



The Challenges of On-Line Education with Respect to Accessing Health Policy Expertise

Sigma Theta Tau International
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Historical Perspective: 6000 mile/34 year journey

Emory University (1983)



Samuel Merritt University (2008-present)



UCSF (1990-2008)



Cappagh Orthopaedic Hospital (1983)

STTI 28th International Congress (2017)

Session Objectives

- Articulate the **challenges of health policy education** with respect to asynchronous, synchronous and hybrid course delivery formats
- Compare **the effectiveness of various pedagogical approaches** to delivering health policy content
- Illustrate **strategies to access health policy expertise** in an effort to provide authentic exposure to the clinical relevance of health policy

Session Objectives

- Articulate the value of “social presence” in the on-line environment and how synchronous, asynchronous and hybrid course content delivery contribute to its development among geographically distant participants
- Explore inter-professional and international opportunities to collaborate on health policy education across local and geographically distant graduate programs

Background

AACN White Paper

Distance Technology in Nursing

- *Recommended the use of advanced technology in nursing education of nurses for practice, education and research*
- *Forces converging to influence higher education.....*
 - *Business Sector Growth*
 - *Growth in Distance Education and Competition*
 - *Student Demands for Flexibility*
 - *Workforce depletion (academia and practice)*
 - *Questions regarding educational technology and learning environment*

<http://www.aacn.nche.edu/Publications/positions/whitepaper/htm>.

When was this.....



Fast forward almost 18 years...



Purpose

- To utilize **available technology** within the context of a **distance learning** program, to access appropriate _____ expertise.

Purpose

- To utilize **available technology** within the context of a **distance learning** program, to access appropriate **health policy** expertise.

Access to Health Policy Expertise

- ***Essentials of Master's Education in Nursing***
 - an opportunity to **appraise health policy relevant to clinical practice** and learn skills to engage in policy development and to employ advocacy strategies to influence health and healthcare
- ***Doctoral Essential V: Health Care Policy and Advocacy***
 - an opportunity to **critically analyze health policy proposals**, health policies and related issues from the perspective of consumers, nursing, other health professions and other stakeholders in policy and public forums

Why is engagement particularly important with regard to Health Policy?



Challenges for every educator

Easy to Recognize.....



Impossible to Perceive



Engaging Classroom



What is this called?

Social Presence

- The ability of participants to identify with the community (course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities (Garrison, 2009).
- How people perceive their own presence and the presence of others in a virtual setting to build an interpersonal relationship to learn collaboratively (Menezes, 2014).
- **Premise**.....Social Presence is particularly difficult to establish in asynchronous on-line educational experiences.



What is asynchronous learning?

“Literally, not at the same time, asynchronous describes the affordance of online learning and teaching that allows people to work at times that fit their own priorities. Asynchronous learning affords more reflective thinking.”

The Sloan Consortium Commons



Currently, most online classes are conducted asynchronously

What is synchronous learning?

Synchronous computer-mediated communication (SCMC) takes place with learners and teachers online at the same time. “Interlocutors perceive each others’ presence in real-time” (Yamada & Akahori 2007). This may lead to increased social presence (Short, Williams & Christie 1976).



