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Standard Operating Procedure Manual on the Creation and Maintenance of a
Learning Management System for the American Travel Health Nurses Association
(ATHNA): A Special Studies Project

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Learning Management System for the American Travel Health Nurses Association
(ATHNA): A Special Studies Project

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An abstract of
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Abstract

Standard Operating Procedure Manual on Creation and Maintenance of a Learning Management System for the American Travel Health Nurses Association (ATHNA):
A Special Studies Project

By Maura Lash

Background: In our rapidly globalizing world, travelers represent an especially important and, at times, vulnerable population. Increasingly, nurses are responsible for the prevention of disease and management of care among international travelers, but few receive specialty training in the discipline of travel medicine. The American Travel Health Nurses Association (ATHNA) was established to represent and expand the practice of travel health nursing. This project aims to aid ATHNA in the creation and maintenance of an accessible, active learning and web-based educational platform to increase member knowledge of issues relevant to travel medicine.

Purpose: The immediate purpose was to develop a standard operating procedure manual on how to uniformly create active and web-based learning modules on issues pertinent to travel health in a way that is easily accessible to all ATHNA members in both the United States and Canada. The overarching goal is for ATHNA to have the capability to better promote the field of travel health nursing and further the development of professional competencies required for practice as a travel health provider.

Methods: The module's content was based on discussions and interviews with ATHNA's Board, a review of existing educational opportunities for its members, and research on the importance of continuing education within the nursing field. Based upon this information, a standard operating procedure manual was created to meet ATHNA's needs for an online learning platform.

Discussion: As nurses are often of the front lines of care for travelers, it is especially important that they have access to professional, up-to-date resources on travel medicine to provide the best patient care possible. However, without an online platform to publish and distribute courses, ATHNA cannot adequately achieve its goal of providing educational opportunities to its members. This standard operating procedure manual will guide ATHNA's Board in the creation and implementation of an online learning management system and, subsequently, allow the organization to provide certified continuing education hours for all members, regardless of location or availability.

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Chapter One: Introduction

Overview

Need

The American Travel Health Nurses Association (ATHNA) is a professional organization that provides support and resources for North American nurses working within the travel health field. As stated on the organization's webpage, "the mission of the American Travel Health Nurses Association is to promote excellence in travel health nursing practice, education, and research" (American Travel Health Nurses Association, n.d.). One of ATHNA's main objectives is the development of professional competencies for travel medicine through increased access to educational opportunities. However, at this time ATHNA does not have a means of delivering educational content to the majority of its members due to the organization's large geographic spread and scheduling difficulties.

Goal

To further the educational objectives of ATHNA, the goal of this thesis is to provide ATHNA's Board with a standard operating procedure manual on how to uniformly create active learning and web-based training modules on issues related to travel health and how to make those training modules easily accessible to all ATHNA members in both the United States and Canada.

Aims

1. Identify the needs of the organization to create and share educational modules among members; assess the objectives of ATHNA's Board of Executives—including budget, and desired online platform type and functionality—which are responsible for module creation and distribution.
2. Conduct a thorough review of available options, including webinar platforms, learning management systems and free open-source websites, to create and distribute learning modules.
3. Present to ATHNA's Board a formalized proposal on the selected platform and company.
4. Create a standard operating procedure manual for ATHNA's Board on how to uniformly create active learning and web-based training modules and how to make those training modules easily accessible on the newly selected platform.
5. Assess the satisfaction of the President of the organization with the recently created standard operating procedure manual and make necessary amendments following her review; distribute finalized version of standard operating procedure manual to the Board.

Significance

The standard operating procedure manual will allow ATHNA's Board to create and maintain an active learning and web-based learning platform accessible to all members—regardless of time or location. The capability to create and distribute additional, up-to-date knowledge will not only provide more educational

opportunities for ATHNA's members, but also further promote and legitimize the field of travel health nursing.

Chapter Two: Background

Literature Review

Travel Medicine

The way we travel is rapidly changing. According to the United Nations World Tourism Organization (UNWTO), there were 25 million international tourists in 1950; In 2030, UNWTO predicts that that number will increase to 1.8 billion (United Nations World Tourism Organization, 2016). In our increasingly globalizing world, travelers represent an especially important population (Centers for Disease Control and Prevention, 2016). According to data extrapolated from the Centers for Disease Control and Prevention's GeoSentinel Surveillance System, "Of the approximately 50 million persons who travel from industrialized countries to developing countries each year, 8 percent report becoming ill enough to seek health care either during or after travel" (Harvey et al., 2013). While infectious disease mortality may be reported in a relatively small subset of the traveling population (1-3%), "the potential for global spread of common as well as exotic pathogens means that continued disease transmission, treatment, prevention are essential considerations for travelers" (Jong and Sanford, 2008).

The medical specialty of travel medicine—focused on the prevention and management of health problems in international travelers—is a relatively new area of medicine that arose to meet the needs of this growing populace (Nicks, 2015).

In the United States, the travel medicine discipline began to develop and expand in the mid-1980s (Hill, et. all, 2006). Tourism to foreign countries increased during this period, due in part to the expansion of collegiate study abroad programs, the growth of international humanitarian efforts, and globalization of various industries (Nicks, 2015). As the number of international travelers continued to grow, practitioners working in a variety of outpatient settings were often tasked with providing preventative care and education for these travelers without prior training (American Travel Health Nurses Association (ATHNA), 2012). Thus, the International Society of Travel Medicine (ISTM) was formally established in 1991 to define and represent the emerging field of travel medicine (International Society of Travel Medicine (ISTM), n.d.).

