Appendix A: Focus Group Protocol

Goal analysis: Phase 1

GOAL

To clarify the role and tasks of the military nurse and the information needed to be able to function during military operations in order to develop a course to prepare the military nurse to function during **military operations.**

- What is the role of the military nurse during military operations?

- What are the tasks of the military nurse during military operations?

- What is the information that must be made available to the nurse to enable her to function during military operations?

- What is the prior knowledge that the nurse needs?

Appendix B: Focus Group Protocol

Goal analysis: Phase 2

GOAL

To clarify the role and tasks of the military nurse and the information needed to be able to function during military operations in order to develop a course to prepare the military nurse to function in the **field hospital**.

■ What is the role of the military nurse during military operations?

■ What are the tasks of the military nurse during military operations?

■ What is the information that must be made available to the nurse to enable her to function during military operations?

■ What is the prior knowledge that the nurse needs?

Appendix C: Questionnaire for target population analysis

As you probably know, a new training program is being developed to prepare the military nurse to be able to function during military operations. You are requested to complete this questionnaire to help us learn more about your training and information needs and preferences.

Your answers will be handled in confidence and will be incorporated with those of others to determine the training and content requirements to provide better training and education.

Thank you for your time and assistance. Since you are not required to identify yourself anywhere on this questionnaire, you will remain anonymous.

Please answer the questionnaire in either Afrikaans or English and as honest as possible. Don't be concerned if you don't know the answers, it might confirm that there is a need for training regarding the specific aspects.

GENERAL INFORMATION

1. Which military courses have you already completed ? If you didn't complete any, state reasons.

_____

_____

_____

2. How many times have you been deployed in a military operation. When, where and for how long?

_____

_____

_____

ABOUT THE CLINICAL WING (FIELD HOSPITAL)

3. List five components of the clinical wing.

_____

_____

_____

4. What do you think are the biggest differences (if any) between a field hospital and a base hospital?

_____

_____

5.   List five factors to be taken into consideration for the layout of the field hospital for the best utilisation of the medical equipment and treatment of the patients.

_____

_____

_____

_____

_____

6.   Please make suggestions about how the layout of the field hospital can be taught to Registered Nurses.

_____

_____

TRAINING NEEDED TO BE ABLE TO TAKE PART IN MILITARY OPERATIONS

7.   Do you think it is necessary for a Registered Nurse to be trained for military operations?

_____

8.   Do you think you have undergone sufficient training to be able to take part in military operations? Give reasons for your answer.

_____

_____

_____

9.   What kind of training and/or courses do you think a Registered Nurse should have undergone before taking part in a military operation? (Military and Nursing)

Military	Nursing

10.   Taking into consideration your qualifications and experience, **if you get called up tomorrow**, where do you think you would function optimally during a military operation, e.g. theatre, person in charge, etc.?

_____

_____

_____

INFORMATION REQUIRED BY YOURSELF BEFORE BEING DEPLOYED OPERATIONALLY

11. You are tasked to take part in a military operation. Make a list of not more than ten aspects which you would like to be informed about before you mobilise.

_____

_____

_____

_____

COMPUTER LITERACY

12. Are you computer literate? _____

13. What is your opinion on the worth of computer based training where various graphic, print, audio, video and computer technologies can be integrated to prepare the military nurse to be able to function during military operations?

_____

_____

_____

14. Do you have access to a computer with a CD-ROM drive?

_____

15. If you don't have access to a computer with a CD-ROM and you know that information to prepare you for a military operation is available on a CD, would you go through some trouble to be able to get the information from the CD?

_____

THANK YOU FOR YOUR TIME

Appendix D: Interview questionnaire for target population analysis

As you probably know, a new training program is being developed to prepare the military nurse to be able to function during military operations. You are requested to complete this questionnaire to help us learn more about your training and information needs and preferences.

Your answers will be handled in confidence and will be incorporated with those of others to determine the training and content requirements to provide better training and education.

Thank you for your time and assistance. Since you are not required to identify yourself anywhere on this questionnaire, you will remain anonymous.

