



**Center for Process Excellence
Learning Services**

NemoursOne E-Learning Strategy and Design Concept



9/15/08

Version: 1.2

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Table of Contents

Strategy and Approach – 1.0	1
Target Audience – 1.1.....	1
Design Guidelines – 1.2	1
Course Location and Delivery Requirements – 1.3	1
Development Tools – 1.4	1
Additional Recommendation – 1.5	1
Content – 2.0	2
Delivery Components – 2.1.....	2
Content Architecture-Option 2 – 2.2	2
Possible Prototype Topics – 2.3	7
Interfaces – 3.0	8
Portal CBL – 3.1	8
Saba Offering Content List – 3.2.....	9
Saba Online Player and OnDemand Lesson Page – 3.3	10
OnDemand See It!, Try It!, Know It!, Do It! Pages – 3.4	11
Captivate Learning Objects – 3.5	11
Instruction – 4.0	12
Item one – 4.1	12
Prototype Evaluation – 4	12
Evaluators – 4.1	12
Evaluation Questions – 4.2	12
Prototype Construction – 4.3	12

1.0 Strategy and Approach

An eLearning team has been assigned to develop Computer-based Learning (CBL) modules for the NemoursOne training initiative.

CBLs will accomplish the following:

- Provide opportunities to construct basic Epic knowledge prior to instructor-led courses
- Allow instructor-led courses to focus on workflow knowledge
- Provide refresher training between classes and Go-Live
- Provide a permanent performance support and blending learning for Post Go-Live

1.1 Target Audience

Any Nemours associate who utilizes Epic Inpatient, Radiant, CPOE, RX, or ASAP applications.

1.2 Design Guidelines

- From the Intranet portal web page, users would select their applicable role and be routed to role-specific modules
- The content of the module(s) will be driven by the NemoursOne principal instructors
- A prototype will be tested by SMEs and end-users unfamiliar with the product. The prototype will be approved by the NemoursOne Project Team prior to development.
- Limited utilization of multimedia due to enterprise capabilities. When audio or video is provided, captioning or printable content will be included for users without audio/video playback access.
- Employ standard multimedia instructional guidelines
- Give learners options for self-paced instruction – (i.e. review previous topic/lessons)

1.3 Development Tools

The instructional and performance support content will be developed in OnDemand. Epic's e-learning modules will be leveraged as needed.

1.4 Additional Recommendation

We suggest that the NemoursOne Communication team provide a brief video segment to highlight the importance, relevance, and benefits of the NemoursOne project. This content would be included in the CBL portal and should be presented by a physician leader or other hospital patient care leader.

2.0 Content

2.1 Delivery Components

The portal would be hosted on the Intranet and the modules in the learning management system (LMS) delivered to the learner’s Intranet or Internet browser. Learners will access this content via machines (including COWs) or WYSE terminals, some with audio. All Learning Services classroom machines will be available and are audio-equipped and offer headphones. Learners will be encouraged to complete training while at work.

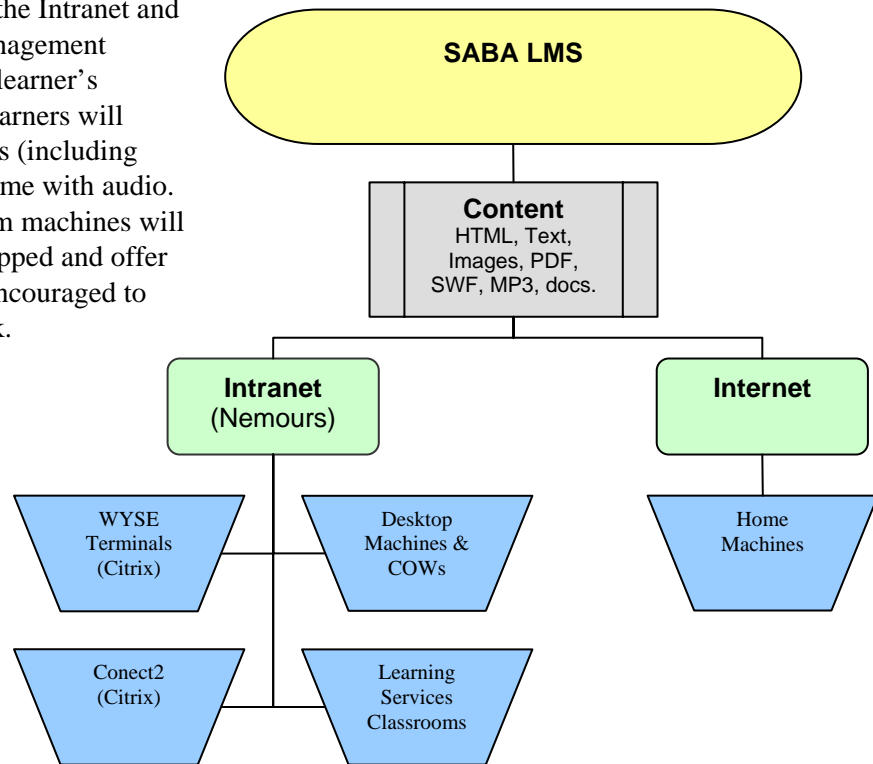


Figure 1 – Delivery Components

2.2 Content Architecture – Option 2

Learners will begin by launching the portal web page housed in the Saba Knowledge Center. Once learners select an application and role in the Portal, they will be sent to the first module (OnDemand or other) on the Saba offering listing page for that content. After learners complete the first module, they will be sent to a table (Figure 5, see page 7) and be able to select an OnDemand module, Captivate demo, video, or other type of content module.

