



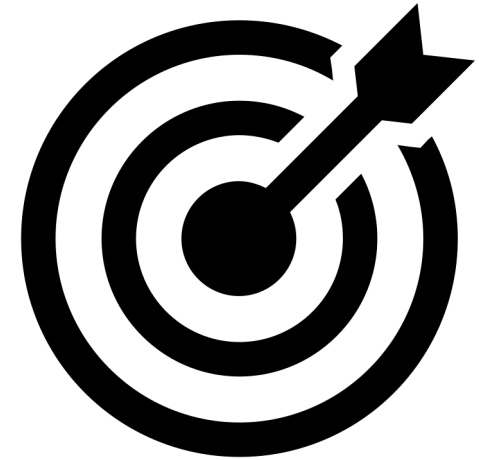
# Developing and Refining Course Content while Remote Working

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# Session Aims



- Understanding the value of an iterative approach to content and course development
- How to effectively use technological tools to facilitate and improve intra-team collaboration and content creation
- Build an awareness of the benefits of creating templates and structures to frame and support remote working



# GMH Projects



Since the start of the COVID-19 pandemic, the Global Mental Health team, has developed and delivered:

- A 4-week MOOC on 'PTSD in the Global Context', hosted on FutureLearn
- A 4-week MOOC on 'Mindfulness: a Focus on Adolescents', hosted on FutureLearn
- A 10-week SFC funded MC on the 'Impact of Trauma on Mental Health', currently hosted of FutureLearn



In parallel, ongoing refinement and re-development of MSc in Global Mental Health portfolio of 7 courses & 2 courses for the MSc in Genetic Counselling, including full pivot of all courses to online delivery:

- Updating of course content
- Transfer of course content onto Rise
- Overhaul and updating of all library resources and embedded hyperlinks



OneNote Tutorial Discussion Notes  
Excel LS LMcN Rise reviews 2020 A<sup>R</sup> - Saved  
Microsoft Teams Chat

wk	sect	step	issue
7	spec		3 is it possible to put 3 flip cards in a row?
7	spec		6 could the flip cards be side by side?

# Digital Tools

START COURSE DETAILS

This opening week provides context for understanding the relationship between disability, mental health provision and human rights on a global

Impact of Trauma on Mental Health

To do

You've completed Week 6

Support


# 1. OneNote and the Course Development Templates



PTSD MOOC ▾	
Promotion	(TOPIC) Course Introdu...
Week 1 Introduction t...	(Poll) Meet the Team
Week 2 Resilience, v...	(Video) What you will ...
Week 3 Challenges t...	(Article) What is Trau...
Week 4 Treating and...	(Article) Understandin...
DELETED	(Video) The Impact of T...
	(TOPIC) What is PTSD?
	(Video) Definition and...
	(Article) Relationship ...
	(Video) PTSD Presen...
	(Video) PTSD in the I...
	(TOPIC) PTSD around t...
	(Discussion) Global E...
	(Article) Culture, Trau...
	(Article) Case Study: ...
	(Discussion) The Tre...
	(Quiz) Week 1 review
	(S) Week 1 Recap
	Week 1 email
Add section	Add page

LS: 16/09/2020  
 JLM: 11/09/2020  
 DK: 20.09.20  
 JLL: 02.10.2020

<https://www.pexels.com/photo/man-in-black-shirt-and-gray-denim-pants-sitting-on-gray-padded-bench-1134204/>



**Image:** Image for decorative purposes. A young man sitting on a bench with his head in his hands.

Trauma is used to describe an individual's reactions to an event which overwhelms their capacity to cope. These events can cause or threaten to cause severe injury or death.

It is proposed that psychological trauma "results from an event, series of events or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has long lasting adverse effects on the individual's functioning and mental, social, emotional or spiritual wellbeing" ([SAMHSA, 2014, p.7]([https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKewiRzafelYTsAhVSVsAKHUOtDRAQFjAAegQIBRAB&url=http%3A%2F%2Ffnasmhpd.org%2Fsites%2Fdefault%2Ffiles%2FSAMHSA\\_Concept\\_of\\_Trauma\\_and\\_Guidance.pdf&usg=AOvVaw0cCqP...](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKewiRzafelYTsAhVSVsAKHUOtDRAQFjAAegQIBRAB&url=http%3A%2F%2Ffnasmhpd.org%2Fsites%2Fdefault%2Ffiles%2FSAMHSA_Concept_of_Trauma_and_Guidance.pdf&usg=AOvVaw0cCqP...))).