Over the last two decades, travel medicine has continued to evolve as a distinct discipline due in part to the efforts of ISTM to define a body of knowledge necessary for the practice of travel medicine (Hill et al., 2006). According to the *Clinical Infectious Diseases* journal, “There is ample evidence that health care personnel who are not familiar with the important issues in travel medicine make errors in judgment and recommendations, particularly about the prevention of malaria” (Hill et al., 2006). Travel health providers should be educated on disease epidemiology, travel-associated drugs and vaccines, travel-related infectious disease, and non-infectious travel-related risks (ISTM, n.d.).

American Travel Health Nurses Association

In 2004, ATHNA was formed as the demand for travel health nursing services continued to increase. As a specialty, travel health nursing continues to grow and evolve in its scope of practice. For example, a survey found that nurses were the sole providers of care in 22% of pre-travel appointments and were involved with 58% of all travel medicine consultations (Hill et al., 2006).

Nonetheless, travel medicine remains a largely unregulated specialty for nurses (ATHNA, 2012). There are no educational programs currently available at academic nursing centers focused on the travel health specialty. Additionally, there is no national, state or provincial certification required to provide travel health nursing services (ATHNA, 2012).

To address this need, ATHN's current focus is on the development of professional competencies through increased access to educational opportunities (ATHNA, 2012). As stated by the American Association of Colleges of Nursing, "quality patient care hinges on having a well-educated workforce" (Garafalo, 2016). ATHNA's educational campaign is currently focused on networking, case rounds, and distributing current news and links to important resources through its website, blog and social media platforms (ATHNA, 2012).

Additionally, ATHNA's Board organize and host one-day regional opportunities for Networking, Education, and Development (NED) each year (ATHNA, 2012). During NED events, several topics important to travel health nurses are presented, such as preparing travelers for group trips, providing resources to stay informed of current outbreaks, and discussion of the new ATHNA clinical guidelines for pre-travel

nursing care. Members can also earn continuing education (CE) contact hours following completion of the event (ATHNA, 2012).

Continuing Education

The American Nurses Credentialing Center (ANCC) defines continuing education as “systematic professional learning experiences designed to augment the knowledge, skills, and attitudes of nurses and therefore enrich the nurses’ contributions to quality health care and their pursuit of professional career goals” (American Nurses Association (ANA) Massachusetts, n.d.). According to the results of a study conducted by Bell, Pestka, and Forsyth, completion of continuing education hours has a sustained, positive effect on a participant’s clinical practice (2007). As stated by the researchers, “Findings from this evaluation demonstrate positive acquisition of knowledge, retention of that knowledge, and ways the conference attendees used the new information to improve their own practice and patient care” (Bell, Pestka, & Forsyth, 2007).

Nurses in the United States are required to complete a certain number of state-mandated hours of CE every two years to maintain a current nursing license. Completion of mandatory biennial CE hours serves as “evidence of the nurse’s efforts to maintain and update nursing knowledge and skills needed to make competent judgments and decisions in nursing practice” (Kentucky Board of Nursing, n.d.).

While ATHNA's current CE program allows participants to actively participate and engage with other members, the limited times and locations of the educational events means that few members can attend and benefit (ATHNA, 2012). Offering members greater ability to earn CE credits directly through the organization would not only increase knowledge of relevant issues in the travel medicine field, but also develop professional competencies for the North American travel health nursing field (ATHNA, 2012). Educational courses developed by ATHNA and approved by the American Nurses Credentialing Center (ANCC) offer added legitimacy to the travel health nursing specialty and bring expanded awareness to nurses working in other fields.

Yet, without an easily accessible and widely available platform to distribute applicable education courses to its geographically dispersed members, ATHNA cannot accomplish its overall mission of increasing education and professional development (ATHNA, 2012). According to a research article published in *Nurse Education in Practice Journals*, "An appreciation of online education as well as the contribution of the delivery format to the production of a highly educated workforce around the globe is essential as nursing education navigates the innovations and ever changing landscape of technology and stakeholder expectations" (Schnetter et al., 2014). Consequently, the development of an online platform to post CE learning modules would not only allow ATHNA to reach and educate more of its members, but also to remain relevant with current nursing education trends.

There are currently a variety of mediums and platforms available for creating and distributing CE learning modules. The State of Massachusetts's Board of Registration for Nursing offers an outline of acceptable CE program types that satisfy state requirements, including live program or webinar, self-study or correspondence course, academic course, or planned and supervised clinical experience (Massachusetts Department of Health and Human Services, n.d.). Among these options, live webinars or self-study courses could satisfy ATHNA's requirements for providing online education. To meet base CE requirements, a webinar must offer attendees an opportunity to give feedback and an authenticated record of attendance specifying provider, title of program, date of program, and number of contact hours awarded for successful completion of the program (Massachusetts Department of Health and Human Services, n.d.). A self-study course must also allow participants a chance to provide feedback, a bibliography, a test to measure progress and verify completion of the CE, an authenticated record of attendance specifying provider, title of program, date of program, and number of contact hours awarded for successful completion of the program (Massachusetts Department of Health and Human Services, n.d.).

However, while the national requirements for a webinar program are relatively easy to meet, live webinars would present many of the same issues ATHNA is facing with its current educational program offerings. Similar to annual NED events, webinars are offered at limited times and have little flexibility with the pace information is delivered. A web-based self-study program maintained by a learning management system would allow for greater distribution capabilities and provide additional

features to supplement the learning process (Schnetter et al., 2014). A learning management system is defined as “software that provides a framework through which learning content is delivered and managed” (Medved, 2015). A learning management system can provide a variety of tools and options for creating and maintaining online education modules. To satisfy nursing CE accreditation requirements, a learning management system can be developed to include chat forums for discussions and feedback, assessment tools for post-course evaluation, and certificate generation to verify completion of the course (Schnetter et al., 2014).

