

Course Assessment– Part B: Your Results & Analysis

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NRS 230 – Clinical Pharmacology I – 1093645 – Jennifer Stager/Lorie Saito – Winter 2019

Part B: Your Results

DIRECTIONS

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. *

Theory (exams) and Autobiography of a Drug assignment.

Student theory course grades as follows: 7 students or 30.4% received an "A" (90-100%), 15 students or 65.2% received a "B" (82-90%) and 1 student or 4.3% received a "C" (75-81%) and no students received a "D" or failed the course.

Student Autobiography of Drug scores as follows: 23 or 100% of the students passed this assignment

Outcome #1

*

Use current reliable sources of information to access pertinent information about drugs and natural products

% of students who successfully achieved the outcome (C or above) *

100%

Outcome #2 *

Teach patients, family members, and others from diverse populations across the lifespan regarding safe and effective use of drugs and natural products

% of students who successfully achieved the outcome (C or above) *

100%

Outcome #3 *

Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy

% of students who successfully achieved the outcome (C or above) *

100%

ANALYSIS

3. What contributed to student success and/or lack of success? *

This was the first time this course has been offered. There was frequent communication with the students whenever they had questions or needed clarification on the Autobiography assignment. During this course, there was the challenge of the college being closed intermittently for a total of 2 weeks due to inclement weather. For these days, lecture was recorded on zoom and provided to the students so that they wouldn't fall behind. There was then time taken in class to answer any questions they may have had in regards to medications which had to be covered on zoom.

While this was very helpful, the zoom class needed to be scheduled at a time when the students could access the instructor during the giving of the lecture. This wasn't possible as the instructor was scheduled to do zoom with the second year students due to no class due to inclement weather. The next time this occurs, the schedule needs to be adjusted off their current block scheduling to be able to meet the need for a live presentation with students present to ask questions during the lecture.

Given that, the students really enjoyed having the zoom lectures recorded as it allowed them the ability to go back and review the lectures frequently for studying.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. *

#1: The students were able to access not only their Lehne pharmacology book, but they were able to access other resources for their autobiography. The students felt the assigned text was valuable. As an instructor, I would've like to see more applications for the patient and what the RN needs to be aware of rather than simply a presentation of the drug from a pharmacological standpoint. This will be included by this RN next time pharmacology is presented.

#2: In order to progress, the students had to achieve an overall theory score (before the autobiography and tickets to class or quizzes were added in) of 75%. 100% of the students were able to do this

#3: 100% of the students were able to do this. However, as stated above, the Lehne book was good at discussing the medications and provided some nursing actions, but further information will need to be given to the students to provide them with other interventions/learning needs the patient would need to be aware of for a more complete picture of that medication.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

Yes, 100% of the students passed the course with 75% or better on their theory score

6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *

The students enjoyed learning about their drug in the Autobiography of a Drug and were very creative. However, the students put more time into making the poster visually appealing and were stressed about this. The students thought this was a good assignment so in the future the students will submit a Power Point presentation to the instructor to be posted to Moodle. This was met with good feedback for future changes.

Also, more emphasis on nursing interventions should be made by all instructors teaching the course and not simply pharmacologics. The students were wanting to know more about what they needed to know prior to/after giving the medication and what learning needs they needed to teach to for the patients.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

No resources will be needed. No budget implications

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

This is the first term this course has been taught

9. Describe how you explain information about course outcomes and their relevance to your students.

The syllabus is reviewed with the student on the first day of class. Course outcomes are addressed at this time. Students understand that, being nurses, they need to be able to meet the course outcomes to be able to safely administer medications to patients.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"

and

CLO #2: Critical Thinking/Problem Solving.

CLO #1: The course is based on evidence-based information. Also, the students had to present their assigned drug in a poster format.

CLO #2: The student had to identify areas of their assigned drug that could potentially have adverse effects on the patient. Also, they had to think about what was occurring physiologically in the various disease processes and how the drug would affect the body.

CLO #3: Students learned about the various culture's views towards medicine/pharmacology and how each culture used medications.

The areas that faculty are focusing on are:
"Student's Position" (Critical Thinking) and
"Evaluate Potential Solutions" (Problem Solving).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

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