



Information Architecture for Live Learning Courses

By Amando Boncales

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01/20/16

About the Project

The objective of this project is to standardize content information architecture for Live Learning (LL) courses. The information from LL courses are used in developing the standards. A template will be created in the Learning Management System (LMS) and a manual will be written as guide in developing new courses. The following courses below are covered in this project:

- Mechanical Ventilation: Advanced Critical Care Management
- Ultrasonography: Essentials in Critical Care
- Advanced Clinical Training in Pulmonary Function Testing
- Critical Care Ultrasonography: Integration into Clinical Practice
- Advanced Critical Care Echocardiography
- Transesophageal Echocardiography (TEE)
- Cardiopulmonary Exercise Testing (CPET)
- Comprehensive Bronchoscopy With Endobronchial Ultrasound
- Comprehensive Pleural Procedures
- Bronchoscopy Procedures for the Intensivist

COURSE CONTENT (Content)

I. Course Title / Banner



Note:

The title of the course is placed in the first topic of the course content. If Banner is available, no title text. A welcome and thank you verbiage in necessary to orient the learn about the course.

Option 1 with the *text title*:

Ultrasonography: Essentials in Critical Care

Welcome to the Ultrasonography: Essentials in Critical Care course. Please complete the required demographics, pre-confidence questionnaire, and pre-course knowledge assessment. After completing these three items, you will be given access to the key articles, lectures, and images. It is important that you complete the pre-work as soon as possible, so you can have access to the course materials.

Option 2 with the *banner*:

FEBRUARY 26-28

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2016



Mechanical Ventilation: Advanced Critical Care Management

The purpose of this program is to increase cognitive and technical skills knowledge. The course applies experiential learning educational principles. We designed a curriculum based on the understanding that the majority of physicians prefer learning styles that involve active experimentation with newly acquired knowledge. The interactive Q&A sessions allow participants to activate, articulate and reflect on what they already know and value and to ready themselves to listen and evaluate the new information that the course provides. We created opportunities for physicians to experiment with their new knowledge in a safe environment, to put new ideas and skills to the test through simulation during the hands-on sessions.

In this course we have incorporated formative assessments, as they are an essential component of our educational programs. Any valid training program incorporates objective measures of knowledge and skills acquisition. These are both cognitive and technical skills assessments. They offer an opportunity for 360-degree feedback. The learners have the opportunity to reflect objectively on their abilities and techniques and take informed decisions regarding their strategy to achieve competency. Formative assessments are necessary for a standardized evaluation of participants and as a proven methodology to validate a training program.

Option 1 is used for the following courses:

- Mechanical Ventilation: Advanced Critical Care Management
- Ultrasonography: Essentials in Critical Care
- Advanced Clinical Training in Pulmonary Function Testing
- Critical Care Ultrasonography: Integration into Clinical Practice
- Advanced Critical Care Echocardiography
- Transesophageal Echocardiography (TEE)
- Cardiopulmonary Exercise Testing (CPET)

See example:



The purpose of this program is to increase cognitive and technical skills knowledge. The course applies experiential learning educational principles.

We designed a curriculum based on the understanding that the majority of physicians prefer learning styles that involve active experimentation with newly acquired knowledge. The interactive Q&A sessions allow participants to activate, articulate and reflect on what they already know and value and to ready themselves to listen and evaluate the new information that the course provides. We created opportunities for physicians to experiment with their new knowledge in a safe environment, to put new ideas and skills to the test through simulation during the hands-on sessions.

In this course we have incorporated formative assessments, as they are an essential component of our educational programs. Any valid training program incorporates objective measures of knowledge and skills acquisition. These are both cognitive and technical skills assessments. They offer an opportunity for 360-degree feedback. The learners have the opportunity to reflect objectively on their abilities and techniques and take informed decisions regarding their strategy to achieve competency. Formative assessments are necessary for a standardized evaluation of participants and as a proven methodology to validate a training program.

Completing the **pre-course work** will allow you access to the **course materials**. These resources must be reviewed in preparation for your course. The concepts and knowledge learned from the pre-reading will be reinforced and assessed throughout the course.

Thank you and we look forward to seeing you at the course.

Option 2 is used for the following courses:

- Comprehensive Bronchoscopy With Endobronchial Ultrasound
- Comprehensive Pleural Procedures
- Bronchoscopy Procedures for the Intensivist

See example:



The purpose of this program is to increase cognitive and technical skills knowledge. The course applies experiential learning educational principles and "flipped classroom" teaching methods. We designed a curriculum based on the understanding that the majority of physicians prefer learning styles that involve active experimentation with newly acquired knowledge. The interactive Q&A sessions allow participants to activate, articulate and reflect on what they already know and value and to ready themselves to listen and evaluate the new information that the course provides. We created opportunities for physicians to experiment with their new knowledge in a safe environment, to put new ideas and skills to the test through simulation during the hands-on sessions. The flipped classroom model engages participants with course content prior to the in-person meeting. This way the classroom time can focus more on the application and real-life simulation of the new concepts and knowledge that were learned in the pre-course material. The faculty can offer more personalized guidance and interaction with participants, rather than lecturing.

In this course we have incorporated formative assessments, as they are an essential component of our educational programs. Any valid training program incorporates objective measures of knowledge and skills acquisition. These are both cognitive and technical skills assessments. They offer an opportunity for 360-degree feedback. The learners have the opportunity to reflect objectively on their abilities and techniques and take informed decisions regarding their strategy to achieve competency. Formative assessments are necessary for a standardized evaluation of participants and as a proven methodology to validate a training program.

Completing the **pre-course work** will allow you access to the **course materials**. These resources must be reviewed in preparation for your course. The concepts and knowledge learned from the pre-reading will be reinforced and assessed throughout the course.

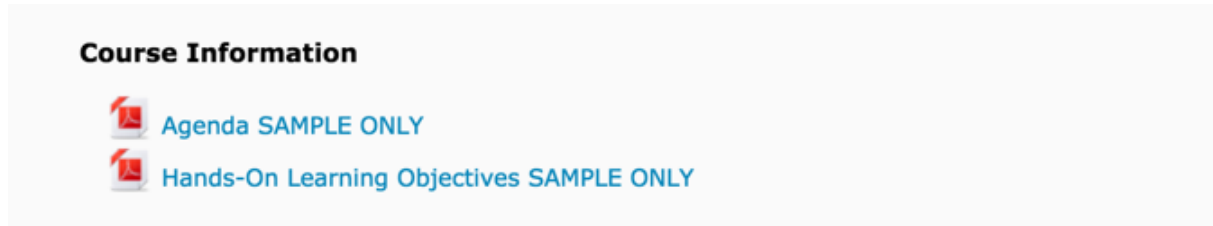
Thank you and we look forward to seeing you at the course.

II. Course Information

A. Agenda, Course Information, Disclosures, and CME Guide.

B. Other informational materials, e.g. “Hands-On Learning Objectives”

See example:



III. Pre-Course Work

Note:

A first (1st) verbiage explaining the pre-course work requirements and a second (2nd) verbiage informing the score requirement, for example:

All items in this section must be completed. Once completed, then you will be able to access the course materials.

There is no required score for the Pre-Course Knowledge Assessment or additional questionnaires, but they must be completed prior to accessing course materials.

- A. Pre-Course Knowledge Assessment**
- B. Pre-Course Confidence Rating Questionnaire**
- C. Demographic Survey**

See example:

Pre-Course Work

All items in this section must be completed. Once completed, then you will be able to access the course materials.

There is no required score for the Pre-Course Knowledge Assessment or additional questionnaires, but they must be completed prior to accessing course materials.



Demographic **SAMPLE ONLY**



Pre-Confidence Rating Questionnaire **SAMPLE ONLY**



Mechanical Ventilation Pre-Knowledge Assessment **SAMPLE ONLY**

IV. Course Materials

Note:

Course materials can come in different forms. Contents are sorted according to type using sub-topic divider, see examples:

Example 1

Course Materials

Restricted: 'Not available unless you get a particular score in Demographic SAMPLE ONLY. Not available unless you get a particular score in Mechanical Ventilation Pre-Knowledge Assessment SAMPLE ONLY.'