Standard Operating Procedure Manual

In conclusion, ATHNA is dedicated to providing members in both the United States and Canada with educational resources related to the travel health specialty. However, without an easily accessible online platform to distribute unique learning modules based on the needs of members, ATHNA cannot adequately achieve its goal of increasing knowledge and awareness among travel health providers. A specialized learning management system with the ability to create, post and distribute courses may address the immediate need of the organization to increase member knowledge. However, to ensure the long-term viability of this system, a standard operating procedure manual is necessary. A standard operating procedure manual provides “uniformly written procedures, with detailed instructions to record routine operations, processes and practices followed within an organization” (University of California San Francisco, 2015). With adequate support and guidance,

ATHNA's Board will have the ability to educate its members and promote the field of travel health nursing.

Chapter Three: Project Content

Methods

Research Question

Prior to the initiation of the project, one must consider the organization's specific needs and concerns surrounding the implementation of an online learning management system. Once established, the following research questions must be addressed:

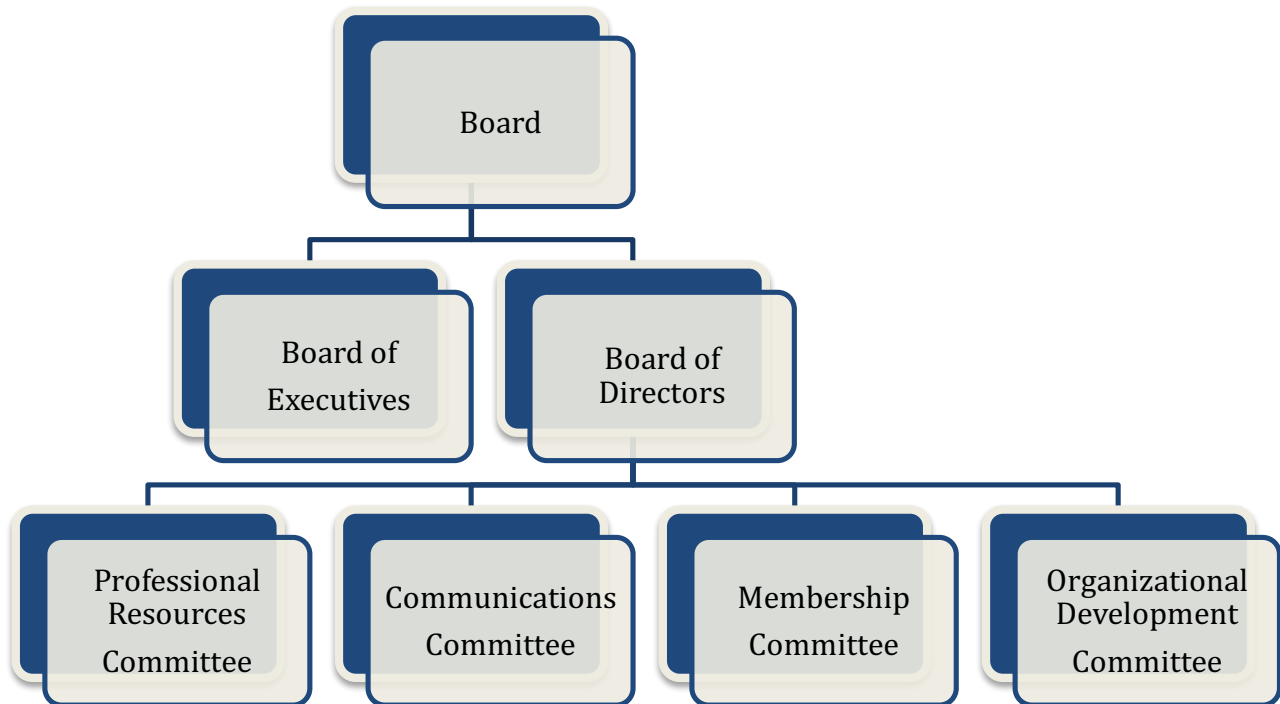
Research question one (RQ1): Which learning management system will meet the criteria established by the Board and the fit needs of ATHNA's members?

Research question two (RQ2): What effect will the standard operating procedure manual have on the Board's ability to create and provide active learning and web-based training modules for its members?

Population

ATHNA has approximately 163 active members, located in both the United States and Canada. While this project will affect the entire organization, the population has been narrowed specifically to ATHNA's Board. The Board is currently comprised of 11 members total—five of whom represent the Board of Executives and six of whom represent the Board of Directors. According to the organization's bylaws, the Board of Executives is comprised of the President, the President-elect, the past President, the Secretary, and the Treasurer (ATHNA, 2012). The other portion of the Board, the

Board of Directors, include the elected chair of each of the current standing committees, including the Professional Resources, Communications, Membership, and Organizational Development committees. The Board of Directors are



responsible for achieving his/her assigned committee's goals and representing that committee's interest at the quarterly Board meetings.

Figure 1: ATHNA Organizational Chart

Design

Data Collection

This project was completed using a qualitative approach. Data was collected from a thorough literature review, at least twenty informal interviews conducted via phone and email, discussions with the entire Board—10 members total—following a formal proposal presentation at an ATHNA board meeting. In addition, there were a series of consultations with ATHNA's President and Rollins School of Public, Emory University, academic advisor, Dr. Juan Leon.

Procedure and Analysis

To address the first aim of the project, a literature review was conducted through the PubMed database to establish research on the background and importance of the travel medicine field, the needs of providers in this medical specialty, the effect of online education on nurses, and the creation of a standard operating procedure manual.

