance and access (passwords)
 - c. Student priority topics
 - d. What are the topics necessary to cover? 3 topics?
 7. Explain very informal setting.
 8. Round table on
 - a. How do you currently orient the students? Binder, g-drive, in-person, checklist
 - b. What type of student so you take
 9. Thank them and Start Questions
-
10. Survey – please fill
 11. Thank you for everyone for taking the time – wonderful to meet everyone today!

Priority Topics & Subject Areas – for content development (wish list)

1. Consider the time currently spent orienting your students -how much of it could be done self-paced learning? Consider: Mandatory Topics eg. CPR & Useful Topics eg. Acronyms
2. What type of info would you like to see them already reviewed in advanced and independently?
3. How much of your current orientation can be realistically be done by the student independently?

Compliance & Computer Access

4. What happens currently if non-compliance? Can they begin or what measures taken to get them orientated?
5. How accessible are computers to students if non-compliance to mandatory orientation before start? Are there any challenges?
6. How many people have access to computers? – If you had access to student profile, and orientation history and status reports, would that be helpful before they arrive? Do you need information from the agency?
7. Would passwords and computer with internet access be a problem?
8. What are your thoughts on student access throughout curriculum or until program finish?
 - Ability to store historical data/placement
 - Some orientation need not retake.

Student Priority Topics

9. What is the most common orientation questions that students want to know? Eg. Contact info, unit profile, patient population
10. If students had only 2 hours to orientate, what subject areas need to have online? 3 topics eg. Specific, or prerequisites, etc -- what are the main 3 topics or subject areas to have available for students to cover?

Other Content development topics

11. What other things could ensure the success of e-orientation? Eg. Clear expectations
12. Do you think it will be difficult to transfer existing information into repository?
13. Anything else that we should consider to include in the e-content for students either in:
 - Content
 - Instructors/links
 - Profile
 - Reports

June 1, 2006

The purpose of this anonymous survey is to collect comments or suggestions that may not have arisen during today's Focus Group discussions.

1. In addition to the ideas discussed today, are there other topics or information that instructors or students need *before* students start their placement?

2. What is the proportion of your current student orientation that could be converted into self-paced learning in advance of placement?

3. How much time can students and instructors be expected to spend on self-paced learning in advance of a placement?

30 minutes 1 hour 1-2 hours 2-4 hours ½ to 1 day

4. What is your estimate of students and/or faculty will have ready access to an internet-connected computer for orientation purposes should online orientation becomes mandatory before placement start?

100% of Students 95% + 75% + 50% < 50%

5. What is your estimate of staff that have ready access to an internet-connected computer?

100% of Staff 95% + 75% + 50% < 50%

6. Other Suggestions or Comments to ensure the success of e-Orientation for Practice Education?

7. In August and early September we will be recruiting staff volunteers to test the e-Orientation system and 1 or 2 content modules. If you are interested in participating, please provide your contact information below:

Your Name: _____

Work or Message Phone: _____

Email: _____

Thank you for your participation and survey feedback.

Appendix 3: Focus Group Survey templates (Staff, Faculty, Students)



Health Sciences Placement Network of BC



Focus Group Survey - Faculty

June 7, 2006

The purpose of this anonymous survey is to collect comments or suggestions that may not have arisen during today's Focus Group discussions.

1. In addition to the ideas discussed today, are there other topics or information that instructors or coordinators need *before* students start their placement?

2. If advance completion of online orientation is *mandatory* for students and faculty, how much advance notice would you need in order to ensure you could complete the orientation?

3. What is your estimate of faculty that have ready access to an internet-connected computer?

100% of Faculty 95% + 75% + 50% < 50%

4. How much time can instructors be expected to spend on self-paced learning in advance of a placement?

30 minutes 1 hour 1-2 hours 2-4 hours ½ to 1 day

5. Other Suggestions or Comments to ensure the success of e-Orientation for Practice Education?

6. In August and early September we will be recruiting faculty volunteers to test the e-Orientation system and 1 or 2 content modules. If you are interested in participating, please provide your contact information below:

Your Name: _____

Work or Message Phone: _____

Email: _____

Thank you for your participation and survey feedback.

May 18, 2006

The purpose of this anonymous survey is to collect comments or suggestions that may not have arisen during today's Focus Group discussions.

1. In addition to the ideas discussed today, are there other topics or information that students need before starting their placement?

2. If advance completion of online orientation is *mandatory* for students, how much advance notice would you need in order to ensure you could complete the orientation?

3. What is your estimate of students that have ready access to an internet-connected computer?

100% of Students 95% + 75% + 50% < 50%

4. How much time can students be expected to spend on self-paced learning in advance of a placement?

30 minutes 1 hour 1-2 hours 2-4 hours ½ to 1 day

5. Other Suggestions or Comments to ensure the success of e-Orientation for Practice Education?

6. In August and early September we will be recruiting student volunteers to test the e-Orientation system and 1 or 2 content modules. If you are interested in participating, please provide your contact information below:

Your Name: _____

Home or Message Phone: _____

Email: _____

Thank you for your participation and survey feedback.

9. Co-Investigators and Students: Use box 45 if additional space is needed.

9a. Complete 9.a. if this is research for a graduate degree:

Surname (ALL CAPS): Given Name(s): UBC Faculty / Department: UBC Division (If applicable): <input type="checkbox"/> UBC Vancouver, <input type="checkbox"/> UBC Okanagan, Type of degree program: <input type="checkbox"/> Masters <input type="checkbox"/> Doctorate <input type="checkbox"/> Resident I agree to abide by the Tri-Council Policy for Ethical Conduct for Research Involving Human Subjects	Surname (ALL CAPS): Given Name(s): UBC Faculty / Department: UBC Division (If applicable): <input type="checkbox"/> UBC Vancouver, <input type="checkbox"/> UBC Okanagan, Type of degree program: <input type="checkbox"/> Masters <input type="checkbox"/> Doctorate <input type="checkbox"/> Resident I agree to abide by the Tri-Council Policy for Ethical Conduct for Research Involving Human Subjects
_____ Signature	_____ Signature
_____ Date	_____ Date
_____ Printed Name	_____ Printed Name

9b. Other Co-Investigators

Surname (ALL CAPS): SEMENIUK Given Name(s): Pat Academic Rank: N/A UBC Faculty / Department: N/A UBC Division (If applicable): N/A <input type="checkbox"/> UBC Vancouver, <input type="checkbox"/> UBC Okanagan, Hospital Department (If applicable): VCHA Hospital Division (If applicable): L&D, VGH	Surname (ALL CAPS): ROBERTS Given Name(s): Theresa Academic Rank: N/A UBC Faculty / Department: N/A UBC Division (If applicable): N/A <input type="checkbox"/> UBC Vancouver, <input type="checkbox"/> UBC Okanagan, Hospital Department (If applicable): N/A Hospital Division (If applicable): N/A
Surname (ALL CAPS): Given Name(s): Academic Rank: UBC Faculty / Department: UBC Division (If applicable): <input type="checkbox"/> UBC Vancouver, <input type="checkbox"/> UBC Okanagan, Hospital Department (If applicable): Hospital Division (If applicable):	Surname (ALL CAPS): Given Name(s): Academic Rank: UBC Faculty / Department: UBC Division (If applicable): <input type="checkbox"/> UBC Vancouver, <input type="checkbox"/> UBC Okanagan, Hospital Department (If applicable): Hospital Division (If applicable):

9c. Investigators qualifications

Who will actually conduct the study and what are their qualifications to conduct this kind of research? (For example, describe relevant training, experience, degrees, and/or courses).

Margaret Landstrom, BA, MA, has worked in adult education for over 30 years, including involvement in qualitative, quantitative and research studies in education, and can provide a list of relevant research papers and presentations.

9d. Tri Council Policy Statement (TCPS) Tutorial

All graduate students and medical residents are expected to complete the TCPS tutorial before submission. The BREB strongly recommends that the Principal Investigators and all co-investigators are familiar with the TCPS. Confirm completion of the TCPS tutorial below.

All graduate students Yes No
 All medical residents Yes No
 Principal Investigator Yes No
 Other investigators Yes No

10. Give the name of the funding source: → Practice Education Innovation Fund - BC Academic Health Council

Classify the type of funding: For-profit sponsor, Grant, Grant-in-aid, UBC internal, No funding, Other

Status of funding: Awarded, Pending

Provide twenty copies of the grant application or proposal with the Application for Ethical Review.

11. Has this research proposal received any independent methodological peer review? (See Guidance Note #11) Yes No
If Yes, indicate the name of the committees or funding agency involved in the review. Also, state whether the peer review process is ongoing or completed.

12. External approvals for research involving other institutions and other jurisdictions:
Provide written proof of agency approval for projects carried out at other institutions and when applicable, other jurisdictions.
(See Guidance Note #12)

Other Institutions? Name of institution: _____ Approval received? - date: (y/m/d)

Other Jurisdiction or country? Name of jurisdiction or country: _____ Approval received? - date: (y/m/d)

Request for Approval **has been** submitted to the institution or responsible authority in the other jurisdiction or country.
(Send a copy to the Behavioural Research Ethics Office when approval is obtained.)

Request for Approval has **not been** submitted. (Please explain in #20).

13. Describe the purpose and objectives of the project and state the hypothesis. (See Guidance Note #13)

Note: If you cut and paste, the box size is limited and text will disappear at the bottom of the page. Please proof read your work. There is additional space in item 45. Do not refer to attachments in lieu of completing item 13.