-  COPD PREP Agenda Jan 11-12 SAMPLE ONLY
-  2.3 The Future of COPD SAMPLE ONLY
-  1.2 Diagnosis of COPD SAMPLE ONLY
-  1.1 Pathophysiology Impact of COPD Asthma SAMPLE ONLY
-  2.2 COPD Exacerbation Prevention Management SAMPLE ONLY
-  2.1 COPD Management and Guidelines SAMPLE ONLY

Example 2

Basic Science and Physiology

Audio

-  [PFT Exercise Testing Case Studies Marciniuk Page](#)
-  [Symptoms of Pulmonary Diseases Balter Page](#)
-  [Other Lung Disease Rosen Page](#)
-  [Exercise Testing Marciniuk Page](#)
-  [Cellular Biology and Immunology Braman](#)

Audio Playlist

 [Audio Playlist](#)

Click the **Audio Playlist** link to download all files.



Videos

Example 3

Course Materials

Restricted (completely hidden, no message): 'Not available unless you get a particular score in **Demographic Survey**. Not available unless you get a particular score in **Pre-Course Confidence Rating Questionnaires**. Not available unless you get a particular score in **Pre-Course Knowledge Assessment: Flexible Bronchoscopy and Endobronchial Ultrasound (EBUS)**.'

Flexible Bronchoscopy

-  [BAL Biopsy Brush](#)
-  [Bronch Complications](#)
-  [Bronchoscopic Inspection and Airway Abnormalities](#)
-  [Bronchoscopy in Special Populations](#)
-  [Bronchoscopy in the ICU](#)
-  [Bronchoscopy Inspection and Anatomic Relationships](#)
-  [Foreign Body](#)
-  [Prebronchoscopy Evaluation](#)
-  [TBNA](#)
-  [TopAnesSedation](#)
-  [Transbronchial Lung Biopsy](#)

Endobronchial Ultrasound

-  [EBUS Basics](#)
-  [Molecular Marker](#)
-  [EBUS Basics Applied Physics](#)
-  [Setting Up EBUS Practice](#)
-  [EBUS Mediastinal Anatomy](#)

A verbiage may be provided in each sub-topic to give instruction on how to use or access course materials, for example:

- **Please view e-Lecture and live lecture in full screen mode**
- Click the **Audio Playlist** link to download all files.
- Click the **playlist icon** located in top **left corner of the playlist** to browse video contents.

Use applicable categories below:

- A. Articles**
- B. Live Lectures**
- C. Live Tutorials**
- D. e-Lectures**
- E. Videos**
- F. Video Playlist**
- G. Audio**
- H. Audio Playlist**
- I. Images**
- J. Other Resources**
- K. Webinar**

V. Practical Skills Assessment

- A. Pre-Practical Skills Assessment**
- B. Post-Practical Skills Assessment**

Example 1

Practical Skills Assessment

Faculty administered skills assessment performed on-site at the live learning course. Your score will be available upon completion of the assessment within your CHEST Learning (LMS) account.

The Pre-Knowledge and Post-Knowledge assessments will open just prior to their respective sessions.

Restricted (completely hidden, no message): 'Not available unless you get a particular score in Demographic SAMPLE ONLY. Not available unless you get a particular score in Mechanical Ventilation Pre-Knowledge Assessment SAMPLE ONLY.'



Pre-Practical Skills Assessment SAMPLE ONLY



Post-Practical Skills Assessment SAMPLE ONLY

Example 2

Practical Skills Assessment

Faculty administered skills assessment performed on-site at the live learning course. Your score will be available upon completion of the assessment within your CHEST Learning (LMS) account.

The Pre-Skills Assessment and Post-Skills Assessment will open just prior to their respective sessions.

Rapid BSTAT



Pre Skills Assessment: Rapid BSTAT



Post Skills Assessment: Rapid BSTAT

Rapid EBUS STAT



Pre Skills Assessment: Rapid EBUS STAT



Post Skills Assessment: Rapid EBUS STAT

Note:

The Practical Skills Assessment topic is usually used in face-to-face session. The learner must be physically present to take the test.

The pre and post activities are placed in one topic, usually located after course materials topic.

When administering **Pre-Practical Skills Assessment**, the **Post-Practical Skills Assessment** must be hidden to avoid confusion and vice versa.



Faculty list must be updated for each course in the bubble format selection, see example:

Evaluators Name:

Select one:

- ☐ Zachary DePew
- ☐ Eric Edell
- ☐ John Mullon
- ☐ Colin Gillespie
- ☐ Otis Rickman
- ☐ Tim Murgu
- ☐ Nick Pastis
- ☐ Angela Argento
- ☐ Michael Machuzak

When possible, you may add colon (:) to give emphasis, for example:

Practical Skills Assessment: Rapid BSTAT

Faculty administered skills assessment performed on-site at the live learning course. Your score will be available upon completion of the assessment within your CHEST Learning (LMS) account.

- Practical Skills Assessment: Rapid EBUS STAT



A verbiage indicating the availability of the topic component is necessary for courses such as Airways Management and Bronchoscopy COC, see examples:

Practical Skills Assessment

Faculty administered skills assessment performed on-site at the live learning course. Your score will be available upon completion of the assessment within your CHEST Learning (LMS) account.

Faculty administered skills assessment performed on-site at the live learning course. Your score will be available upon completion of the assessment within your CHEST Learning (LMS) account.

The Pre-Skills Assessment and Post-Skills Assessment will open just prior to their respective sessions.

VI. Post-Course Work

Note:

A verbiage stating passing requirement is necessary in this section, see example:

All post-course work must be completed.

You must receive a 70% on the Post-Course Assessment prior to completing the CME Activity Evaluation. Once you have successfully completed the Post-Course Assessment(s), click here to **“claim credit”** and go to the **CME Activity Evaluation**.

A. Post-Course Knowledge Assessment

1. Post-Course Knowledge Assessment must have **ABIM** and **BOD** questions, *without* score equivalent, see:

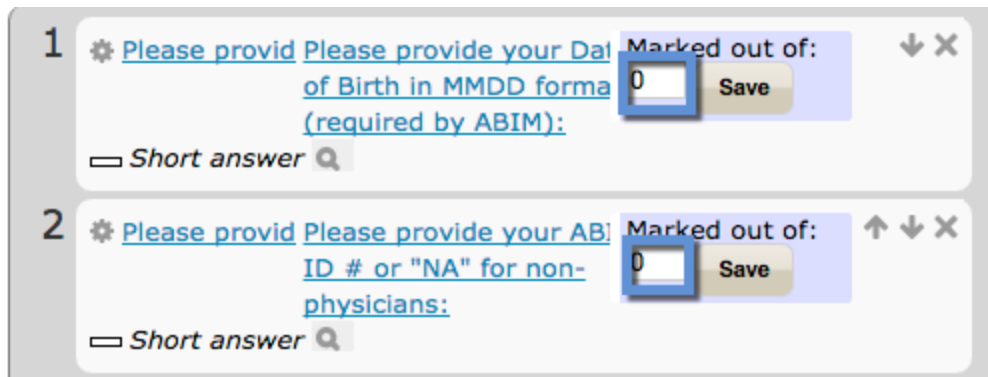
Please provide your Date of Birth in MMDD format (required by ABIM):

Answer:

Please provide your ABIM ID # or "NA" for non-physicians:

Answer:

2. **ABIM** and **BOD** questions should have **no score or equals** to **0** equivalent, see:



The screenshot displays two question entries in a list. Each entry is numbered (1 and 2) and includes a gear icon for settings. The question text for entry 1 is "Please provide your Date of Birth in MMDD format (required by ABIM):" and for entry 2 is "Please provide your ABIM ID # or 'NA' for non-physicians:". Both questions are marked as "Short answer" with a magnifying glass icon. To the right of each question, there is a "Marked out of:" field showing a score of "0", a "Save" button, and a small "X" icon. The "0" in the "Marked out of:" field is highlighted with a blue box.

3. **Maximum score grade** must be always to **100.00**, then click **Save**, see:

Editing quiz: Post-Course Knowledge Assessment

Total of marks: 6.00 | Questions: 8 | Time limit: 10 minutes

Maximum grade:

Page 1 of 1

B. Post-Course Confidence Rating Questionnaire

See example:

Post-Course Work

All post-course work must be completed.

You must receive a 70% on the Post-Course Knowledge Assessment prior to completing the CME Activity Evaluation. Once you have successfully completed the Post-Course Assessment(s), click here to **"claim credit"** and go to the CME Activity Evaluation.

Restricted (completely hidden, no message): 'Not available unless you get a particular score in Demographic Survey. Not available unless you get a particular score in Pre-Course Confidence Rating Questionnaires. Not available unless you get a particular score in Pre-Course Knowledge Assessment: Flexible Bronchoscopy and Endobronchial Ultrasound (EBUS). Available from March 6 2016, 4:30 PM.'



