

Storyboarding your course:

I. A Needs Assessment

A. Define your Overall Course Objectives

Upon completion of this course, the student should be able to:

1. discuss the epidemiologic parameters of HIV infection and AIDS
2. define HIV infection and AIDS
3. list risk behaviors for acquiring HIV infection
4. explain how HIV affects the immune system
5. relate how HIV is transmitted
6. discuss HIV transmission risk behavior reduction/elimination
7. state laboratory tests used to diagnose HIV infection
8. describe the natural history of HIV infection using the concept of a time line
9. identify available drug therapies for HIV infection and associated diseases
10. discuss major areas of societal concern for the person with HIV infection.

B. Identify your target audience.

Based on the audience I have for this class this semester, most of them are pursuing a career in healthcare and are taking the course because they feel it will be interesting and benefit them in their future career. There are traditional and nontraditional students. Some have families and work fulltime. They are all from Wyoming, but not necessarily Casper. Most have indicated they have pretty good computer skills, have taken internet courses before and like their flexibility. There are a few who have indicated they are not overconfident in their computer skills and thus a bit anxious about this their first internet course.

C. Define your traditional teaching style.

In the traditional classroom I lecture and use powerpoint. I also use a few overheads and Elmo to show pictures from the text, incorporate some case studies for discussions and have some review questions for discussion. In a couple areas I use group work assignments done during class to help students apply the content (analyzing cardiac rhythm strips and interpreting ABG's). I also have CD rom and computer programs that present clinical situations for some of the various disease processes covered and the students can access those in the computer lab to facilitate application of content covered in lecture. Last semester with my hybrid course I also put extra handouts and case studies on the Web CT.

For this internet class I am teaching this semester I am using a group threaded discussions that involve accessing various links and doing research on certain topics.

Teaching and Assessment Methods Checklist (Reviewing your syllabus, check all Teaching Methods that apply to your course. You will use this checklist later. This list may not be complete. Feel free to add items as necessary.)

Teaching Methods	Assessment Methods	Comments
<input checked="" type="checkbox"/> Assigned readings	<input type="checkbox"/> Attendance	<input checked="" type="checkbox"/> Written Assignments
<input checked="" type="checkbox"/> Class Discussion	<input checked="" type="checkbox"/> Class Participation	<input type="checkbox"/> Written Test/Essay
<input type="checkbox"/> Debate	<input checked="" type="checkbox"/> Open Book Test	
<input type="checkbox"/> Field Trips	<input type="checkbox"/> Oral Exams	
<input checked="" type="checkbox"/> Group Work	<input checked="" type="checkbox"/> Peer Assessment	
<input type="checkbox"/> Laboratory	<input type="checkbox"/> Practice Tests	
<input type="checkbox"/> Lecture (you or guest)	<input type="checkbox"/> Pre-assessment testing	
<input type="checkbox"/> Student Oral Presentations	<input type="checkbox"/> Problem analysis, diagnosis, & solving	
<input type="checkbox"/> Performance of skill, technique, or talent	<input type="checkbox"/> Proctored Tests	
<input type="checkbox"/> Question and Answer Period	<input type="checkbox"/> Pop Test	
<input type="checkbox"/> Repetitive Drill	<input type="checkbox"/> Self-test	
<input type="checkbox"/> Students question each other		
<input checked="" type="checkbox"/> (Group Projects)	<input type="checkbox"/> Other (specify)	

II. Organizing your Material

<p>D. Gather Your Current Course Materials.</p> <p>Syllabus Textbook Instructor definition/description of unit topic Discussion questions. Internet search engines Handouts Test bank</p>
<p>E. Assess Your Current Materials.</p> <p>Syllabus: It addresses course outcomes, requirements, schedule, grading system, rubric for grading various assignments, etc.</p> <p>Instructor definition/description of unit topic: This lays the foundation for what the students need to research, discuss and share for that unit.</p> <p>Discussion questions/topics and case studies: The idea behind this is to peak students interests in researching and sharing ideas.</p> <p>Internet search engines: This provides information from a wide variety of areas on HIV/AIDS. It also provides more up-to-date information in an area where research is constantly examining new thoughts and scientific ideas in the area of HIV/AIDS.</p>
<p>F. Organize Your Materials into Modules.</p> <p>The course is divided into seven units/modules: Unit I: HIV origin and composition</p>

Unit II: Immune system effects and HIV/AIDS manifestations
 Unit III: Epidemiology
 Unit IV: Transmission of HIV infection and risk reduction and/or elimination
 Unit V: Diagnosis of HIV infection
 Unit VI: Drug therapies for HIV infection
 Unit VII: Societal, ethical and economic issues

Course Materials Inventory Checklist (Check all materials and types of materials that you use or will use in your course. You will use this checklist later.)

