

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#485

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

NRS 230 - Clinical Pharmacology I - 1096442 - Kathy Goe - Winter 2021

* 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.

Outcome 1: Use current, reliable sources of information to access pertinent information about drugs and natural products. 75% of students will achieve the required overall 75% or greater on three summary and one cumulative final exam. 75% of students will score 75% or greater on part I of their medication teaching plan project.

Outcome 2: Teach patients, family members, and others from diverse populations across the lifespan regarding safe and effective use of drugs and natural products

Outcome 3: Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy. 75% of students will score 75% or greater on the medication teaching plan project.

* Outcome #1

Use current, reliable sources of information to access pertinent information about drugs and natural products. 75% of students will achieve the required overall 75% or greater on three summary and one cumulative final exam. 75% of students will score 75% or greater on part I of their medication teaching plan project. (100%)

* % 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. 75% of students will score 75% or greater on part I of their medication teaching plan project. (100%)

* % 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. 75% of students will score 75% or greater on the medication teaching plan project. (100%)

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

100%

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

Course factors: content delivered via flipped classroom design. Concepts reinforced through case-based learning, probing questions and class discussion. Students report that the textbook is helpful, easy to read. The focus of the course is on safe administration of medications, rather than memorizing a multitude of facts about specific drugs. Textbook online resources were also helpful in promoting student success. The pharmacology patient teaching plan project directions lacked clarity, as reported by some students. Student factors: students are highly motivated to learn how to safely administer medications in the work and clinical settings.

*** 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.**

Outcome 1: score of 1.75 (pre-course) and 3.25 (post-course) on 1-5 scale.

Outcome 2: score of 1.75 (precourse) and 3.0 (post-course) on a 1-5 scale

Outcome 3: score of 1.75 (precourse) and 3.0 (post-course) on a 1-5 scale

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

Yes

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

Overall student feedback on the course was positive. Students felt that the focus on patient teaching prepared them well for clinical practice. Some students felt that the directions lacked clarity, but found student examples helpful. Cases, discussion forum topics and class discussion are focused on safe administration of medications.

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

The course project was chosen for brevity, while retaining value, to ease the stress of a demanding academic load in winter term. Content is delivered online via zoom meetings. Faculty gained adeptness in managing the learning platform and using it to better advantage, forced in part by the mandate for remote learning. Pre-recorded lectures, chunking information into smaller segments, flipped classroom, use of case-based learning have been implemented. Occasional use of psychomotor skills (drawing where the drug impact the body; miming administration technique) have been used. Increased focus could be brought to the cultural underpinnings of some health practices

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

Course outcomes are reviewed with the student on the first day of class and throughout the term. Students are strongly motivated to learn how to safely administer drugs in the clinical setting.

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. 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" CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" CLO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

CLO #1. Communication. Course outcomes 1 & 3 both address source and evidence, and organization and presentation. The patient teaching project and course outcome 5 focus on professional communication and presentation of information.

CLO #2. Critical Thinking/Problem Solving. Case based learning, discussion forums and use of probing questions help draw out critical thinking and important concepts.

CLO #3. Cultural Awareness. Cultural practices and natural remedies were discussed where relevant, both in class and through discussion forums (i.e. folk remedies, use of natural products).