[Post-Course Confidence Rating Questionnaires](#)



[Post-Course Knowledge Assessment: Flexible Bronchoscopy and Endobronchial Ultrasound \(EBUS\)](#)

Note:



The “***claim credit***” (located in the **content** folder) must be directed to the intended “Claiming Credit Information” (located in the **credit** folder).

The link usually look like this: <http://learning.chestnet.org/course/view.php?id=1164>

The **=1164** will change relative to the course assignment in the url.

CLAIMING CREDIT (Credit)

I. Claiming Credit Information

Note:

A verbiage about course work completion instruction in claiming credit, see example:

[The Post-Course Knowledge Assessment must be completed in order to access the CME Evaluation and certificates.](#)

A. Text title / Banner

B. Verbiage

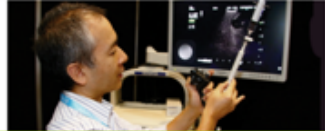
C. How to Claim Credit pdf document

See example:

Claiming Credit Information

MARCH 4 - 6

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2016



Comprehensive Bronchoscopy With Endobronchial Ultrasound

The Post-Course Knowledge Assessment must be completed in order to access the CME Evaluation and certificates.

 [How to Claim Credit](#)

II. CME Activity Evaluation

Note:

A verbiage stating course date availability, see examples:

CME/CE for CHEST 2015 is available beginning October 28, 2015 and expires on February 29, 2016.

CME/CE is available until April 3, 2016, at 11:55 pm CST.

A. CME Activity Evaluation

See example:

CME Activity Evaluation

CME/CE is available until May 31, 2016, 11:55 pm CST.



CME Activity Evaluation

Restricted: 'Available until May 31 2016, 11:55 PM.'

III. CME Certificate

Note:

A verbiage stating how to manage cme , see examples:

Once all requirements have been completed, you can claim CME on chestnet.org. Please follow the directions below:

1. After completing your CME Activity Evaluation, go to: [Manage CME](#).
2. Under Claimable CME Activities, click the "Claim" button next to the corresponding activity.
3. Select the type of credit you want to claim and enter the number of credits, up to the maximum, that you are claiming, commensurate with your participation.
4. Click the "Claim" button to finalize your claim.

Note:

Use this link in item #1 ([Manage CME](#)): <https://www.chestnet.org/My-Account/Manage-CME>

See example:

CME Certificate

Once all requirements have been completed, you can claim CME on chestnet.org. Please follow the directions below:

1. To complete the claiming process, return to the chestnet.org home page, click "My Account" again, and then click "Manage CME."
2. Click "Claim" next to the corresponding activity under Claimable CME Activities.
3. Select the type of credit you are claiming, and enter the number in the box and click "Claim Credits" to finalize.
4. Print your certificate under "Claimed CME Activities." You can also view and print your transcript.

IV. Maintenance of Certification

Note:

A verbiage about maintenance of certification, see examples:

Upon successful completion of this course, designated as participation in all activities and assessments in the course and successful completion of the posttest, CHEST will submit your information to ABIM for the crediting of applicable MOC points.

See example:

Maintenance of Certification

Upon successful completion of this course, designated as participation in all activities and assessments in the course and successful completion of the posttest, CHEST will submit your information to ABIM for the crediting of applicable MOC points.



APPENDIX - A

I. COURSE CONTENT

A. Text Title / Banner



The purpose of this program is to increase cognitive and technical skills knowledge. The course applies experiential learning educational principles and "flipped classroom" teaching methods. We designed a curriculum based on the understanding that the majority of physicians prefer learning styles that involve active experimentation with newly acquired knowledge. The interactive Q&A sessions allow participants to activate, articulate and reflect on what they already know and value and to ready themselves to listen and evaluate the new information that the course provides. We created opportunities for physicians to experiment with their new knowledge in a safe environment, to put new ideas and skills to the test through simulation during the hands-on sessions. The flipped classroom model engages participants with course content prior to the in-person meeting. This way the classroom time can focus more on the application and real-life simulation of the new concepts and knowledge that were learned in the pre-course material. The faculty can offer more personalized guidance and interaction with participants, rather than lecturing.

In this course we have incorporated formative assessments, as they are an essential component of our educational programs. Any valid training program incorporates objective measures of knowledge and skills acquisition. These are both cognitive and technical skills assessments. They offer an opportunity for 360-degree feedback. The learners have the opportunity to reflect objectively on their abilities and techniques and take informed decisions regarding their strategy to achieve competency. Formative assessments are necessary for a standardized evaluation of participants and as a proven methodology to validate a training program.

Completing the **pre-course work** will allow you access to the **course materials**. These resources must be reviewed in preparation for your course. The concepts and knowledge learned from the pre-reading will be reinforced and assessed throughout the course.

Thank you and we look forward to seeing you at the course.

B. Course Information

Course Information



[Agenda, Course Information, Disclosures, and CME Guide](#)



C. Pre-Course Work

Pre-Course Work

All items in this section must be completed. Once completed, then you will be able to access the course materials.

There is no required score for the Pre-Course Knowledge Assessment or additional questionnaires, but they must be completed prior to accessing course materials.



Demographic Survey



Pre-Course Confidence Rating Questionnaires



Pre-Course Knowledge Assessment: Flexible Bronchoscopy and Endobronchial Ultrasound (EBUS)

D. Course Materials

Course Materials

Restricted (completely hidden, no message): 'Not available unless you get a particular score in **Demographic Survey**. Not available unless you get a particular score in **Pre-Course Confidence Rating Questionnaires**. Not available unless you get a particular score in **Pre-Course Knowledge Assessment: Flexible Bronchoscopy and Endobronchial Ultrasound (EBUS)**.'

Flexible Bronchoscopy

-  [BAL Biopsy Brush](#)
-  [Bronch Complications](#)
-  [Bronchoscopic Inspection and Airway Abnormalities](#)
-  [Bronchoscopy in Special Populations](#)
-  [Bronchoscopy in the ICU](#)
-  [Bronchoscopy Inspection and Anatomic Relationships](#)
-  [Foreign Body](#)
-  [Prebronchoscopy Evaluation](#)
-  [TBNA](#)
-  [TopAnesSedation](#)
-  [Transbronchial Lung Biopsy](#)

Endobronchial Ultrasound

-  [EBUS Basics](#)
-  [Molecular Marker](#)
-  [EBUS Basics Applied Physics](#)
-  [Setting Up EBUS Practice](#)
-  [EBUS Mediastinal Anatomy](#)
-  [Radial EBUS](#)
-  [EBUS TBNA and Sample AcquisitionPreparation](#)
-  [Technical Aspects of Endobronchial Ultrasound Guided Transbronchial Needle Aspiration - CHEST Guideline and Expert Panel Report](#)

E. Practical Skills Assessment

Practical Skills Assessment

Faculty administered skills assessment performed on-site at the live learning course. Your score will be available upon completion of the assessment within your CHEST Learning (LMS) account.

The Pre-Skills Assessment and Post-Skills Assessment will open just prior to their respective sessions.

Rapid BSTAT

-  Pre Skills Assessment: Rapid BSTAT
-  Post Skills Assessment: Rapid BSTAT

Rapid EBUS STAT

-  Pre Skills Assessment: Rapid EBUS STAT
-  Post Skills Assessment: Rapid EBUS STAT

F. Post-Course Work

Post-Course Work

All post-course work must be completed.

You must receive a 70% on the Post-Course Knowledge Assessment prior to completing the CME Activity Evaluation. Once you have successfully completed the Post-Course Assessment(s), click here to **"claim credit"** and go to the CME Activity Evaluation.

Restricted (completely hidden, no message): 'Not available unless you get a particular score in Demographic Survey. Not available unless you get a particular score in Pre-Course Confidence Rating Questionnaires. Not available unless you get a particular score in Pre-Course Knowledge Assessment: Flexible Bronchoscopy and Endobronchial Ultrasound (EBUS). Available from March 6 2016, 4:30 PM.'



Post-Course Confidence Rating Questionnaires



Post-Course Knowledge Assessment: Flexible Bronchoscopy and Endobronchial Ultrasound (EBUS)

APPENDIX - B

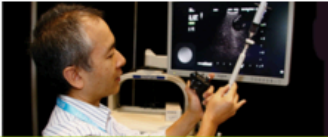
I. CLAIMING CREDIT

A. Text Title (Claiming Credit Information) and Banner

Claiming Credit Information

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MARCH 4 - 6



Comprehensive Bronchoscopy With Endobronchial Ultrasound

The Post-Course Knowledge Assessment must be completed in order to access the CME Evaluation and certificates.