Please answer the questionnaire in either Afrikaans or English and as honest as possible. Don't be concerned if you don't know the answers, it might confirm that there is a need for training regarding the specific aspects.

GENERAL INFORMATION

1.   Which military courses have you already completed ? If you didn't complete any, state reasons.

_____

_____

_____

2.   How many times have you been deployed in a military operation. When, where and for how long?

_____

_____

_____

TRAINING NEEDED TO BE ABLE TO TAKE PART IN MILITARY OPERATIONS.

3.   Do you think it is necessary for a Registered Nurse to be trained for military operations?

_____

4.   Do you think that you have undergone sufficient training to be able to take part in military operations? Give reasons for your answer.

_____

_____

_____

_____

5. What kind of training and/or courses do you think a Registered Nurse should have undergone before taking part in a military operation? (Military and Nursing).

Military	Nursing

INFORMATION REQUIRED BY YOURSELF BEFORE BEING DEPLOYED OPERATIONALLY

6. Make a list of not more than ten aspects which you would liked to have been informed about before mobilisation.

_____
_____
_____
_____
_____

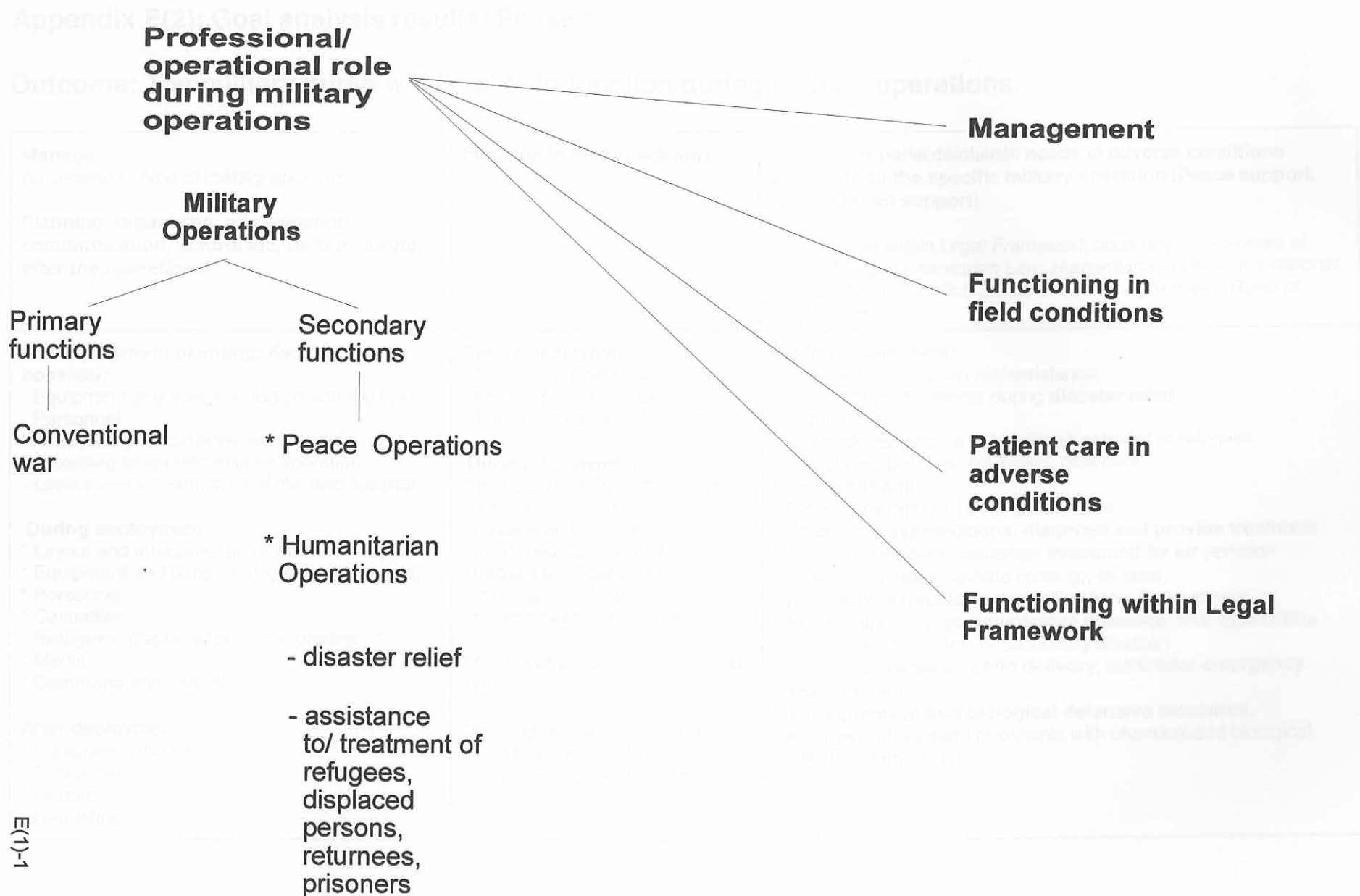## COMPUTER LITERACY

7. Are you computer literate? _____

8. What is your opinion on the worth of computer based training where various graphic, print, audio, video and computer technologies can be integrated to prepare the military nurse to be able to function during military operations?

_____
_____
_____

9. Do you have access to a computer with a CD-ROM?

_____

10. If you don't have access to a computer with a CD-ROM and you know that information to prepare you for a military operation is available on a CD, would you go through some trouble to be able to get the information from the CD?

_____

THANK YOU FOR YOUR TIME

Appendix E(1): Goal analysis results: Phase 1

Professional/ operational role during military operations

Management

Military Operations

Functioning in field conditions

Primary functions

Secondary functions

Conventional war

* Peace Operations

Patient care in adverse conditions

* Humanitarian Operations

Functioning within Legal Framework

- disaster relief

- assistance to/ treatment of refugees, displaced persons, returnees, prisoners

Appendix E(2): Goal analysis results: Phase 1

Outcome: The military nurse will be able to function during military operations.