Once in the OnDemand module, learners will see a starting page with a complete table of contents tree. After choosing a topic or page from the tree, learners will be able to view Concept and Introduction section content, as well as launch new windows of See It!, Try It!, and Know It? modes. The Do It! mode will be available for post-training performance support. Learners can also adjust the sizes of all content areas and windows.

After completion of pages and chapters in the OnDemand environment, checkmarks will be displayed in the table of contents tree. Upon closing OnDemand or other content modules, learners will also see the completion status for each content module listed. All scores or completion values within OnDemand content modules will be communicated to the LMS and appear in each learner’s transcript in Saba.

2.2 Content Architecture / continued

Completed content will be available to learners in Saba, as well as attachments to the offering: learners will have both a pre-class practice environment, as well as post-class performance support tools. This Option 2 configuration and functionality leverages the OnDemand authoring and learning environment while allowing inclusion of unlimited types of content.

2.2 Content Architecture / continued

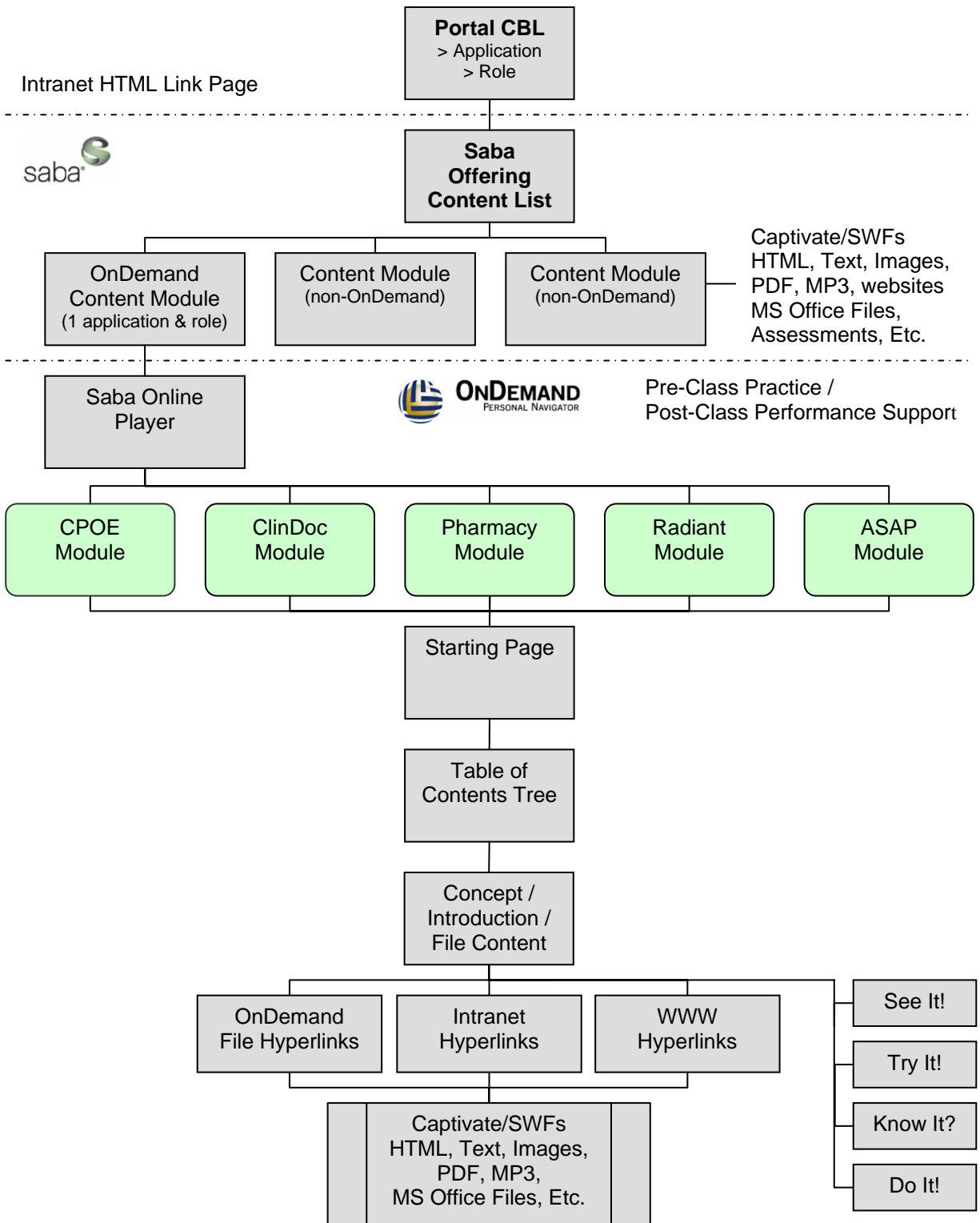


Figure 2 – Content Architecture

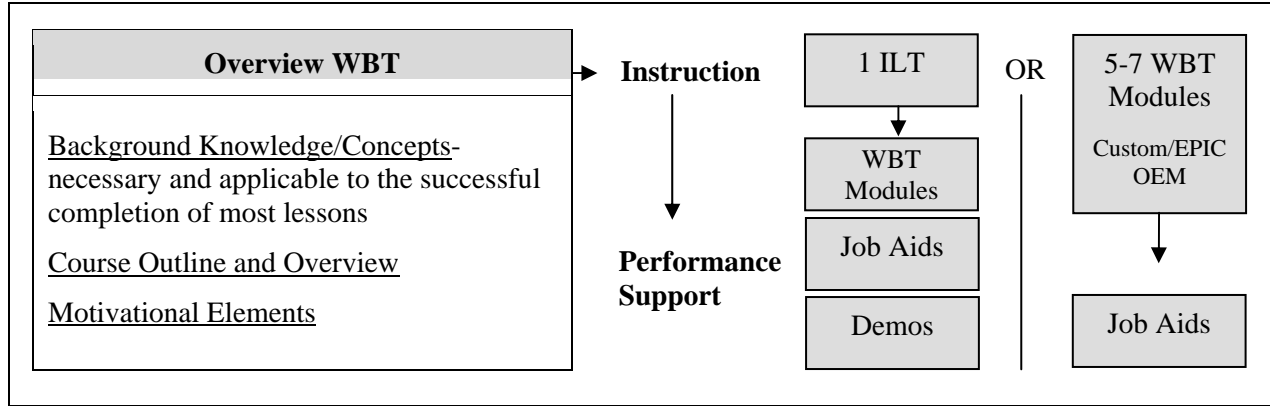


