

Enhancement Name:	e-Orientation Practice Education (eOPE) Module	Updated: April 17, 2006 DRAFT Version 1.1
Requestor(s):	BC Academic Health Council - Practice Education Innovation Fund	
Enhancement Description: <i>(Adapted from PEIF Award Application, Round 2)</i>	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.	

Project Objectives

- Contribute to improved quality and effectiveness of practice education processes and outcomes by:
 - Providing standardized tools for identifying, developing, and maintaining orientation content as required by educational programs and receiving sites
 - Providing tools for online publication and access to e-orientation content \Providing tools and reports to track progress against e-orientation requirements as set by educators and receiving sites
 - Provide student access to HSPnet and tools to support schools in granting that access
 - Lay the foundation for future HSPnet functionality for students including online evaluation of their practice education experience.
- Define indicators for evaluating e-Orientation for practice education, and introduce mechanisms for ongoing evaluation of the tools developed in this project and the outcomes of e-Orientation activities and content.

Evaluation Plan

The project will be evaluated through tools and activities as outlined below:

Evaluation Indicator	Proposed Measure	Proposed Tool
Consensus on the tool’s purpose and potential value	User ratings on contributions to access and quality of learning (PC, RC, DC, Instructors, and students)	<ul style="list-style-type: none"> Discussion Paper and feedback from users in BC and other provinces eOPE User Satisfaction Survey (to include both HSPnet users and managers or decision makers that may only use the resulting data)
Potential and realized contribution to PE quality	Perceived value of the data and processes for tracking e-orientation progress, and improving learner outcomes	<ul style="list-style-type: none"> Post-eOPE User Satisfaction Survey Compliance tracking reports Student, preceptor, instructor evaluations (pre- and post-implementation)

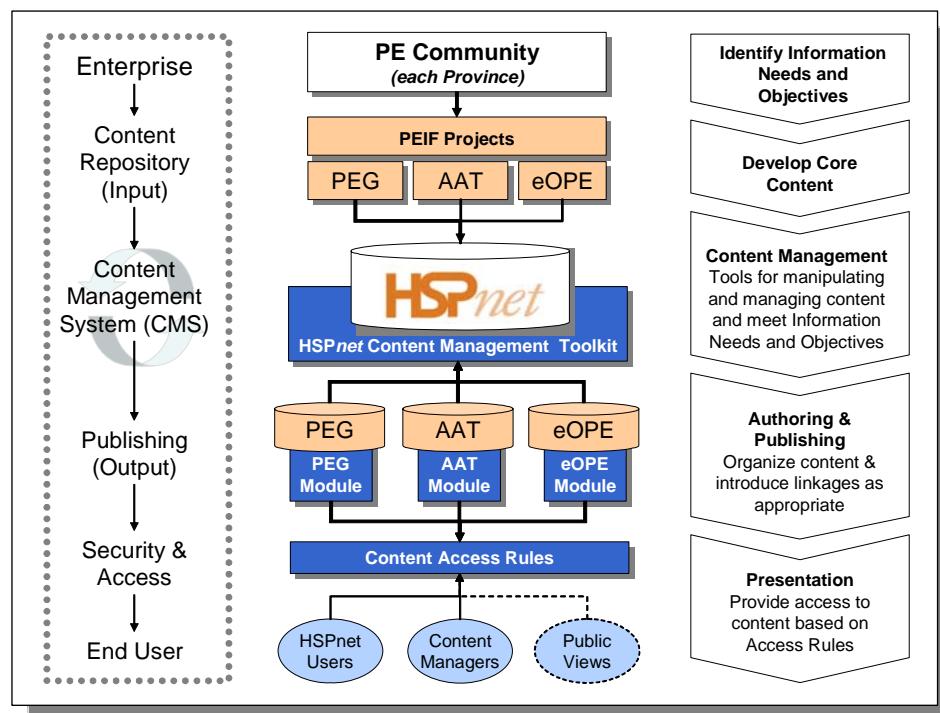
Evaluation Indicator	Proposed Measure	Proposed Tool
Sustainability	<ul style="list-style-type: none"> Adoption rates (future) timeliness of eOPE content 	<ul style="list-style-type: none"> Report on % and comprehensiveness of eOPE completion, usage, compliance rates Aging reports on eOPE content updates
Ease of Use	<ul style="list-style-type: none"> Ease of use ratings (eOPE user surveys) 	<ul style="list-style-type: none"> Post-eOPE User Satisfaction Survey Course Evaluations (eOPE launch) Design team focus groups

eOPE Functionality and Integration with HSPnet

This project provides a unique opportunity to leverage the existing HSPnet data model, functionality, and user support infrastructure to deliver up-to-date content in a standardized format, and to encourage sharing and/or standardization of that content.