Manage (according to type of military operation) Planning, organising, co-ordination, communication, control etc, **before, during, after the operation.**	Function in field conditions	Provide for patients/clients needs in adverse conditions according to the specific military operation (Peace support, Humanitarian support). *(Functioning within Legal Framework according to principles of International Humanitarian Law, Humanitarian Ethics, International Law on Armed Conflict, Status of Forces Agreement, Rules of Engagement).*

Pre-deployment planning: Factors to consider:
 - Equipment and supplies (logistics in the field)
 - Personnel
 - Anticipating for patients/clients needs according to specific military operation
 - *Layout and infrastructure of the field hospital*
 	
 During deployment:
 * Layout and infrastructure of the field hospital
 * Equipment and supplies (logistics in the field)
 * Personnel
 * Casualties
 * Refugees, displaced persons, prisons
 * Media
 * Command and control
 	
 After deployment
 * Equipment and supplies
 * Personnel
 * Reports
 * Debriefing
	Before deployment:
	 * Planning for personal clothing and kit (personal needs)
	 * Personal business in order
	
	 During deployment:
	 * Participate in the deployment and functioning in the field hospital and utilizing of the main medical equipment (reduce expectations from "high tech" to field environment - improvise)
	
	 * Caring of personal clothing and kit
	
	 * Coping with lack of privacy, sleep, water restrictions (prepared for field conditions)
		During deployment:
		 * Provide humanitarian aid/assistance:
		    - Treatment of patients during **disaster relief** operations
		    - Provide assistance to/handling/treatment of refugees, displaced persons, returnees, prisoners
		 * Execute **triage**
		 * Provide t**rauma and emergency care**
		 * Do **clinical examinations, diagnose and provide treatment**
		 * Assist/ accompany casualties **evacuated by air** (aviation nursing), by **sea** (maritime nursing), by **land**.
		 * Provide post **traumatic debriefing**/refer for treatment
		 * Prevent and treat **communicable diseases**, take **quarantine** measures (prevention of secondary disaster)
		 * Execute **emergency child delivery**, administer **emergency anaesthetics**
		 * Take **chemical and biological defensive measures**, emergency treatment of patients with chemical and biological agent contamination