 [How to Claim Credit](#)

B. CME Evaluation Activity

CME Activity Evaluation

CME/CE is available until May 31, 2016, 11:55 pm CST.

 [CME Activity Evaluation](#)
Restricted: 'Available until May 31 2016, 11:55 PM.'

C. CME Certificate



CME Certificate

Once all requirements have been completed, you can claim CME on chestnet.org. Please follow the directions below:

1. To complete the claiming process, return to the chestnet.org home page, click "My Account" again, and then click "Manage CME."
2. Click "Claim" next to the corresponding activity under Claimable CME Activities.
3. Select the type of credit you are claiming, and enter the number in the box and click "Claim Credits" to finalize.
4. Print your certificate under "Claimed CME Activities." You can also view and print your transcript.

D. Maintenance of Certification

Maintenance of Certification

Upon successful completion of this course, designated as participation in all activities and assessments in the course and successful completion of the posttest, CHEST will submit your information to ABIM for the crediting of applicable MOC points.

Acknowledgement

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01/20/16

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Course Creation and Restrictions

I. Setting

A. CONTENT

1. Naming

2. Setting

B. CREDIT



- 1. Naming**
- 2. Setting**

Learning Plan Creation and Restrictions

- II. Setting**
 - A. Sections**
 - 1. Nmn**

- III. Layout**
 - A. Sections**

- 1.**

Grading and Restrictions

- IV. Course Content (CONTENT)**

- A. Sections**

- 1.**

- V. Course Credit (CREDIT)**

- A. Sections**

- 1.**

Reminder, Workflow, and Timeline
02/22/16

I. Going Live Email

A. Email recipients are:

1. **LMS Specialist** - Amando Boncales
2. **Carbon Copy (CC)**
 - a) Program Specialist - Assigned Staff
 - b) Program Manager - Aleda Ealom
 - c) Chief Information Officer - Ron Moen
 - d) Chest Support Team
 - e) Senior Promotion Specialist - Kathy Daniels
 - f) Other members who helped develop the course

B. Email title should be the Full name of the course and the phrase “is now live!”, see example:

Ultrasonography: Essentials in Critical Care March 2016 course is now Live.

C. Body of the email - It is important to send email informing the team that the course is ready. The format should have content and credit links. Text color must be black in the actual email, see example:

Dear Xxxxx Yyyyy,

Good day!



This is to inform you that the Ultrasonography: Essentials in Critical Care March 2016 course is now Live.

See:

Content: <http://learning.chestnet.org/course/view.php?id=1184>

Credit: <http://learning.chestnet.org/course/view.php?id=1185>

You may now send the **Know Before You Go** for your learners to start accessing the course materials.

II. Email Reminder to learner

A. Email recipients are:

1. LMS Specialist
2. Program Specialist
3. Program Manager
4. **Blind Copy (BC)** - be sure to double check that all learners are in blind copy.
 - a) Learners who did not completed the pre-course work

B. **Email title** should be Remainder and Full name of the course, see example:

Reminder - Mechanical Ventilation: Advanced Critical Care Management Feb 26-28, 2016.

C. **Body of the email** - This is an email reminder for those learners who did not finish **Pre-Course Work** activities. Text color must be black in the actual email, see example:

Dear Learner:



Please remember it is required that all pre-course work is completed prior to the start of the course so that you can follow along with ease. The information shared in the **Course Materials** will be referenced and discussed during the course.

Pre-Course Work

Attendees must complete the **Pre-Course Work** activities in our learning site prior to the start of the course.

After completing these items, you will be given access to **Course Materials**. Printed materials or flash drives will not be provided.

Content will be available online for 1 year. If you would like a permanent copy of any of the material, you can download and save the content.

To access the materials:

- Go to chestnet.org, and click "My Learning."
- Enter your e-mail address associated with your CHEST account. (This is the e-mail you used when purchasing the course).

If you have not activated your CHEST account:

- Click "Activate My CHEST Account." You will receive an e-mail to reset your password.
- Open your e-mail, and click "Reset My Password."
- Enter a new password and confirm. This will bring you to the "My Account" screen.
- Using either the link on the left side, or at the top, click "My Learning."
- Click "My Learning" in the middle of the page to access your course page.

If you have activated your CHEST account:



- Go to chestnet.org, and click on "My Learning" at the top.
- Enter the e-mail address you used to register and your password.
- You will be on your course page on the learning site.

Contact learning@chestnet.org if you have a problem accessing your account.

- III. XXX
- IV. YYY
- V. ZZZ

Naming Convention

I. Course names

A. Criteria

1.

B. Learning Plan

1. Full course name and the phrase "Learning Plan", see example:

Ultrasonography: Essentials in Critical Care March 11-13, 2016 Learning Plan

Ultrasonography: Essentials in Critical Care Dec 3-5, 2015 Learning Plan
Ultrasonography: Essentials in Critical Care March 11-13, 2016 Learning Plan

C. Contents and Credits - Content first before credit



1. **Content** - Name of the course, date and the word “CONTENT”, see example:

Comprehensive Bronchoscopy with EBUS March 4-6, 2016 CONTENT

Comprehensive Bronchoscopy with EBUS March 4-6, 2016 CONTENT

2. **Credit** - Name of the course, date and the word “CONTENT”, see example:

Comprehensive Bronchoscopy with EBUS March 4-6, 2016 CREDIT

Comprehensive Bronchoscopy with EBUS March 4-6, 2016 CREDIT

II. **Topic Names** - See blo

A. ljl

B. tfhfg

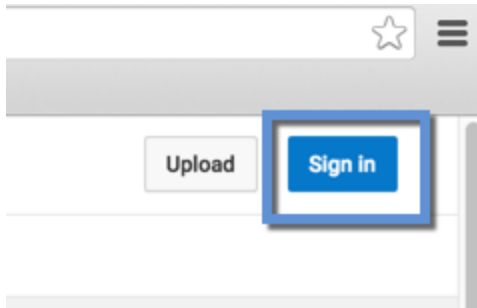
III. **Course Materials**



Third Party Hosting: Youtube Setting & Embedding

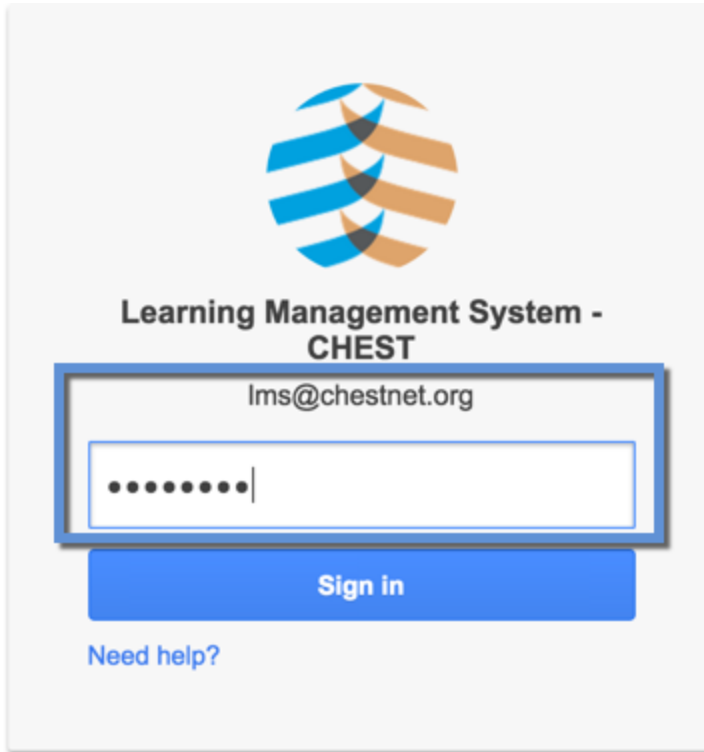
03/14/2016

- I. **Upload videos to YouTube from your computer.**
 - A. Sign into your YouTube account:



B. Credentials

1. Username: lms@chestnet.org
2. Password: **poiuy700** may change from time-to-time, ask the LMS admin if not sure.





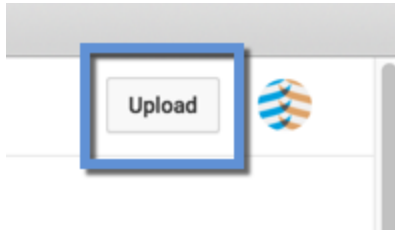
**Learning Management System -
CHEST**

Sign in

[Need help?](#)

C. Uploading Video

1. Click on **Upload** at the top of the page.



2. Before you start uploading the video chose the video privacy settings, use **“Unlisted.”**



Select files to upload

Or drag and drop video files



3. Select the video you'd like to upload from your computer.
4. As the video is uploading you can edit both the basic information and the advanced settings of the video.