Asynchronous

Synchronous



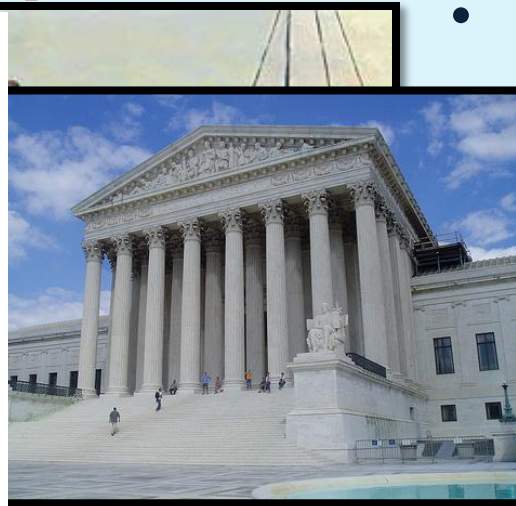
Cognition

Motivation

2008 Stefan Hrastinski

The Opportunity and the Challenge

N702 Health Policy and Advocacy

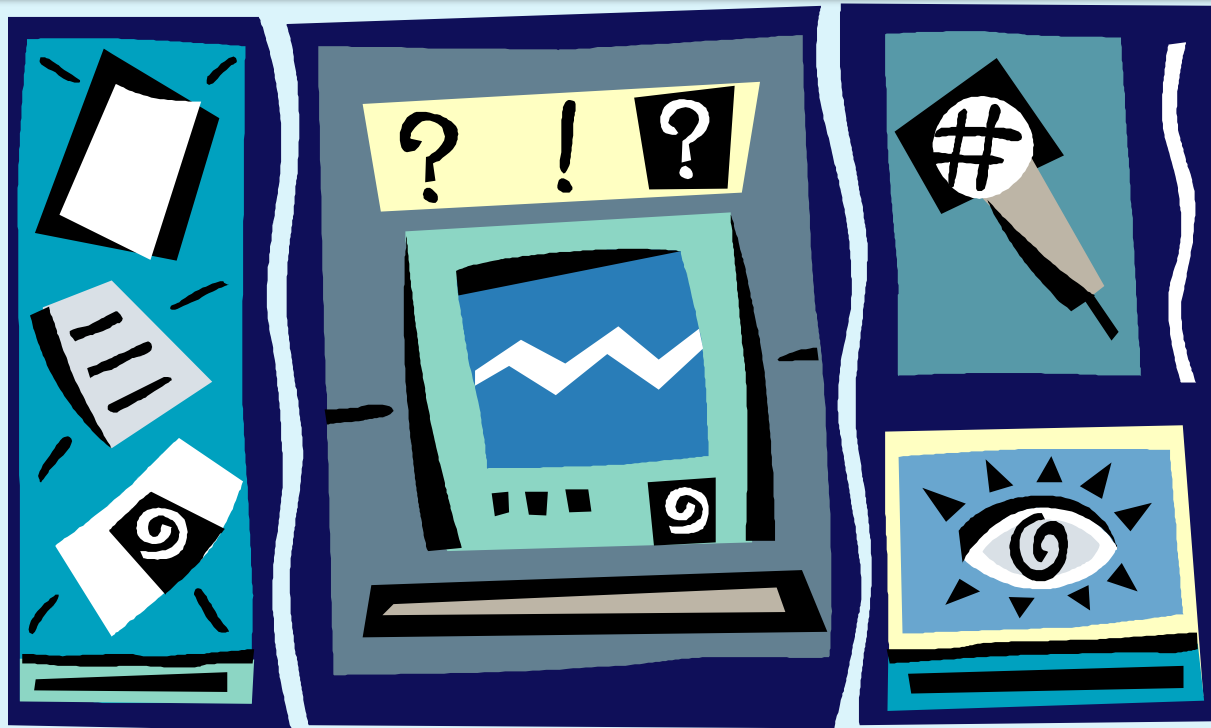


- **Challenge**
 - Create an atmosphere encouraging dialogue and discourse
 - Provide for engaged student learning during a particularly dynamic time in health policy development



Question:

Could we add synchronous sessions to this course (N702) when all previous on-line courses in the program had been delivered asynchronously?



And, if so, how could this be done?

Challenges

- Faculty training and ongoing development to maintain and grow competence
- Student training and alignment of expectations
- Infrastructure Support
- IT Support
- Content alignment with Objectives
- Measuring Outcomes

Support

Administrative approval



Student support



New Pedagogy



Technical Expertise

Training



Time Commitment



More Training



Flexibility



Faculty Challenges

Limited experience in synchronous online teaching

Logistically naïve

Training needs

Time Constraints



Student Challenges

Limited experiences in synchronous online learning

Technically naïve

Training needs

Time Constraints



Technology Support Challenges

Learning curve for managing synchronous communication solution

Complexity of supporting a wide array of end user technologies

Distance separation impedes capacity for technical assistance

Instant results a must for real-time communication support



Technology Support



Success required moving outside of our individual silos

Supporting BYOD



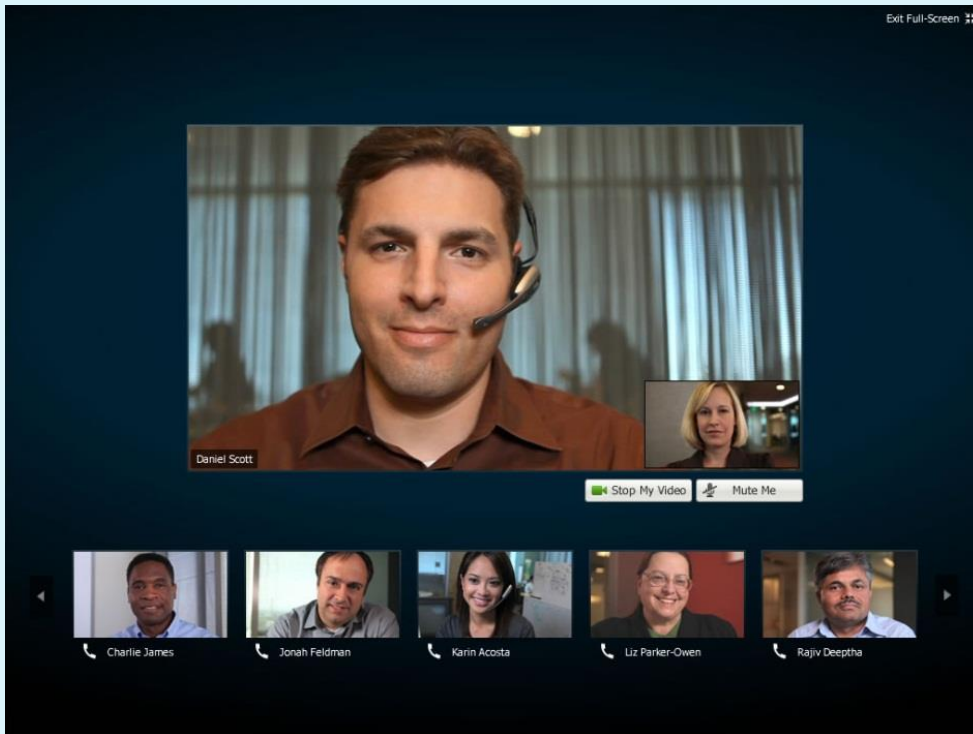
- Many device types, operating platforms, and peripherals
- Network Access (confirmed and working)
- Quality Concerns (audio and video)
- Installing and Configuring Software (and/or plug ins etc)
- Remote Assistance Availability

