

ENHANCING DISTANCE LEARNING THROUGH TECHNOLOGY



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Drexel University

College of Nursing and Health Professions

OBJECTIVE

- **Using technology to enhance distance learning**
- **Share practical technology issues**

AGENDA

- **Technology used**
- **Major concerns**
- **The setting**
- **Structure of project**
- **Technology issues**
- **Questions**

TECHNOLOGY USED

■ MICROSOFT OFFICE

- Word
- Excel
- PowerPoint
- Publisher

■ ADOBE ACROBAT PRO

■ DIGITAL PHOTOGRAPHY

■ DVD TECHNOLOGY (video & sound)

■ INTERNET

- Drexel resources
 - Online libraries (databases)
 - Blackboard
 - Drexel email
 - Drexel server
- Online videos
- Survey Monkey
- PVX video conferencing
- VoIP (Vonage)

■ COURIER PIGEON

MAJOR CONCERNS

- **Complexity of project**
- **Numbers of students**
- **Would technology work!**

THE SETTING

■ STUDENTS

- 60, ACE nursing students

■ COURSE

- Health Promotions

■ TARGET AUDIENCE

- Faculty
- Grades 1-12
- **No school nurse**
- English speaking school
- Budapest, Hungary

■ TOPIC

- First aid





ICSB

<http://www.icsbudapest.org/>



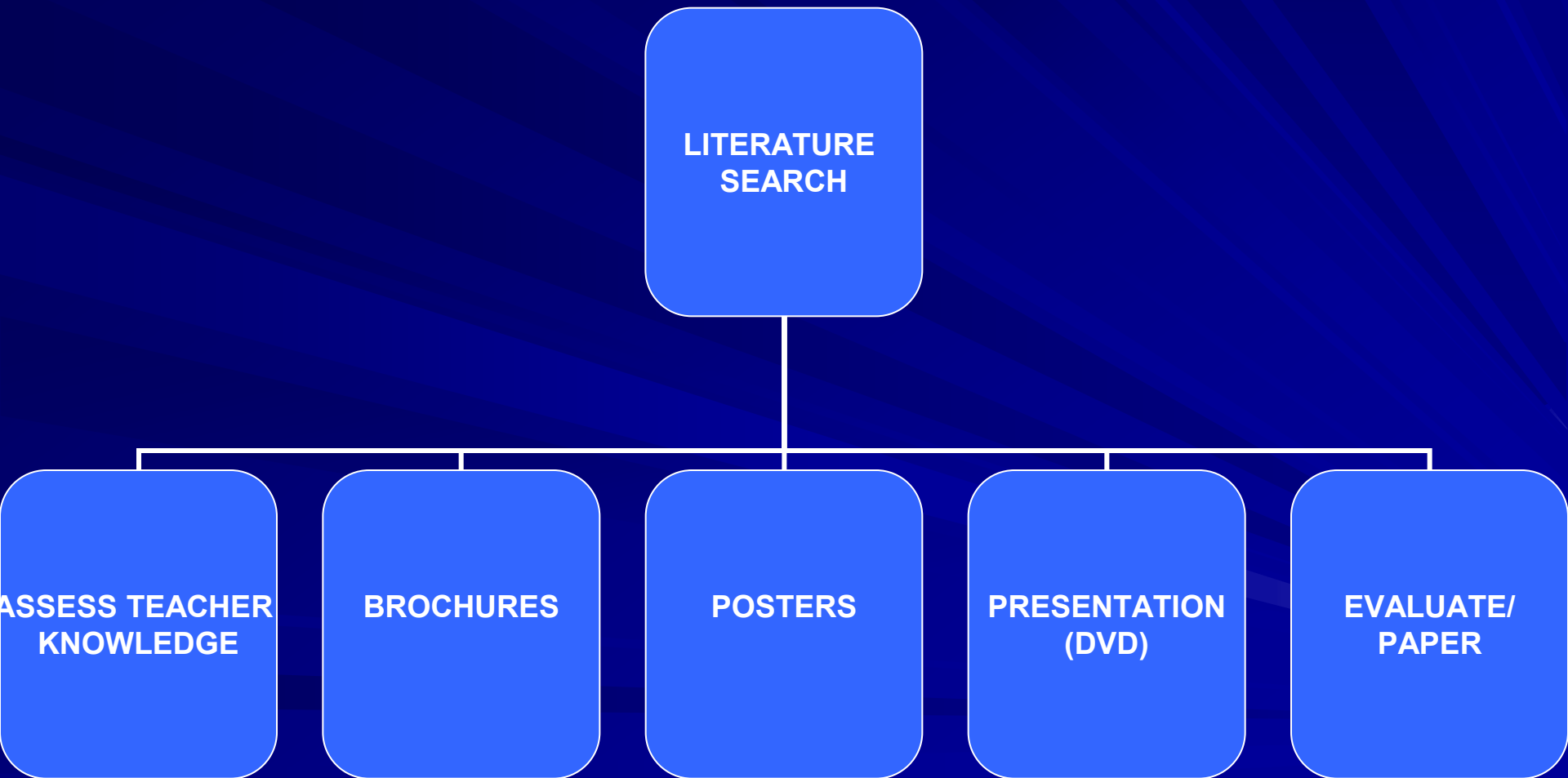


STRUCTURE OF PROJECT

■ RESEARCH METHODOLOGY

- Assess
- Plan
- Implement
- Evaluate

STRUCTURE OF PROJECT



LITERATURE SEARCH

■ OBJECTIVE

- 5 questions
- Summarize findings

■ TECHNOLOGY USED

- Drexel online libraries (databases)
- Excel
- Blackboard
- Drexel email

http://www.library.drexel.edu/healthsciences?searchid=databases

File Edit View Favorites Tools Help

Google Search

Drexel University Health Sciences Libraries | Drexel U...

Sign In

DREXEL UNIVERSITY HEALTH SCIENCES LIBRARIES

[Libraries Home](#)[Health Sciences](#)[Research](#)[Services](#)[Get Help](#)

Health Sciences Libraries

Hahnemann Library

Today's Hours: 7:45am-8:00pm

[See Calendar](#)