Appendix F: Goal Analysis results: Phase 2

Aspects to take into consideration for teaching the field hospital

Military Health Task Force Organisation:

Medical Post   **Field Hospital**

Factors to be taken into consideration:
* main medical equipment
* kind of operation
* area of deployment
* layout, for the best utilisation of the medical equipment and treatment of casualties
* personnel
* logistics

* Conventional war
* Peace support
* Humanitarian support

Legal framework

Factors to consider

Position of treatment areas and main medical equipment in relation to each other

Flow of patients:
   Admin
   Triage
   Treatment area
   Evacuation ——— Air
                        —— Road

Functions

Equipment and supplies

Theatre

Casualties

Wards

Appendix G: Project Plan

ACTIVITY	OUTPUT	START DATE	END DATE	AVAILABLE DAYS
Conduct analysis: * Goal * Target group * Content/information * Project * Presentation and delivery of media	 * Roles and functions of military nurse * Target group profile * Learning needs * Outline of content to be included - list of major topics and sub-topics * Variables which might effect program design * Project plan * Literature survey report	16/4/99	21/5/99	28
Design of product: * Write objectives * Decide on delivery system * Analyse content * Sequencing of content * Design specifications * Design evaluation instrument	 * Design for the specific system * Exact content to be included * Navigation map (site map) * Blueprint * Evaluation instrument	25/5/99	23/6/99	12 (Winter school)
Develop: * Decide on program editor * Story boarding * Develop prototype on computer * Conduct formative evaluation	 * Program editor installed * Illustrations of screens * Prototype * User comments/expert advice * Revise prototype	24/6/99	3/8/99	34
Production	* Working product	4/8/99		
Evaluation	* Summative evaluation		27/9/99	43
Report	* Report findings and compile recommendations for further study/program development	28/9/99	24/10/99	27

Appendix H: Site map

South African
Military Health Service

field hospital
SiteMap

Suid Afrikaanse
Militêre Gesondheidsdiens

Home

About

Clarification of concepts

Military Operations:

- **Peace Operations**
  - **Involvement conditions:**
- **Humanitarian Support**

Legal Framework:

International Law on Armed Conflict

Humanitarian Law

Status of Forces Agreement

Rules of Engagement

Military Health Task Force:

- **Medical Post**
- **Field Hospital**
- **Field hospital operational capabilities:**

  Pre-deployment planning:

  - **Surgical Theatre**
  - **Sterilisation Unit**
  - **Pathology Laboratory**
  - **X-Ray Unit**
  - **Laundry**
  - **Casualties**
  - **Patient wards**
  - **Patient evacuation**
  - **Air evacuation**
  - **Field accommodation**
  - **Transporting containers**

  Deployment Simulation

  Instructions: deployment simulation

  References

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Updated Oct.99
e-mail

Appendix I: User evaluation questionnaire

Your evaluation of this program and the input/comments/suggestions will help the developer to improve the program and make it more user friendly.

INSTRUCTIONS

Please circle your response to the items. Rate aspects of the program on a 1 to 5 scale.

1= strongly disagree, 2 = disagree, 3 = neither agree/nor disagree, 4 = agree, 5 = strongly agree.

Where choices between different options are required, please tick the appropriate block.

Your feedback is sincerely appreciated. Thank you.

GENERAL

1.   Have you deployed before during military operations/exercises?

Yes	No

2.   My mustering is: _____

3.   My gender is:

Male	Female

4.   I am familiar with the Internet.   1 2 3 4 5

5.   I regularly make use of the Internet.   1 2 3 4 5

PROGRAM CONTENT
(Please circle your response to each item)

6.   The content is presented in manageable segments.   1 2 3 4 5

7.   The content is applicable to me.   1 2 3 4 5

8.   The content is sufficient to prepare me for functioning during
      military operations.   1 2 3 4 5

9.   The opportunity to simulate the deployment of the field hospital

gives me sufficient information to be able to apply this information during the planning and deployment phases of military operations. 1 2 3 4 5