Figure 3 – Saba Course Offering Content List

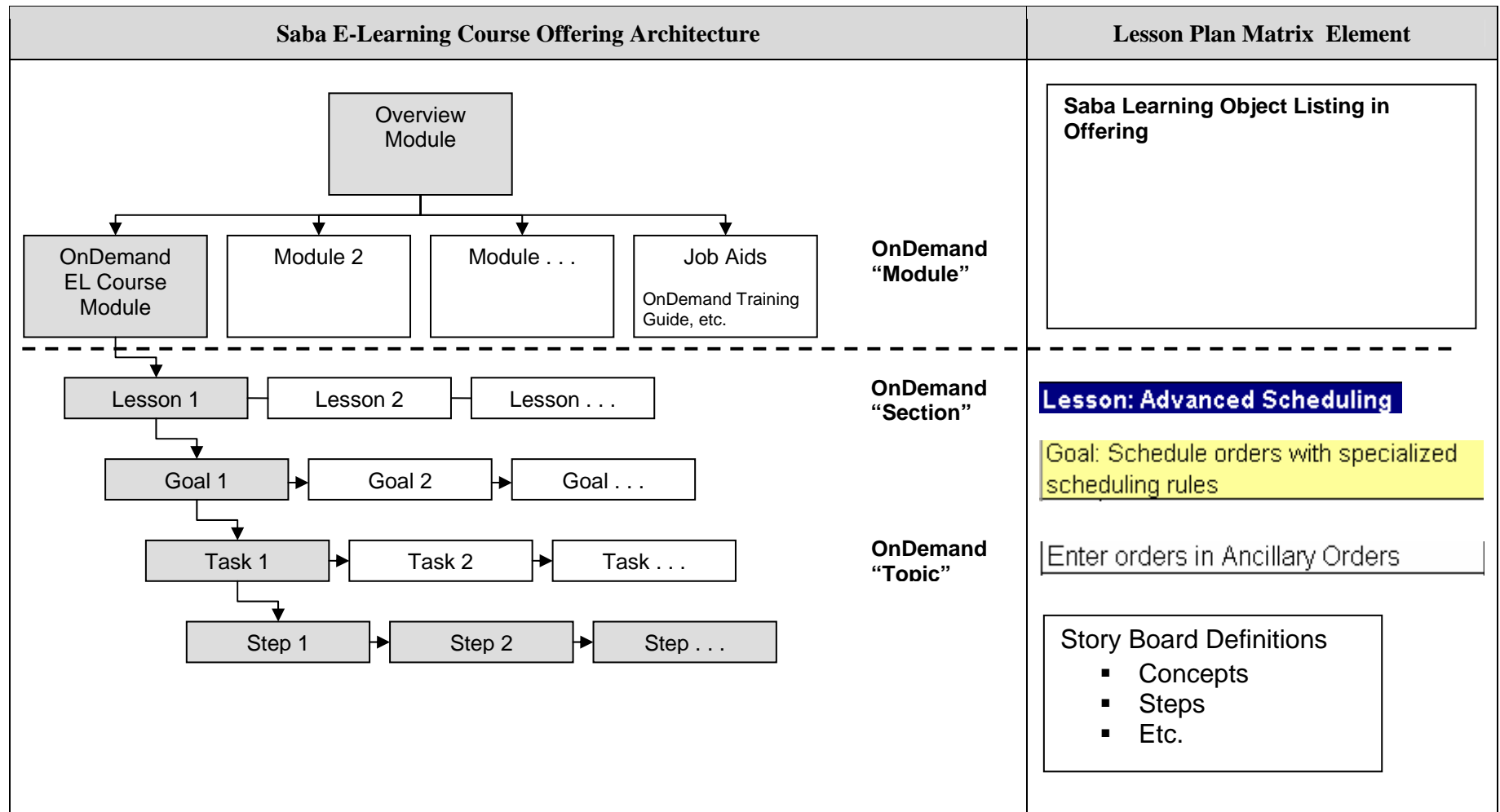


Figure 4 – Saba Course Offering Content List

2.3 Possible Prototype Topics

The e-learning design team will propose topics and lessons for the four primary roles: Nurse, Physician, Patient Service Assistant, and ED Nurses. **Please note that the topics below are examples and will be updated and subject to significant modifications.**

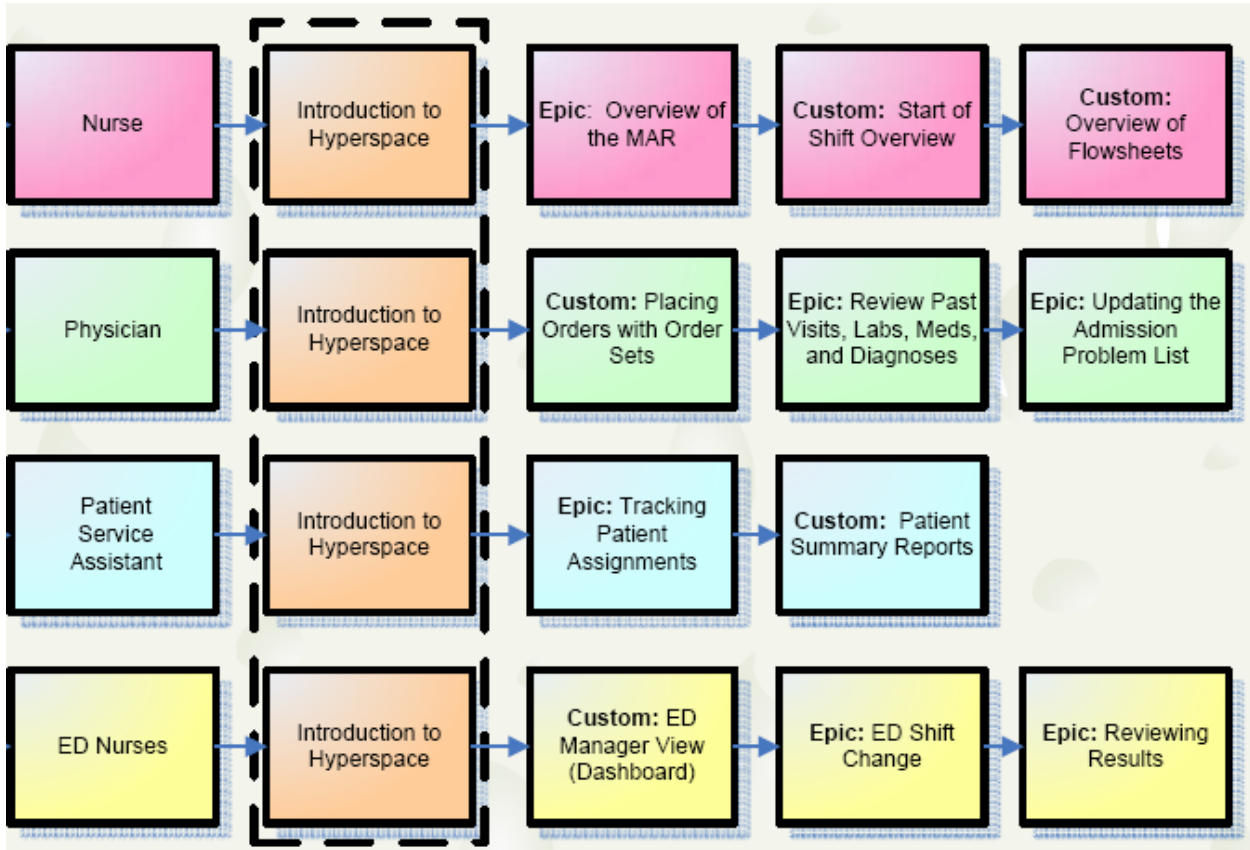


Figure 5 – Possible Prototype Topics

3.0 Interfaces

The screens or wireframes for each major component of the online training environment are shown below. Screenshots of OnDemand are provided since they are available.