The eOPE module will access core HSPnet functionality for Content Management Services (CMS), to be accessed by two other HSPnet development projects of the Practice Education Collaborative of BC: online Practice Education Guidelines (PEG) and for Affiliation Agreement Tracking (AAT).

The CMS function will provide standardized tools for content authoring, publishing, access tracking, and regular update. It will also allow organizations to share content by “subscribing” to content developed by others. For example, a Patient Confidentiality learning module developed by one Health Authority could be adopted as for use in other health authorities, or adapted as needed.



eOPE content management tools would provide the following functionality:

Enhancement	Function	Detail
eOPE User Access tools	Secure access to eOPE via HSPnet	Establish new HSPnet access levels for content management: <ul style="list-style-type: none"> eOPE Content Developer Local eOPE Content Manager – allows adoption and/or adaptation of eOPE at the local level eOPE Viewer – view only module access to content within secured environment

Enhancement	Function	Detail
eOPE Content Access tools	Content Organization and Search Tools	Publishing of core content for access by subject area (from a Table of Contents) or through keyword or subject search
eOPE Topic Templates	Content development templates (see proposed Topic Template Structure, below)	Provide standardized templates for content development to facilitate consistency and ease of adoption / adaptation.
eOPE Reports		Ability to track eOPE adoption across the system; ability to review learner compliance by access date, survey or test results, and outstanding tasks

Integration with HSPnet will ensure that eOPE processes fit within established processes for practicum coordination.

Content Developer Perspective – Content development may occur at the provincial or regional level (i.e. two or more health authorities could collaborate on development of a standardized e-Orientation topic), or at the local level (a single health authority, site, or destination). Discipline-wide or even interprofessional content could be developed as a result of best practices research or identification of a common educational requirement.

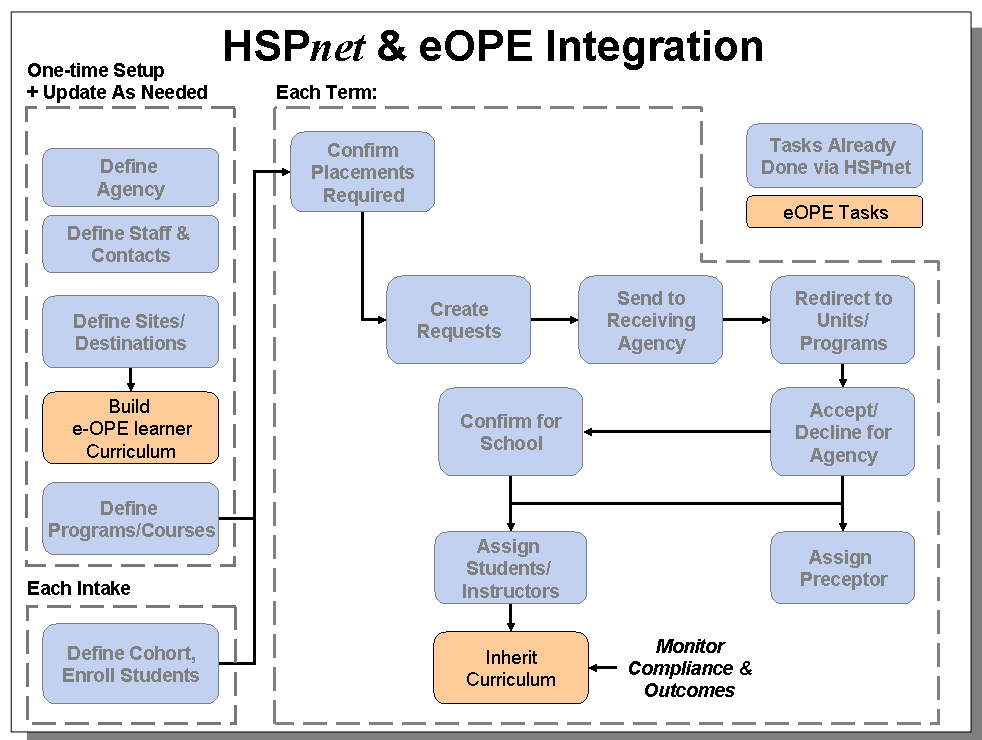
Content Manager Perspective –

Content managers for each agency will play an important role in building the eOPE curriculum that will be inherited by students placed at their site or destination. Content managers can adopt content from the repository or adapt it as a local version, as part of the existing HSPnet destination profile.