PROCESSING DONE

★ Click "Done" to confirm.

Basic info

Translations

Advanced settings

Sample Video

This is a sample Video

Tags (e.g., albert einstein, flying pig, mashup)

Unlisted

+ Add to playlist

VIDEO THUMBNAILS ?

Custom thumbnail

Maximum file size is 2 MB.

5. Edit title if needed.
6. Select "Unlisted."

CHEST Educational Technology (LMS) Manual 2016

DRAFT COPY

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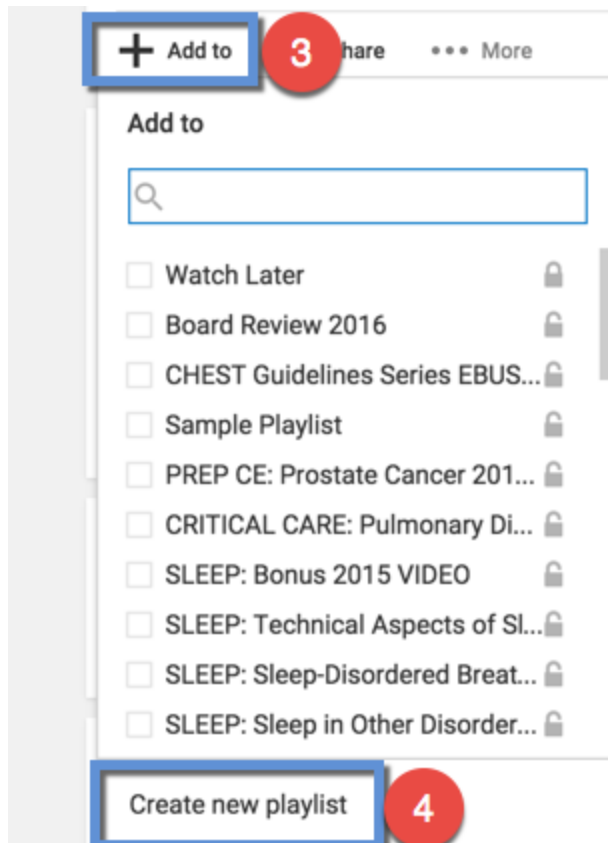


7. Click “Done.”
8. Click **Publish** to finish uploading a public video to YouTube. If you set the video privacy setting to **Unlisted**, just click **Done** to finish the upload.
9. If you haven’t clicked **Publish**, your video won’t be viewable by other people.

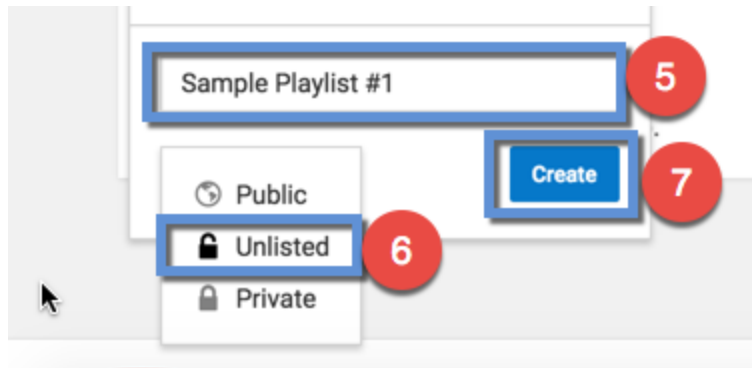
Once the upload is completed Google will send you an email to notify you that your video is done uploading and processing.

I. Create playlist to YouTube from your computer.

1. Start with a video you want in the playlist.
2. Under the video, click “Add to.”



3. Click “Add to.”
4. Click “Create new playlist.”
5. Click **Create new playlist**.
6. Enter a playlist name.



7. Enter playlist name.
8. Select Unlisted.
9. Click create.
10. Use the drop down box to select your playlist's privacy setting, use **Unlisted** option.
11. Click **Create**.

I. **Setting playlist from your computer.**

- A. Locate playlist "Library."
 1. Click to show navigation.
 2. Click to show the video library.



 Home

 My Channel

 Trending

 Subscriptions

 History

 Watch Later

LIBRARY



 Sample Playlist #1

 Board Review 2016

 CHEST Guidelines Seri...