The e-Orientation for Practice Education (eOPE) project will enhance the Health Sciences Placement Network (HSPnet), an electronic system for practice education coordination of health sciences students, to encompass tools for creating and managing online content to support orientation of students, faculty and preceptors. In the long term, it is proposed that eOPE will publish and deliver e-orientation modules developed for the use of students placed by BC educational institutions at receiving sites across the province. As a first stage of implementation, this pilot project will facilitate development of e-orientation modules for use at participating sites (in three health authorities) , but will be made available as templates that other health authorities can adopt or adapt for their sites.

Pre and post implementation evaluation will be conducted on student access to HSPnet (providing information about their own upcoming placements) and eOPE learning modules and associated tools to track their progress. Pilot participants will complete a questionnaire to evaluate HSPnet and eOPE system performance (eg. user satisfaction, ease of use), and perceived value and contribution to the practice education experience and placement processes. It will also evaluate the effectiveness of content developed for online modules by a 360-degree assessment of student preparedness upon completion of traditional orientation processes versus the e-orientation process.

The project will involve evaluation against the following indicators:

- Consensus on the tool's purpose and potential value
- Potential and realized contribution to Practice Education (PE) quality
- Sustainability of eOPE processes and content
- User Satisfaction including ease of use

Human Subjects

14. How many subjects, including controls, will be enrolled in the entire study? 30 to 60 students
How many control subjects will be enrolled in the study? 10 to 12 students

15. Describe who is being selected, and the criteria for their inclusion. (See Guidance Note #15)

Educational institutions that are currently using HSPnet (or willing to implement it for pilot participation) have been asked to identify courses that are being placed during Fall 2006 in any of the participating receiving sites (located in Vancouver Coastal Health, Provincial Health Services Authority, or Fraser Health Authority).

Once educational programs agree to participate, they will offer pilot participation to all students in the eligible course, for inclusion into one of three student groups:

1. eOPE group – to inherit an e-Orientation curriculum for their upcoming placement in addition to receiving HSPnet access (Student Welcome screen)
2. Student Access Only (SAO) group – to receive Student access only. This group can be assigned to sites with no published eOPE content.
3. Non-User group – no HSPnet or eOPE access.

16. Describe who will be excluded from participation. (See Guidance Note #16)

All students enrolled in eligible courses within participating educational programs, and are being placed in a practice education experience during Fall 2006, will be offered the opportunity to participate; no one will be excluded from participation.

17. Describe how, and by whom, the potential subjects will be approached. Attach copies of initial letters of contact and any other recruitment documents. Note that UBC BREB policy does not allow initial contact by telephone. However, surveys, which use random digit dialling, may be allowed. If your study involves initial contact by random digit dialling, please complete the 'Telephone Contact' form, Appendix #4. (See Guidance Note #17)

Practicum coordinators from participating educational programs will approach students by distributing the Student Overview to the HSPnet eOrientation Project. The Overview package will be distributed via email attachment and/or may be distributed in class by a faculty or staff member who is present to answer questions. Students will have already completed the HSPnet consent form, which authorizes their educational program to use and disclose their personal information via HSPnet for the limited purpose of locating and coordinating an appropriate student placement as required by their educational program.

The Overview package will include project description, consent form for pilot participation, and copy of the evaluation survey to be completed by students.

18. Describe the selection and/or recruitment procedures for control subjects, if these differ from the above. Attach copies of initial letters of contact and any other recruitment documents.

Students will be assigned to one of the three groups on the basis of where their upcoming placement is to occur:

- if a participating student is to be placed at a participating Lower Mainland site with published eOPE content, that student will be assigned to the eOPE group.

- if a participating student is to be placed at a site with no eOPE content, that student will be assigned to either the SAO or control groups.

Description of Procedures (Must be written in the space provided)

19. Are any of the following procedures or methods involved in this study? **Check all that apply. (See Guidance Note #19).**

- | | | |
|---|---|---|
| <input type="checkbox"/> Action Research | <input type="checkbox"/> Expert Interviews | <input type="checkbox"/> Subject pools |
| <input type="checkbox"/> Autobiography | <input type="checkbox"/> Focus Groups | <input type="checkbox"/> Use of medical records |
| <input type="checkbox"/> Data Linkage | <input type="checkbox"/> Naturalistic Observation | <input type="checkbox"/> Videotaping |
| <input type="checkbox"/> Deception | <input type="checkbox"/> Random digit dialing | |
| <input type="checkbox"/> Ethnographic Fieldwork | <input type="checkbox"/> Secondary Use of Data | <input checked="" type="checkbox"/> None of these methods |

20. **Procedures:** Describe any specific tests, interviews, questionnaires, or experimental procedures. If the study involves an experimental approach to curriculum or treatment, specify how the procedures differ from normal practice. If Deception is involved, please complete the 'Deception Form', Appendix #5. (See Guidance Note #20) There is additional space in item 45. Do not refer to attachments in lieu of completing item 20.

Approximately 30-60 participants (including control group) are to be selected as described in #18, and during the placement assignment process will be assigned to one of three groups (eOPE, SAO, and control).

Pilot activities are expected to occur between October 1 and November 30, 2006. Student participants will receive email notification, approximately 2 weeks prior to their placement start date, with their HSPnet student access instructions and link to the online evaluation survey (eOPE and SAO groups), or to provide the link to the online evaluation survey only (control group). SAO students may also receive one or more reminder emails if they have not yet completed any mandatory components of their inherited eOPE curriculum. All students will likely receive one or more reminders to complete the online evaluation survey; these reminders will not be targeted since the evaluation surveys are anonymous and there will be no way to excludes students who have already completed the survey.

The online evaluation survey (to be published via Survey Monkey, an online survey tool) will collect data anonymously; no personal identifiers will be collected, used or disclosed at any time. The 3 questionnaires, specific to each student group, are attached. Survey anonymity will be explained carefully at the beginning of each survey questionnaire.

All data collected from the online surveys will be collated and summarized for overall project evaluation and final reporting.

21. Where will the project be conducted (i.e. what premises, School, Hospital, Community Centre, etc)?

Pilot implementation and evaluation will take place online at various locations to be chosen by students as convenient for their schedules and access to computers. In addition to computer access at their educational institution or home, students may have access to computers at their placement site.

22a. How much time (i.e., how many minutes/hours over how many weeks/months) will a subject be asked to dedicate to the project? eOPE students will spend up to 3 hours completing their online orientation content, while SAO students will spend up to 1.0 hour exploring HSPnet student access.

22b. How much time (i.e., how many minutes/hours over how many weeks/months) will a control volunteer (if any) be asked to dedicate to the project? Non-User students spend up to 30 minutes completing the online evaluation survey.

23. What level of risk to research subjects would you assign to this research project? Minimal risk is defined as those risks encountered in normal, everyday life.

Physical risk	<input checked="" type="checkbox"/> minimal risk	<input type="checkbox"/> more than minimal risk
Psychological/ Emotional risk	<input checked="" type="checkbox"/> minimal risk	<input type="checkbox"/> more than minimal risk
Social risk	<input checked="" type="checkbox"/> minimal risk	<input type="checkbox"/> more than minimal risk
Employment risk	<input checked="" type="checkbox"/> minimal risk	<input type="checkbox"/> more than minimal risk
Other	<input checked="" type="checkbox"/> minimal risk	<input type="checkbox"/> more than minimal risk

Describe the potential risks or inconveniences (discomfort or incapacity) to the subject associated with each procedure, test, interview, or other aspect of the study. Describe strategies, which are in place to minimize or manage the risks for subjects and other affected individuals. (See Guidance Note 23)

The only foreseeable inconvenience that may occur is the time commitment and efforts to access an internet connected computer for completing the online content (eOPE group only) and online evaluation questionnaires (all groups). However, both agencies and institutions have assured that access to computers on-site will be available to students should they choose to complete it on-site vs. off-site.

24. Describe any potential benefits to the subject that could arise from his or her participation in the proposed research. (see Guidance Note #24) eOPE and SAO students will potentially benefit from student access to HSPnet (information about their upcoming placement, contact information for their instructor and preceptor if released, online profile of the placement site). Their HSPnet access will remain active throughout the duration of their placement, and may be extended to the end of the educational program depending on Pilot outcomes and recommenda Student feedback will also have potential impact on the future of the eOPE system and student access to HSPnet.

Other potential benefits include enhanced quality of the student's preparation for their placement experience on the dimensions of access (available 24x7 and can be repeated), timeliness, and consistency of both materials (forms, policies and procedures) and delivery (preceptor variability).

25. Describe any reimbursement for expenses or payments/gifts-in-kind (e.g. honoraria, gifts, prizes, credits) to be offered to the subjects. Provide full details of the amounts, payment schedules, and value of gifts-in-kind. (see Guidance Note #25)

No student compensation is planned at this time.

Data Analysis and Confidentiality

26. Confidentiality: How will confidentiality of the data be maintained? (For example, study documents must be kept in a locked filing cabinet and computer files, password protected).

The online evaluation surveys will not include any personal identifiers, thereby ensuring anonymity of participants. Survey results will be downloaded at the end of the evaluation period and purged from Survey Monkey.

Student access to HSPnet is password protected in accordance with HSPnet Policies on Privacy, Security and Data Access (available at www.hspbc.net) and as overseen by the national Steering Committee which oversees the shared infrastructure of six provinces now using HSPnet.