<input checked="" type="checkbox"/> Syllabus	<input checked="" type="checkbox"/> PowerPoint Presentation	<input type="checkbox"/> Charts
<input type="checkbox"/> Textbooks	<input type="checkbox"/> Overheads	<input type="checkbox"/> Blackboard
<input type="checkbox"/> Text Exercises	<input type="checkbox"/> Vocabulary Exercises	<input type="checkbox"/> Audio files, tapes, CDs
<input type="checkbox"/> Lecture Notes	<input type="checkbox"/> Flashcards	<input type="checkbox"/> Photographs
<input checked="" type="checkbox"/> Case Studies	<input type="checkbox"/> Math Problems	<input type="checkbox"/> Slides (photos)
<input type="checkbox"/> Handouts	<input type="checkbox"/> Maps	<input type="checkbox"/> Video files, clips, films
<input type="checkbox"/> Study Guides	<input type="checkbox"/> Graphs	<input type="checkbox"/> Learning Aids (3D – globes, skeletons, etc.)
<input type="checkbox"/> Word Processing docs	<input type="checkbox"/> Spreadsheet docs	<input type="checkbox"/> Other docs
<input checked="" type="checkbox"/> Quiz files	<input type="checkbox"/> Worksheets	<input type="checkbox"/> Drawing materials
<input type="checkbox"/> Building materials		

Type of Material	File Name and Location	Format of File	Action Needed to be Web Ready

III. Matching the Tool to the Task

F. Determine Your Online Teaching Style.
 In this course, I see my primary role as guide and facilitator. I will guide them into the areas they will research, study and share about. My guiding them will hopefully help insure that material is learned in a sequential, logical manner. As a facilitator I hope to reinforce what they are learning through the textbook, research and discussion with others. I also hope as a facilitator that I, and also their peers to some extent, will bring new thoughts and perspectives into play. I also see my job as helping them find resources where they can stay current on the field.

G. Become Familiar with Available Technology.

Homepage:

I like a neat, non distracting homepage that is easy to understand. Icons would be titled clearly to hopefully lead the student to desired information without a lot of fuss.

Communication:

Email is used to communicate privately with students.

Discussion boards are used to communicate information to all students or groups of students. Each unit has a threaded discussion component, where students share their research with their assigned group on a topic set forth by the instructor. The students are also required to provide feedback to at least one of their peer's posting.

Calendar communicates assignments and due dates of assignments.

Homepage announcements are used to communicate pertinent information and when new threaded discussions and exams are opened up.

As the instructor, I try to respond to emails within 24 hours. I return feedback and scores on threaded discussions prior to the next threaded discussion opening. Students know what they got on the exams immediately upon completion. The exam is opened up for review by the students when the time period for completing the exam is closed.

Grade book keeps students apprised of the grades as they progress through the course.

Assessment/Evaluation:

Timed exams are given via the internet.

Storyboard of Unit 1 Viral origin and composition

Summary of Content:

Familiarization with Web CT course

Familiarization with course requirements and grading

Introductions

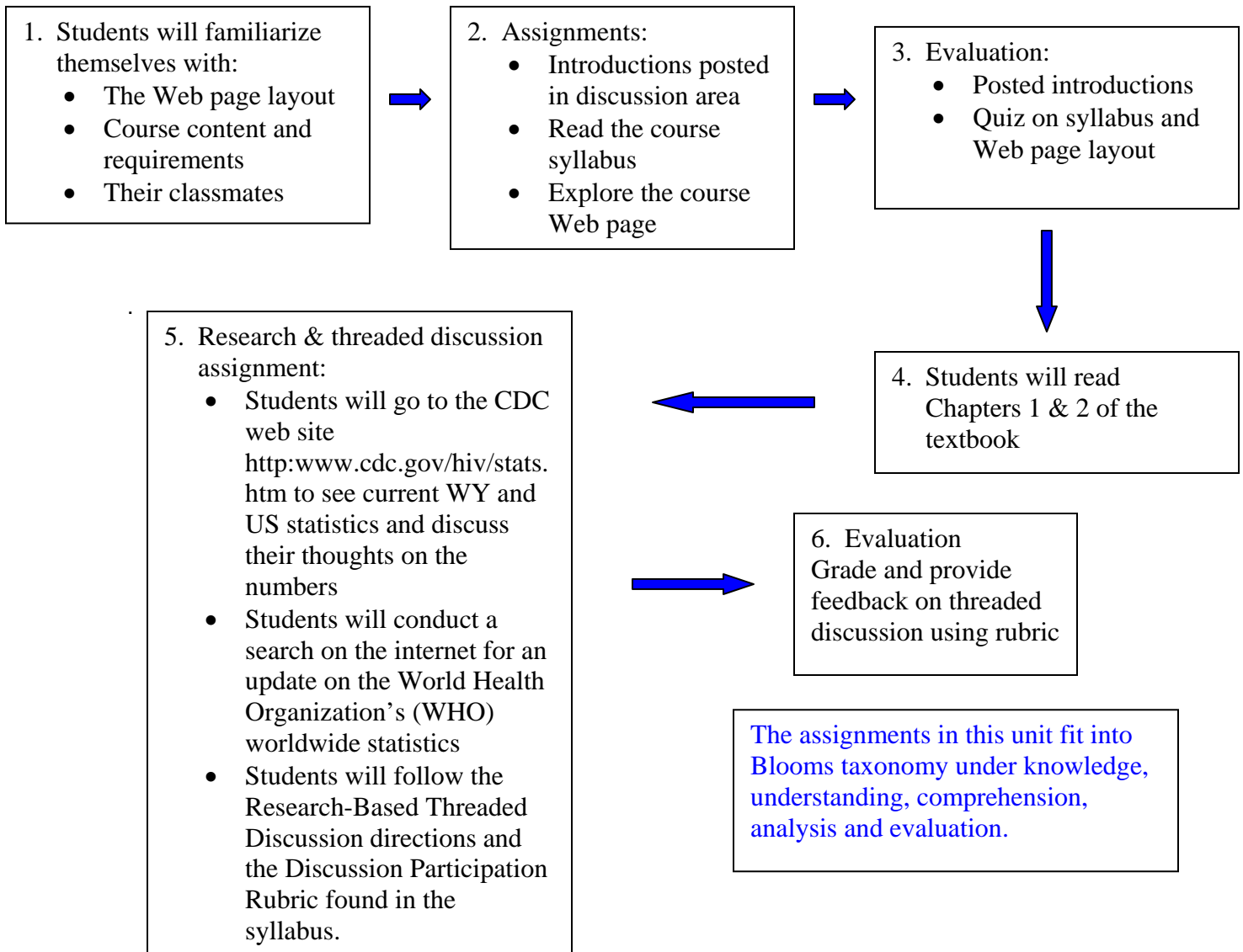
Origin of the AIDS epidemic

Composition of the virus

Statistics for HIV infection and AIDS

Learning Outcomes:

- Students will demonstrate understanding of navigating the web page.
- Students will identify course requirements.
- Students will discuss the origin of the AIDS epidemic.
- Students will examine the composition of the virus.
- Students will analyze the current statistics for HIV infection and AIDS in Wyoming, the U.S. and worldwide.



Storyboard of Unit 2, Immune system effects and HIV/AIDS manifestations

Summary of Content:

The interaction of HIV with the immune system
The effects of HIV on the immune system
The manifestations of HIV/AIDS
Case definition for HIV and AIDS

Learning Outcomes:

- Students will describe how HIV interacts with the immune system.
- Students will describe the effects of HIV on the immune system.
- Students will discuss manifestations of HIV/AIDS.
- Students will define HIV infection and AIDS

1. Students will read Chapters 3 & 4 in their text.



2. Research & threaded discussion assignment:

- Students will do a search on AIDS case definition effects and discuss the pros and/or cons of revisions over the last 20 years to the case definition of AIDS.
- Students will follow the Research-Based Threaded Discussion directions and the Discussion Participation Rubric found in the syllabus.