[Contact Us](#)

Queen Lane Library

Today's Hours: 8:00am-10:00pm

[See Calendar](#)

[Contact Us](#)

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[Cochrane Library \(EBP\)](#)

[Core Health Sciences E-books](#)

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All Subjects



Go

Alphabetically:

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Resources

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[Help from the Libraries](#)

[Thesis / Dissertation Binding](#)

HEALTH SCIENCES
LIBRARY CHAT
IS ONLINE

Latest News

3/15/10 - [Epigenetics added to Journal Collections](#)

Epigenetics, the official journal of the Epigenetics Society, has ... [Read More >>>](#)

3/4/10 - [Images.MD Subscription ended](#)

Due to a change in ownership and structure, the ... [Read More >>>](#)

[Health Sciences Suggestion Box](#)



Welcome CNHP Faculty

Courses

Health Sciences Library Help

E-Learning Resources

Faculty Resource Center

Help

Resources

Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9/10

Group Project
Work Areas
Discussion Board
Communication
24/7 Tech Help
WIMBA
Tools

Tools

Communication

2009 FALL - (ACE SEC 157) HEALTH PROMOTION, TEACHING AND SELF CARE - WE (NURS102157-200915) > COMMUNICATIONS > GROUP PAGES



Group Pages



[-LIT SEARCH GROUP #1 - Hungary](#)



[-LIT SEARCH GROUP #2 - Healthcare](#)



[-LIT SEARCH GROUP #3 - List Health Info Resources](#)



[-LIT SEARCH GROUP #4 - How Health Communicated](#)



[-LIT SEARCH GROUP #5 - Effective Teaching Methods](#)



[-LIT SEARCH GROUP #6 - Summarize](#)

Navigation bar of the Blackboard Academic Suite interface, showing the address bar with the URL `http://drexel.blackboard.com/webapps/portal/frameset.jsp?tab_id=_2_1&url=%2fwebapps%2fblackboard%2fexecute%2f...`, search bar, and various utility icons (Google, Search, Share, etc.).