10. The simulation of the field hospital deployment provides for sufficient user involvement to make the experience meaningful. 1 2 3 4 5

11. I will be able to use what I learned in this program. 1 2 3 4 5

PROGRAM DESIGN
(Circle your response)

12. The layout of the screen and the overall "look" is pleasing. 1 2 3 4 5

13. This program provides sufficient interaction between me, the computer and the program. 1 2 3 4 5

14. The screen is not cluttered with too much text. 1 2 3 4 5

15. The colour of the text provides for good visibility. 1 2 3 4 5

16. The interactive elements of the program work reliably. 1 2 3 4 5

17. The program looks professional with high editorial standards. 1 2 3 4 5

18. This program caught and held my attention. 1 2 3 4 5

NAVIGATION
(Please circle your response to each item)

19. I knew at all times where in the program I was and how to go to another section of the program. 1 2 3 4 5

20. I felt overwhelmed by numerous options. 1 2 3 4 5

21. I knew at all times how much of the information I had interacted with (visited) and which parts of it I hadn't. 1 2 3 4 5

HOW WOULD YOU IMPROVE THIS PROGRAM?
(Check all that apply)

22. Reduce content covered in the program. _____

23. Increase content covered in the program. _____

24. Improve program organisation. _____

25. Add more visual material. _____

26.   **What other improvements would you recommend to this program?**

_____

_____

_____

_____

27.   **What is the least valuable about this program?**

_____

_____

_____

_____

28.   **What is the most valuable about this program?**

_____

_____

_____

_____

29.   **Do you think this program might be applicable to target groups other than nursing? Please motivate your answer.**

_____

_____

_____

_____

30.   **I enjoyed using this program.**   1 2 3 4 5

THANK YOU FOR YOUR TIME

Appendix J: Expert interface rating form

Instructions for completing this form:

For each of the user interface dimensions illustrated below, please rate the programme you have reviewed on a one to five scale by circling the appropriate number under each dimension.

Described under each dimension is a definition for each of the user interface dimensions. You are requested to read these definitions before rating a specific dimension.

Please add any comments that may help to clarify or explain your rating. If a specific dimension does not seem appropriate for the programme that you are rating, do not circle any number on the scale for that dimension and add a brief comment to explain your response.

Dimension 1: Navigation

"Navigation" is concerned with the perceived ability to move through the contents of an interactive programme in an intentional manner. This dimension of interactive multimedia ranges from the perception that a programme is difficult to navigate to one that is perceived as being easy to navigate. An important aspect of navigation is orientation, i.e. the degree to which a user feels that they know where they are in a programme and how to go to another part of it. This is a critical variable because users frequently complain of being lost in interactive programs.

Difficult   Easy

1	2	3	4	5

Comments:

Dimension 2: Closure

This concept deals with the organisation of programme information into manageable segments so that users are not overwhelmed by the amount of information contained in the programme. Organising information requires that methods be used to allow users the ability to access information in a controllable fashion.

Uncontrolled   Manageable

1	2	3	4	5

Comments:

Dimension 3: Mapping (Way Finding)

Way finding is considered a method of letting users know where they are, what they can do when they are there, and where they need to go next. In complex, nonlinear programs, user-disorientation can be alleviated if users can see what parts of the system they have already accessed. User disorientation is described, among other things, as the user not knowing "the boundaries of the information space". Having a detailed mapping system gives users an aid in understanding which parts and how much of the information space they have interacted with, and conversely, which parts and how much of it they haven't. Icons, graphics, backgrounds, borders, and screen titles can help users find their way through a complex learning environment. Interactive programs fall in a continuum of containing no mapping function to an appropriately powerful mapping function.

Just as it is important to possess a map of the most usable scale when taking a road trip, it is important for interactive programs to provide enough, but not too much, detail in showing user paths. A map that shows every piece of a programme's knowledge space might prove to be so tedious or unwieldy as to be of as little value as an interactive programme with no map.