3. Evaluation

- Grade and provide feedback on threaded discussion using rubric

The assignments in this unit fit into Blooms taxonomy under knowledge, comprehension, analysis and evaluation.

Storyboard of Unit 3, Epidemiology of HIV/AIDS

Summary of Content:

How HIV is spread


Risk behaviors for acquiring HIV infection

Methods to reduce or eliminate spread of HIV

Learning Outcomes:

- Students will discuss the epidemiologic parameters of HIV infection and AIDS.
- Students will discuss risk behaviors for acquiring HIV infection.
- Students will identify measures to reduce or eliminated transmission risk.

1. Students will read Chapter 5 of their text



2. Research & threaded discussion assignment:

- Students will examine an image of HIV transmission, which I will attach to their threaded discussion assignment. They are to imagine that one of the first persons starting the transmission is a good friend, colleague, peer, or family member. They then will discuss how they would explain to that person based on their sociocultural group what the risks are for contracting HIV and how they could modify their behaviors to lower their risk of contraction.
- Students will follow the Research-Based Threaded Discussion directions and the Discussion Participation Rubric found in the syllabus.

3. Evaluation

- Grade and provide feedback on threaded discussion using rubric
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4. Midterm evaluation

- 50 question open book multiple choice exam over content presented up through and including chapter 5.
- Students will have 50 minutes to complete the exam.

The assignments in this unit fit into Blooms taxonomy under knowledge, comprehension, application, synthesis and evaluation.

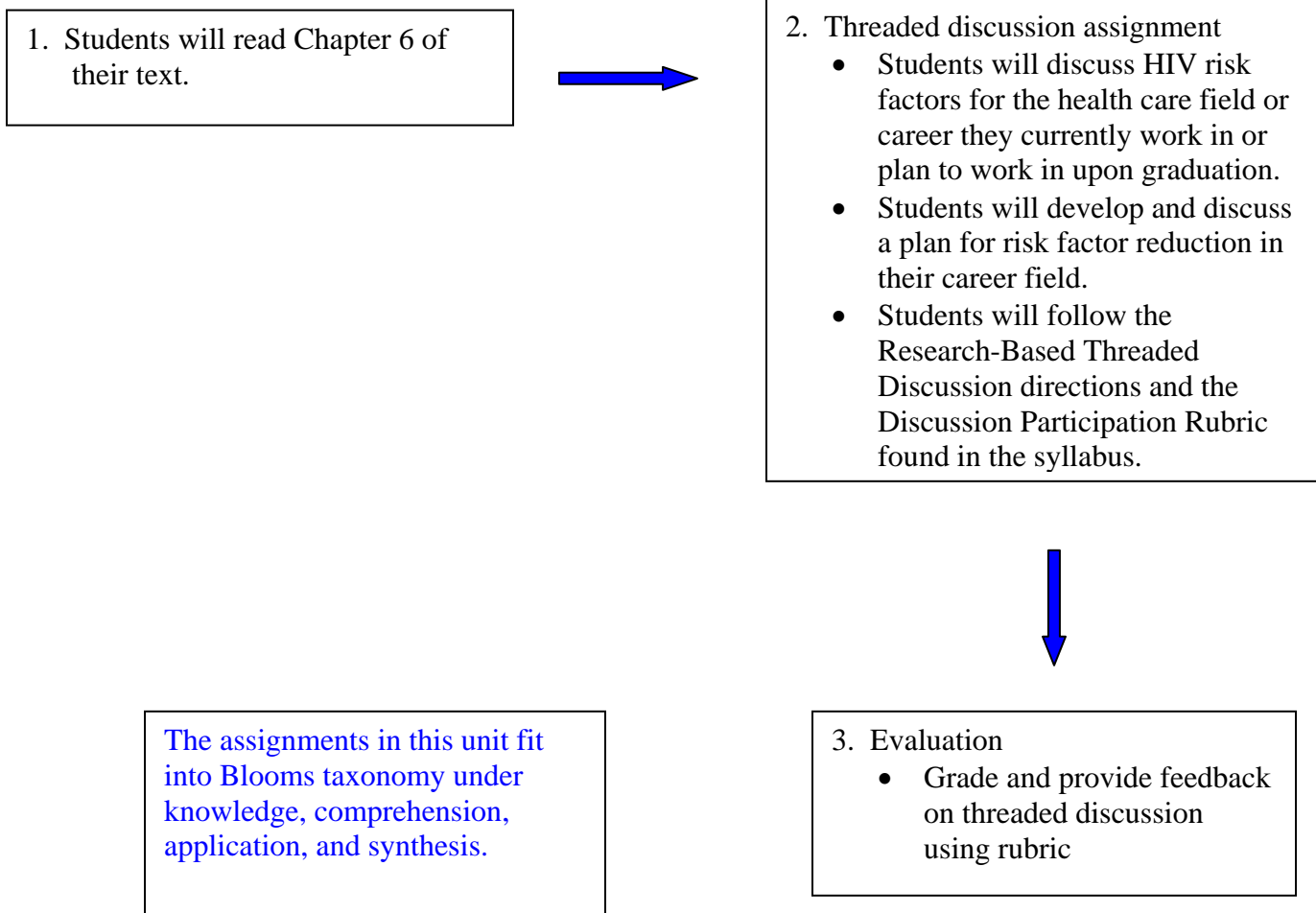
Storyboard of Unit 4, Transmission of HIV infection and risk reduction and/or elimination.