Practicum Coordinators Perspective – Placing Coordinators and Receiving Coordinators will be

able to track status of student compliance with placement prerequisites and orientation, and can be alerted to gaps or other problems.

Student (Access) Perspective - Our experience with HSPnet implementation to date suggests that users are most likely to use the system frequently (and to respond to alerts) when there are multiple services or functions available to them. We would therefore include eOPE functionality as part of a “bundle” of functions for students, including information about their upcoming placement(s), history of past placements, and access to their eOPE status and compliance history.



eOPE Topic Template Structure (Pending Focus Group results)

A series of focus group sessions (students, faculty/instructors, receiving site managers) will be held to identify the common and unique content components of e-Orientation. This input will then be used to develop a standardized template for eOPE that will guide content developers

eOPE Requirements – Software/Hardware

HSPnet will integrate functionality from Moodle, an open source Learning Management System (LMS) selected during the eOPE Feasibility Study (Phase 1). The Study assessed the content for e-orientation across BC health authorities and in many disciplines by examining a large number of orientation programs, and through feedback from students and instructors on orientation needs. The project also examined 19 LMS to identify a robust system that would automate student and course administration, facilitate assembly and ongoing management of learning content, employ a web-based platform, support portability and standards, personalize content and enable knowledge re-use, and integrate with HSPnet functionality for managing student enrollments and assigning students to placement sites.

Dedicated web and database servers have been purchased in BC to support implementation of eOPE, which will pilot student access in Fall 2006. eOPE is an optional enhancement for the other five provinces implanting HSPnet in Canada, and each jurisdiction will establish their own timeline and system requirements for eOPE adoption.

eOPE Requirements – User Training and Support

Training for content developers will be addressed as part of the project training plan. However, it is expected in the long term that training for content developers could in fact be delivered via the eOPE tool itself, and it is hoped that there will be minimal ongoing requirement for classroom based training once the project is fully implemented. If there is an ongoing training requirement, then this would be addressed in the eOPE Sustainability Plan, to be developed as a final deliverable of the project (see below), and could be incorporated into the existing HSPnet training curriculum as appropriate.

e-OPE Sustainability

There will be ongoing costs associated with supporting e-OPE in the form of Help Desk support, student ID management (monitoring usage, deleting inactive users, handling rejected email messages, etc.), and maintenance of user support materials. These costs can be minimized by combining with existing user support activities already funded. An eOPE Sustainability Plan will be developed in the early stages of the project to allow HSPnet provinces that wish to operationalize e-OPE to develop a cost sharing formula and to adjust their operating budgets.

e-OPE Functionality Review and Proposed Integration with HSPnet

Key:
 PR – Placement Request
 PA – Placing Agency RA – Receiving Agency
 PC – Placing Coord. RC – Receiving Coord.
 DC – Destination Coord.
 ASSD – Agency, Site, Service, Destination
Italics = HSPnet enhancement