Platforms (3): Lync, **Web-Ex**, Adobe Connect

- Session 1 Introduction to Health Policy**
- Session 2 Economics and Health Policy**
- Session 3 NIH Speaker**
- Session 4 Students Presentations**

Various requirements:

- 1) Web-based (URL)
- 2) Direct-dial phone accessibility/VOIP room
- 3) Significant per-session cost/annual fee
- 4) Sessions must be initiated by an administrator (invite)
- 5) Excellent support for PC Mac and mobile
- 6) Displays multiple attendee video at a time (social presence)
- 7) Accessible by any invitee (no special login)



Implementation

- Through the collaborative efforts of an inter-professional team, **four on-line synchronous** sessions were delivered during a semester-long Advanced Health Policy Course within a graduate level program.
- One session included engagement with an **NIH researcher** and clinician from the National Cancer Institute

Expertise in the Classroom

Health Policy Regarding Genetics and Genomics



Kathleen Calzone PhD, RN, APNG, FAAN
Senior Nurse Specialist, Research
National Cancer Institute
National Institutes of Health
Bethesda, Maryland

Outcomes

- Through the utilization of a distance-learning platform, “**synchronous**” exposure to an NIH researcher and health policy expert created “social presence” among a cohort of geographically distant graduate students.
- This experience provided for **active engagement** in health policy analysis and was rated by students as a highlight of their coursework bringing “**real meaning**” to the study and relevance of health policy

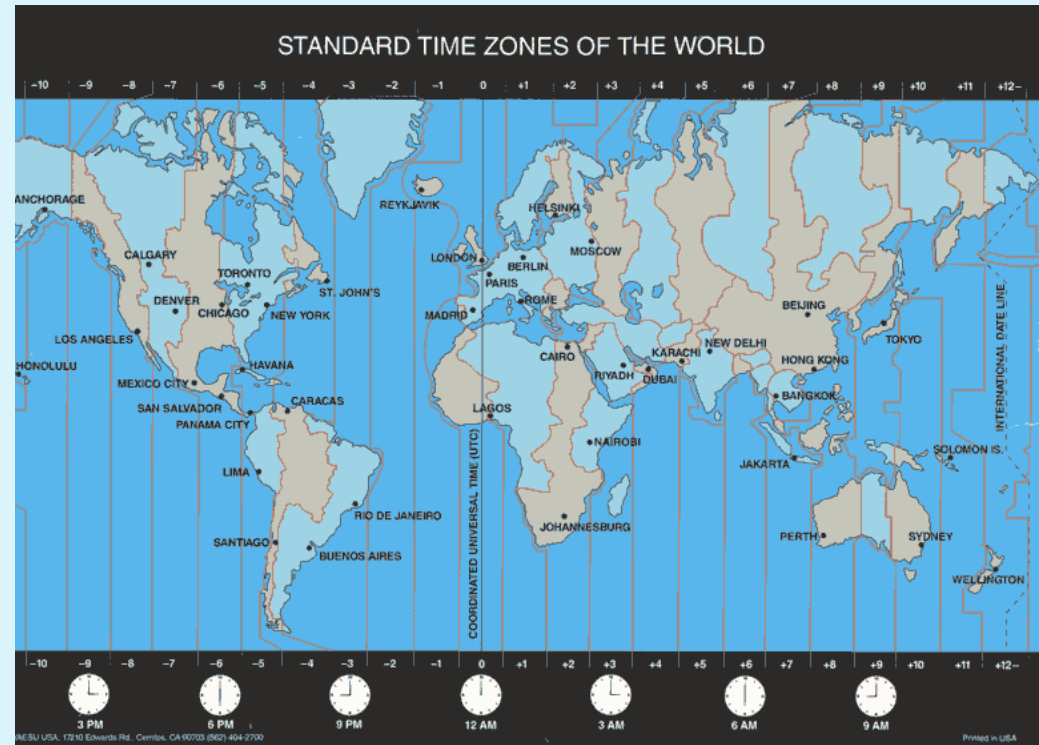
Success

- Social Presence created
- Meaningful learning occurred
- Inter-professional Educational Model created
- Newfound flexibility
- Objectives met
- “FUN”