27. Who will have access to the data? (For example, co-investigators, students). How will all of those who have access to data be made aware of their responsibilities concerning privacy and confidentiality issues?

Only the project co-investigators will have access to the evaluation survey data. Summary results only will be shared with the eOPE project steering committee and Practice Education Collaborative of BC, with both groups comprising representatives from BC Health Authorities and post-secondary educational institutions.

28. Will any data that identifies individuals be available to persons or agencies outside of the University? Yes No

If Yes, describe in detail what identifiable information is released, to whom and what safeguards will be used to protect the identity of subjects and the privacy of their data. (see Guidance Note #28)

29. Give details of where and for how long the data or audio/video tapes will be stored. UBC policy requires that data be kept for at least 5 years. If you intend to destroy the data at the end of the storage period describe how this will be done to ensure confidentiality (i.e. tapes should be demagnetized, paper copies shredded). (See Guidance Note #29)

Online survey data will be downloaded to a CD ROM and password protected. The data, which will include no personal identifiers, will be stored for 5 years within the C&W Learning and Development offices.

30. Are there any plans for future use of either data or audio/video tapes? Give details. (See Guidance Note #30).

There will be no future use of the data beyond the conclusion of this research project.

31. Are there any plans for feedback on the findings or results of the research to the subject? Please describe below.

Summary findings of the evaluation survey will be published to the HSPnet website, where it will be available to all participants. Examples of summary findings will be aggregate user ratings on ease of use, perceived value of the content and tools, system performance, and recommended improvements to eOPE and/or HSPnet student access.

Informed Consent

32. Describe the consent process. Who will ask for consent? Where, and under what circumstances?

The Overview package for students, to be distributed via email or during class by instructors, will include the consent form for participating in the project. Students receiving HSPnet access will also be required during their first login to agree to HSPnet User roles and responsibilities (in accordance with HSPnet policies on user access).

33. How long will the subject have to decide whether or not to participate? If this will be less than twenty-four hours, provide an explanation.

Students will be given a minimum of 48 hours to agree to pilot participation (as evidenced by submitting their signed consent form). No student will be contacted if they do not agree to participate. Once enrolled in the Pilot, students may elect not to proceed with Student Access and/or eOPE if they are no longer willing or able to participate.

34. Will every subject be competent to give fully informed consent on his/her own behalf? (see Guidance Note #34) Yes No
If Yes, skip to box 37. If No, provide details of the nature of the incompetence (for instance, young age, mental incapacity). Note: the age of majority in British Columbia is 19 years. See guidance notes 2 and 34.1 if subjects under 19 years of age are to be included in the study.

35. If a subject is not competent to give fully informed consent, who will consent on his/her behalf?

N/A

36. If a subject is not competent to give fully informed consent, will he/she be able to give assent to participate? Yes No
Explain how assent will be sought. (See Guidance Note #36).

N/A

37. Describe any situation in this research in which the renewal of consent might be appropriate, and how this would take place.
(See Guidance Note #37)

We are not aware of any circumstances that would require renewal of consent.

38. What provisions are planned for subjects, or those consenting on a subject's behalf, to have special assistance, if needed, during the consent process (e.g., consent forms in Braille, or in languages other than English)?

It is assumed that Pilot participants are active health science students and eligible for practice education within BC sites, and do not require any special assistance in order to use HSPnet student access or eOPE.

39a. Advertisements and posters

The following checklist includes the minimum amount of information that should be included in recruitment advertisements or posters.

- Institutional letterhead (UBC department or hospital) or a facsimile.
- The title of the project.
- The Identity of the Principal Investigator and the co-investigators and the name and telephone number of a contact person.
- If the project is research for a graduate thesis, a statement indicating this.
- A brief description of the recruitment criteria and the research procedures.
- A statement of the total amount of time for participating in the research required of a subject.
- Details of payment for expenses and/or any other remuneration to be offered to the subjects (if any).
- A version date in a footnote at the bottom of each page.

39b. Consent for Questionnaires (Completed by Subjects)

Questionnaires must include a covering letter, which includes the following information. Please check off items in the following list to show that these items have been incorporated into the letter.

- Institutional letterhead (UBC department or hospital) or a facsimile.
- The title of the project.
- The Identity of the Principal Investigator and the co-investigators, and the name and telephone number of a contact person.
- An explanation of who is funding or sponsoring the study (if applicable).
- If the project is research for a graduate thesis, a statement indicating this.
- Second-person pronouns (you/your child), when referring to subjects. Be consistent throughout all consent forms.
- A clear explanation of why the subject has been invited to participate in the study.
- An offer to answer any inquiries concerning the procedures, to ensure that they are fully understood by the subject.
- A brief but complete description in lay language of the purpose of the study and of all research procedures.
- A statement of the total amount of time for participating in the research required of a subject.
- A statement of all known risks, (for example: psychological, cultural, privacy, confidentiality), and a description of the procedures in place to minimize risks or to provide counseling or referral for those in distress.
- Assurance that the identity of the subject will be protected and a description of how this will be accomplished.
- Assurance that the information collected (identifiable data) will be kept confidential, an explanation of how this will be done, and a statement of who will have access to the data.
- Details of payment for expenses and/or any other remuneration to be offered to the subjects (if any).
- An unambiguous statement that the subject may decline to enter, or withdraw from, the study at any time without any consequences to treatment, medical care, or class standing. For research done in the schools, indicate what happens to children whose parents do not consent. The procedure may be part of classroom work but the collection of data may be purely for research.
- A statement that if the subject has any concerns about his/her treatment or rights as a research subject, he/she may telephone the Research Subject Information Line in the UBC Office of Research Services at the University of British Columbia, at 604-822-8598.
- A statement that if the questionnaire is completed it will be assumed that consent has been given.
- Page numbers ("page 1 of 3," "page 2 of 3," etc.).
- A version number in a footnote at the bottom of each page.

39c Consent Forms

UBC BREB policy requires written consent in all cases, with the exception of surveys involving random digit dialling, questionnaires that are completed by the subject, or where oral consent can be justified (See guidance note 19.4). All of the following information must be included in the consent form and not fragmented into information sheets. Please check off items in the following list to show that these items have been incorporated into all consent forms

- Institutional letterhead (UBC department or hospital) or a facsimile.
- The title of the project.
- The Identity of the Principal Investigator and the co-investigators, and the name and telephone number of a contact person.
- An explanation of who is funding or sponsoring the study (if applicable).
- If the project is research for a graduate thesis, a statement to this effect must be included and must also clearly indicate whether it is part of a thesis (public document) or graduating essay (semi-public document).
- Second-person pronouns (you/your child), when referring to subjects. Be consistent throughout all consent forms.
- A clear explanation of why the subject has been invited to participate in the study.
- An offer to answer any inquiries concerning the procedures, to ensure that they are fully understood by the subject.
- A brief but complete description in lay language of the purpose of the study and of all research procedures.
- A statement of the total amount of time for participating in the research required of a subject.
- A statement of all known risks, (for example: psychological, cultural, privacy, confidentiality), and a description of the procedures in place to minimize risks or to provide counseling or referral for those in distress.
- If the study involves behavioural therapy, include a statement describing what alternatives to participating in the research project are available to the subject (i.e., what other treatment options are available outside of the study).
- Assurance that the identity of the subject will be protected and a description of how this will be accomplished.
- Assurance that the information collected (identifiable data) will be kept confidential, an explanation of how this will be done, and a statement of who will have access to the data. Do not say that the information will be kept confidential, since it will be published.
- Details of payment for expenses and/or any other remuneration to be offered to the subjects (if any).
- A statement of any actual or potential conflict of interest on the part of the researchers or sponsor.
- An unambiguous statement that the subject may decline to enter, or withdraw from, the study at any time without any consequences to treatment, medical care, or class standing. (See Guidance Note #39) For research done in the schools, indicate what happens to children whose parents do not consent. The procedure may be part of classroom work but the collection of data may be purely for research.
- A statement that if the subject has any concerns about his/her treatment or rights as a research subject, he/she may telephone the Research Subject Information Line in the UBC Office of Research Services at the University of British Columbia, at 604-822-8598.
- A statement acknowledging receipt of a copy of the consent form, including all attachments.
- A statement that the subject is consenting to participate (by signing).
- The signature and printed name of the subject consenting to participate in the research project, investigation, or study, the date of the signature.
- Parental consent forms sent home from school must contain a statement of choice providing an option for refusal to participate, e.g. 'I consent/ I do not consent to my child's participation in this study.' (See Guidance Note #39)
- Page numbers ("page 1 of 3," "page 2 of 3," etc.).
- A version date in a footnote at the bottom of each page.

Potential Conflict of Interest

40. Describe any restrictions regarding the disclosure of information to research subjects (during or at the end of the study) that the sponsor has placed on investigators, including those related to the publication of results. (See Guidance Note #40)

None

41. Describe any personal benefits that the investigators and/or their partners/immediate family members will receive, connected to this research study. Include details of all fees and/or honoraria directly related to this study, such as those for subject recruitment, advice on study design, presentation of results, or conference expenses.

None

42. Describe any current or recent (within the last two years) consultancy or other contractual agreements with the sponsor held by the investigators. (Include amounts.)

None

43. Give details, if any of the investigators and/or their partners/immediate family members has direct financial involvement with the sponsor via ownership of stock, stock options, or membership on a Board.