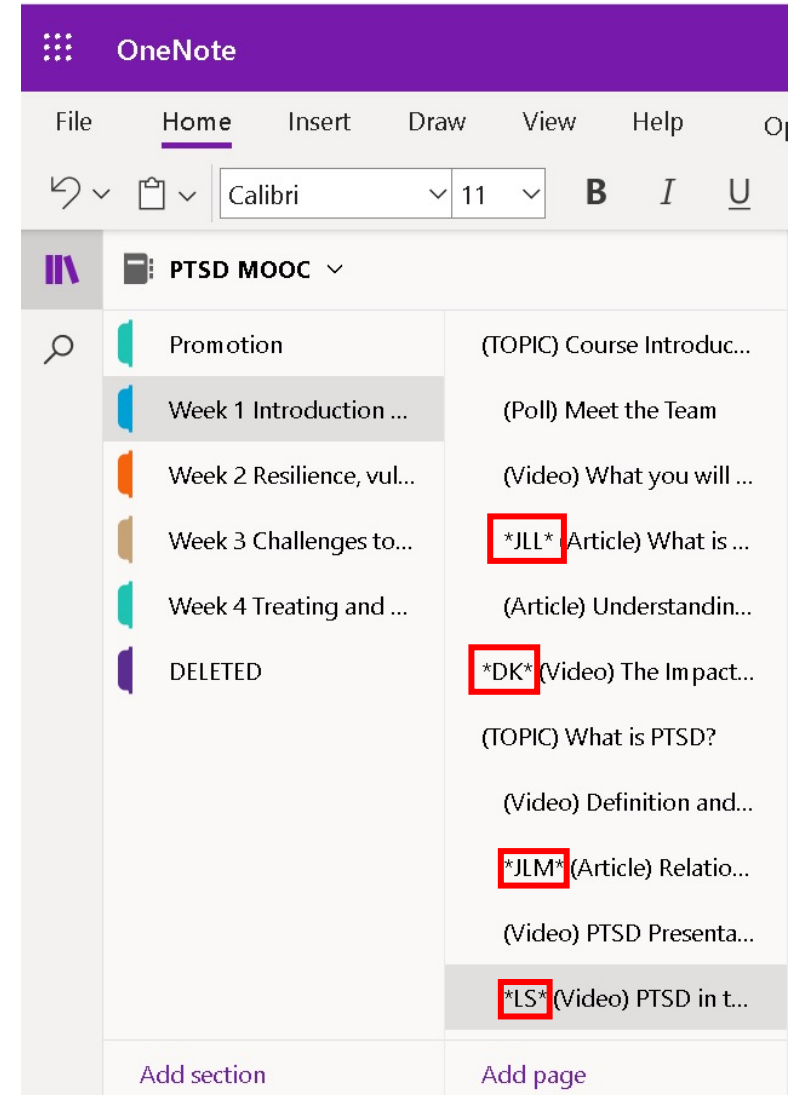
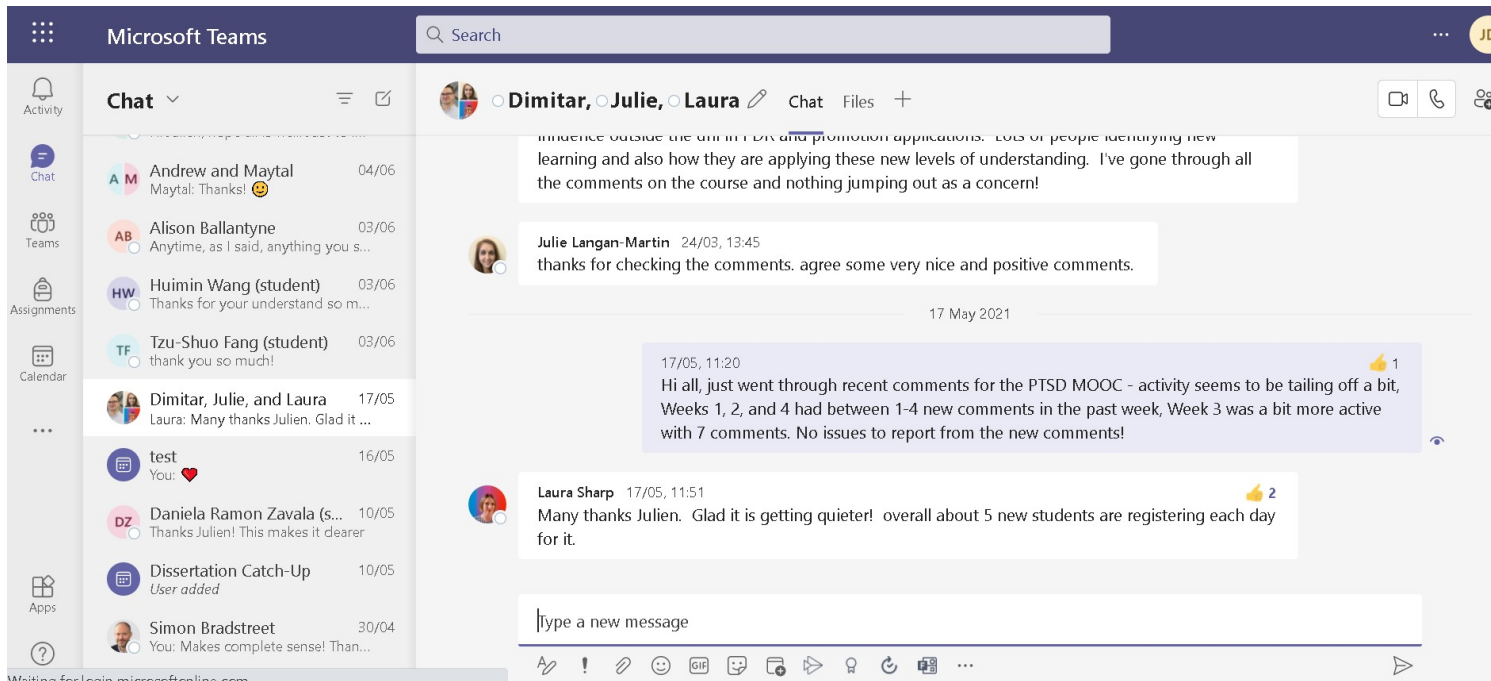
- 1 section for each week in OneNote document
- All documents stored within GMH Sharepoint (accessible to all teaching team members)
- Use of Tags to identify content type – different for MSc GMH courses but same general concept
- Once content ready, it can be transferred onto target learning platform (for MOOCs, FutureLearn; for MSc GMH courses, Rise)