Show more

SUBSCRIPTIONS

Add channels

 Popular on YouTube

 Music

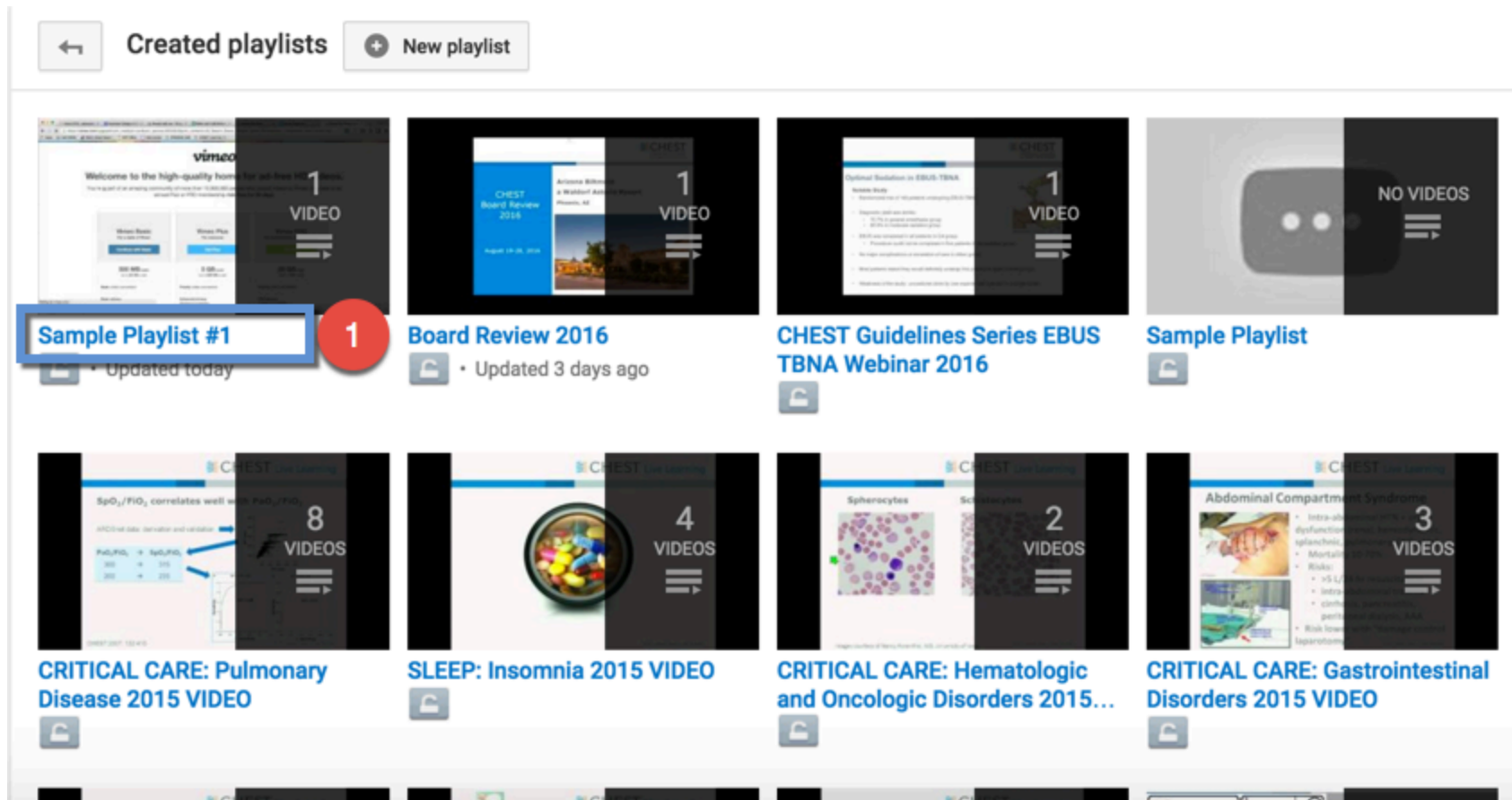
 Sports

 Gaming



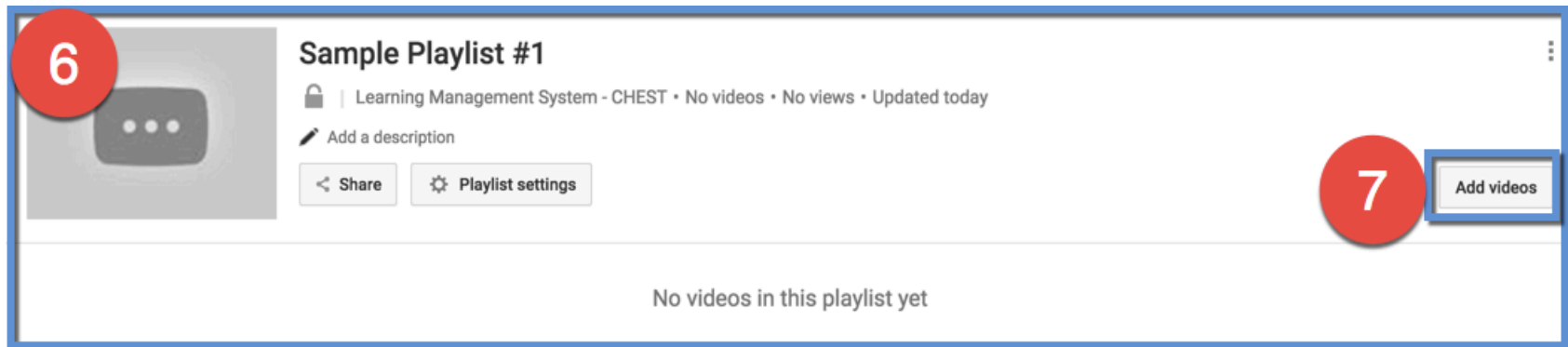
3. Select your playlist (see [Create playlist to YouTube from your computer](#)).

4. Click the “title link.”



5. Populate playlist with the uploaded video.

6. You should see something like this, see above:



7. Click “Add Videos.”

8. You should see something like this, see below:

Add video to playlist

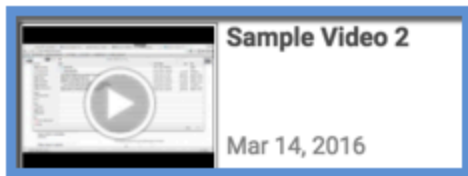
Video search

9

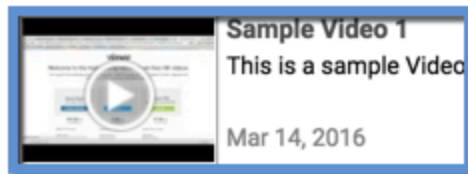
URL

Your YouTube videos

10



11



Board Review Question Writing Webinar 2016

This Webinar will help you prepare for your role as Board Review faculty and provide guidance in developing the
You may access the following documents: CHEST PowerPoint Template, Board Review Faculty Question Writing

Mar 11, 2016



CHEST Guidelines Series EBUS TBNA Webinar 2006

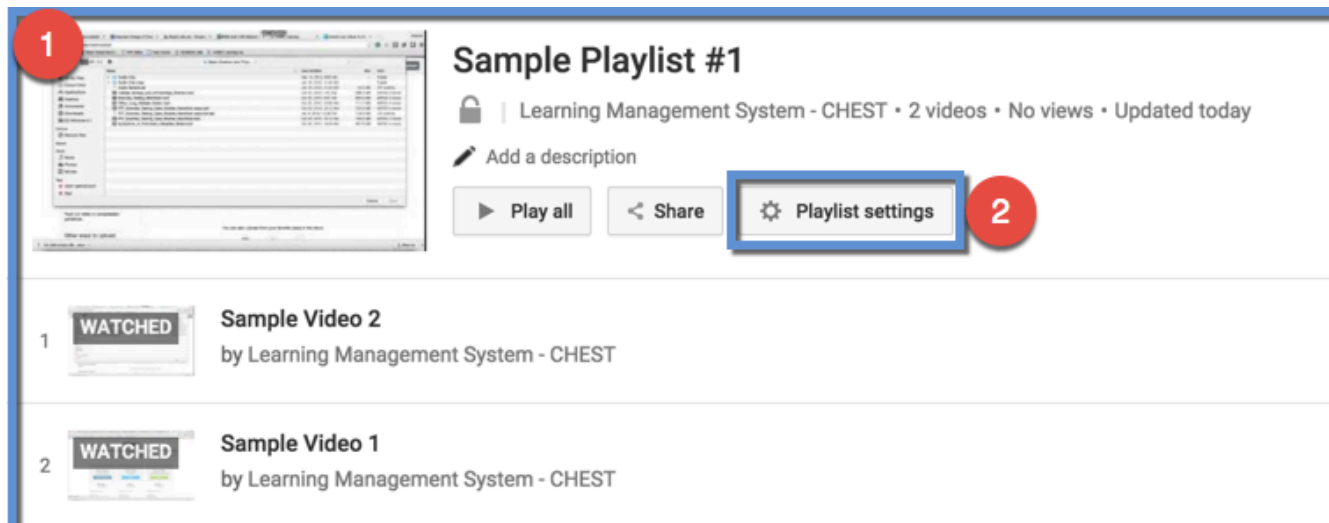
Feb 29, 2016



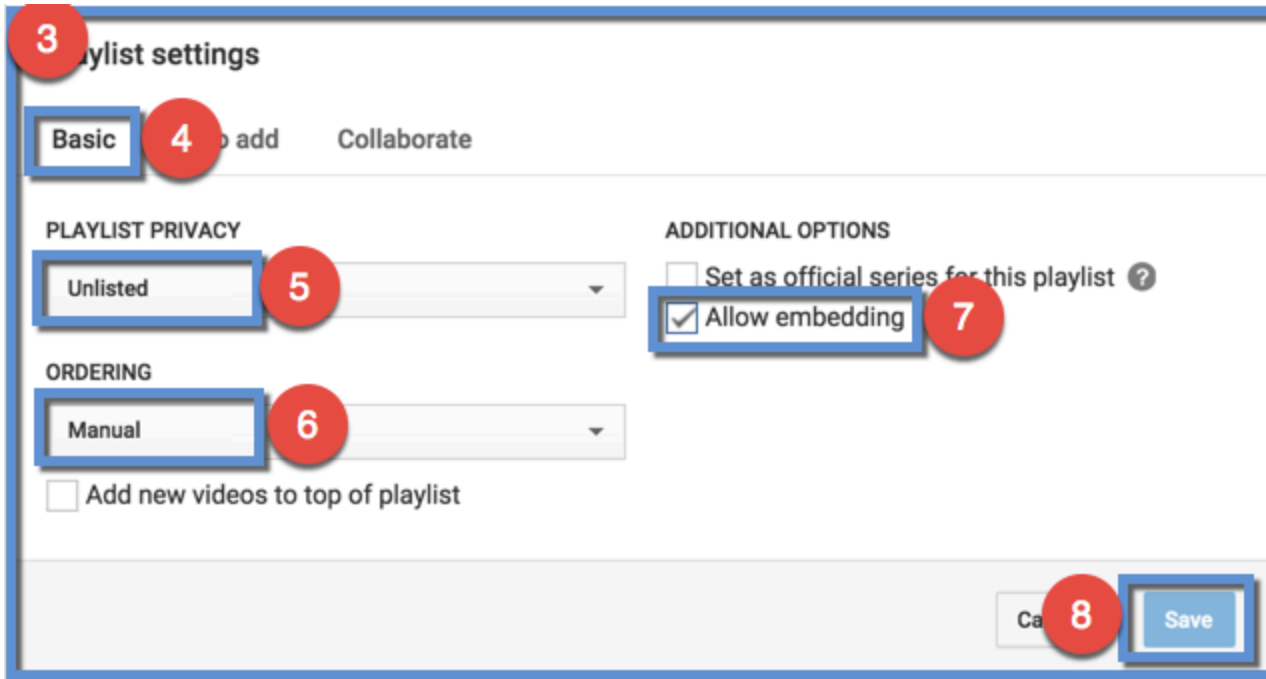
Astellas Prostate Cancer February 16, 2016.

9. Select if you want to add video using URL as identifier.
10. Select if you want to add video from the window.
11. Select video you want to add.
12. Click “Add videos” to continue.

