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HealthStream Administrator Learning

Implementation Overview

The implementation of the HealthStream Administrator eLearning and Course Development course was delivered to ascertain the effectiveness of the courses. The students received communication of the expectations of the pre-work they were assigned to complete prior to attending the live virtual classroom event. The communication indicated the pre-work would be found in their learning management account. Each student was given a training ID that would be used for the course. The students attending the HealthStream Administrator Learning implementation consisted of seven students. The student's demographics are located in Table 1.

Table 1

Student list demographics

Name	Gender	Age	Location	Technology Knowledge Novice/Intermediate/Expert
Rob	Male	29	Livonia, MI	Novice
Angel	Female	57	Fresno, CA	Expert
Laurie	Female	45	Boise, ID	Intermediate
Candice	Female	39	Livonia, MI	Novice
Mike	Male	62	Columbus, OH	Expert
Jill	Female	45	Newtown Square, PA	Intermediate
Terri	Female	32	Clinton, IA	Expert

The implementation involved the students attending an orientation which allowed the students to learn how to use the online tools. The students then logged in to the training database to ensure they could use the ID's they were given and were able to move in and out of the database. For the purposes of this capstone, I am not including the orientation; however, this is an important part of the curriculum. During this exercise two of the students discovered the training ids and passwords did not work as planned. After the orientation, all students were responsible to complete the Administrator Roles eLearning during week one of the learning. The

live virtual classes were taught during week two. All learning assignments are available through the HealthStream Learning Management System (LMS). The eLearning was taken directly from the LMS and the virtual class WebEx link was obtained through the LMS.

The implementation being focused on for this course is the Administrator Roles eLearning and the Course Development course. The Administrator Roles eLearning originally consisted of three sections; an introduction to the HealthStream environment, introduction to each type of HealthStream role with personas, and finally a section on how to navigate the learning. The Course Development course is a two-hour synchronous virtually delivered course. The course materials consist of vendor developed eLearning modules called Show-Me-How videos, a participant guide designed and developed by me and the synchronous course delivered through WebEx training center. The students were responsible for printing the Participant Guide for the synchronous course. During the implementation, no notable technology problems were noted. All students could participant in the eLearning and the WebEx delivered course.

During the synchronous orientation, there were some time delays noted due to differing aspects. One delay was due to a late add of a student one hour before the course took place, the second delay was due to a training ID not working when the students were asked to test the ID's and passwords. The final delay was due to students entering the class late.

Analysis of Assessment and Evaluation Data

During the implementation, the assessment and evaluation data was not the only input gathered from the students. The students were asked to use a feedback sheet and comment on what they thought worked well for the learning, what activities enhanced their learning and if there was a disconnect in the learning. This feedback was then debriefed so we may deliver solid learning for the future students. For the Administrator Roles eLearning, the students found the

information about the different roles to be informative and found this to be a good reference to have access to. Calling out each role with a list of the rights they have proved to be helpful to five of the seven students.

The Course Development course covers a great deal of the work the HealthStream Administrators will complete on a daily basis. The course focuses on the steps the students need to create a course and publish the course so all of the colleagues in Trinity Health can learn. Using the feedback forms the students found some missing steps in the Participant Guide and some of the timing was inaccurate.

During the post-test assessment of the eLearning, there was no direct pattern of incorrect answers, and the number of students answering the question was not significant enough to make changes to the post-test. The evaluation assessment was for the most part positive in the feedback. We look for two main questions to help us assess. The percent the students estimates they will apply the new knowledge (chart 1) and the student's estimation on how critical the learning is to apply to their job (chart 2).