Home Help Logout

Welcome CNHP Faculty

Courses

Health Sciences Library Help

E-Learning Resources

Faculty Resource Center

Help

Resources

Week 1
Week 2
Week 3
Week 4
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Week 7
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Group Project
Work Areas
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Communication
24/7 Tech Help
WIMBA
Tools

Tools

Communication

2009 FALL - (ACE SEC 157) HEALTH PROMOTION, TEACHING AND SELF CARE - WE (NURS102157-200915) > COMMUNICATIONS > GROUP PAGES > -LIT SEARCH GROUP #1 - HUNGARY > GROUP PAGE: -LIT SEARCH GROUP #1 - HUNGARY



Group Page: -LIT SEARCH GROUP #1 - Hungary

- ▶ [Group Discussion Board](#)
- ▶ [File Exchange](#)
- ▶ [Send Email](#)
- ▶ **Group Members**

Name	Email
Jeffrey Ebner	
Kelly Hertzog	
Kimberly Iracki	
Jerome Jones	
Kimberly Langer	
Lauren LoMonico	
Jean MacFadyen	
Elizabeth McHugh	
Lauren Miller	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	<u>N102:</u>														
2	<u>HEALTH PROMOTIONS CLASS PROJECT</u>														
3	<u>FALL 2009</u>														
4															
5	<u>PROJECT OBJECTIVE:</u>														
6	Provide web-based information on emergency measures that teacher in an American type of school in														
7	Budapest, Hungary (English speaking, grades 1-12) could perform on student if required.														
8															
9	<u>LITERATURE SEARCH TOPIC:</u>														
10	1. Characterize country of Hungary														
11															
12	<u>FINDINGS</u>														
13															
14															
15	History	put year here	List kind of government here, e.g. communism, monarchy, etc.												
16															
17			Insert more rows as needed												
18															
19															
20															
21	Geography		What countries surround them?												
22			Mountains? Farm land????												
23															
24			Insert more rows as needed												
25															
26															
27	Religions		List here with percentages												
28															
29			Insert more rows as needed												

	A	B	C	D	E
1		<u>N102:</u>			
2		<u>HEALTH PROMOTIONS CLASS PROJECT</u>			
3		<u>FALL 2009</u>			
4					
5		<u>PROJECT OBJECTIVE:</u>			
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10		1. Characterize country of Hungary			
11					
12		<u>REFERENCES</u>			
13					
14		1 Briggs, D. on behalf of World Health Organization. (2003) <i>Making a difference: Indicators to improve children's environmental health</i> . Retrieved September 28, 2007 , from http://www.who.int/ceh/publications/ceh1590599/en/index.html .			
15		2 United States Department of State, Bureau of European and Eurasian Affairs, (June 2009). <i>Background Note: Hungary</i> . Retrieved from http://www.state.gov/r/pa/ei/bgn/26566.htm			
16		3 World Health Organization, WHO Country Office, Hungary, (January 2009). <i>Facts and figures, health</i> . Retrieved from http://www.euro.who.int/Hungary/20081223_2			
17					
18					
19					
20		Insert more rows as needed			
21					
22					
23					
24					

ASSESS

■ OBJECTIVE

- Pre/Post test teacher knowledge

■ TECHNOLOGY USED

- Word
- Excel
- Blackboard
- Drexel email
- Adobe Acrobat Pro
- Survey Monkey
(Renee A'Hearn)

Purpose of test: The nursing students enrolled in Dr. MacFadyen's Health Promotions course at Drexel University are working in partnership with the International Christian School of Budapest to assess the knowledge of your institution's facility concerning emergency procedures and basic first aid. Our institution has compiled the following test to assess these topics. Please take a few minutes to complete this questionnaire. Please read any and all instructions for each section.

True or False Section:

Please read the following questions and indicate whether the statement is true or false. Once you have identified whether the statement is true or false, circle the appropriate answer.