## 2. OneNote, Teams, & Iterative Development



Once a step has been drafted it can be reviewed by the appropriate team member.

The team member can be notified by **messaging via Teams** and/or by **tagging the team member in the step description**.



### 3.a Open Access Tracking Documents



Tracking documents were created and hosted on the GMH Sharepoint to ensure all team members could access them and keep up to date with progress. Documents were used to:

- Keep track of progress during content development
- Once created and transferred onto FutureLearn, to log any updates or changes that needed to be made

Creation & use of group chats on Teams facilitated the use of tracking documents.

Spreadsheets allowed for different tasks to be prioritised across the different GMH projects.

(Article) Relationship Between Trauma and PTSD

28 September 2020 19:03

LS: 2/10/20

JLM: 02/10/2020

DK: 29/09/20

JLL: 05.10.20



*When a team member had finished reviewing a step, they signed off with their initials + date*

### 3.b Tracking Document Examples - Development



#### Trauma Micro Credential Progress Overview: MED5616 | Impact of Trauma

Provisional week name	No. Steps	Main themes	JLL Content	DK content	LS sign-off	JLM Sign-off	DK final proofread	FL Sign-off	Comments/ to-do:
<b>Holding Page</b>		Dawn Harris video – SL and PFA Reflect on why understanding trauma is important for promoting mental health.	N/A	Yes	Yes	N/A	N/A	Yes	
<b>Week 1: Introduction and overview</b>		Mainly standard intro to UoG content 1. Intro animation / wellbeing / meet the team 2. Focus on course 1 – biopsychosocial? 3. Focus on course 2 - 4. Focus on course 3 – activity about coping, resilience, post-traumatic growth (positive outcomes activity) 5. Assignment resources 6. Self-care landing page (to refer students back to)  Animation: intro to course Library – library access not guaranteed so none	N/A	Yes	Yes	N/A	Yes	In progress	



# 3.c Tracking Document Examples – Continuous Updating



Excel FL Trauma Course Edits - Saved

Search (Alt + Q)

File Home Insert Draw Page Layout Formulas Data Review View Automate Help Open in Desktop App Editing Share

Undo Clipboard Font Alignment Number Tables Cells Analysis

Section	Activity/Step	Edit Request	Logged by	Addressed
	3.1	the definition of "loss" is there a reference for this?	JLM	LS not sure - removed word 'defined'
		"Make a little time to think about a song which inspires, motivates, uplifts, makes you smile or that has helped you through a difficult time" reads awkwardly to me, possibly		
	3.1	change to "Make a little time to think about a song that you find inspiring, motivational, or uplifting, makes you smile, or that has helped you through a difficult time"	JL	LS
	3.2	Quiz Question 4 in the answer there is the term "very unique" could delete to unique	JLM	LS
		Quiz Question 5 the double negative? the absence of grief following a loss is not necessarily a sign? could this be reworded to be clearer. The absence of grief following a loss is		
	3.2	a sign of mental disorder. Answer FALSE?	JLM	LS
	3.2	Change to JLM for feedback	LS	JM
	3.3	First paragraph repetition of understand in the first sentence. Models for understanding grief in order to understand..... models for understanding grief in order to gain insight in	JLM	LS
		The (Kubler-Ross and Kessler, 2005) hyperlink leads to Kubler-Ross's 1973 book "On death and dying", either the reference needs to be changed, or the hyperlink needs		
	3.3	updating	JL	LS
		Depression bulletpoint reads awkwardly to me, I'd suggest changing "Depression can be an appropriate response to a great loss with it not necessarily being a mental disorder"		
	3.3	to "Depression can be an appropriate response to a great loss which does not necessarily signify the presence of a mental disorder"	JL	LS
	3.3	The (Engel, 1961) hyperlink is not working for me, leads to an "Ovid: Idle Time Exceeded" page, and logging in leads to an "Ovid: search form" page	JL	LS
	3.3	Frustration sstage is missing '!	sc	LS
Overview page		Focus on loss, grief and bereavement, with consideration of relevant models, principles and contexts.-Please add 'a' before 'consideration'	DK	LS
	3.5	add transcript / subtitles	LS	JM
	3.6	change "group of wet-rice farmers who in the South Sulawesi" to "group of wet-rice farmers who live in the South Sulawesi"	JL	LS
	3.6	in Torajan section, change "places" to "place" in "The spirit of the deceased is thought to linger in the village until the funeral takes places."	JL	LS

Calculation Mode: Automatic Workbook Statistics

Give Feedback to Microsoft 70%

# Lessons Learned



- Use of **Templates** and **Tracking Documents** facilitated **development, refinement, and updating** of course content
- Hosting content on **OneNote** can help with the management of course **reading lists**
- Diversity in communication methods, both direct (via Teams) or indirect (tagging on OneNote or notes in tracking documents) allowed for all team members to **stay up to date** with progress and **prioritise tasks** as necessary
- **Templates** and **standardised system** across GMH courses are very helpful in **training new staff members** – we are happy to share templates with colleagues!
- Management of **Reading Lists** key component of process





# Thank you!

Feel free to send any questions or suggestions to:

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