Task	Current Process	Proposed Process	Moodle / HSPnet Function
1. Define orientation requirements by ASSD or discipline	Each health authority, site, or destination develops content and delivers to students and faculty through orientation sessions, documents, checklists, and verbal content	<ul style="list-style-type: none"> • Identify priority orientation topics and requirements for each in terms of learner type (student, faculty, preceptor), criticality (mandatory or optional), need and/or methods for measuring completion and or outcomes (i.e. test scores), and compliance tracking (i.e. notify PC, instructor, unit manager, preceptor?) • Identify Topics that can be standardized across HA's, a discipline, or all disciplines 	<ul style="list-style-type: none"> • <i>Develop HSPnet orientation Topic Profile</i> • <i>Develop a Topic repository for sharing via a process to support adoption of a module "as is", adaptation as a local variation, or adaptation into other tools or materials</i>
		<ul style="list-style-type: none"> • Categorize Topics as either province-wide, discipline-wide, HA-specific, service- or site- specific, or unit-specific • Identify whether Topics must be repeated with each placement, repeated on expiry, or one-time 	<ul style="list-style-type: none"> • <i>Add Orientation requirements to HSPnet data model and allow for "inheritance" of a course requirement by discipline, ASSD</i>
		<ul style="list-style-type: none"> • Develop online Topic "courses" and publish as a learner requirement at the appropriate level • Identify and publish non-Moodle orientation Topics and content (non-Moodle online content, on-site activities, paper or verbal content) • Populate discipline and ASSD profiles by "subscribing" to shared content or by defining/uploading local requirements 	<ul style="list-style-type: none"> • Moodle content development tools • Moodle completion tracking and ourcomes (i.e. time tracking, test scores) • <i>HSPnet tools for publishing links or uploading documents</i>
2. Identify learners	<ul style="list-style-type: none"> • RA's send orientation packages to instructors, students? • RC's or DC's schedule on-site or on-unit orientation • PA's determine any orientation prerequisites 	<ul style="list-style-type: none"> • Students "inherit" orientation requirements based on the published curriculum for that discipline or ASSD • Instructors "inherit" orientation requirements based on the published curriculum for that discipline or ASSD • Modify learners' inherited curriculum depending on previous student/faculty history (i.e. if one-time requirement already met, or expiring content is not yet 	<ul style="list-style-type: none"> • <i>HSPnet to use inherited course requirements to populate a Moodle curriculum for each learner</i> • <i>HSPnet to present learner orientation history to support modification or waiver of Topic requirements as appropriate</i> • <i>HSPnet to automatically "waive"</i>

Task	Current Process	Proposed Process	Moodle / HSPnet Function
	(online confidentiality modules)	expired)	<i>requirements based on defined business rules</i>
3. Notify learners	<ul style="list-style-type: none"> • RA's contact learners on assignment or after arrival to review orientation requirements, schedule 	<ul style="list-style-type: none"> • Learners receive a PR summary of orientation requirements and other information: <ul style="list-style-type: none"> ○ Upcoming PR details ○ Link to unit contact, preceptor (if appropriate) ○ Link to "public" PE guidelines for ASSD ○ Inherited orientation curriculum (Moodle) ○ General instructions 	<ul style="list-style-type: none"> • <i>HSPnet generates a user ID and password if the student/faculty will be a user, and delivers via email</i> • <i>HSPnet generates a paper/email summary if the student/faculty will not be a user or if user is not yet assigned, for delivery by the school</i>
4. Learners complete Moodle orientation	<ul style="list-style-type: none"> • Learners participate in on-site activities, review online or paper-based materials, and/ or receive verbal information 	<ul style="list-style-type: none"> • Learners complete online Moodle module, and/or receive information about non-Moodle activities and materials • Learners complete Moodle courses, and/or may enter self assessment re completion of other activities • Instructors or preceptors may update Learner profile to track completion of non-Moodle activities 	<ul style="list-style-type: none"> • <i>Moodle provides online courses as defined by learner curriculum</i> • <i>HSPnet provides tools to track completion of other orientation activities</i>
5. PA and RA reps track compliance	<ul style="list-style-type: none"> • Instructors, PC's, RC's, unit managers, and/or preceptors track completion of orientation requirements 	<ul style="list-style-type: none"> • Instructors, PC's, RC's, and DC's track status via HSPnet Learner profile (as appropriate) • Students track their own Learner profile (if given HSPnet access) • Monitor orientation compliance or outcome issues and follow-up before or during the placement 	<ul style="list-style-type: none"> • <i>HSPnet presents a summary of learner status against curriculum requirements and orientation history; indicates gaps in compliance or outcomes</i> • <i>HSPnet generates reports by individual learner (student, instructor) or cohort, by upcoming placement period, or by PR type (e.g. all preceptorships)</i>
6. Evaluate outcomes	<ul style="list-style-type: none"> • Ad hoc evaluation of orientation outcomes • Ad hoc (internal) review of orientation processes by SSD, educational program 	<ul style="list-style-type: none"> • Review reports on compliance and outcomes by SSSD, educational program, PA and/or RA, or discipline-wide • Review data on orientation curricula by learner type, placement type, etc. 	<ul style="list-style-type: none"> • <i>HSPnet custom reports, and/or pre-defined reports available on the Reporting menu or via wizard</i>