IRP: 20/3/2017

## Motivation:

* Design/Create a web educational platform that can be used a preparation tool for students that approach the Edinburgh Community Pulmonary Rehabilitation team in order to do their practice or get a job.
* What is the Edinburgh Community Pulmonary Rehabilitation team and what its purpose.
* Focus on the learning aspect of the project and design a platform that is intuitive, user friendly, accessible, interactive and achieve its purpose. (e-learning)
* Hypothesis

## Background:

Medical Web Pages that already exists:

1. Mayo Clinic: 6-10 week program for patients who have a chronic pulmonary disease.

<http://www.mayoclinic.org/departments-centers/pulmonary-critical-care-medicine/minnesota/overview/pulmonary-rehabilitation-program>

1. Webmd: more informative website that helps you identify symptoms get in tach with doctors, find appropriate drags and learn more about a diseases. For pulmonary rehabilitation:

<http://www.webmd.com/lung/copd/pulmonary-rehabilitation-for-copd>

1. STARS: The stars webpage is more relevant to the idea of e-learning for medical care but for different purpose. “The ‘Heart Disease and Stroke Action Plan’ published in June 2009 identified the need to provide specialist training for nurses and to increase the range of opportunities for all staff to gain the knowledge and skills required in stroke care. This e-learning resource provides a set of ‘Advancing Modules’ which builds on the core knowledge and skills covered by the Stroke Core Competencies.”

* List of courses and categorization to advance and other.
* In the home page it has a space specifically for the new courses that are available.
* Search space that covers the content of the whole webpage.
* The structure of the course is divided to 3 parts: Introduction, Scenarios, Conclusion, Material Test (Quiz)
* For the learning material: Interactive images from <http://labyrinth.mvm.ed.ac.uk/>
* Scenarios: well-formed scenarios for different situations that the target audience might come along with the relevant solutions.
* Quizzes: Give some personal info before take the Quiz. Unmarked conclusions when you finish the Quiz and suggested steps.
* At each point there is a choice of reviewing the path that you took until that page and a restart option for each of the courses.

1. HEARTe: “The aim of the HEARTe project is to be a free heart disease educational resource that health and social care professionals across Scotland can access. “. Is more to this project than STARS because the content is more specific and not that scatter to different areas. It has better distribution of content in main page.

* The modules of the material of each course are structured in the same way as in STARS.
* The quizzes are embedded from the <http://labyrinth.mvm.ed.ac.uk/>, but there are available also in text form
* Easier to interact especially in devices with small screen.(more responsive in all devices)
* Available glossary. Easy to navigate.

In both website at the main page there is a section that specifies the aim of the webpage and the target audience.

1. Health promotion in Physiotherapy: “Welcome to this online wiki resource focusing on Health Promotion in Physiotherapy Practice, designed for final year physiotherapy students and newly qualified physiotherapists, in Scotland. This wiki is a self-study module (with occasional tasks involving another person) and should take approximately 20 hours to complete.”

* Not that interactive.
* It is more like a representation of a book.

All webpages work in different platforms.

E-learning Background:

1. Linda :
2. Coursera:

## Methodology and Techniques:

Gather Requirements:

* Participatory design: “Mitchell, V., Ross, T., May, A., Sims, R., & Parker, C. (2015). Empirical investigation of the impact of using co-design methods when generating proposals for sustainable travel solutions. CoDesign. <http://doi.org/10.1080/15710882.2015.1091894> “

## Evaluation-Metrics

## Outcomes

## Research Plan

## Risk management