B. Setting playlist



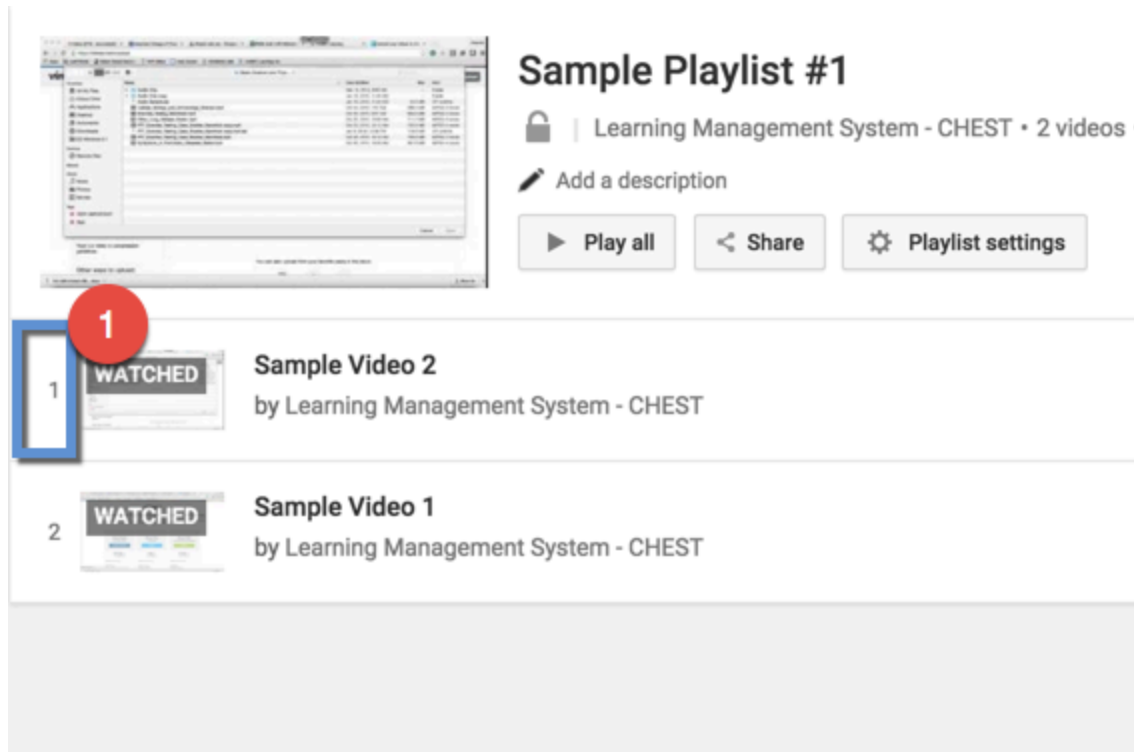
1. You should see something like this, see above:
2. Click “Playlist settings.”
3. You should see something like this, see below:



The screenshot shows the 'Playlist settings' interface. At the top, there is a red circle with the number '3' next to the title. Below the title are three tabs: 'Basic' (highlighted with a blue box and a red circle with '4'), 'Add', and 'Collaborate'. The 'Basic' tab contains two sections. The 'PLAYLIST PRIVACY' section has a dropdown menu set to 'Unlisted' (highlighted with a blue box and a red circle with '5'). The 'ORDERING' section has a dropdown menu set to 'Manual' (highlighted with a blue box and a red circle with '6'). Below the ordering dropdown is a checkbox labeled 'Add new videos to top of playlist'. The 'ADDITIONAL OPTIONS' section has two checkboxes: 'Set as official series for this playlist' (unchecked) and 'Allow embedding' (checked, highlighted with a blue box and a red circle with '7'). At the bottom right, there are two buttons: 'Cancel' and 'Save' (highlighted with a blue box and a red circle with '8').

4. Click “Basic.”
5. Playlist privacy should be in “Unlisted.”
6. Ordering should be in “Manual.”
7. Click box to allowing embedding.
8. Save selected settings.

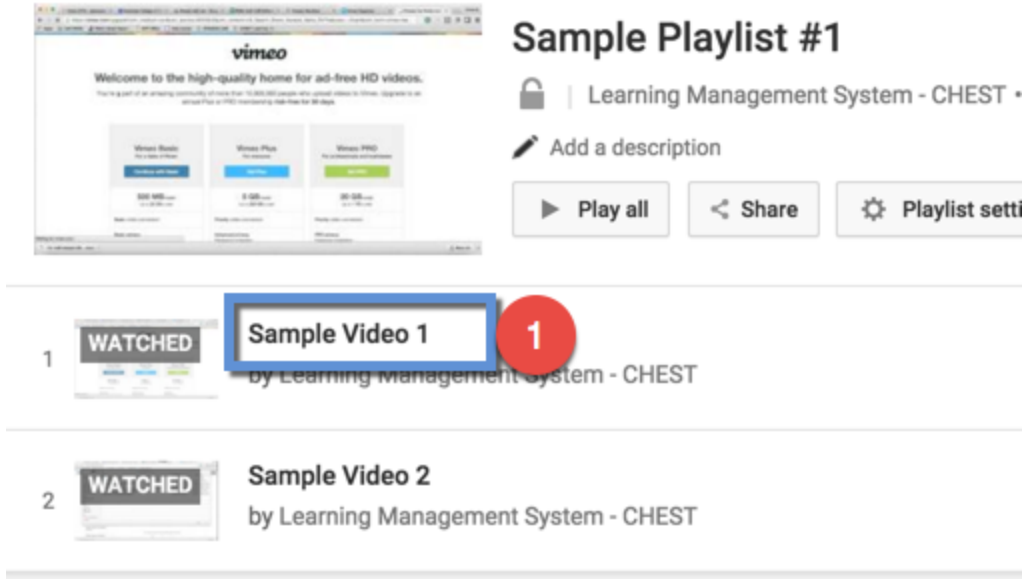
C. Changing video order



1. Hover on this area and drag the video to change order.

I. Setting video from your computer.

A. Locate the video, see below:



Sample Playlist #1

Learning Management System - CHEST

Add a description

Play all Share Playlist settings

1 **Sample Video 1** by Learning Management System - CHEST

2 **Sample Video 2** by Learning Management System - CHEST

1. Click the title link.

 **Sample Video 2**

 Learning Management System - CHEST

 Channel settings

+ Add to  **Share** **2** More

Share  **Embed** **3** Email

☒ Share with playlist starting from current video ▼

`...CWKPaOM?list=PLxydkJEEdetgYJwJcy9RvD1hT9M0pTznr&controls=0&showinfo=0" frameborder="0"`

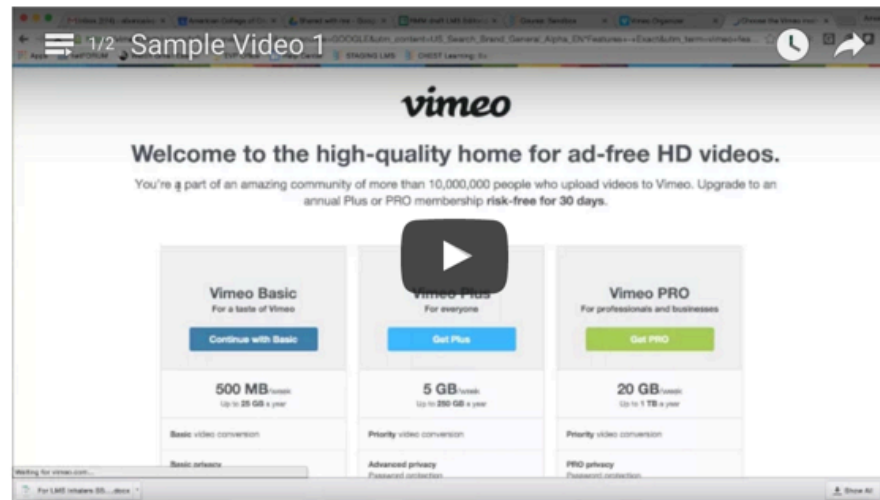
 **SHOW MORE** **4**

2. Click "Share."
3. Click "Embed."
4. Click "SHOW MORE."

☐ Share with playlist starting from start of playlist ▼

9 `frame width="560" height="315" src="https://www.youtube-nocookie.com/embed/QV8wldUPXIo?list=PLxydkJEEdetgYJwJcy9RvD1hT9MI"`

Preview:



Video size 560 × 315 ▼ 5

6 ☐ Show player controls

☒ Show video title and player actions 7

8 ☐ Enable privacy-enhanced mode [?]

By displaying YouTube videos on your site, you are agreeing to the [YouTube API terms of service](#).