Armed with this information, a survey was conducted via email with ATHNA's Board of Executives about the organization's specific needs for an online learning system ([see Appendix A](#)). After viewing the three responses, consulting individually with the President of ATHNA on past failed initiatives to establish online learning, and discussing the needs and concerns with Dr. Leon, a comprehensive list of the desired criteria for an online learning was created. The most prevalent responses included: cost, ease of use, and ability to charge non-members for learning content. Next,

through email correspondence with the organization's treasurer, a firm budget was established—startup and annual costs could not exceed \$2,000.

The next phase of the project—see aim two—involved researching, contacting and evaluating ten learning management companies and vendors. Each company was scored according to the previously established priorities and the annual cost.

Throughout the process, several tables were created and distributed to the executive board for review. See Table 1 as an example.

	Adobe Connect	SmarterU	Sensei Plugin	Moodle	Ruzuku
Price	Option 1: \$3,500/year (live webinar for 200 + access to training lab) + 500/year for each concurrent learner Option 2: 1,200/year (live webinar ONLY for 100)	\$2,160/ year \$180/month for 100 active users (+\$3 per additional user if participants exceed 100 that month) \$500 One-Time Design Fee	\$129/one time fee (unkown additional cost for webpage redesign and conversion to WordPress)	Free (unknown additional costs for plug-ins and added features)	\$997/year if paid once annually \$149/month if paid monthly (lower priced options available)
eCommerce Functionality	X	X	X	*	X
Ease of Use	X	X	X		X
Tech. Support	X	Email Only	X		X
Webinars	X			*	X
Quizzes	X	X	X	*	
Upload Material	X	X	Can Upload Videos	X	X
Course Builder		X	X		
Built in Marketing Platform		X			
Completion certificate & transcript	X	X	X	*	
Customer Satisfaction		98% retention rate	Positive	Large Following	Postive
Blog			X		
				*Not automatically included, need to create additional plugins. Cost unknown	

Table 1: Table comparing learning management companies based upon ATHNA established criteria

Following a presentation of the top three viable options of learning management systems—chosen based upon research and the scoring system—a video conference was held with ATHNA’s President to discuss the possibilities. It was determined that additional information was required prior to moving forward with the project. Continued conversations were conducted with the project coordinator and the organization’s webpage director—who oversees webpage design and maintenance. A consensus was reached by the President, webpage director, and project coordinator that Sensei, a WordPress learning management system plug-in, most closely adhered to the Board’s specifications. It proved to be the least expensive and the most user friendly, and is also compatible with another plugin, WooCommerce which allows ATHNA to charge non-members for course access and, additionally, generate revenue for the organization. Furthermore, as a cloud-based application, courses created on Sensei could be accessed anywhere, regardless of location or time.

Next, a formal proposal was written and presented to the entire board for review during the June 2016 board meeting ([see aim three](#)). The proposal on the adoption of Sensei for online continuing education courses included: goals with specific objectives, the startup and maintenance cost, a specific development timeline, and the responsibilities necessary to sustain the program. The Board reacted positively but expressed concerns about the continued maintenance of the system and incompatibility of Sensei learning management plugin with ATHNA’s current webpage. The Board requested additional time to evaluate the proposal and agreed to address the issue again during the August 2016 meeting.

To better demonstrate the benefits of the program, the standard operating procedure manual—see aim four—was edited to include new detailed information about the transition to the new learning system—including a diagram of procedural workflow, an outline of the responsibilities of ATHNA administrators and instructions on Sensei maintenance and use. The additions and updates to the manual were discussed with Dr. Leon. The manual was sent again to the Board of Executives for further comments. A concern voiced was the current lack of technical support familiar with WordPress to make the current webpage compatible with the plugin. In addition to completing the recommended revisions, an outside technical resource was identified to assist with WordPress webpage creation and plugin downloads. The standard operating procedures manual was presented once more to the President who expressed satisfaction with the overall project, thus achieving the overarching goal of this project.

Results

The following outline presents the sections and subcategories included in the Standard Operating Procedure Manual on Creation and Maintenance of a Learning Management System for the American Travel Health Nurses Association:

Standard Operating Procedure Manual Outline

- ❖ Overview
 - Key Terms
 - Communication System
- ❖ Introduction
 - Objective
 - Justification
- ❖ Procedure
 - Workflow
 - Overview of Learning Management System
- ❖ Instructions for Use of the Sensei Learning Manual Management
- ❖ Conclusion
- ❖ Appendix
 - ATHNA Member Application for Course Creation
 - ANNP CE Activity Planning Form

See Appendix for complete standard operating procedure manual.

Chapter Four: Conclusion

Implications

- The implementation of an online system, such as the Sensei learning management system plugin, allows ATHNA to provide CE hours for all members, regardless of location or availability.
- This plugin provides ATHNA administrators with the ability to create, post, and distribute training modules on relevant issues to its members.
- The standard operating procedure manual aids in the transition to this new learning system by providing an outline of Board members' specific responsibilities, workflows for course creation and instructions on Sensei maintenance and use.
- As the first organization to provide continuing education courses on travel medicine tailored specifically for nurses, ATHNA will be able to better promote the field of travel health nursing and further the development of professional competencies required for practice as a travel health provider.

Reflections

- The project had several limitations including: a limited budget, lack of personnel with expertise in web design and maintenance, and technological challenges and incompatibility with current web system
- Despite these limitation, I believe the project had several strengths including: my background and experiences with ATHNA (I serve as the Secretary of the organization) and travel medicine.