N/A

44. Give details, if any of the investigators and/or their partners/immediate family members holds patent rights or intellectual property rights linked in any way to this study or its sponsor.

N/A

Additional Information

45. Use this space to provide information, which you feel, will be helpful to the review committee, or to continue any item for which sufficient space was not available.

Appendix 5: Consent Form - Students

Educational Institution: _____

Program: _____

Consent Form for Participation in Pilot: eOrientation for Practice Education

Student Name: _____ Student No: _____

Project: BC Practice Education Renewal: Collaboration for e-orientation for students (Phase 2)

Principal Investigator: Margaret Landstrom, Children and Women's Health Care Centre, 604 875-3409

Co-Investigator(s): Pat Semeniuk, Vancouver Coastal Health Authority at 604 875-4733
Dr. Rosemin Kassam, UBC Pharmacy at 604 822-7181
Theresa Roberts, HSPNet at 604 925-6077

Purpose: The purpose of the e-orientation for practice education (eOPE) project is to enhance the Health Sciences Placement network (HSPnet) by developing tools to allow for the creation and management of online content by Health Authorities to provide orientation to their site(s) for students. For more information about HSPnet, please visit www.hspscanada.net.

Evaluation of the eOPE project will measure, through participant feedback, the effectiveness and perceived value of student access to HSPnet and to e-orientation modules as compared to traditional orientation processes.

Study Procedures: If you agree to participate in this project, you will be assigned to one of the following student groups:

1. **Student Access Only (SAO) Group** – to receive HSPnet Student Access only. You will not have access to e-Orientation (online) curriculum, but will receive orientation at the site, as provided to other students. Students going to placement sites that have no available eOPE content will be placed in this group.
2. **eOPE Group** – to receive HSPnet Student Access and use of eOPE for access to the online orientation curriculum published at their upcoming placement site. Students going to placement sites with available eOPE content will be placed in this group.
3. **Non-User Group** – to receive orientation to their upcoming placement site via traditional processes. Students will be randomly assigned to this group.

If you are assigned to the SAO Group, you will have access to your placement information (such as online unit profile and preceptor contact information, if available) via HSPnet. A User ID and password will be provided via email approximately 2 weeks before your placement start date. If there are any updates or changes (eg. dates, location, etc) to your upcoming placement, you will be able to access and review this information online on a 24x7 basis.

If you are assigned to the eOPE Group, you will receive an e-Orientation curriculum (as published by your placement site) in addition to information about your upcoming placement. A User ID and password will be provided via email approximately 2 weeks before your placement start date. You will have access to updates or changes to your upcoming placement, as for the SAO Group, and will have 24x7 access to your e-Orientation curriculum so you can complete it at your convenience before your placement starts.

Your feedback is vital to the Pilot, and you will be provided with a link to an online survey tool that will collect data on the effectiveness and perceived value of the eOPE system. No personal information will be collected via the survey tool, and all responses will therefore be anonymous. The questionnaire will take less than 1 hour to complete and should be completed within the first two weeks after your placement begins.

Confidentiality: Your information will be kept confidential as it will be protected by the comprehensive privacy and security policies of HSPnet, available at www.hspscanada.net/privacy.asp. Your name or other personal information will not be used or disclosed for any purpose in eOPE Pilot reports or findings.

Remuneration/Compensation:

No compensation is offered for participation in the eOPE Pilot.

Contact for information about the study:

If you have any questions or desire further information with respect to this study, you may contact Margaret Landstrom at 604-875-3409 or Pat Semeniuk at 604-875-4733, or Theresa Roberts at 604 925-6077.

Contact for concerns about the rights of research subjects:

If you have any concerns about your treatment or rights as a research subject, you may contact the Research Subject Information Line in the UBC Office of Research Services at 604-822-8598.

Consent:

Your participation in this study is entirely voluntary and you may refuse to participate or withdraw from the study at any time without jeopardy to your class standing or access to placement sites.

- Your signature below indicates that you have received a copy of this consent form for your own records.
- Your signature indicates that you consent to participate in this study.
- You must be 19 years or older to participate in this study

I am 19 years of age or older

Student Signature

Date

Printed Name of the Subject above

Email Address (required to deliver HSPnet/eOPE access instructions)

Appendix 6: Content Facilitation Workshop Agenda



eOPE Content Facilitation Workshop Agenda

Meeting Date: *Monday, September 11, 2006*
Time: 8:30 pm to 4:00 pm
Location: George Pearson Bldg, Room 815, 700 West 57th Avenue

Invited Content Authors:	Contact Information
Sandra Harris - C&W	sjharris@cw.bc.ca
Linda McCune - VIHA	linda.mccune@viha.ca
Carol Wilson, VCHA	Carol.Wilson@vch.ca
June van der Star- VCHA	June.vanderStar@vch.ca
Bonnie Catlin – FHA	Bonnie.Catlin@fraserhealth.ca
Candy Garossino - PHC	cgarossino@providencehealth.bc.ca
Tyrone Macpherson - PHC	tmacpherson@providencehealth.bc.ca
HSPnet eOPE Team & Facilitators	
Theresa Roberts, HSPnet Director	
Jaime Woo, HSPnet Project Coordinator	
Terry Reid, PHSA, E-Learning Specialist	

CFS Workshop Agenda- September 11, 2006	Time
PREPARATION BEFORE WORKSHOP: Completion of Moodle eTopic on “Welcome to eOPE Course Authoring” https://hspnet.bcit.ca/orientation/login - login as ContentAuthor, password “eOPE”	
Welcome and Introductions	8:30 am
e-Orientation for Practice Education (eOPE) Project Overview <ul style="list-style-type: none"> <input type="checkbox"/> eOPE Pilot Overview <input type="checkbox"/> eOPE Roles <ul style="list-style-type: none"> o Content Authors, Content Managers o Placing Agencies (Placement Coordinator, Instructors) o Receiving Agencies (Receiving Coordinator, educator/preceptor) o Students 	
Workshop Goals <ul style="list-style-type: none"> <input type="checkbox"/> AM: e-Learning planning, design and development <input type="checkbox"/> PM: eOPE Course Authoring Tool (Moodle) 	
e-Learning Development in a Health Care Environment (Facilitator: Terry Reid)	9:00 am
Break	10:00 am
Group Exercise - sample storyboard	10:15 am
Independent Practice - storyboard development	11:00 am
LUNCH Break	Noon
Moodle Overview <ul style="list-style-type: none"> <input type="checkbox"/> Functionality and components <input type="checkbox"/> Creating a Moodle eTopic <input type="checkbox"/> eTopic development and testing 	1:00 pm
Independent Practice - applying storyboard course developed earlier into Moodle	2:00 pm
Next Steps	3:45 pm

CFS Workshop Agenda- September 11, 2006	Time
<ul style="list-style-type: none"><input type="checkbox"/> HSPnet Support<input type="checkbox"/> Timelines for Pilot	
Workshop Evaluation	

eOPE – CONTENT AUTHORIZING TOOLS

1. Accessing eOPE

Adding New Content Authors

HSPnet Support will be responsible for setup of User ID's for Content Authors. Contact support@hspcanada.net.

Login to eOPE Content Authoring

1. To access eOPE Content Authoring tools, visit <https://hspnet.bcit.ca/orientation>
2. Login using the User ID and password provided by HSPnet. On your first login, you will be prompted to change your temporary password.
3. Upon changing your password, your user Profile summary will be displayed. Update this information as needed and when ready to proceed click **e-Orientation** to advance to the Welcome page.


2. Navigating eOPE Content Author Tools

eOPE Welcome

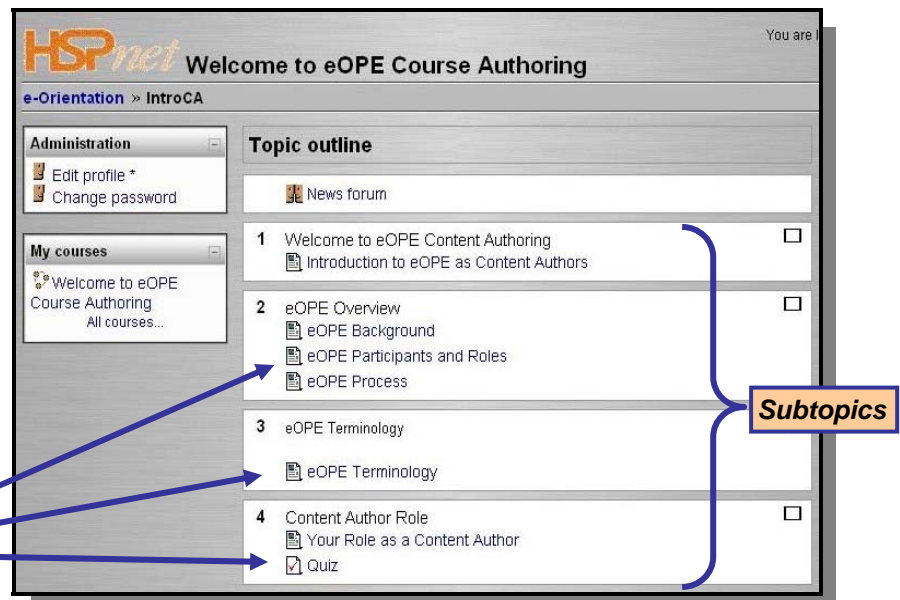
The **Welcome** screen displays the following sections:

- Main Menu – Administration options available to your role
- Calendar
- My Courses – eOPE eTopics to which you have been assigned as:
 - Student – e.g. *Welcome to eOPE Content Authoring*
 - Content Author

Click on a Course name to view its *eTopic Outline*:



 **eOPE Terminology:**

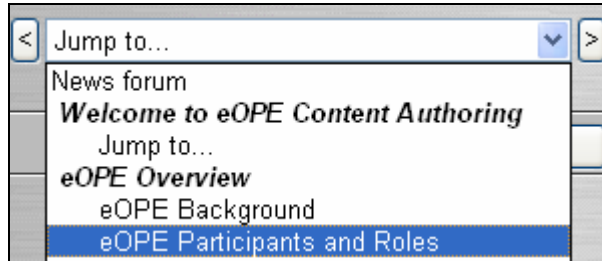
- Each course Category has one or more Courses, or *eTopics*
- Each *eTopic Outline* includes one or more *Subtopics*
- Each Subtopic has one or more *Resources*



Each eTopic has numbered *Subtopics*, containing one or more *Resources* such as a text or web page, or a quiz.

