Designing an Online Graduate Addictions Nursing Curriculum: Lessons Learned about Accessibility and Engagement

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MARYLAND ACTION COALITION
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Overview

Development of the Post-Baccalaureate Certificate in Substance Use and Addictions Nursing (SUAN), a distance education program

Collaboration: Faculty and instructional learning technologist

Online Courses and Modules: Faculty developed, using national standards for continuous quality improvement.

Purpose and Learning Objectives

Purpose: Develop online addictions nursing courses using optimal design to address diverse student learning needs.

Learning Objective: Describe evidence-based strategies for online course design to promote accessibility and engagement.

Background

Course Design: Most important aspect of distance learning, except for instructor-related variables *(Adair and Shattuck, 2015)*

Online/Distance Learning principles:
- **Fully interactive:** Synchronous and asynchronous
- **Accessibility:** Ease of use, readability, images and media accessible
- **Technology:** supports accessibility, engagement, and interactivity

National Standards sources:
- Quality Matters course design standards
- World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI) Standards

SUAN Graduate Certificate:
- Four 3-credit courses
- Can be completed in one year (two semesters)
- Three can be stand-alone electives
- Two courses can be applied toward degree programs

Addictions Nursing Certificate Courses:
- I – Foundations
- II – Special Topics
- III – Clinical Aspects (with 90 clinical hours)
- Motivational Interviewing

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Theoretical Framework: Online Learning & Equity

Online teaching increases access to college: Equitable course design aids learners with diverse abilities & backgrounds
- **Humanized** – Addresses needs through instructor-student relationships and community
- **Culturally Responsive** – Recognizes importance of students' cultural references
- **Universal Design for Learning** – Provides equal opportunities to learn for all

Accessible Designs

Inclusive practices: Equal access to information and functionality

Examples of web accessibility:
- **Technology:** For those with differing abilities (auditory, cognitive, neurologic, physical, speech, visual)
- **Devices:** Phones, smart watches, TVs, different input modes
- **Situations:** Sunlight, environments with inaudible audio
- **Limited Internet Access:** Slow connections, limited bandwidth

Terminology

THERAPEUTIC ALLIANCE: "Process within a health-care provider-client interaction that is initiated by an identified need for positive client health-care behaviors, whereby both parties work together toward this goal with consideration of the client's current health status and developmental stage within the life span" (Doherty, 2009).

Active Components in the Therapeutic Relationship : (Carl Rogers, Client-Centered Therapy, 1951)
- Empathy : the ability to understand other people's feelings as if we were having them ourselves (not sympathy!)
Watch this video