- As ATHNA's organization continues to grow, so do the demands on its webpage. A well maintained and updated website attracts new members and maintains the interest levels of existing members. Moving forward, ATHNA needs to modernize its webpage to allow for additional functionality, such as incorporation of a learning management system, such as Sensei, and a responsive webpage design. Unfortunately, at this time the website does not have the capability to support the large amounts of data and videos required for hosting a learning management system. If ATHNA's Board were to approve the transition of the site to WordPress and the Sensei plugin, I think this would have far reaching implications for the organization and allow ATHNA to set high educational standards for travel health nurses.

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Appendix

A) Survey

Please rank your top priorities for an online learning system:

- Ease of Use
- Design/Aesthetic
- Technology support
- Cost
- eCommerce functionality
- Post-course assessment and certificate generation
- Other:

Please further explain your top choice(s):

Which type of online learning format do you most prefer?

- a. Webinars
- b. Online self-study courses
- c. Live Programs

Do you believe ATHNA's learning system should be exclusive for members?

- Yes
- No

Should members be pay for course access? Yes No
Other comments and suggestions:

B) Standard Operating Procedures Manual

Creation and
Maintenance of
Sensei Learning
Management System

STANDARD OPERATING PROCEDURES

August 2016

American Travel Health
Nurses Association

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1 Overview

1.1 Key Terms

Term	Definition
ATHNA	American Travel Health Nurses Association
SOP	Standard Operating Procedures
AANP	The American Association of Nurse Practitioners
WordPress	“Provides a web-based user interface for designing, publishing, and updating websites” ¹
Content Management System (CMS)	“A software tool that allows users to create, edit, and publish online content” ²
WordPress Theme	“Collection of files that work together to produce a graphical interface with an underlying unifying design for a weblog. These files are called template files. A Theme modifies the way the site is displayed, without modifying the underlying software” ³
Web Hosting	“The activity or business of providing storage space and access for websites” ⁴
Domain Name	“The part of a network address that identifies it as belonging to a particular domain” ⁵
WordPress Plugin	“A piece of software containing a group of functions that can be added to a WordPress website. They can extend functionality or add new features to your WordPress website” ⁶

Learning Management System (LMS)	“Software that provides a framework through which learning content is delivered and managed” ⁷
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1.2 Communication System

1.2.1 Responsibilities

- **Webpage Director**
 - Direct liaison from Shoreland Travax (host of ATHNA.org)
 - Responsibilities:
 - Overall webpage design
 - Overall webpage maintenance
- **Learning Management System Coordinator**
 - Member of ATHNA’s Board
 - Responsibilities:
 - Maintenance of learning management system
 - Liaison between Webpage Director and ATHNA’s Board
- **Board**
 - Comprised of ATHNA’s Board of Executives (President, President-elect, Secretary, and Treasurer) and Board of Directors (comprised of each standing committee chair)
 - Responsibilities:
 - Approval of CE course content
 - Accreditation of learning modules by AANP for CE units
- **Standing Committees**
 - There are currently three standing committees: Communications, Scopes and Standards, Professional Resources and Organizational Development Committee
 - Responsibilities:

- Only active members of the aforementioned committees in good standing with the organization are eligible to submit courses for approval by the director board of directors

2 Introduction

2.1 Objective

To further the educational objectives of the American Travel Health Nurses Association, the goal is to provide ATHNA's board of directors with a Standard Operating Procedure (SOP) manual on how to uniformly create an active learning and web-based training modules on issues related to travel health and how to make those training modules easily accessible to all of ATHNA members in both the United States and Canada.

2.2 Justification

As a specialty travel health nursing continues to grow and evolve in the scope of its practice. For example, in 2006, nurses in the United States were the sole travel health provider in 22% of all related patient encounters and participated in 58% of all pre-travel patient consultations.⁸ The American Travel Health Nurses Association (ATHNA) was established in 2004 to "promote excellence in travel health nursing practice, education, and research in North America."⁹ The implementation of an online system, such as the Sensei Learning Management System plugin, will allow ATHNA to provide certified continuing education hours for all members, regardless of location or availability. Specifically, this plugin will provide ATHNA administrators with the ability to create, post, and distribute training modules on relevant issues to its members. This document will aid in the transition to this new learning system by providing a diagram of procedural workflow, outline the responsibilities of ATHNA administrators and provide instructions on Sensei maintenance and use.