Chart 1

Students' Estimation of applying new knowledge

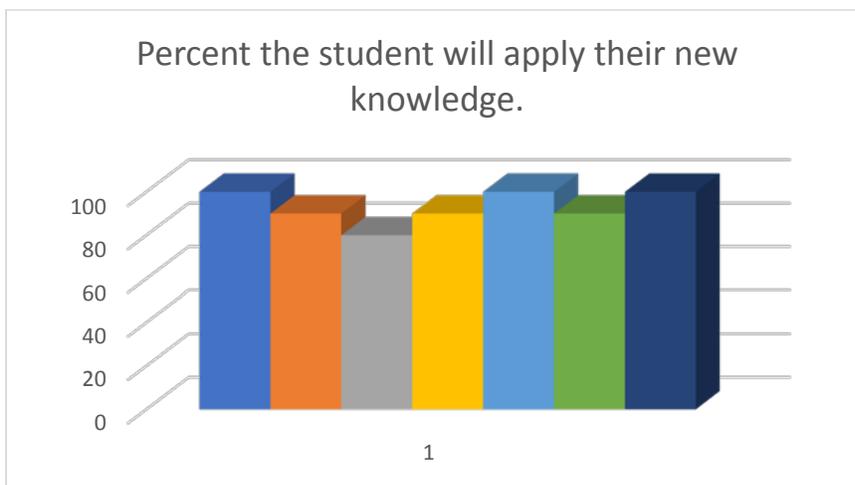
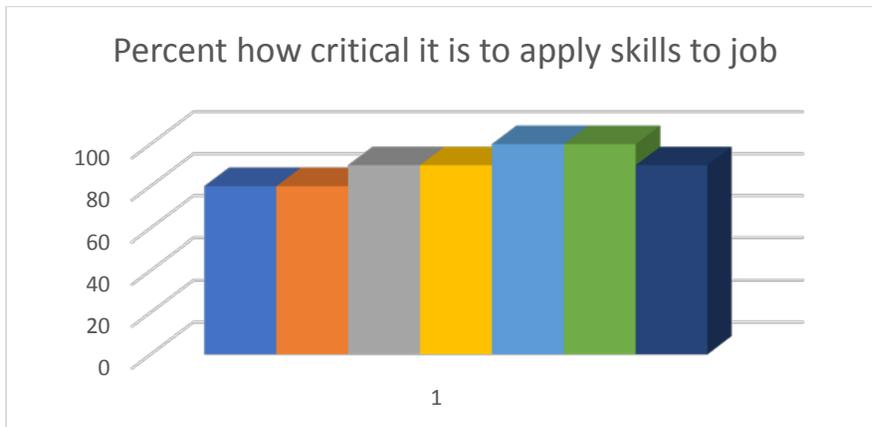


Chart 2

Students' Estimation of how critical they believe it is to apply the new learning



During the post-test assessment of the Course Development Course, again there was no direct pattern of incorrect answers, and the number of students answering the question was not significant enough to make changes to the post-test. The evaluation assessment was for the most part positive in the feedback. The percent the students estimates they will apply the new knowledge (chart 3) and the student's estimation on how critical the learning is to apply to their job (chart 4).

Chart 3

Students' Estimation of applying new knowledge

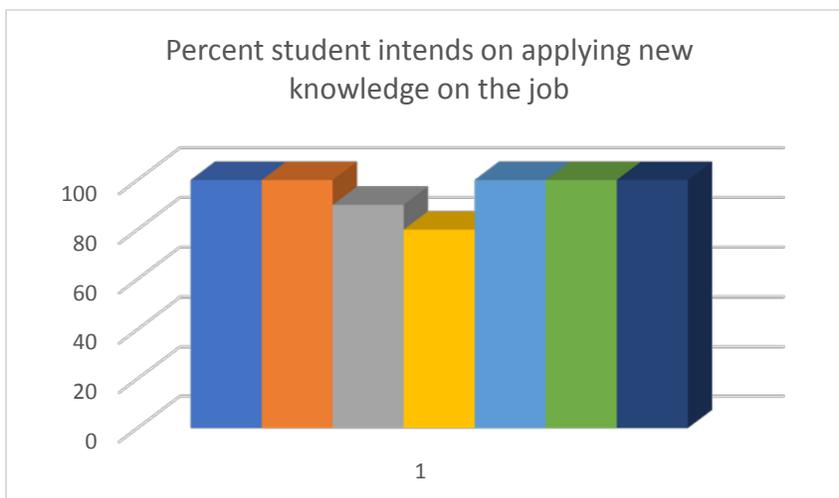
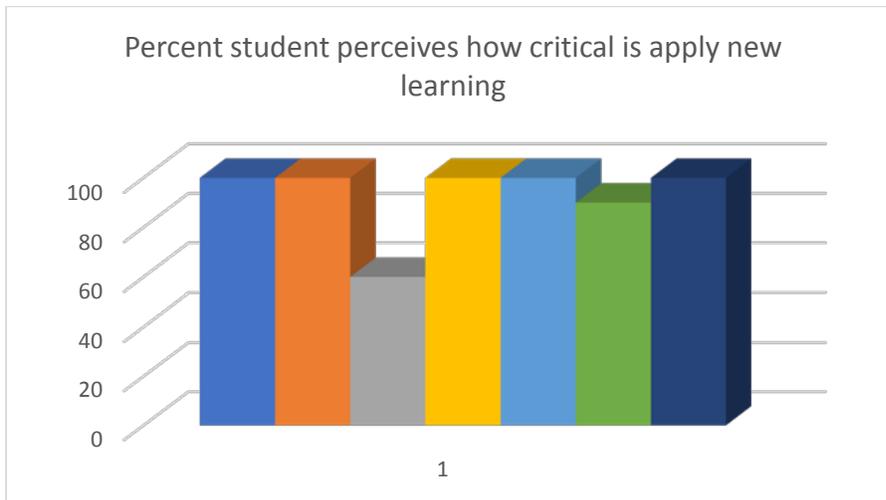


Chart 4

Students' Estimation of how critical they believe it is to apply the new learning



As a result of the post-test assessment and course evaluations some changes will be made. One of the features of the entire curriculum that is going to be evaluated will be the timing of the courses. As noted earlier, there is a lot of information for the new Administrators to learn. The delivery of the curriculum will be evaluated after three months of live curriculum to revisit. It is also my intention to pull reports from the post-tests as well as the course evaluations to determine the appropriate length and homework for the students. Revisions to the course will be made as well as consideration for future course maintenance and evaluation.