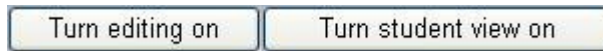
Navigating within eTopics

You can navigate within an eTopic by clicking Back  or Forward  buttons to view each Subtopic in sequence, or by selecting a Subtopic from the “Jump to ...” dropdown:



Switching Views

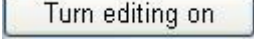

When viewing an eTopic in the role of Content Author, you can toggle between *Edit* and *Student* views:



- *Edit view* allows a Content Author to add/edit Resources
- *Student view* allows you to test an eTopic from the perspective of a Student.

3. Adding / Editing an eTopic Outline

Naming Subtopics

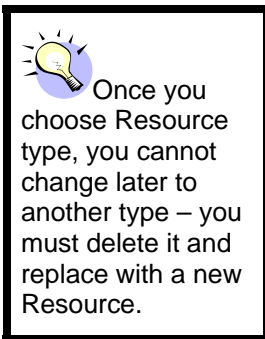
1. Switch to Edit view by clicking 
2. From the Storyboard or other eTopic planning outline, identify a new Subtopic to be created and select the Edit icon  to enter a *Subtopic Name* if desired:



3. Once saved, the Subtopic Name will appear as:



Adding Resources



Each Subtopic should have one or more **Resources** and/or **Activities**:

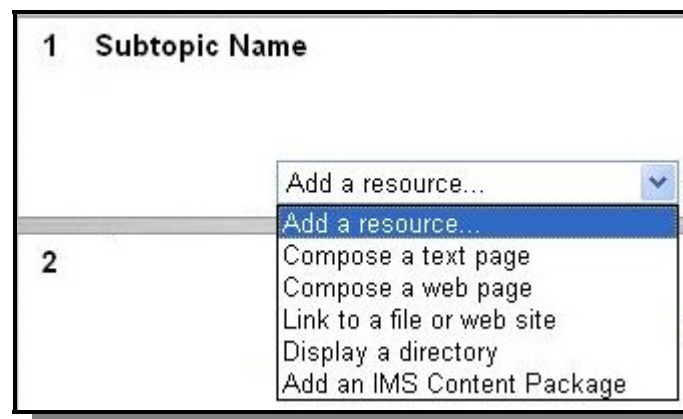
... add a **resource**

- Compose a **web page** – allows text formatting options
- Compose a **text page** – plain text only
- Link to a file or external web site

... add an **activity**

- Quiz – multiple choice, short answer, etc

1. Click the “Add a resource...” dropdown to select a Resource type:




Compose a web page

2. Select “Compose a web page” to create a new Subtopic in html:

- Enter a **Name** for the page – e.g. “Learning Objectives”
- Enter a **Description** to appear next to Resource name on the eTopic outline
- Enter the **Full Text** of the web page – in most browsers this area allows full formatting including font, bold/italics/underline, tables, hyperlinks (email, external websites), etc.
- Insert **images** (see next section) as needed
- Click to save
- Click to return to the eTopic outline.

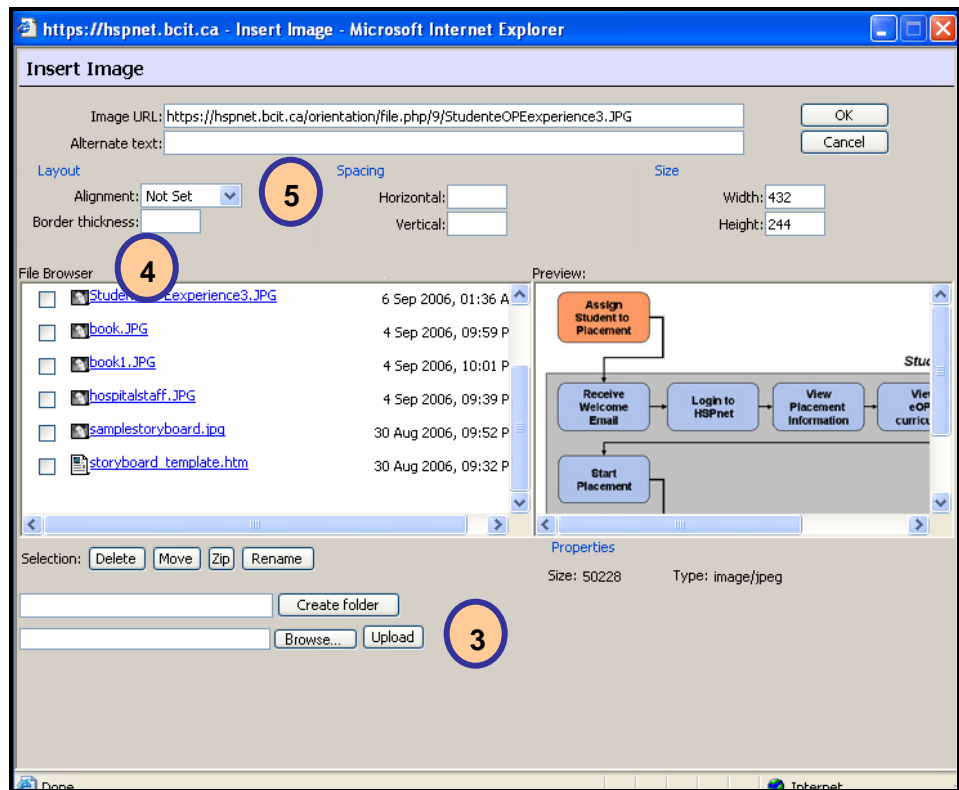
Inserting Images in a web page

Web pages can include images (e.g. JPG, GIF files) that have been uploaded to the eOPE servers:

1. Place the cursor where the image should appear.
2. Click  to open the Insert Image screen:

Inserting Images in a web page


(continued)



3. Upload the image file from your local or network drive. Once uploaded, the image will appear in the File Browser list.
4. Select an image file from the File Browser list. The image will appear in the Preview area to the right.
5. Enter Alignment and Border thickness (0=none) settings.
6. Click **OK** to add the image to your web page.

Adding Links to a web page

Follow these steps for inserting a link to an external website or file:

1. Enter and highlight the text to appear as the link.
2. Click  to open the Insert Link window:

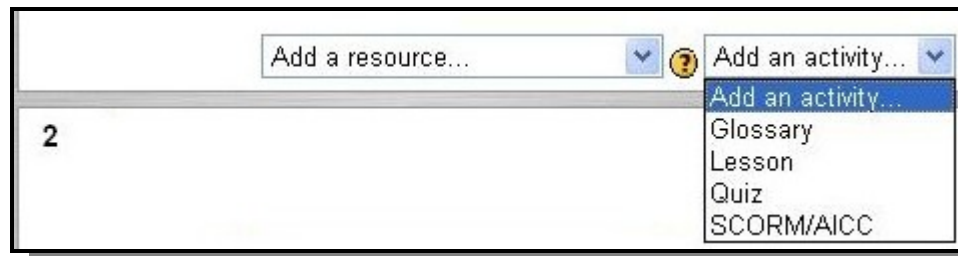


***Adding Links to
a web page****(continued)*

3. Enter the **URL** of the external website or file.
4. Enter a **Title** will be displayed when the Student hovers their mouse over the link
5. Select “New Window” from the Target dropdown
6. Click **OK** to save the link.

***Adding
Activities***

Click the “Add an Activity...” dropdown to select an Activity type:

***Adding a Quiz***

After selecting “Quiz” from the Activity type dropdown, enter a Quiz Name and Introduction (description).


We recommend the following changes to the default Quiz settings:

- **Open the Quiz:** Click the checkbox when ready to publish
- **Close the Quiz:** Keep this checkbox cleared unless the Quiz is to expire after a certain date
- **Questions per page:** up to “5”
- **Shuffle Questions, Shuffle within Questions:** both should be “no” to avoid problems with answers like “all of the above”.
- **Students May Review:** clear checkboxes for “Later, ...” and “After the quiz is closed” to avoid excessive screens for students.

***Adding
Questions to a
Quiz***

Each course can have its own “database” of questions to choose from.

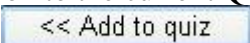
To create a new question:

1. Select a question type from the Create a Question dropdown, or click  to edit an existing question for addition to this Quiz.
2. Complete the **Edit a XXX Question** screen. Typically, you need to:
 - Enter a Question Name, and the full text of the question;
 - Select an image (if previously uploaded) to be displayed;
 - Enter values for grading and penalties;
 - Enter one or more responses plus feedback (to be displayed when Students select that response).