Example:

George Washington was the first President of the United States of America.

True

False

1. Rashes are always localized to one area of the body.

True

False

2. Rashes are common and never need medicine or medical attention, and will eventually go away over time.

True

False

ASSESS: Survey Monkey

- Renee entered data
- Immediately available
- Link sent to Hungary
- Survey taken
- Tallied results

Questionnaire on First Aid and Emergency Procedures

1. It is not an emergency situation if someone cannot breathe since the body has enough oxygen stored to last approximately 30 minutes.			Response Percent	Response Count
True	<input type="checkbox"/>		3.0%	1
False	<input checked="" type="checkbox"/>		97.0%	32
answered question				33
skipped question				0

2. If you are uncertain if an unconscious person is breathing, a good way to assess is to look at their chest to see if it rises and falls.			Response Percent	Response Count
True	<input checked="" type="checkbox"/>		60.6%	20

Post-Test: Questionnaire on First Aid and Emergency Procedures

1. It is not an emergency situation if someone cannot breathe since the body has enough oxygen stored to last approximately 30 minutes.

	Response Percent	Response Count
True	0.0%	0
False	100.0%	4
answered question		4
skipped question		0

2. If you are uncertain if an unconscious person is breathing, a good way to assess is to look at their chest to see if it rises and falls.

	Response Percent	Response Count
True	75.0%	3
False	25.0%	1
answered question		4
skipped question		0

3. When someone is having an asthma attack and is unable to catch their breath you often hear a wheezing sound upon exhalation.

	Response Percent	Response Count
True	75.0%	3
False	25.0%	1
answered question		4
skipped question		0

PLAN

■ OBJECTIVE

- What content & how to present
 - Brochures/ posters/DVD

■ TECHNOLOGY USED

- Word
- Excel
- Publisher
- Blackboard
- Drexel email
- Web images

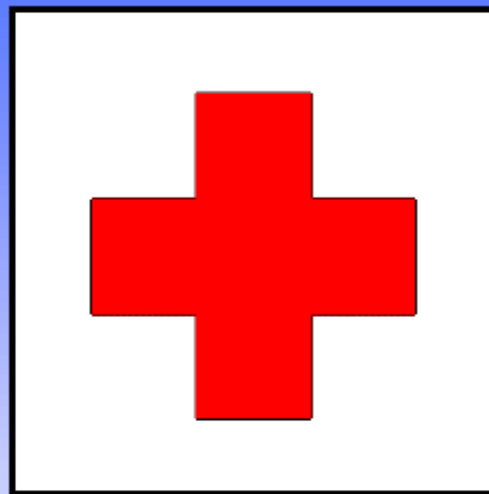
References

First Aid [Online Image]. (n.d.). Retrieved from: <http://kevindevin.com/wp-content/uploads/2008/08/first-aid.gif>

Mayo Clinic. (2008). *Poisoning: First Aid*. Retrieved from <http://www.mayoclinic.com/health/>

Medline Plus. (2008). *Drug Abuse First Aid*. Retrieved from <http://www.nlm.nih.gov/medlineplus>

Medline Plus. (2009). *Poisoning First Aid*. Retrieved from <http://www.nlm.nih.gov/medlineplus>



EMERGENCY NUMBERS:
AMBULANCE: 104
Dr. Gyori Gabor: 0670 320 3501
1st Med Center: 061 224 9090

First Aid for Poisoning and Drug Overdoses



MADE ESPECIALLY FOR
 THE INTERNATIONAL CHRISTIAN
 SCHOOL OF BUDAPEST
 BY DREXEL UNIVERSITY SCHOOL OF
 NURSING

Poisoning and Drug Overdose

In order to provide proper care for poisonings and drug overdoses, it is important to first recognize the symptoms.



Call for help as soon as you suspect poisoning or a drug overdose.