3 Procedure

3.1 Workflow

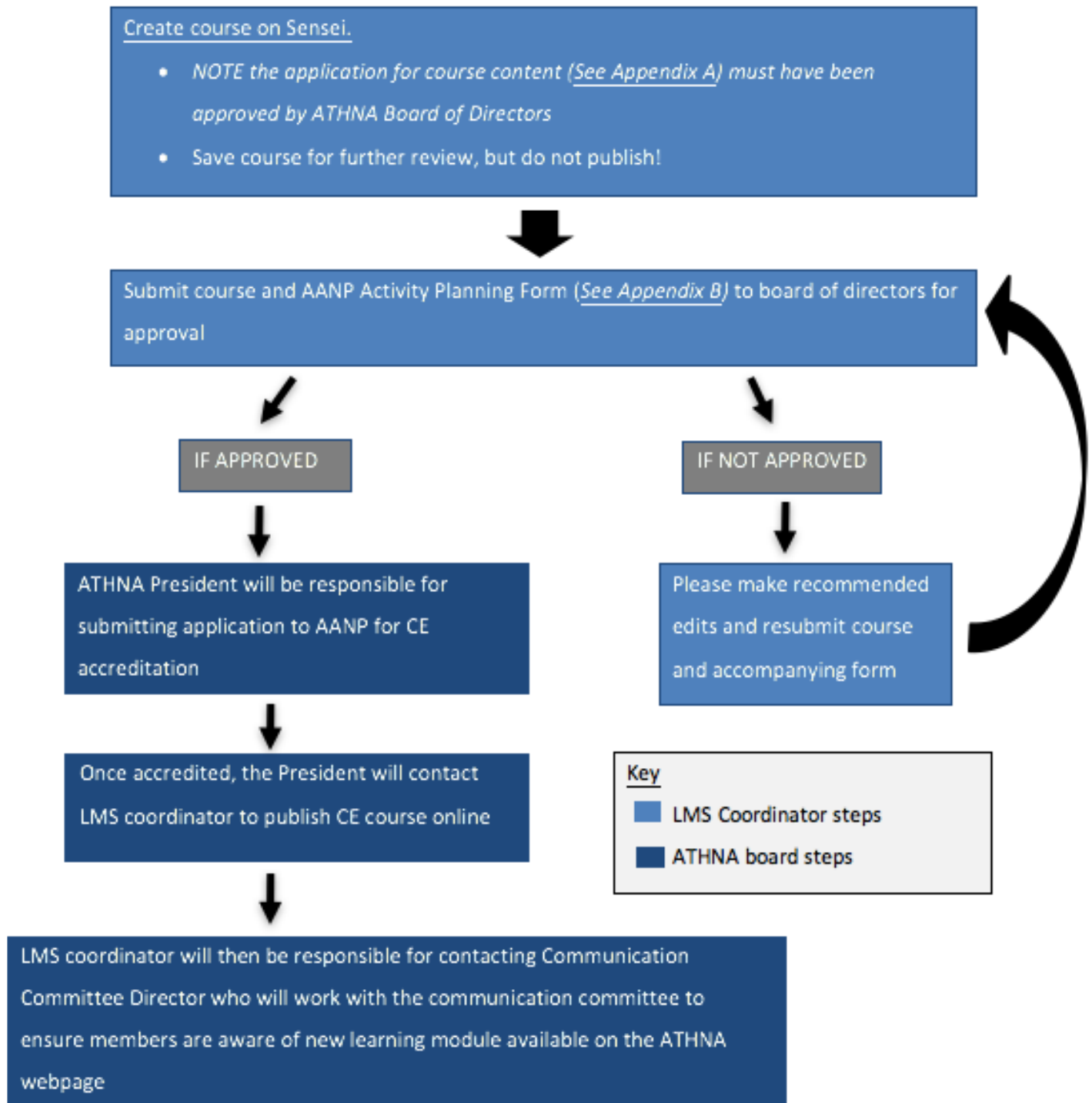


Chart 1: Workflow for ATHNA's Board

3.2 Overview of Learning Management System

Sensei is a WordPress learning management plugin. As stated by WooThemes, the creator and developer of the plugin:

*Teaching coursework has never been easier, all within WordPress. With the Sensei plugin you can create courses, write lessons, and add quizzes. Set lesson and course pre-requisites, allow user registration and even charge for your course content using WooCommerce if you want.*¹⁰

For an overview of Sensei and its LMS capabilities, please view video at:

<https://woocommerce.com/products/sensei/>

To view example of courses created on Sensei, please visit:

<https://woocommerce.com/products/sensei/>

Click on the “LIVE DEMO” link

Section 3.3 of this document will provide a through overview of content structure, course formation, lesson design, and post-course quiz creation.

3.3 Instructions for Use of Sensei LMS¹¹

3.3.1 Content Hierarchy

- **“Course:** Collection of lessons. Users register for a course to access that course’s lessons.”¹¹
- **“Module:** Used only to organize lessons within a course, similar to a category. It doesn’t contain any content, other than an optional description.”¹¹