3.1 Portal CBL

Learners use the Intranet Portal CBL to access all OnDemand and other content modules housed in Saba. This page will provide instructions for using the training, as well as links to other helpful NemoursOne training resources. There is also an option to provide an introductory video by a hospital leader.

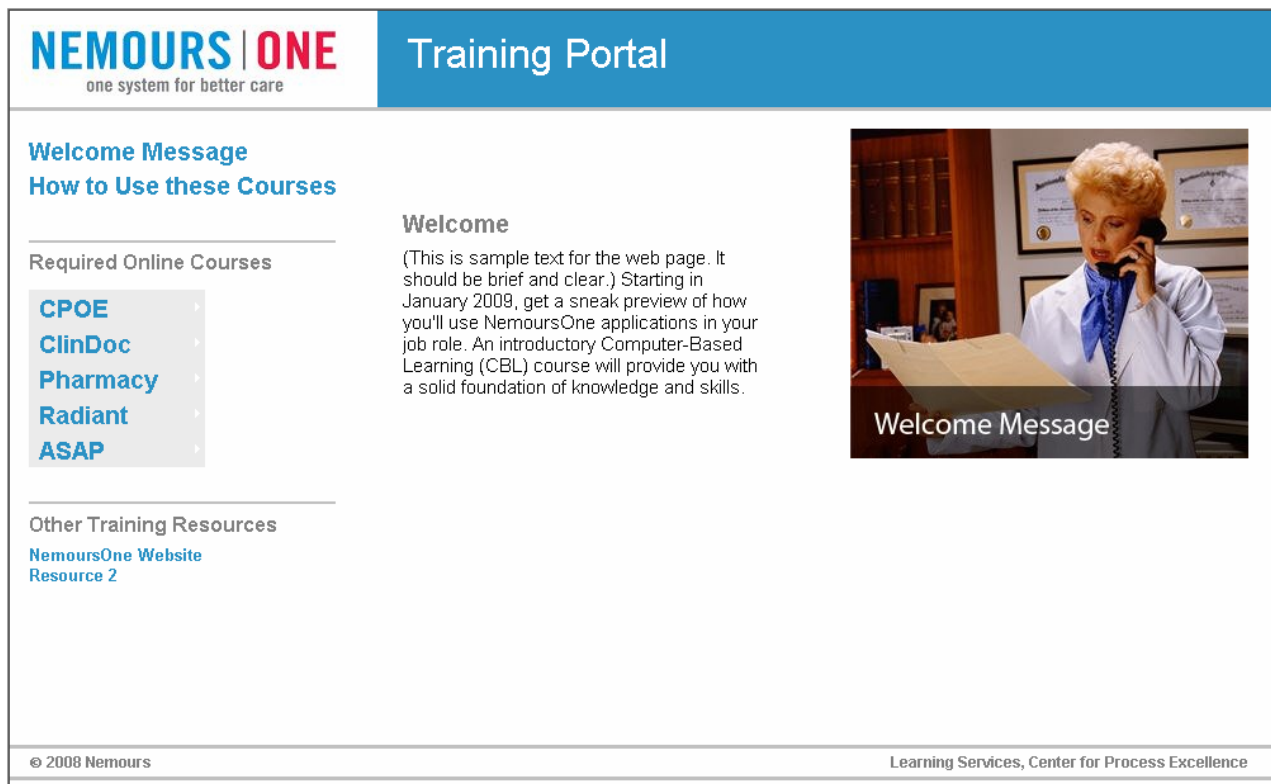




Figure 6 – Portal CBL

3.2 Saba Offering Content List

The Saba offering listing shown below enables learners to launch OnDemand and other types of content modules. As modules are successfully completed, the Completion Status and Score columns will be updated as appropriate.

Progress Report for OD-Epic-Combo1  

You cannot mark this course complete.

Offering Name **OD-Epic-Combo1**

Learner Name Chris Lepine

Overall Completion Status Not Evaluated

Score 0

Grade

Comments

Results by Module [Print](#) | [Export](#) | [Modify Table](#)

Module	Required?	Completion Status	Score	Actions
Physician FPro	Required	Not Evaluated		Launch View Results by Lesson
Epic-eLearn Tutorial	Required	Not Evaluated		Launch

Figure 7 – Saba Offering Listing Page

3.3 Saba Online Player and OnDemand Lesson Page

The Saba Online Player is displaying the OnDemand training environment in the screenshot below. This screen shows content after the learner has selected a chapter page. Note that in the Introduction area the learner can view documents and other files with the hyperlinks. The Try It! and Know It? environments are available before and after completion of this module. Also note that the Saba Online player indicates the learners' progress.