Proposed Revisions

Special consideration will be made during the evaluation in order to decide if virtually delivered systems training is a viable solution to learning in the organization. One focus of this evaluation is on the delivery of this program as this is now a new way for us to deliver the learning. I would use the Evaluation Audience Checklist (Fitzpatrick et al; 2010, p. 289) to identify all stakeholders and the impact the learning would impact. In an effort to be stewards of our resources, we are employing a new delivery method. We will use the Guiding Principles for evaluating the program, (Fitzpatrick, Sanders, & Worthen 2010, p. 87).

Following the implementation decisions were made to delete the detailed introduction in the beginning of the eLearning, the personas were removed and the slides were changed to include more information and finally the navigation section was removed. The post-test also was revised. The implementation provided valuable information to be used during the program such as the communication and testing of the training ID's.

Action items include debriefing the learning after the first three months of classes to specifically ask the students what they thought worked well, what needs to be improved and how they think it can improve (Fitzpatrick et al, 2010, p. 24). We have asked active administrators to attend the first three months of courses in order to gather information that will assist the new HealthStream Administrator.

Students will be contacted in a learning community using an existing learning community called the HealthStream User Group (HUG). The students may participate in discussion groups using our collaborative program Jive. Discussion posts will be available and the students will be asked to respond. This platform will allow the students to have an area to have open question and answer forums (Boetcher, Conrad, 2010, p. 43). Engaging the learners to continue to use the tools that were taught.

References

- Fitzpatrick, J., Sanders, J., & Worthen, B. (2010). *Program evaluation: Alternative approaches and practical guidelines* (4th ed.). Boston, MA: Pearson.
- Boettcher, Judith V., Conrad, Rita-Marie (2010). *The Online Teaching Survival Guide Simple and Practical Pedagogical Tips* Jossey-Bass A Wiley Imprint

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Capstone Project (EIDT 6910) AECT Standards 1-5

RWR CoEL Approved Rubric

<p>Implementation and Evaluation Report (AECT 1.1.4) (AECT 4.3-4.4)</p>	<p>Evidence shows that: Plan does not include all required components.</p>	<p>Evidence shows that: Report describes implementation in detail, including both implementation high points and challenges. Report describes assessment and evaluation data, conclusions, implications, and proposed revisions, including at least one visual representation of data</p>	<p>Evidence shows that: Report describes implementation in detail, including both implementation high points and challenges. Report describes assessment and evaluation data, conclusions, implications, and proposed revisions, including more than one visual representation of data. Report is supported by Learning Resources and additional research.</p>
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Contains some elements of "Unacceptable" and some, but not all elements of "Acceptable"

Contains some elements of an "Acceptable" and some, but not all of the elements of "Target"

Needs Improvement:

Emerging Mastery:

RWR CoEL Approved Rubric

<p>Written Expression and Formatting The extent to which scholarly, critical,</p>	<p>Evidence shows that: Major points do not reflect</p>	<p>Evidence shows that: Ideas are clearly and concisely</p>	<p>Evidence shows that: Work is unified around a central</p>
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<p>analytical writing is presented using Standard Edited English (i.e. correct grammar, mechanics).</p> <p>When referencing web-based sources, an active hyperlink to the original source must be included.</p> <p>Stated fair-use, copyright, licensing, and/or creative commons guidelines should be followed for all web-based resources.</p> <p>*APA formatting guidelines need only be followed if applicable to assignment.</p>	<p>appropriate elements of communication.</p> <p>No effort to express ideas clearly and concisely.</p> <p>Work is not written in Standard Edited English. Contains many grammatical or mechanical errors</p> <p>Web-based sources are not credited.</p> <p>Fair-use, copyright, licensing, and/or creative commons guidelines are not followed.</p> <p>* The quality of writing and/or APA formatting is not acceptable for graduate level work.</p>	<p>expressed.</p> <p>Elements of effective communication such as an introduction and conclusion are included.</p> <p>Work is written in Standard Edited English with few, if any, grammatical or mechanical errors.</p> <p>Few, if any, errors in crediting web-based sources.</p> <p>Few, if any, errors following fair-use, copyright, licensing, and/or creative commons guidelines.</p> <p>*Work is well organized with correct APA formatting throughout.</p>	<p>purpose with well-developed ideas, logically organized in paragraph structure with clear transitions.</p> <p>Effective sentence variety; clear, concise, and powerful expression are evident.</p> <p>Work is written in Standard Edited English. No prominent errors interfere with reading.</p> <p>All web-based sources are credited through embedded links.</p> <p>Fair-use, copyright, licensing, and/or creative commons guidelines are followed.</p> <p>*Represents scholarly writing in a correct APA format.</p>
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Contains some elements of "Unacceptable" and some, but not all elements of "Acceptable"