*Adding
Questions to a
Quiz*
(continued)

The screenshot shows a web interface for managing questions. At the top, there is a 'Category' dropdown set to 'Default' and an 'Edit categories' button. Below this are two checkboxes: 'Display questions from sub-categories too' (checked) and 'Also show old questions' (unchecked). A section titled 'The default category for questions.' contains a 'Create new question:' dropdown set to 'Choose...' and two links: 'Import questions from file' and 'Export questions to file'. Below this is a table with columns 'Action', 'Question name', and 'Type'. The table has one row with a checked checkbox in the 'Action' column, the text 'Learning Objectives Question' in the 'Question name' column, and a menu icon in the 'Type' column. Below the table are buttons for 'Select all / Deselect all', 'With selected:' (containing '<< Add to quiz', 'Delete', 'Move to >>', and 'Default'), and 'Add 1 random questions' with an 'Add' button.

Action	Question name	Type
<input checked="" type="checkbox"/>	Learning Objectives Question	

1. Once the question is saved, it will be added to the “database” of questions for that course.
2. To add a question to the current Quiz, click its checkbox under “Action”, then 

Appendix 8: Quick Reference Guide - eOPE Content Managers

(to be inserted)

Appendix 9: Student Survey Questions

eOPE Student Survey (via Survey Monkey Template)

1. Welcome

Thank you for agreeing to participate in the eOPE Pilot of e-Orientation for Practice Education in BC.

The eOPE project is funded by an award from the BC Practice Education Innovation Fund.

The goal of eOPE is to enhance the preparation of students to their upcoming clinical placements through online access to high quality, standardized orientation content and materials. This content will be accessible by students before their placement and as an ongoing resource throughout their educational program.

2. PART ONE - General Questions

Please complete the following general questions:

1. What is your educational institution?
 - BC Institute of Technology
 - Kwantlen University College
 - University of BC
2. What is your educational Program or Discipline?
 - Nursing
 - Pharmacy
 - Diagnostic Services
 - Other (please specify)
3. What is your Program Year?
 - 1st year
 - 2nd year
 - 3rd year
 - 4th year
 - Other

3. Student Access to HSPnet

4. I accessed the HSPnet Student Welcome screen during the eOPE Pilot
 - Yes
 - No
 - Not sure / Don't know

4. Did Not Access HSPnet System

5. If no, please indicate why you did not access HSPnet (Student Access)
 - I was not part of the Student Access group
 - I changed my mind about participating
 - I was unable to access HSPnet for technical reasons (e.g. login failure, browser incompatibility)

- Not sure / don't know
- I was unable to access HSPnet for other reasons (e.g. no time to complete online content). Please describe below.

5. Point of Access

6. I accessed the HSPnet and/or the eOPE system at:

- Home
- School
- my Placement Site
- Other (please specify)

6. Recommendations - Non-Users (HSPnet)

Even if you have not yet used or accessed HSPnet, we hope to gain your feedback from the screen samples of HSPnet (Student Access) Welcome Screen displayed below.

This screen (diagram) is an example of the HSPnet Student Welcome Screen. For each statement that follows, please indicate your level of agreement according to the scale provided.

7. I believe the information provided by the HSPnet Welcome Screen (course, placement site, dates, time, preceptor information) is well organized.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

8. I have viewed the above HSPnet Welcome Screen diagram, and I believe that the student placement information provided is useful to students for placement preparation.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

9. As a student, I would like to recommend the following to have included as ADDITIONAL information for the HSPnet Welcome Screen.

7. PART TWO - Design, Functionality, Content, Performance (HSPnet)

For each statement below, please indicate your level of agreement according to the scale provided.

10. I was provided adequate instruction to access and login to HSPnet.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

11. The HSPnet login process was easy.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

12. The HSPnet Welcome Screen is well designed.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

13. I received adequate information about my upcoming Student Placement FROM MY EDUCATIONAL PROGRAM (not from the HSPnet Welcome screen).

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

14. I received adequate information about my upcoming Student Placement from the HSPnet Welcome screen.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

15. The HSPnet information on my upcoming placement would have been sufficient to replace the other information I received from my educational program.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

16. I was able to print information (eg. summary of my placement) I needed from HSPnet.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

8. HSPnet Accessibility & Functionality

17. HSPnet was available when I attempted to access it.

- Strongly Agree

- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

18. HSPnet performance (screen refresh rates) was acceptable.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

19. The HSPnet system functioned well.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

9. HSPnet system functionally problems

20. Please describe the problems you experienced.

10. PART THREE (HSPnet)

21. Did you experience any problems accessing HSPnet?

- Yes
- No

11. Access Problems with HSPnet

If yes, please indicate what you did to resolve the problem:

22. I resolved the problem by...

- sending an email to HSPnet Support.
- referencing Online Help.
- seeking other assistance.
- I did not attempt to resolve it.

12. HSPnet Support email Response

23. The email response occurred in a timely manner.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

24. The email response resolved my problem.

- Strongly Agree

- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

13. Online Help

25. Online Help was easy to understand.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

26. Online Help resolved my problem.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

14. Other Assistance

27. The assistance resolved my problem.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

15. Overall HSPnet Experience

28. I found HSPnet access to be useful to me.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

29. HSPnet access would be useful to students before each upcoming placement.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

30. HSPnet access would be useful to students until the end of their placement.

- Strongly Agree

- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

31. HSPnet access would be useful to students after their placement has ended (for the duration of their educational program).

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

32. I would recommend HSPnet to other students.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

16. Student Access to eOPE (eOrientation)

33. I accessed the eOPE system during the Pilot
 Yes No Not sure / don't know

17. Did Not Access eOPE System

34. If no, please indicate why you did not access eOPE

- I was not part of the eOPE Access group
- I changed my mind about participating
- I was unable to access eOPE for technical reasons (e.g. login failure, browser incompatibility)
- I was unable to access eOPE for other reasons (e.g. no time to complete online content). Please describe below.

18. Recommendation - Non-Users (eOPE)

Even if you have not yet used or accessed eOPE (eOrientation), we hope to gain your feedback from the sample screen of a student's eOPE curriculum displayed below.

For each statement that follows, please indicate your level of agreement according to the scale provided.

This screen (diagram) represents the eOPE "orientation curriculum" that students receive before their placement begins.

35. The orientation topics shown as examples above would be useful for student placement preparation.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree

- Not sure / Don't know

36. The sample eOPE screen displayed above is well organized.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

37. As a student, I would like to recommend the following to have included as ADDITIONAL information for the eOPE curriculum screen.

19. PART TWO - Design, Functionality, Content, Performance (eOPE - eOrientation)

38. The eOPE login process was easy.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

39. eOPE screens are well designed

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

40. eOPE navigation is easy to use.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

41. I was able to print information (eg. reports and forms) I needed from eOPE.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

42. I had adequate time to access and complete the eOPE topics before my placement began.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree

- Not sure / Don't know

20. PART TWO - Design, Functionality, Content, Performance (eOPE)

43. I was able to complete my eOPE curriculum before my placement began.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

44. eOPE topics were easy to understand.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

45. I accessed content in eOPE that was relevant to my upcoming placement.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

46. I received orientation content through mechanisms other than eOPE that was relevant to my upcoming placement.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

47. For the eOPE topics I completed, eOPE content was an adequate replacement for orientation by another mechanism.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

21. Time Assessment

48. The amount of time required to complete each eOPE topic was reasonable

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree

- Not sure / Don't know

22. Unreasonable etopics to complete

49. Please advise which topics required an unreasonable amount of time to complete.

23. eOPE Accessibility & Functionality

50. eOPE was available when I attempted to access it.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

51. eOPE performance (screen refresh rates) was acceptable.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

52. The eOPE system functioned well.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

24. eOPE system functionally problems

53. Please describe any problems you experienced.

25. PART THREE

54. Did you experience any problems accessing eOPE?

Yes

No

26. Access Problems with eOPE

If yes, please indicate what you did to resolve the problem:

55. I resolved the problem by...

- sending an email to HSPnet Support.
- referencing Online Help.

- seeking other assistance.
- I did not attempt to resolve it.

27. HSPnet Support email Response

For each statement below, indicate your level of agreement on the scale provided.

56. The email response occurred in a timely manner.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

57. The email response resolved my problem.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

28. Online Help

58. Online Help was easy to understand.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

59. Online Help resolved my problem.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

29. Other Assistance

60. The assistance resolved my problem.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

30. Overall eOPE Experience

61. I received adequate and timely content about my placement from eOPE.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

62. eOPE content was useful in preparing me for my placement.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

63. eOPE access would be useful to students before their placement.

- S Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

64. eOPE access would be useful to students until the end of their placement.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

65. eOPE access would be useful to students after their placement has ended (throughout their educational program).

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

66. I would recommend eOPE to other students.

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree
- Not sure / Don't know

31. Comments

67. Please feel free to add any comments or advice to the project team.

32. Thank you!

Thank you for taking the time to complete this survey. Your feedback and ideas will help us to enhance e-Orientation for students in the coming months.