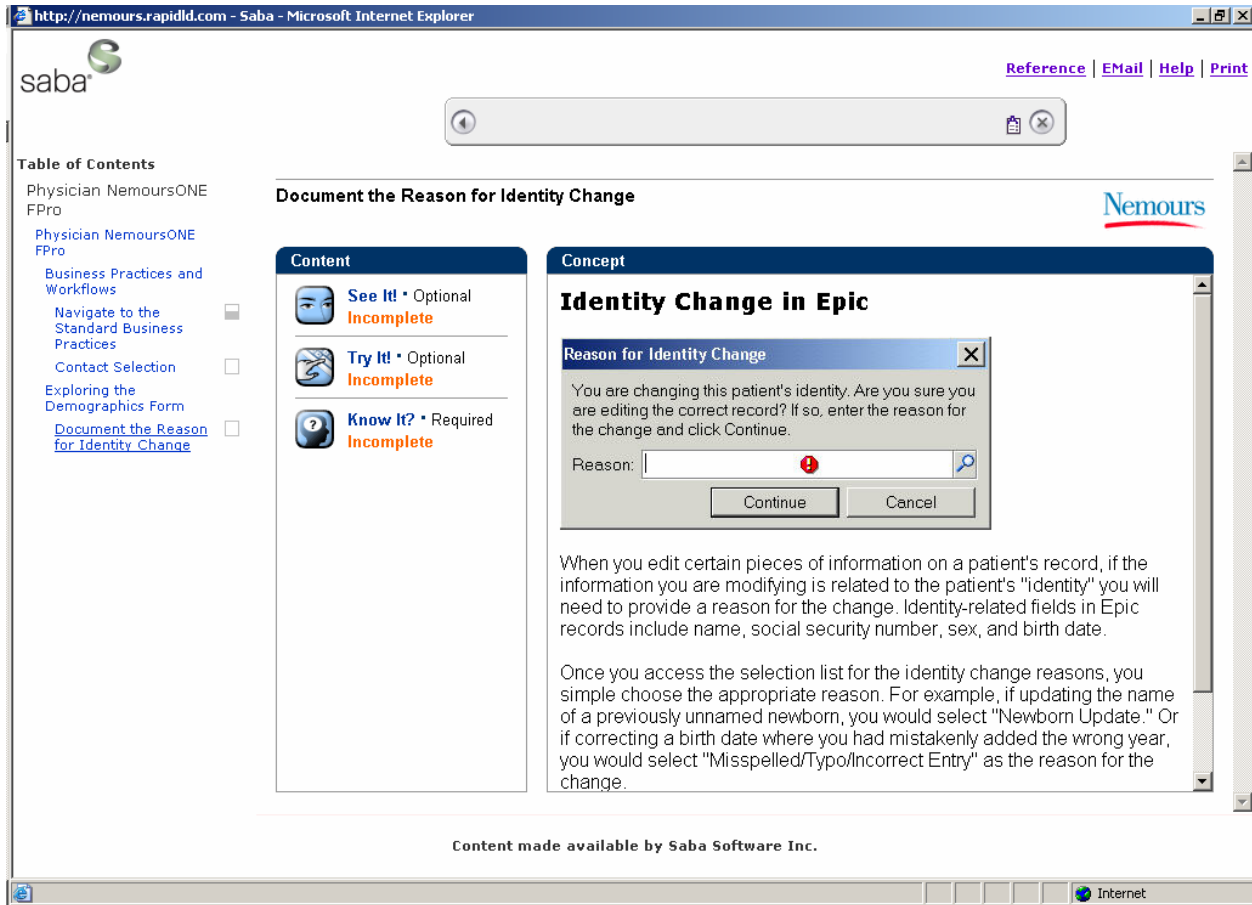


Figure 8 – Saba Online Player

3.4 OnDemand See It!, Try It!, Know It?, Do It! Pages

These environments provide demos of software procedures with guided practice and assessment. OnDemand can use animation, cueing, voiceovers, and data entry to simulate the Epic applications.