SHOW LESS

5. Select size or modify.



6. Option for player control.
7. Option for video title.
8. Option for privacy.
9. Copy and paste html code to the target location.

Sources:

YouTube.com
WebCourseWork.com
Chestnet.org

Acknowledgement:

Amando Boncales
03/14/16

Populating a Course

I. Adding Course Manager/Coordinators in localized role (assigned course only).

A. Login as site admin in production

1. Use this url <http://learning.chestnet.org/ext/coursestage/login/index.php?nosso=1>

Returning to this web site?

Login here using your username and password
(Cookies must be enabled in your browser) ?

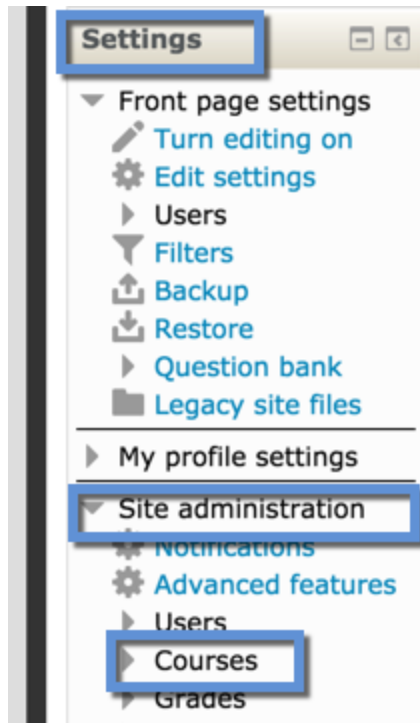
Username	aboncales
Password	*****
Login	

☐ Remember username

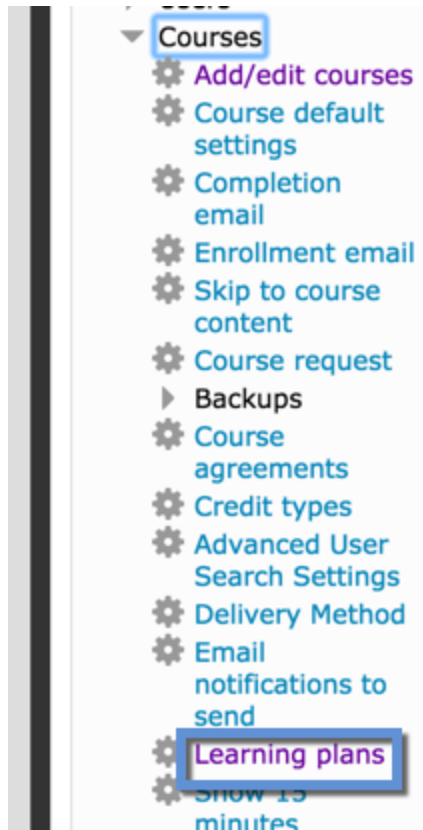
[Forgotten your password?](#) | [Forgotten your username?](#)

B. Add user in the learning plan

1. On the left side, under **settings**, you should see something like this, see below:



2. Click **Courses**
3. Click **Learning Plan**



4. You should see something like this, see below:

Learning Plans

New plan

Name ▲				
Advanced Critical Care Echocardiography_May 28-30 2015	Edit	Manage users	Cohorts	Delete
Airway_Management_Simulation_Modules_1	Edit	Manage users	Cohorts	Delete
Airway_Management_Simulation_Modules_2	Edit	Manage users	Cohorts	Delete

5. Locate the learning plan of the course you want the user to be added, click that learning plan.
6. You should see something like this, see below:

Settings Layout Certificate **Users** Recalculate

Editing: Pulmonary Medicine 2015: Year in Review and Clinical Update 2015

Name* Pulmonary Medicine 2015: Year in Review and Clinical Update 2015

Summary

Font family Font size Paragraph

B *I* U ABC $\times_2$ $\times^2$

Path: p

7. Click **Users** to add

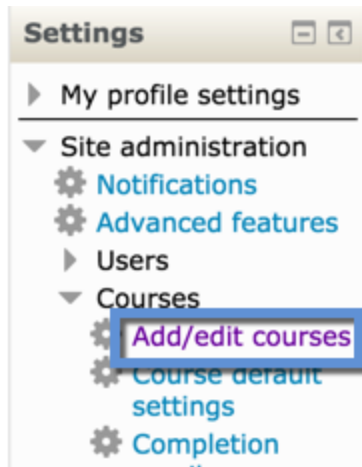
Ali Khan, akhan@chestnet.org
Ali Khan, akhan@chestnet.org
qwerty qwerty, qwerty@chestnet.org
qwerty qwerty, qwerty@chestnet.org

Add
Remove

David Miller MD, dmiller@yale.edu
Nitin Bhatt MD, nitinkumar.bhatt@va.gov
Ellen Miller, egmiller@windstream.net
Gautam Shah MD, gmsahamd@gmail.com
Ney Gore MD, ney.gore3@yahoo.com
Sathya Pokala, sppokala@gmail.com
Iftexhar Husain MBBS, FCCP, summitpulmonary1@hotmail.com
Stephen Kantrow MD, skantr@lsuhsc.edu
Jeffrey Shea MD, FCCP, pccamailbox-accp@yahoo.com
Gregory Dupont MD, FCCP, gdwake@xmission.com
Kenneth Brantley, kennybmd@netzero.net
Krishna Sunkara MBBS, FCCP, krishnasunkara@yahoo.com
Salvador Albanese MD, FCCP, salban3684@aol.com
William Hart, hartwi@sutterhealth.org
Don Jones, djones@chestnet.org
Kishorbhai Patel, kishorbhai.k.patel@osfhealthcare.org
Haesoon Lee MD, haesoon.lee@downstate.edu
Mukesh Ahluwalia MD, FCCP, bittu@comcast.net
David Miller, ukmdgrad@aol.com
Wilfrid Herard, rswherard@verizon.net
Matthew Hegewald, matt.hege

Search

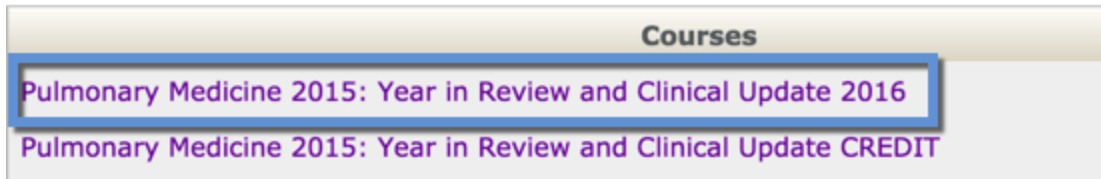
8. Search the target user
 9. Click **Add** to put users in the learning plan.
- C. Enroll the user in the list of participants.**
1. Locate the course



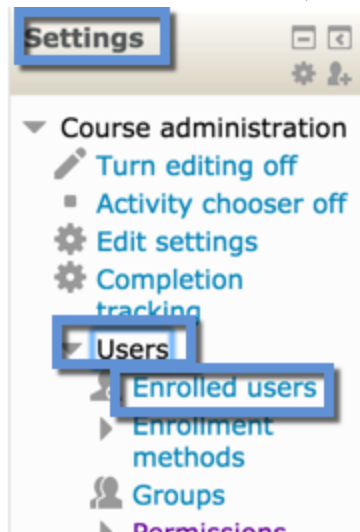
2. Find the category, click it.

EMPOWER	15
Enduring Products	6
GAIN 3.0	27

3. You should see the course under that category, click it.



4. On the left side, under **settings**, you should see something like this, see below:



5. Click **Users**
6. Click **Enrolled users**
7. You should see something like this, see below:

Enrolled users

Enrollment methods 

[Enroll users](#) [Enroll cohort](#)

First name / Last name  / Email address	Last access	Roles	Groups	Enrollment methods
 Ashwin Basavaraj ashwin.basavaraj@nyumc.org	140 days 2 hours	Student ✕ Observer ✕		Manual enrollments from Monday, March 14, 2016, 12:00 AM  ✕
 Amando Boncales aboncales@chestnet.org	9 mins 16 secs	Student ✕ Observer ✕		Manual enrollments from Monday, March 14, 2016, 12:00 AM  ✕

8. Click the plus sign
9. Assign localized role as **non-editing teacher** and **observer**.
10. Be sure to delete others roles aside from the 2 roles assigned.

II. Adding Course Manager/Coordinators in systemwide.

A.

- III. Gjuyhgjhb
- IV. Ghvjhgv
- V. vjhhjb