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NRS 230- Clinical Pharmacology I- Winter 2023

*** 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 two summary exams. 75% of students will score 75% or greater on their medication map 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. 75% of students will achieve the required overall 75% or greater on two summary exams.

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

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

96.7%

* Outcome #2

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 achieve the required overall 75% or greater on two summary exams

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

96.7%

* Outcome #3

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

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

96.7%

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

Course content delivered via online classroom design. Information was reinforced through NCLEX-style questions, chapter quizzes, and discussion boards. The focus of the course is on safe administration of medications, rather than memorizing a multitude of facts about specific drugs.

According to the students who responded to the survey, the totally online modality was difficult as it made an already dry subject that much more difficult to learn. All students who responded expressed desire to have some portion of the information delivered via zoom or pre-recorded.

*** 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 1.875 (pre-course) and 2.625 (post-course) on a 1-5 scale.

Outcome 2: score of 1.375 (pre-course) and 2.50 (post-course) on a 1-5 scale.

Outcome 3: score of 1.50 (pre-course) and 2.375 (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.)?**

Student feedback on the course was mixed. Students liked the online format for being able to take the information in 'chunks' as it is very dry material. However, the students would've like to have a different modality also offered (eg. pre-recording of important highlights, a Zoom lecture, set Zoom times for meeting, etc) to be able to 'get into the material better'. Students found the medication project 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. Simply need a different format which allows for more instructor interaction.

*** 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 adjustments made was to offer the course online. It was hoped that by being able to progress at one's own speed over the week, that the students would be able to retain the material better. The instructor was available and rapidly responded to students when contacted. The instructor was also very willing to meet via Zoom as needed; however, the students did not ask for Zoom meetings. This class would benefit being delivered in a hybrid format. This way the student can absorb the material in chunks, but still have the instructor face to face as desired.

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

Course outcomes were reviewed in the first module of the online course being a quiz (which could be repeated until the basic score was obtained) over the syllabus and expectations of the course. Throughout the term, the students were strongly motivated to learn how to 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 Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or "Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

ILO #1: Communication. Course outcomes 1 & 3 both address source and evidence, organization and presentation. The medication project and discussion boards focus on professional communication and presentation of information.

ILO #2: Critical Thinking/Problem Solving. Case based learning, discussion boards, and use of probing NCLEX-style questions help draw out critical thinking and important concepts.

ILO #3: Cultural Awareness. Cultural practices and natural remedies were discussed where relevant through discussion boards (i.e. folk remedies, use of natural products)>