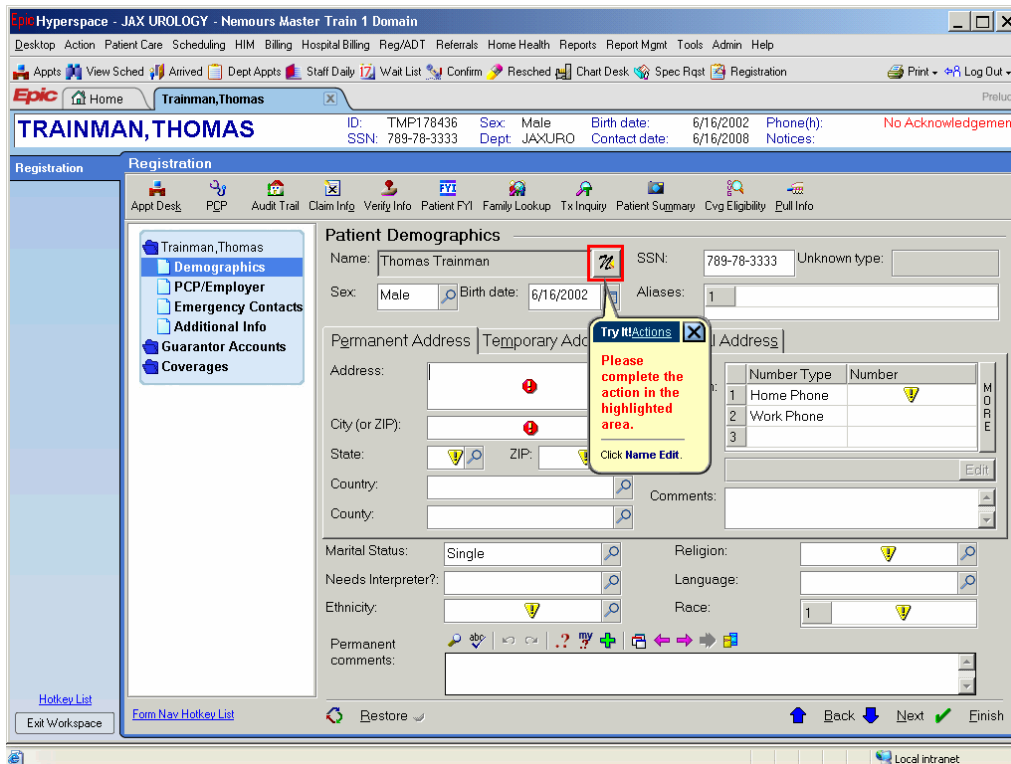


Figure 9 – OnDemand SeeIt! Mode

3.5 Captivate Learning Objects

Existing Epic Captivate interactions applicable to NemoursOne topics may be included or adapted where appropriate. Other interactions will be developed from scratch by the e-learning team as needed.

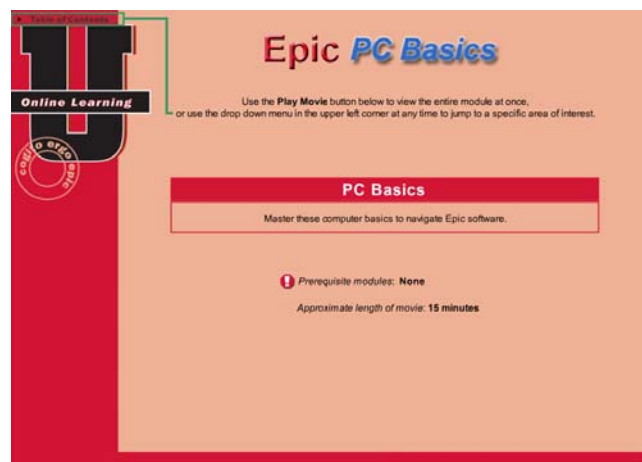


Figure 10 – Epic Captivate Module

4.0 Instructional Design

4.1 Overview WBT

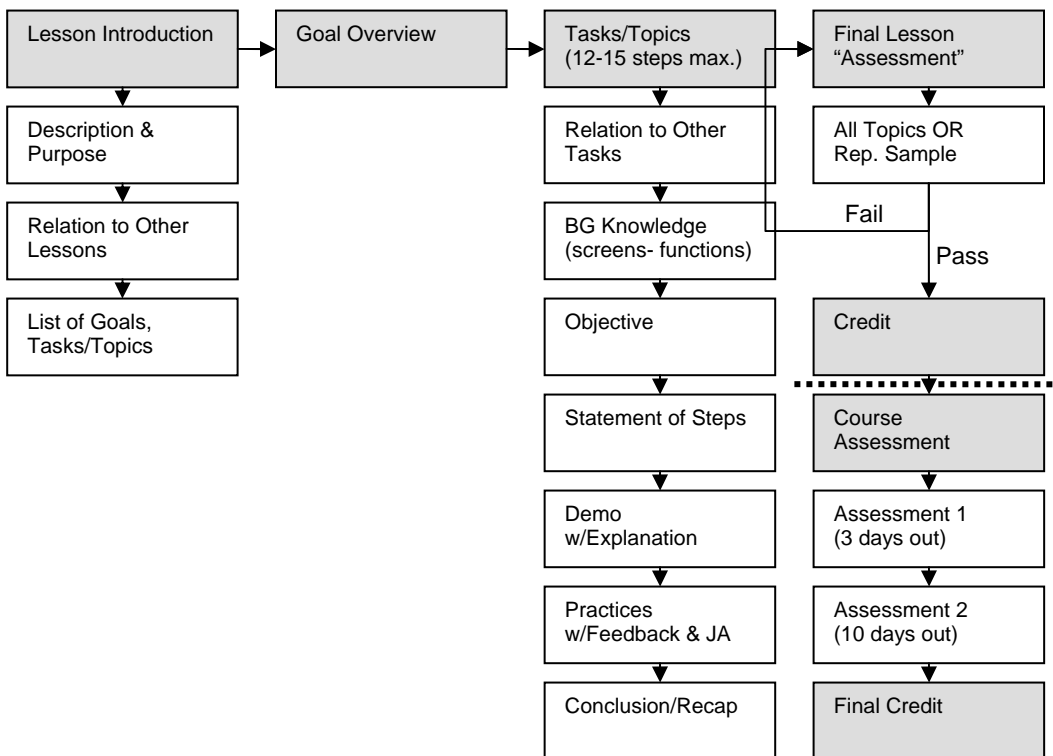
- Description and purpose.
- Relation to other courses.
- Benefits and importance.
- Objectives
- Course outline and overview.
 - modules/lessons covered.
- Background knowledge.
 - necessary and applicable to the successful completion of most lessons.