None   Powerful

1	2	3	4	5

Comments:

Dimension 4: Screen design

"Screen design" is a particularly complex dimension of interactive programs that can easily be broken down into many sub-dimensions related to text, icons, graphics, colour and other visual aspects in interactive programs. It is maintained that although certain design principles have been established, "screen design will always have elements of art and require invention". A separate dimension has been defined to deal with the artistic aspects of interactive programs (see Aesthetics below). Screen design is defined as the dimension ranging from substantial violations of the principles of screen design to general adherence to the principles of screen design.

Violates principles   Adheres to principles

1	2	3	4	5

Comments:

Dimension 5: Aesthetics

"Aesthetics" refers to the artistic aspects of interactive programs in the sense of possessing beauty or elegance. In the aggregate sense, many people may praise the aesthetics of an automobile design or the elegance of a bridal gown. However, in an individual sense, aesthetics are highly unique and one person's sense of the beautiful may seem grotesque to others. The aesthetics dimension of the user interface of an interactive multimedia programme is defined as ranging from displeasing to pleasing.

Displeasing   Pleasing

1	2	3	4	5

Comments:

Dimension 6: Simplicity and consistency

Users are not impressed with complexity that seems gratuitous, especially users who may be depending on the site for timely and accurate work-related information. For maximum functionality and legibility the page and site design should be built on a consistent pattern of modular units, all sharing the same basic layout grids, graphic themes, editorial conventions and hierarchies of organization. The goal should be to be consistent and predictable so that the users will feel comfortable exploring the site and confident that they know how to find what they are looking for.

Inconsistent/unpredictable Consistent/predictable

1	2	3	4	5

Comments:

Dimension 7: Design stability

To convince the users that the information is accurate and reliable the Web site should be designed with high editorial and design standards. A site that looks sloppily built, with poor visual design and low editorial standards will not inspire confidence in the users. Functional stability means keeping the interactive elements of the site working reliably.

Unstable   Stable

1	2	3	4	5

Comments:

Dimension 8: Metaphor or theme for the programme

Not every programme needs a metaphor. Not all programs can support a metaphor. Providing users with a theme can be more helpful than a forced or inappropriate metaphor. The theme must be applicable to the programme's content and an indication what the programme is intended to do.

Inappropriate   Appropriate

1	2	3	4	5

Comments:

Dimension 9: Information presentation

The "Information presentation" dimension is concerned with whether the information contained in the knowledge space of an interactive programme is presented in an understandable form. The most elegantly designed user interface for an interactive programme is useless if the information it is intended to present is incomprehensible to the user. Certainly the user might be able to find all of the information about a subject, but whether the user could comprehend, understand, or learn from that information is another matter. Information presentation is defined as a dimension ranging from obtuse to clear.

Obtuse   Clear

1	2	3	4	5

Comments:

Dimension 10: Media integration

The most important aspect of the media integration dimension refers to how well an interactive programme combines different media to produce an effective whole. Do the various media (text, graphics, photos, animation) work together to form one cohesive programme, or is the programme a hodgepodge of gratuitous media segments? Are the various media components necessary to the function of the programme or would the programme function equally well without them? The media integration dimension is defined as ranging from uncoordinated to coordinated.

Uncoordinated   Coordinated

1	2	3	4	5

Comments:

Dimension 11: Overall functionality

"Overall functionality" is an aspect of interactive multimedia programs related to the perceived utility of the programme. The perceived functionality of an interactive programme is obviously closely related to the intended use of the programme. A given programme may have multiple uses. Its overall functionality must be judged in relation to the specific intended use that exists in the mind of the users. Overall functionality ranges from dysfunctional too highly functional.

Dysfunctional   Functional

1	2	3	4	5

Comments:

Dimension 12: Ease of use

"Ease of use" is concerned with the perceived facility with which a user interacts with an interactive multimedia programme. This can range from the perception that the programme is very difficult to use to a perception that the programme is very easy to use. Some people may perceive the interface to be easier to use because of their own unique experiences and attributes.

Nonetheless, in the long run, improving the user interface dimensions of multimedia, such as "ease of use", is a highly desirable goal, regardless of content.

Difficult   Easy

1	2	3	4	5

Comments:

THANK YOU FOR YOUR TIME