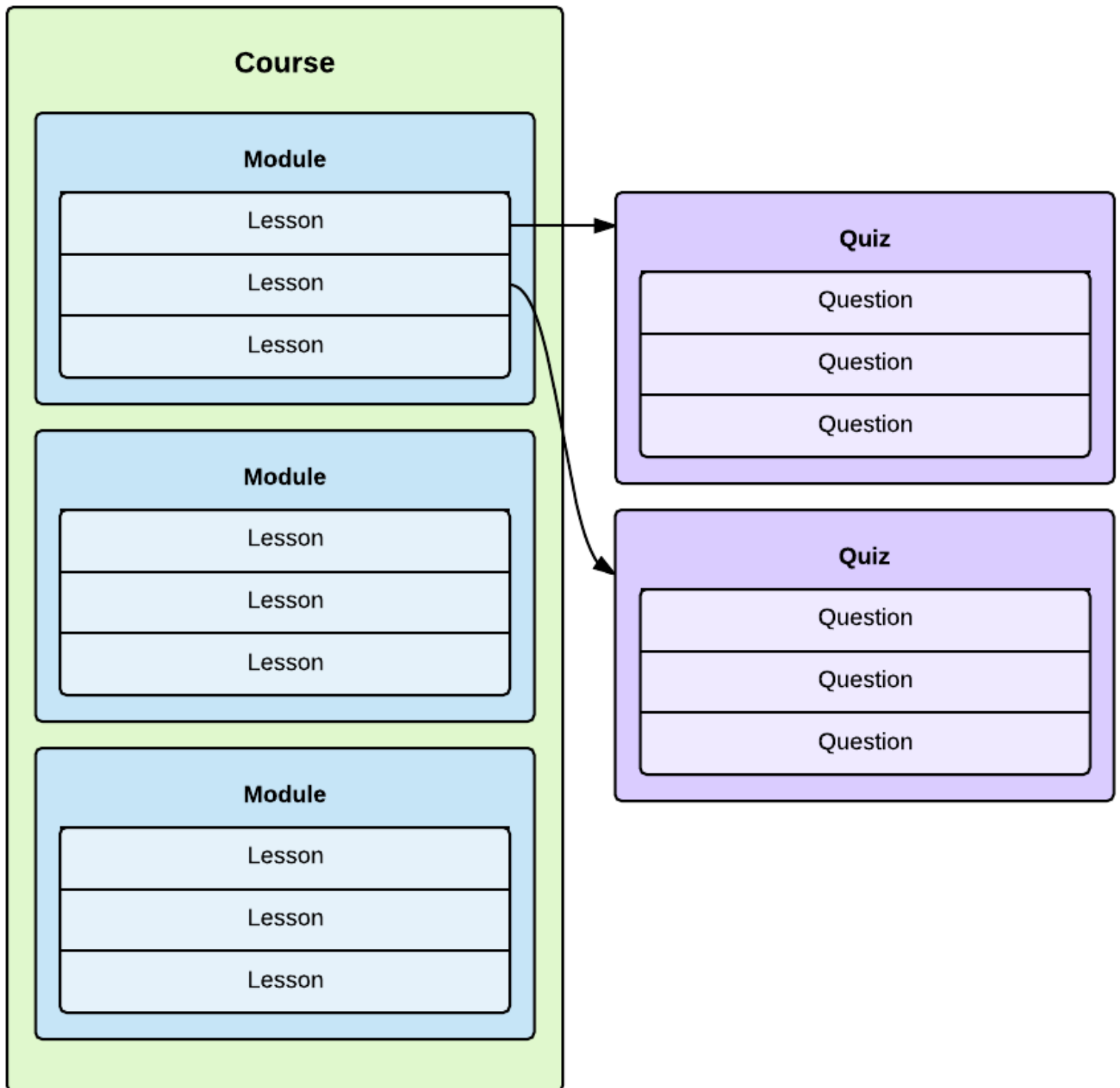


Figure 1: Content Hierarchy in Sensei Citation: WooThemes Documentation. (2016). Plugin: Sensei from <https://docs.woothemes.com/documentation/plugins/sensei/>

3.3.2 Information of Course Creation

[3.3.2.1 Adding a Course](#)

[3.3.2.2 Categorizing Your Course](#)

[3.3.2.3 Setting a Course Prerequisite](#)

[3.3.2.4 Adding a Course Image](#)

[3.3.2.5 Adding a Course Video](#)

3.3.3 Information on Lesson Creation

[3.3.3.1 Adding Lesson Content](#)

[3.3.3.2 Adding Lesson Information](#)

[3.3.3.3 Assigning a Lesson to a Course](#)

[3.3.3.4 Setting a Lesson Prerequisite](#)

[3.3.3.5 Enabling Lesson Preview](#)

3.3.1 Information on Quiz Creation

[3.3.1.1 Adding a Quiz to your Lesson](#)

[3.3.1.2 Adding Questions to a Quiz](#)

[3.3.1.3 Category Questions](#)

[3.3.1.4 File Uploads](#)

[3.3.1.5 Removing Questions from a Quiz](#)

[3.3.1.6 Quiz Settings](#)