Summary of Content:

Methods to reduce or eliminate spread of HIV among healthcare and public safety workers
Importance of AIDS education in schools

Learning Outcomes:

- Students will discuss precautions recommended for healthcare and public safety workers
- Students will examine methods for implementing AIDS education in schools.



Storyboard for Unit 5, Diagnosis of HIV infection

Summary of Content:

- Diagnostic tests available for HIV testing and diagnosis.
- The meaning of viral load and how viral load is determined.
- Limits and drawbacks to diagnostic tests.
- Controversies surrounding interpretation and use of diagnostic test results.

Learning Outcomes:

- Students will discuss the types of HIV tests available.
- Students will discuss viral load and how it is determined.
- Students will identify the drawbacks to some of the diagnostic tests.
- Students will examine the controversies associated with HIV testing and use of results.
- Students will examine their thoughts on voluntary versus mandatory testing.

1. Students will read Chapter 7 in their text.



2. Research and threaded discussion assignment:

- Students will research the internet for the latest information on HIV testing and use their researched information and the text to state what type of test they would prefer based on the advantages and/or disadvantages. A reference source from the internet is required.
- Students will follow the Research-Based Threaded Discussion directions and the Discussion Participation Rubric found in the syllabus.

3. Evaluation

- Grade and provide feedback on threaded discussion using rubric



The assignments in this unit fit into Blooms taxonomy under knowledge, comprehension and analysis.

Storyboard for Unit 6, Drug therapies for HIV infection.

Summary of Content:

Principles that apply to treatment of HIV infection and AIDS.

Actions, benefits and possible side effects of reverse transcriptase inhibitors.

Defining and determining viral load.

Highly active antiretroviral therapy (HARRT) in treating HIV infection and AIDS.

Alternative therapies for treating HIV infection and AIDS.

Therapies available for treating opportunistic diseases associated with AIDS.

Strategies for developing an AIDS vaccine.

Problems associated with an AIDS vaccine.

Learning Outcomes:

- Students will examine principles involved in treating HIV infection and AIDS.
- Students will examine the mode of action, benefits and possible side effects of reverse transcriptase inhibitors.
- Students will define viral load and how it is determined.
- Students will discuss the impact HAART had on the AIDS epidemic.
- Students will identify alternative therapies for treating HIV infection and AIDS.
- Students will discuss therapies available for treating opportunistic diseases associated with AIDS.
- Students will analyze strategic approaches used in attempting to develop an AIDS vaccine and problems associated with this development.

1. Student will read chapters 8 & 9 in their text.



3. Evaluation

- Grade and provide feedback on threaded discussion using rubric



The assignments in this unit fit into Blooms taxonomy under knowledge, comprehension and application.

2. Research and threaded discussion assignment:

- Students will discuss the effects of the HAART (Highly active antiretroviral therapy) agents on the HIV lytic cycle which was studied in chapter 2 with viral composition.
- Students will also explore and discuss the type of testing these agents must undergo to obtain FDA approval.
- Students will follow the Research-Based Threaded Discussion directions and the Discussion Participation Rubric found in the syllabus.