Embedded videos

Learning Activitiy: Pharmacokinetic Mechanisms

DragNDrop Pharmacokinetic Activity
Drag the pharmacokinetic property to each definition
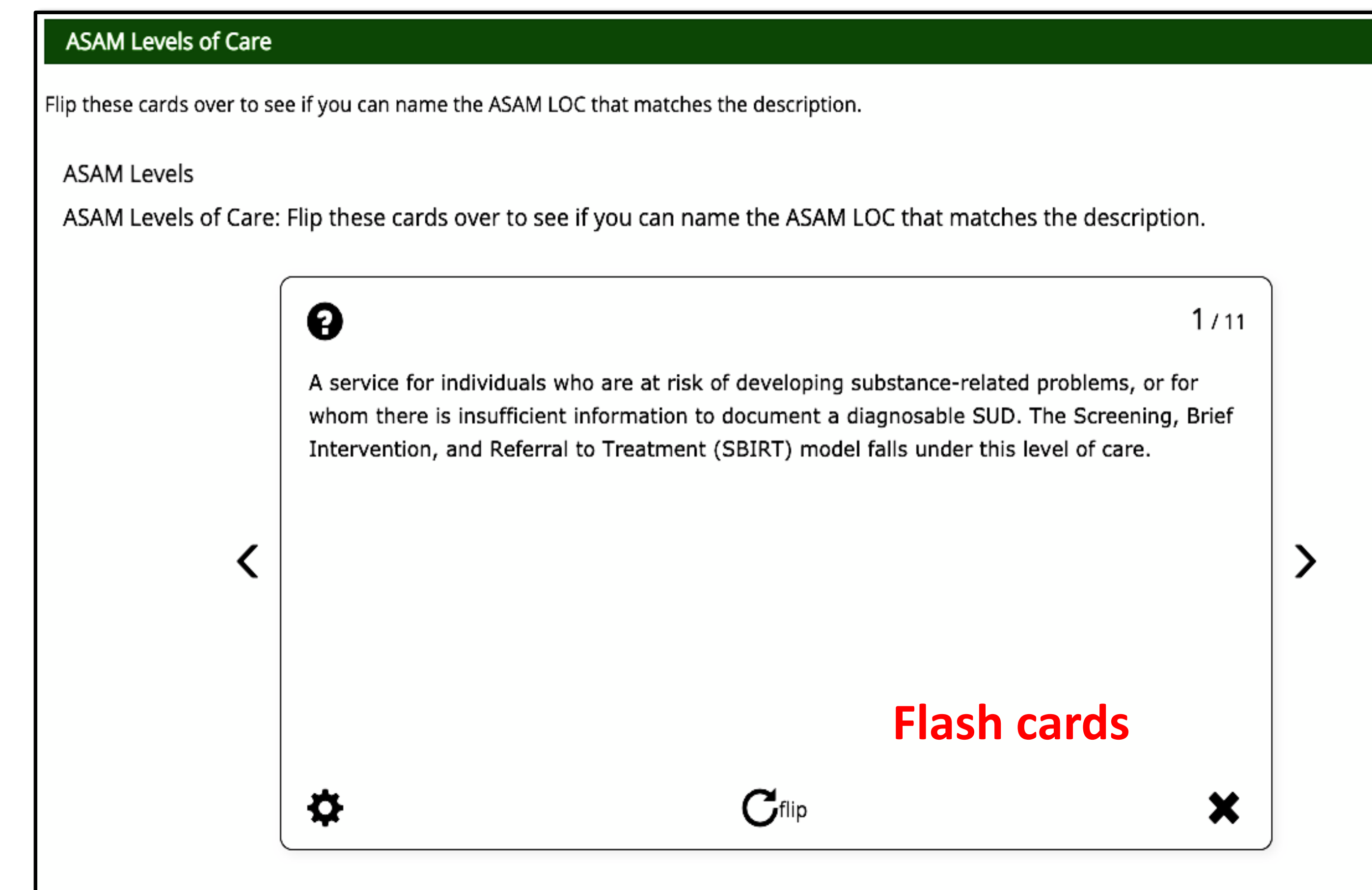
Matching exercises

Distribution	Process of removing a compound from the body without chemically changing the compound	Once absorbed, drug is sent to the various organs and tissues of the body
Metabolism		
Absorption	Process of chemical modification of drugs and other chemicals by the body, generally into less active and more hydrophilic compounds	Process of drug movement from the site of delivery to the site of action.
Excretion		

Engagement & Interactivity

Building Student Engagement: "Psychological involvement in, effort toward learning, understanding, or mastering knowledge, skills" *(Newmann, Wehlage & Lamborn, 1992)*

Types of Engagement & Supportive Techniques
- **Learner–Content** → Interactive materials; real-world applications
- **Learner–Instructor** → Multiple communication channels; frequent interactions; instructor feedback; active discussions
- **Learner–Learner** → Networking; sense of community, peer feedback; multimedia applications for sharing ideas

ASAM Levels of Care
Flip these cards over to see if you can name the ASAM LOC that matches the description.
ASAM Levels
ASAM Levels of Care: Flip these cards over to see if you can name the ASAM LOC that matches the description.

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A service for individuals who are at risk of developing substance-related problems, or for whom there is insufficient information to document a diagnosable SUD. The Screening, Brief Intervention, and Referral to Treatment (SBIRT) model falls under this level of care.

flip

Flash cards

Results

Student feedback, new course:
Overall evaluation: 4.94 on 5-point scale.
- Navigation easily executed (4.95)
- Effective teaching strategies used (4.5)
- Learning activities consistent with content (5.0)
- Content logically followed objectives (5.0)

Comment: Educational videos contributed greatly to learning

Conclusions

- Attention to accessibility and engagement benefits diverse student learners.
- Compliance with national quality and accessibility standards leads to high quality online learning experiences.