3.3.1.7 Sensei Quiz Settings Flowchart

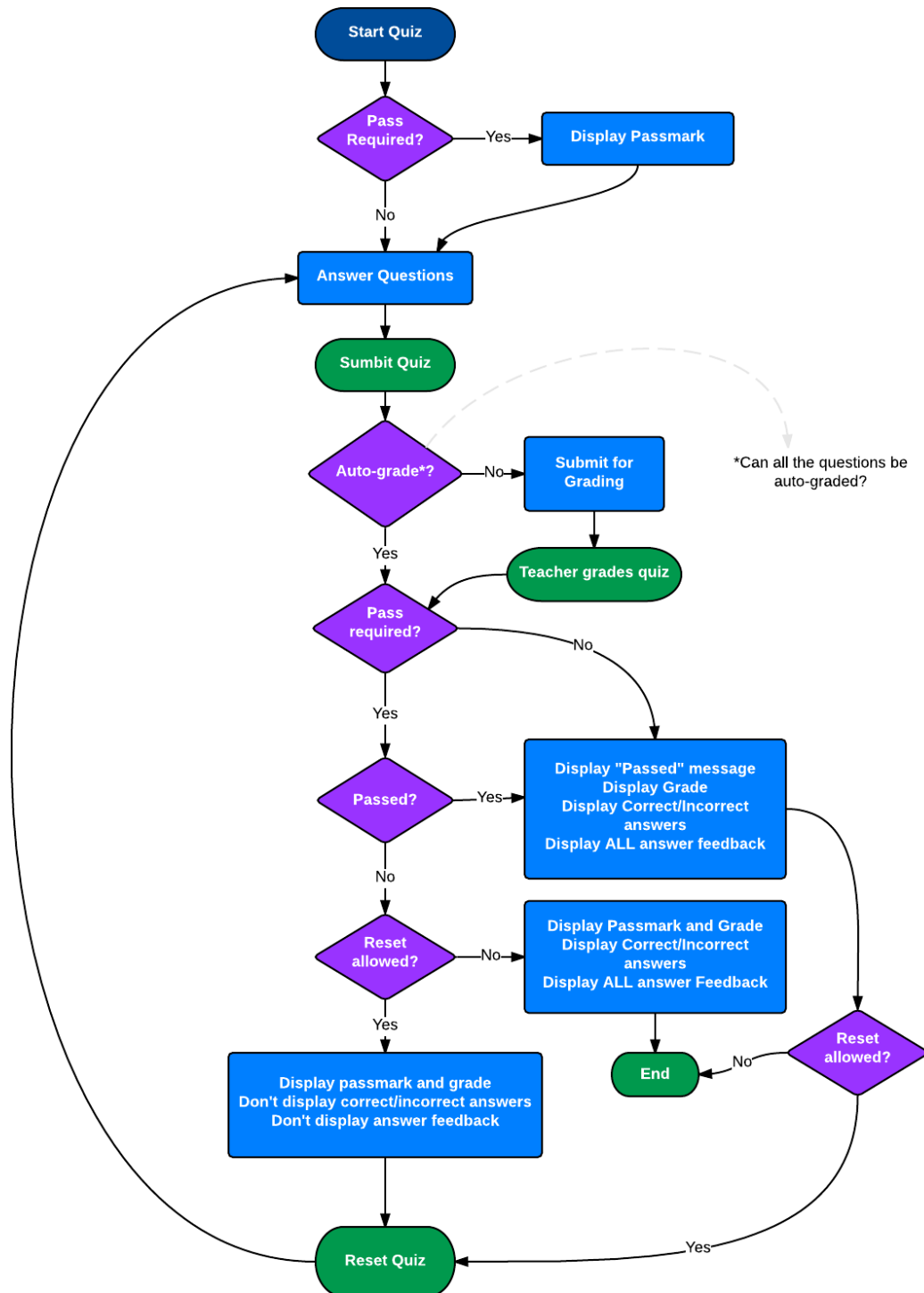


Figure 2: Sensei Quiz Settings Flowchart Citation: WooCommerce. (2016). Sensei from <https://woocommerce.com/products/sensei/>

3.3.2 For more instruction on Sensei functionality

3.3.2.1 ["WooCommerce Docs: Documentation, Reference Materials, and Tutorials for Sensei"](#)

4 Conclusion

After reviewing this manual, one should be comfortable with the language and terms associated with the LMS. Additionally, one should be able to recognize his/her responsibilities in creation and maintenance of the Sensei LMS. The forms to apply to the Board for course approval are located in the appendix, along with the AANC application to apply for certified continuing education. Additionally, each step necessary to generate a course, create a post-assessment quiz, and publish on the webpage are also included. By using Sensei, ATHNA can now publish and distribute courses to their members!

5 Appendix

5.1 Appendix A: ATHNA Member Application for Course Creation

5.1.1 Applicant Form

Name _____ Date _____

Professional License _____ ATHNA Member Since _____

Certifications (not required) _____

Years Practicing Travel Medicine _____

I. Proposed CE Topic _____

II. Course Objectives

1.

2.

3.

III. CE Program Contact Hour(s) (CH) _____

**A CH is equal to 50 minutes of attendance and participation in a program*

IV. Does the CE program content contribute to professional growth and development?

Yes _____ No _____

Please provide an example below:

5.1.2 Sample Grading Criteria¹²

1. Does the CE program describe learner objectives that are specific, attainable, measurable, and describe expected outcomes? Yes No
2. Does the CE program content contribute to your professional growth and development? Yes No
Examples of what CE content may include:
 - a. research findings in nursing science, nursing practice, or nursing education;
 - b. health care delivery management;
 - c. social, economic, political, legal aspects of health care;
 - d. patient teaching and consumer health education; and
 - e. topics which improve competency.
3. Does the CE program provide sufficient time to meet its stated objectives? Yes No
4. Does the CE program provide an opportunity to evaluate faculty, learning experiences, instructional methods, facilities and educational resources used for the program? Yes No

5.2 Appendix B: AANP CE Activity Planning Form¹³

AANP Activity Planning Form

Note: All details must be provided in a legible form. Hard-copy applications require 2 complete copies, including all supporting documentation.

A. Submitting Sponsor/Provider: _____
 AANP NP Org. Member? Yes No NPO Number: _____
 Not-for-Profit (501c)? Yes No Letter of Non-profit status included with application Yes No
 (Not applicable to AANP NPO members)

B. Activity Title: _____

C. Activity Type: _____ D. Location (City/State or web address): _____

E. Initial Activity Date _____ F. Target Audience: _____

G. Need Determined By: Surveys Prior Program Evaluations Literature Review New/Evolving Technology
 Professional Organization Recommendations Other

H. Indicate any other accreditation for this activity by any of the following: ACCME AAFP State Board of Nursing/ANCC

I. Activity Primary Contact Person: _____ Title: _____
 Address: _____ City/State: _____ Zip: _____
 Website: _____ Phone: _____ Fax: _____
 E-mail: _____

J. Number contact hours requested for review Total*/+: _____ Pharmacology (if applicable): _____
 Number of contact hours one person can earn Total*/+: _____ Pharmacology (if applicable): _____

* Specify how enduring material credit determined (e.g., Mergener formula, pilot test). _____

+ Indicate here if more detailed credit breakdown is requested: By-Session By-Day Both

K. Fees Submitted: Payment must accompany application. (See page 2 in the Accreditation Application for the fee schedule)

Review Fee:	\$	<input type="checkbox"/> Enduring <input type="checkbox"/> Live
Approval Fee:	\$	Based on total contact hours reviewed.
Per Presentation Fee	\$	_____ # times presented (if 3 or more)
Expedite Fee:	\$	See fee schedule for response in 2-4 weeks - electronic submissions only
Hard Copy Handling Fee:	\$	(\$50/\$25 * includes faxed copy)
Total:	\$	

L. This program is supported in whole or in part by a grant from: _____
 List any grants or external speaker funding which may be pending at time of application submission. (Use separate sheet if needed), _____

M. I attest that I have reviewed the current AANP Accreditation Policy (v2015.8) within the last 12 months.
 Initial Here: _____ (Your initials attest that you have read and will abide by the AANP Accreditation Policy)

List on AANP CE Website Calendar: Yes No (Schedule and/or online information provided in application)

Website/URL: _____

If contact different from above: Email: _____ Phone: _____ Fax: _____

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