Symptoms of poisoning and drug overdoses can mimic other illnesses. You should consider a possible poisoning or drug overdose if you see any of the following symptoms:

- Abdominal pain, sweating, unusual breath odor, nausea, vomiting and diarrhea
- Bluish lips, difficulty breathing, heart palpitations, and seizures
- Dizziness, double vision, drowsiness, and staggering
- Irritability, agitation and violent or aggressive behavior

If you suspect poisoning or a drug overdose, **CALL EMERGENCY MEDICAL HELP IMMEDIATELY.**

IF THE VICTIM IS CONSCIOUS

Ask the victim what they have ingested, when, and how much.



Save any suspicious bottles, containers, pills or plant material.

Save any suspicious bottles, containers, pills or plant material.

Keep the victim talking and calm.

If emergency assistance will take too long to arrive, transport the victim to the nearest hospital.

DO NOT give ipecac, milk, vinegar, anything by mouth or induce vomiting.

Some poisons will do more damage if they are brought back up, and inducing vomiting creates a choking hazard.

IF THE VICTIM IS UNCONSCIOUS

If the victim is unconscious, check and monitor the victim's airway, breathing and pulse.



If the victim is unconscious but breathing, place him in to the recovery position.

Place the breathing and unconscious victim on their left side in the recovery position.

If the victim vomits, clear the airway with a cloth wrapped around your fingers.

Stay with the victim until help arrives.

Call 104 for an ambulance and tell them that there is an emergency involving a child.

Notify Dr. Gyori Gabor at 0670 320 3501.

First Aid for Poisoning

SIGNS and SYMPTOMS

- Unusual odor on breath, skin, or clothes
- Chemical or drug containers located nearby
- Nausea
- Vomiting
- Diarrhea
- Stomach cramps
- Excessive sweating or saliva
- Thirst
- Mental confusion
- No muscle coordination
- Muscle twitches
- Extreme weakness
- Increased rate of breathing
- Convulsions
- Sometimes unconsciousness

Emergency Care for ALL suspected poison emergencies:

- CALL FOR MEDICAL ASSISTANCE IMMEDIATELY
- Stay with the victim until help arrives
- DO NOT induce vomiting with anything such as IPECAC syrup, milk, or vinegar
- Look for the source of the poisoning such as drug/chemical containers

Numbers for Additional Medical Assistance

- Call AMBULANCE: Dial 10-4 say "We have an emergency involving a child."
- Call Police/Ambulance/Fire: Dial 102
- Call Dr. Gyori, Gabon: Dial (06) 70-320-3505
- Call First Med Center: Dial (06) 5-224-9090
- Call Child's Parents



Figure 10-10: Emergency numbers

Citations:

Chenoweth L, Cys, Brown B, Johnson. (2008) Symptoms and First Aid: Poisoning. Retrieved from <http://www.drexel.edu>

Eye Flushing (author image). (n.d.) Retrieved November 5, 2015, from <http://www.drexel.edu>

Eye Wash. (2008) Chemical Splashes to the Eye: First Aid. Retrieved from www.mayoclinic.com/health/first-aid/eye-emergency

Eye Wash. (2008) Poisoning: First Aid. Retrieved from <http://www.mayoclinic.com/health/first-aid/poisoning>

First Aid. (2008) Poisoning. Retrieved from <http://www.drexel.edu>

First Aid. (2008) Poisoning. Retrieved from <http://www.drexel.edu>

First Aid. (2008) Poisoning. Retrieved from <http://www.drexel.edu>

EMERGENCY CARE for BODY PART AFFECTED

Eyes

- Flush eye with lukewarm water for 15 minutes with constant blinking
- DO NOT allow eye to be rubbed



Figure 10-11

Skin

- Flush water over skin for 15 minutes and remove any contaminated clothing
- Wash skin gently with soap and water

Inhaled (Nose)

- Immediately get person to fresh air

Ingested (Mouth)

- Look into mouth and remove any objects
- Examine mouth for cuts, swelling, or unusual odors

CONSCIOUS OR UNCONSCIOUS?