Many thanks,
HSPnet Team

HSPnet eOPE Student Survey

Survey Feb 28/07

Closed:

Question / Responses	Response	
	Total	Percent
What is your educational institution?		
BC Institute of Technology	0	0%
Kwantlen University College	13	27%
University of BC	35	73%
Total Respondents	48	
What is your educational Program or Discipline?		
Nursing	44	92%
Pharmacy	4	8%
Diagnostic Services	0	0%
Other (please specify)	0	0%
Total Respondents	48	
What is your Program Year?		
1st year	1	2%
2nd year	1	2%
3rd year	29	60%
4th year	17	35%
Other	0	0%
Total Respondents	48	
I accessed the HSPnet Student Welcome screen during the eOPE Pilot		
Yes	35	76%
No	7	15%
Not sure / Don't know	4	9%
Total Respondents	46	
If no please indicate why you did not access HSPnet (Student Access)		
I was not part of the Student Access group	6	50%
I changed my mind about participating	0	0%
I was unable to access HSPnet for technical reasons (e.g. login failure)	3	25%
Not sure / don't know	2	17%
I was unable to access HSPnet for other reasons (e.g. no time to complete online content). Please describe below.	1	8%
Total Respondents	12	
I accessed the HSPnet and/or the eOPE system at:		
Home	28	78%
School	4	11%
my Placement Site	2	6%
Other (please specify)	2	6%
Total Respondents	36	
I believe the information provided by the HSPnet Welcome Screen (course placement site dates time preceptor information) is well organized.		
Strongly Agree	3	30%
Somewhat Agree	5	50%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	1	10%
Strongly Disagree	1	10%
Not sure / Don't know	0	0%
Total Respondents	10	

HSPnet eOPE Student Survey

Survey Feb 28/07

Closed:

Question / Responses	Response	
	Total	Percent
I have viewed the above HSPnet Welcome Screen diagram and I believe that the student placement information provided is useful to students for placement preparation.		
Strongly Agree	5	50%
Somewhat Agree	5	50%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	0	0%
Strongly Disagree	0	0%
Not sure / don't know	0	0%
Total Respondents	10	
As a student I would like to recommend the following to have included as ADDITIONAL information for the HSPnet Welcome Screen.		
Total Respondents	3	
address of the hospital		
Instructor contact information: email or phone number		
Have a map of the hospital and where assigned ward is. Also provide information if the hospital has a cafeteria.		
I was provided adequate instruction to access and login to HSPnet.		
Strongly Agree	17	52%
Somewhat Agree	10	30%
Neither Agree nor Disagree	4	12%
Somewhat Disagree	2	6%
Strongly Disagree	0	0%
Not sure / don't know	0	0%
Total Respondents	33	
The HSPnet login process was easy.		
Strongly Agree	15	45%
Somewhat Agree	13	39%
Neither Agree nor Disagree	3	9%
Somewhat Disagree	2	6%
Strongly Disagree	0	0%
Not sure / don't know	0	0%
Total Respondents	33	
The HSPnet Welcome Screen is well designed.		
Strongly Agree	5	15%
Somewhat Agree	19	58%
Neither Agree nor Disagree	3	9%
Somewhat Disagree	5	15%
Strongly Disagree	1	3%
Not sure / don't know	0	0%
Total Respondents	33	
I received adequate information about my upcoming Student Placement FROM MY EDUCATIONAL PROGRAM (not from the HSPnet Welcome screen).		
Strongly Agree	6	18%
Somewhat Agree	14	42%
Neither Agree nor Disagree	3	9%
Somewhat Disagree	4	12%
Strongly Disagree	5	15%
Not sure / don't know	1	3%
Total Respondents	33	

HSPnet eOPE Student Survey

Survey Feb 28/07

Closed:

Question / Responses	Response	
	Total	Percent
I received adequate information about my upcoming Student Placement from the HSPnet		
Welcome screen.		
Strongly Agree	7	21%
Somewhat Agree	11	33%
Neither Agree nor Disagree	6	18%
Somewhat Disagree	5	15%
Strongly Disagree	4	12%
Not sure / don't know	0	0%
Total Respondents	33	
The HSPnet information on my upcoming placement would have been sufficient to replace the other information I received from my educational program.		
Strongly Agree	8	24%
Somewhat Agree	8	24%
Neither Agree nor Disagree	3	9%
Somewhat Disagree	9	27%
Strongly Disagree	5	15%
Not sure / don't know	0	0%
Total Respondents	33	
I was able to print information (eg. summary of my placement) I needed from HSPnet.		
Strongly Agree	9	27%
Somewhat Agree	4	12%
Neither Agree nor Disagree	4	12%
Somewhat Disagree	1	3%
Strongly Disagree	0	0%
Not sure / don't know	15	45%
Total Respondents	33	
HSPnet was available when I attempted to access it.		
Strongly Agree	25	78%
Somewhat Agree	3	9%
Neither Agree nor Disagree	2	6%
Somewhat Disagree	1	3%
Strongly Disagree	1	3%
Not sure / don't know	0	0%
Total Respondents	32	
HSPnet performance (screen refresh rates) was acceptable.		
Strongly Agree	16	50%
Somewhat Agree	7	22%
Neither Agree nor Disagree	6	19%
Somewhat Disagree	0	0%
Strongly Disagree	0	0%
Not sure / don't know	3	9%
Total Respondents	32	
The HSPnet system functioned well.		
Strongly Agree	17	53%
Somewhat Agree	7	22%
Neither Agree nor Disagree	4	13%
Somewhat Disagree	1	3%
Strongly Disagree	1	3%
Not sure / Don't know	2	6%
Total Respondents	32	

HSPnet eOPE Student Survey

Survey Feb 28/07

Closed:

Question / Responses	Response	
	Total	Percent
Please describe the problems you experienced.		
Total Respondents	5	
Link to e-orientation did not work at first		
When doing the Infection post tests, it kept freezing and I had to start over several times.		
The time of day for our clinical placement was wrong.		
I didn't know I had to click on the map of BC		
I tried to click the link to go to the eorientation and it wouldn't work		
Did you experience any problems accessing HSPnet?		
Yes	7	22%
No	25	78%
Total Respondents	32	
I resolved the problem by...		
Sending an email to HSPnet Support.	3	43%
Seeking other assistance.	2	29%
I did not attempt to resolve it.	2	29%
Total Respondents	7	
The email response occurred in a timely manner.		
Strongly Agree	2	67%
Somewhat Agree	1	33%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	0	0%
Strongly Disagree	0	0%
Not sure / don't know	0	0%
Total Respondents	3	
The email response resolved my problem.		
Strongly Agree	2	67%
Somewhat Agree	0	0%
Neither Agree nor Disagree	1	33%
Somewhat Disagree	0	0%
Strongly Disagree	0	0%
Not sure / don't know	0	0%
Total Respondents	3	
Online Help was easy to understand.		
Total Respondents	0	
Online Help resolved my problem.		
Total Respondents	0	
The assistance resolved my problem.		
Strongly Agree	0	0%
Somewhat Agree	1	50%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	0	0%
Strongly Disagree	1	50%
Not sure / don't know	0	0%
Total Respondents	2	
I found HSPnet access to be useful to me.		
Strongly Agree	12	38%
Somewhat Agree	6	19%
Neither Agree nor Disagree	3	9%
Somewhat Disagree	7	22%
Strongly Disagree	2	6%
Not sure / don't know	2	6%
Total Respondents	32	

HSPnet eOPE Student Survey

Survey Feb 28/07

Closed:

Question / Responses	Response	
	Total	Percent
HSPnet access would be useful to students before each upcoming placement.		
Strongly Agree	13	41%
Somewhat Agree	11	34%
Neither Agree nor Disagree	4	13%
Somewhat Disagree	4	13%
Strongly Disagree	0	0%
Not sure / don't know	0	0%
Total Respondents	32	
HSPnet access would be useful to students until the end of their placement.		
Strongly Agree	4	13%
Somewhat Agree	14	44%
Neither Agree nor Disagree	5	16%
Somewhat Disagree	4	13%
Strongly Disagree	1	3%
Not sure / don't know	4	13%
Total Respondents	32	
HSPnet access would be useful to students after their placement has ended (for the duration of their educational program).		
Strongly Agree	5	16%
Somewhat Agree	12	38%
Neither Agree nor Disagree	5	16%
Somewhat Disagree	4	13%
Strongly Disagree	1	3%
Not sure / don't know	5	16%
Total Respondents	32	
I would recommend HSPnet to other students.		
Strongly Agree	13	41%
Somewhat Agree	9	28%
Neither Agree nor Disagree	1	3%
Somewhat Disagree	5	16%
Strongly Disagree	1	3%
Not sure / don't know	3	9%
Total Respondents	32	
I accessed the eOPE system during the Pilot		
Yes	16	38%
No	19	45%
Not sure / don't know	7	17%
Total Respondents	42	
If no please indicate why you did not access eOPE		
I was not part of the eOPE Access group	16	64%
I changed my mind about participating	2	8%
I was unable to access eOPE for technical reasons (e.g. login failure)	4	16%
I was unable to access eOPE for other reasons (e.g. no time to complete online content).	3	12%
Total Respondents	25	
The orientation topics shown as examples above would be useful for student placement preparation.		
Strongly Agree	15	60%
Somewhat Agree	9	36%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	1	4%
Strongly Disagree	0	0%
Not sure / don't know	0	0%
Total Respondents	25	

HSPnet eOPE Student Survey

Survey Feb 28/07

Closed:

Question / Responses	Response	
	Total	Percent
The sample eOPE screen displayed above is well organized.		
Strongly Agree	8	32%
Somewhat Agree	15	60%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	2	8%
Strongly Disagree	0	0%
Not sure / don't know	0	0%
Total Respondents	25	
As a student I would like to recommend the following to have included as ADDITIONAL information for the eOPE curriculum screen.		
Total Respondents	7	
<p>Site Procedure Course specifics at that site</p> <p>How to access hospital policy and procedures manual (if online or in a book)</p> <p>perhaps some more descriptions to what the topic will actually cover</p> <p>What date each topic would be covered...any sequential order needed? If this is the order i would put infection control above injury prevention for example.</p> <p>I actually thought that the informaiton provided was rather basic or obvious. However that said it should be noted that I already had an orientation to a certain hospital as a UGN which is why the information provided appeared repetitive to me and wasn't all that useful. But I think to someone who hasn't done UGN it would be more useful.</p> <p>what the course is about</p> <p>How much time should I set aside to do this?</p>		
The eOPE login process was easy.		
Strongly Agree	9	50%
Somewhat Agree	4	22%
Neither Agree nor Disagree	2	11%
Somewhat Disagree	0	0%
Strongly Disagree	1	6%
Not sure / don't know	2	11%
Total Respondents	18	
eOPE screens are well designed		
Strongly Agree	5	29%
Somewhat Agree	4	24%
Neither Agree nor Disagree	1	6%
Somewhat Disagree	4	24%
Strongly Disagree	1	6%
Not sure / don't know	2	12%
Total Respondents	17	
eOPE navigation is easy to use.		
Strongly Agree	5	29%
Somewhat Agree	4	24%
Neither Agree nor Disagree	2	12%
Somewhat Disagree	2	12%
Strongly Disagree	2	12%
Not sure / don't know	2	12%
Total Respondents	17	
I was able to print information (eg. reports and forms) I needed from eOPE.		
Strongly Agree	2	12%
Somewhat Agree	4	24%
Neither Agree nor Disagree	3	18%
Somewhat Disagree	0	0%
Strongly Disagree	0	0%
Not sure / don't know / not applicable	8	47%
Total Respondents	17	

HSPnet eOPE Student Survey

Survey Feb 28/07

Closed:

Question / Responses	Response	
	Total	Percent
I had adequate time to access and complete the eOPE topics before my placement began.		
Strongly Agree	2	12%
Somewhat Agree	6	35%
Neither Agree nor Disagree	1	6%
Somewhat Disagree	1	6%
Strongly Disagree	3	18%
Not sure / don't know	4	24%
Total Respondents	17	
I was able to complete my eOPE curriculum before my placement began.		
Strongly Agree	4	40%
Somewhat Agree	2	20%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	0	0%
Strongly Disagree	1	10%
Not sure / don't know	3	30%
Total Respondents	10	
eOPE topics were easy to understand.		
Strongly Agree	5	50%
Somewhat Agree	1	10%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	1	10%
Strongly Disagree	1	10%
Not sure / don't know	2	20%
Total Respondents	10	
I accessed content in eOPE that was relevant to my upcoming placement.		
Strongly Agree	4	40%
Somewhat Agree	4	40%
Neither Agree nor Disagree	1	10%
Somewhat Disagree	0	0%
Strongly Disagree	0	0%
Not sure / don't know	1	10%
Total Respondents	10	
I received orientation content through mechanisms other than eOPE that was relevant to my upcoming placement.		
Strongly Agree	4	40%
Somewhat Agree	3	30%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	2	20%
Strongly Disagree	0	0%
Not sure / don't know	1	10%
Total Respondents	10	
For the eOPE topics I completed eOPE content was an adequate replacement for orientation by another mechanism.		
Strongly Agree	3	30%
Somewhat Agree	2	20%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	1	10%
Strongly Disagree	2	20%
Not sure / don't know	2	20%
Total Respondents	10	

HSPnet eOPE Student Survey

Survey Feb 28/07

Closed:

Question / Responses	Response	
	Total	Percent
The amount of time required to complete each eOPE topic was reasonable		
Strongly Agree	2	13%
Somewhat Agree	8	53%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	1	7%
Strongly Disagree	0	0%
Not sure / don't know	4	27%
Total Respondents	15	
Please advise which topics required an unreasonable amount of time to complete.		
Total Respondents	3	
Not sure. did not have access to orientation topics I did not complete any topics as I only had hspnet Student access and not e-orientation I am not sure what eOPE is.		
eOPE was available when I attempted to access it.		
Strongly Agree	9	60%
Somewhat Agree	4	27%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	0	0%
Strongly Disagree	1	7%
Not sure / don't know	1	7%
Total Respondents	15	
eOPE performance (screen refresh rates) was acceptable.		
Strongly Agree	5	33%
Somewhat Agree	5	33%
Neither Agree nor Disagree	1	7%
Somewhat Disagree	2	13%
Strongly Disagree	0	0%
Not sure / don't know	2	13%
Total Respondents	15	
The eOPE system functioned well.		
Strongly Agree	5	33%
Somewhat Agree	5	33%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	2	13%
Strongly Disagree	1	7%
Not sure / don't know	2	13%
Total Respondents	15	
Please describe any problems you experienced.		
Total Respondents	3	
very busy, no internet at home anymore I have no idea what eOPE is. I may have accessed it... The link would not work from my computer		
Did you experience any problems accessing eOPE?		
Yes	6	
No	9	
Total Respondents	15	
I resolved the problem by...		
sending an email to HSPnet Support.	1	17%
referencing Online Help.	0	0%
seeking other assistance.	1	#REF!
I did not attempt to resolve it.	4	67%
Total Respondents	6	

HSPnet eOPE Student Survey

Survey Feb 28/07

Closed:

Question / Responses	Response	
	Total	Percent
The email response occurred in a timely manner.		
Strongly Agree	1	100%
Somewhat Agree	0	0%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	0	0%
Strongly Disagree	0	0%
Not sure / Don't know	0	0%
Total Respondents	1	
The email response resolved my problem.		
Strongly Agree	1	100%
Somewhat Agree	0	0%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	0	0%
Strongly Disagree	0	0%
Not sure / Don't know	0	0%
Total Respondents	1	
Online Help was easy to understand.		
Total Respondents	0	
Online Help resolved my problem.		
Total Respondents	0	
The assistance resolved my problem.		
Strongly Agree	1	100%
Somewhat Agree	0	0%
Neither Agree nor Disagree	0	0%
Somewhat Disagree	0	0%
Strongly Disagree	0	0%
Not sure / Don't know	0	0%
Total Respondents	1	
I received adequate and timely content about my placement from eOPE.		
Strongly Agree	4	27%
Somewhat Agree	4	27%
Neither Agree nor Disagree	2	13%
Somewhat Disagree	1	7%
Strongly Disagree	2	13%
Not sure / Don't know	2	13%
Total Respondents	15	
eOPE content was useful in preparing me for my placement.		
Strongly Agree	3	20%
Somewhat Agree	4	27%
Neither Agree nor Disagree	3	20%
Somewhat Disagree	1	7%
Strongly Disagree	2	13%
Not sure / Don't know	2	13%
Total Respondents	15	
eOPE access would be useful to students before their placement.		
Strongly Agree	6	40%
Somewhat Agree	4	27%
Neither Agree nor Disagree	1	7%
Somewhat Disagree	1	7%
Strongly Disagree	1	7%
Not sure / Don't know	2	13%
Total Respondents	15	

HSPnet eOPE Student Survey

Survey Feb 28/07

Closed:

Question / Responses	Response	
	Total	Percent
eOPE access would be useful to students until the end of their placement.		
Strongly Agree	5	33%
Somewhat Agree	4	27%
Neither Agree nor Disagree	2	13%
Somewhat Disagree	1	7%
Strongly Disagree	1	7%
Not sure / Don't know	2	13%
Total Respondents	15	
eOPE access would be useful to students after their placement has ended (throughout their educational program).		
Strongly Agree	2	13%
Somewhat Agree	6	40%
Neither Agree nor Disagree	1	7%
Somewhat Disagree	3	20%
Strongly Disagree	1	7%
Not sure / Don't know	2	13%
Total Respondents	15	
I would recommend eOPE to other students.		
Strongly Agree	6	40%
Somewhat Agree	4	27%
Neither Agree nor Disagree	1	7%
Somewhat Disagree	2	13%
Strongly Disagree	0	0%
Not sure / Don't know	2	13%
Total Respondents	15	
Please feel free to add any comments or advice to the project team.		
Total Respondents	13	
<p>These are great programs I strongly believe that Kwantlen needs them to better organized placements for their nursing students.</p> <p>Since I only has access to HSPnet but not eOPE, I did not find the access particularly useful. We had already received our I think when you ought to look at why you did not have many students volunteering for this project. Generally, we are a It would be nice to have place where you log in, to show which eorientation modules you have completed and which ones Many of the questions were not relevant to my study group. The questions addressed e-orientation and I did not have it would be nice to have a little more information on the versatility of this program.</p> <p>I know youguys are in the developmental and research stage of this project, but as I wasn't selected for the orientation, it I found that the first hspcanada page was confusing about where to start and where to login. it is a neat idea to have you The information pages should be more flashy and have more colours.</p> <p>I have always wanted to use something like this where you can have all of the information you need in one place. It would I would like to test the eorientation component - is that available too?</p> <p>Very useful website. More diagrams or video would be helpful so long as they don't slow down the process or add more Will this be available to students in 4th year?</p>		