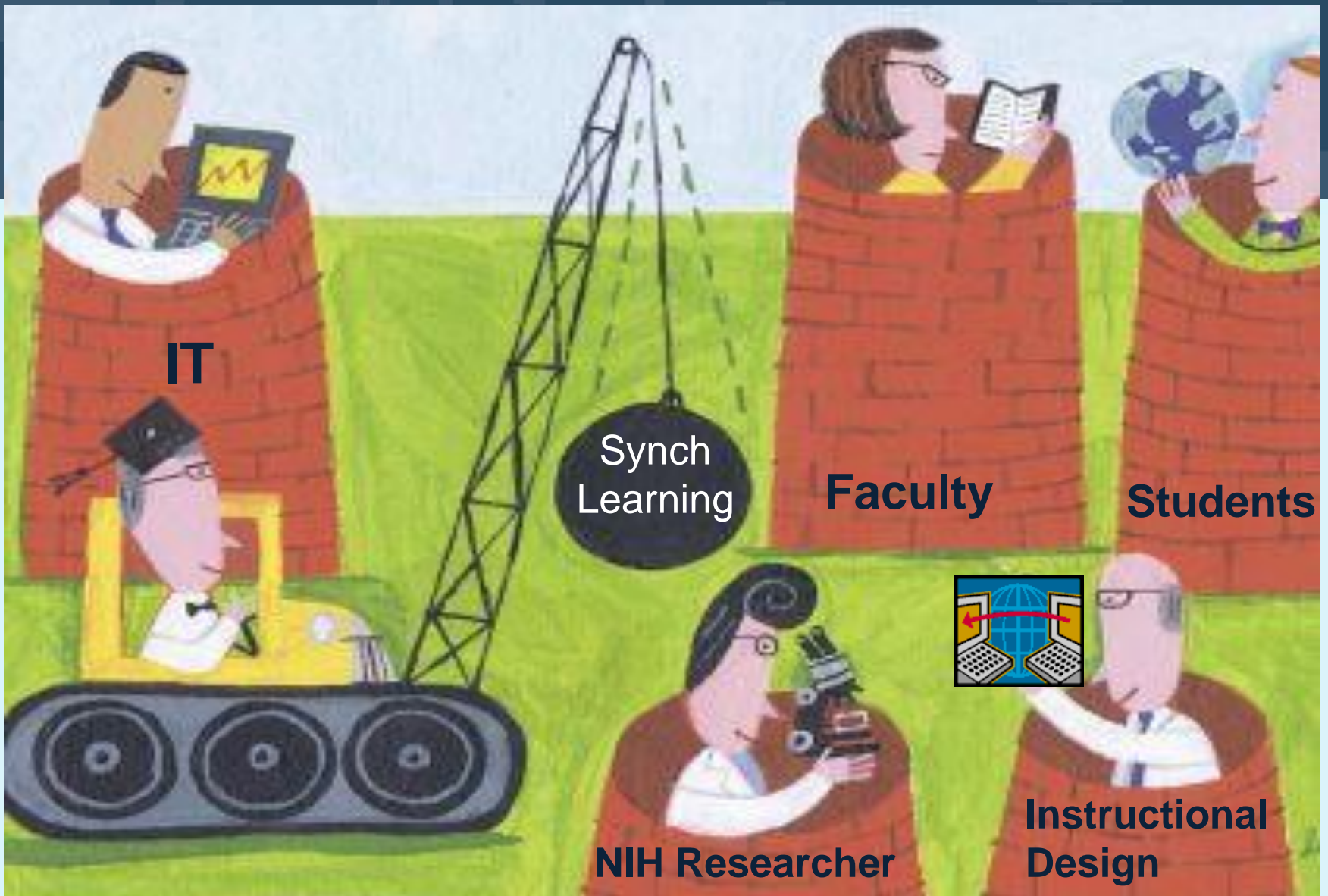
Navigating the Present, while Anticipating the Future



Opportunities Across Borders



.....Could we explore global health in a more meaningful way?



Thank you...and let's continue to break out of our silos to create the best learning environments for our students!

Thank You

- Sigma Theta Tau International Selection Committee for 28th International Congress
- Support from:
 - SMU Academic Vice President's Office
 - SMU School of Nursing
 - Nu Xi STTI Chapter-at-large
- All of you!!!

Questions?



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