If victim is CONSCIOUS:

- Ask what was ingested, how much, and when
- Look for any drug or chemical containers and keep them for the medical help to see
- Have victim stay calm
- If not stable or emergency medical help delayed, take victim to closest hospital or medical center

If victim is UNCONSCIOUS:



Figure 10-12



What to Do in Case of Emergency

1. Stabilize the affected arm with a splint, or stiff apparatus
2. Contain any bleeding and keep child calm
3. Call 104 for an ambulance



REFERENCE LIST

BBC News. (2005). Health. Retrieved from:
http://newsimg.bbc.co.uk/media/images/44534000/jpg/_44534190_fracture226.jpg

Calvagna, M. (2007). *Forearm Fracture (Broken Arm; Radial Fracture; Ulnar Fracture)*. Retrieved from:
http://www.beliethet.com/healthandhealing/images/si2282_ma.jpg

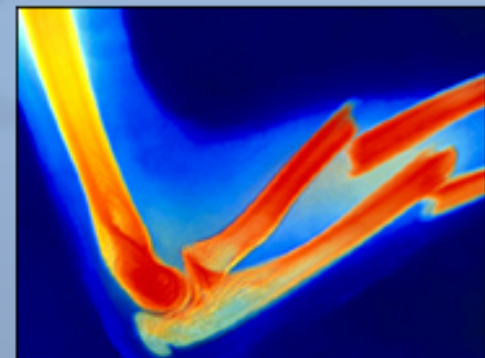
Hochfelder, J. (2009). *Lower Leg Fractures: Tibia and Fibula*. Retrieved from: <http://njic.stenlegh.com/wp-content/uploads/2009/01/tibia-fibula1.jpg>

O'Connor, W. M. (2008). *Arm Splint and Sling*. Retrieved from:
http://64.143.176.9/library/healthguide/aus/images/media/medical/fhw/hwkb17_085.jpg

Quinn, E. (2009). *RICE - Rest, Ice, Compression and Elevation Best Treatment for Acute Injuries Treatment Tips for Immediate Sports Injury First Aid*. Retrieved from:
<http://sportsmedicine.about.com/cs/rehab/a/rice.htm>

San Francisco Unified School District: School Health Programs Department. (2004). *Student Support Services Department*. Retrieved from:
<http://www.healthiersfor.org/Resources/pubs/SFUSDHSWdFIipchart.pdf>

TREATMENT



OF FRACTURES



MADE ESPECIALLY FOR
THE INTERNATIONAL CHRISTIAN SCHOOL
OF BUDAPEST
BY DREXEL UNIVERSITY SCHOOL OF
NURSING



HOW TO TREAT A FRACTURE

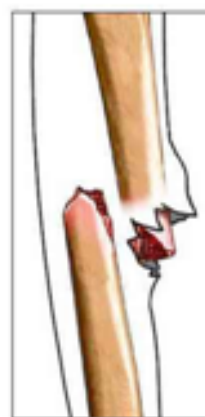
FRACTURE BASICS: A fracture is a broken or cracked bone.

Types:

- 1) **Closed:** No open wound is visible
- 2) **Open:** Bone is visualized or is sticking out through the skin.

If you think it could be broken, treat it that way!

DO NOT allow student to walk on or use injured body part if pain occurs when using the body part.



Symptoms may include:

- ❖ Pain
- ❖ Audible "SNAP" at time of injury
- ❖ Swelling
- ❖ Injured area feeling hot
- ❖ Deformity or bone sticking out
- ❖ Color change or bruising
- ❖ Change in range of motion

If these symptoms occur with the injury:

- ❖ **IMMOBILIZE**
- ❖ **DO NOT** move prior to immobilization unless in an unsafe environment.

Is the area deformed?
Is the bone sticking through the skin?

NO

YES

- ❖ Follow **RICE**:
- ❖ **Rest** (do not move or use body part)
- ❖ **Ice** area
- ❖ **Compression** (using ace wrap or splint on the area)
- ❖ **Elevate** (raise level of injury above the heart in order to minimize swelling.)
- ❖ Seek physician advice.