4.2 Modules

- Lesson modules will simply list all lessons grouped together in a particular module.
- Modules act only as folders holding lessons.
- It is preferable that lessons grouped in a module have common background knowledge and tasks that link to each other in sequence.

4.3 Lessons

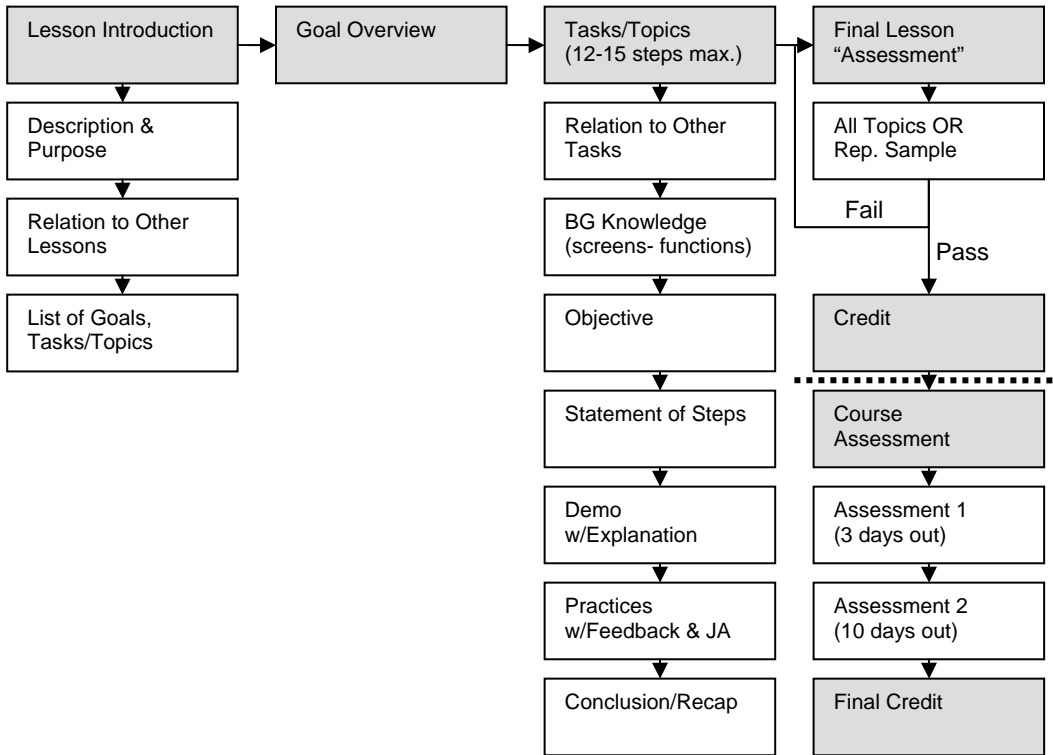
4.31 Exclusive E-Learning Lesson (no classroom counterpart)



4.32 Epic OEM Lesson

- Use as is.
- Use e-signature to verify completion.

4.33 Class Preparation Lesson



4.0 Prototype Evaluation

4.1 Evaluators

The e-learning team is proposing that we get feedback from one or two individuals from the following types of project participants and learners:

- Project sponsors
- Principle instructors
- Target audiences for all NemoursOne applications (especially physicians)
- Instructional designers

4.2 Evaluation Questions

We will supply a prototype feedback form for the reviewers and suggest that we consider the following of our target audiences and shadow some learners:

- How effective was the instruction at meeting the module objectives?
- How easily did the learner find the content desired? How effective was the navigation, titling, and role configuration?
- How well did the module capture the learner's attention?
- How well did the module engage the learner?
- What did learners think of the quality of the content: text, graphics, audio, video, and demos?
- What was the learner's reaction to the interface?
- Did the learner run into any technical roadblocks? How well did it function?
- What was the learner's reaction to the browser load times?

4.3 Prototype Construction

Feedback from this Design Concept document will be used to create the prototype. The prototype will present the core functionality and navigation, although the instructional content will not be representative or complete. Feedback on the prototype from the NemoursOne team and the target audience will inform the final working version of the online modules. The updated prototype will serve as the template for all online instruction and performance support components.