Cover with sterile gauze and
**SEEK PHYSICIAN
ADVICE
IMMEDIATELY**



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MUSCLE, BONE, and JOINT INJURIES

General care of injured limbs:

Follow **R.I.C.E.**

- . **R: REST** the injured area to protect it from further injury.
- . **I: ICE** the injured area for 20 minutes every hour.
- . **C: COMPRESS** the affected area with a cloth bandage.
- . **E: ELEVATE** the affected area to reduce swelling.

How to immobilize the injury:

- Place a rigid material (splint) next to the injury and tie or tape it in place. (Figures 1-6)
- DO NOT** increase damage by straightening an injury.
- DO NOT** try to push bone back into place.
- DO NOT** secure the splint too tight.

Types of Splints:



Seek medical help immediately if any of the following is occurs:

- The injury forced a joint beyond its normal range of motion
- A strong force or snap was heard on a bone.
- Bone is broken through the skin.
- The joint or limb looks crooked or bowed.

Numbers for Additional Medical Assistance

- CALL AMBULANCE: Dial 104 and say: "We have an emergency involving a child."
- Call Police/Ambulance/Fire: Dial 102
- Call Dr. Gyori, Gabor: Dial (06) 70-320-3501
- Call First Med Center: Dial (06) 1-224-9090
- Call Child's Parents



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PRESENTATION

OBJECTIVE

- Teach first aid to faculty

TECHNOLOGY USED

- | | |
|----------------|------------------------------|
| – Word | - Videos from Internet |
| – PowerPoint | - DVD |
| – Blackboard | - Drexel server (DragonDrop) |
| – Drexel email | |

PRESENTATION: DVD

- **Solely student executed**
- **Posted to Drexel server**
- **Accessed by faculty in Hungary**
- **Backup sent via courier pigeon**

EVALUATION

■ OBJECTIVE

- 3 perspectives
 - Project
 - Students
 - Professor

■ TECHNOLOGY USED

- Survey Monkey
- PVX video conferencing
- Blackboard
- Drexel email

EVALUATION: Project

■ SURVEY MONKEY

- Retook pre-assessment quiz

■ LIVE VIDEO CONFERENCING

- Collaboration with College of Medicine
 - Lori O'Connell
- 6 hours time difference
- Change in classroom
- Structured questions from students
- 45 minutes long

EVALUATION: Students

- **Challenged (computer & Internet)**
- **Interpersonal relationships**
- **Tight time schedule**

EVALUATION: Professor

■ CHALLENGED

- Administrative
- Organization
- Would the technologies work – when I needed them!

■ CONCLUSIONS

- Will do again
- Makes learning exciting

TECHNOLOGY ISSUES

- SURVEY MONKEY
- VIDEO CONFERENCING
- HOSTING DVD TO DREXEL SERVER

SURVEYS

Survey Monkey benefits

- Low cost
- Quick survey creation
- Generates URL to email to participants
- Reports

Survey Monkey issues

- Confusion about pre and post surveys
- Low participation in post survey

VIDEO CONFERENCING

■ Transmitted live

- Video and audio

■ Technical setup

- 2 people in Philadelphia
- 1 person in Hungary

■ Some audio delays

PRESENTATION DVD

- Captured with video camera
- Posted digital file to DragonDrop
- Emailed link to participants



SUMMARY

- OBJECTIVE
- TECHNOLOGY USED
- MAJOR CONCERNS
- THE SETTING
- STRUCTURE OF PROJECT
- TECHNOLOGY ISSUES

TECHNOLOGY USED

■ MICROSOFT OFFICE

- Word
- Excel
- PowerPoint
- Publisher

■ ADOBE ACROBAT PRO

■ DIGITAL PHOTOGRAPHY

■ DVD TECHNOLOGY (video & sound)

■ INTERNET

- Drexel resources
 - Online libraries (databases)
 - Blackboard
 - Drexel email
 - Drexel server (DragonDrop)
- Online videos
- Survey Monkey
- PVX video conferencing
- VoIP (Vonage)

■ COURIER PIGEON

QUESTIONS
