Subject Matter Curriculum Review Form
RX Tennessee Grant

College: **Roane State Community College**

Program: **Nursing and LPN-to-RN**

Course Title: **Mother and Infants**

Reviewed By: **Marie Loisy**

Date: **June 2016**

Reviewer credentials: **Marie Loisy**

Currently serving on the Nursing Faculty of Chattanooga State Community College, Ms. Loisy also works part-time as a Family/Nurse Practitioner in North Georgia. After obtaining a Nursing diploma from the Fleyriat School of Nursing in France, she earned a Bachelor of Science in Nursing from the University of Tampa and a Master of Science in Nursing from Michigan State University. She is also a member of the Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN) and the International Association for Clinical Simulation and Learning (INACSL).

Review Scale Definitions

Exceptional: Review component is a "best practice" and represents a model for replication.

Very good: Review component is complete and effective.

Good: Review component is adequate but presents opportunities for improvement.

Ineffective: Review component is weak and in need of significant improvement.

Student Learning Outcomes and Curriculum Map	Exceptional	Very Good	Good	Ineffective
Effective course structure.	X			
Outcomes aligned to occupational focus (professional skills and standards).		X		
Outcomes clearly stated.	X			
Outcomes introduced/reinforced effectively.		X		
Comments or recommendations: Course map and description are very clear, and the class schedule and activities/assessments is very thorough and helpful. The course learning objectives are thorough and clear, but there are no student learning objectives for each module.				

Course Objectives	Exceptional	Very Good	Good	Ineffective
Appropriate to course level and deliver desired outcomes.	X			
Clearly stated from student perspective.		X		
Measurable.	X			
Address/support one or more outcome.	X			
Comments or recommendations: Course objectives are clearly stated and easily found in syllabus.				

Module or Unit Objectives	Exceptional	Very Good	Good	Ineffective
Clearly linked to course objectives.				X
Address one or more course objective.				X
Clearly stated from student perspective.				X
Measurable.				X

I think this is the area where this course is lacking.

There are no module-specific objectives, and the students are overloaded with online resources. It is impossible for students to know what to look for on those websites, without clearer directions. One can spend an entire day on each website.

I think each module should have student learning objectives, and a PowerPoint with key concepts for students to study.

I think it would help students to have the websites and Youtube resources assigned to the various worksheet exercises they have to complete. It would provide some directions to students on how to study.

Instructional Materials, including Media (videos, presentations, handouts, etc.)	Exceptional	Very Good	Good	Ineffective
Support stated course and module or unit learning objectives.			X	
Meet/reflect current professional practices and standards.		X		
Provide options for multiple learning styles.				X
Resources/materials are cited properly.		X		
Evidence of innovation to support adult learner success.				X

Comments and recommendations:

This course would be appropriate for an OB course in a BSN program, or for a hospital training OB nurses. It is too involved for an LPN-RN transition course. RN students at Chattanooga State only receive a small fraction of this course content.

The amount of great resources found in this course is amazing: websites and YouTube videos. However, this is really over the top. There are way too many resources, and even though there is a disclaimer at the beginning of each module to not feel overwhelmed, stating students do not have to look at all resources, it is impossible for students to sort things out. I would not know what to study for if I were taking this course.

Be more selective of the resources: pick and choose the best, do not list EVERYTHING available on each topic, and give some directions to students on how to explore some of the websites, give them specific topics.

Some resources are not appropriate for the level of this course: some are for medical professionals, and some are not culturally sensitive (Christian websites/author)… See attached document with my notes. Many links do not work or are no longer available.

I do not think PowerPoints are helpful in the way the modules are designed. The only module that actually has concepts within the slides is module E. The other modules only have links to resources. I think students would benefit from PowerPoints that actually contain some concepts to guide them in their studies. Give them real handouts that they can actually use to write notes and study.

Some PowerPoints contain links to more PowerPoints, which themselves contain links to web or Youtube resources: this should not happen. I found this very overwhelming.

Resources (websites and YouTube) could be listed in a table or outline format, and categorized as "required" and "suggested". There is no value in listing all those in PowerPoints. Resources could also be listed with the worksheet exercises so students have guidelines on where to look for the information to complete the exercises.

This course is not designed to support all adult learners' success: it is designed for self-directed people, who learn by reading, are critical thinkers and can sort out concepts from large amount of information. It will not appeal to concrete thinkers who need clear directions and instructions. It feels like a self-taught course which lacks guidance.

Learning Activities	Exceptional	Very Good	Good	Ineffective
Promote achievement of stated module or unit objectives				
Materials/resources (to include equipment, tools and software) are presented in a way that students understand purpose and use in healthcare settings.				
Provide opportunities for interaction and active learning				
Provide options for multiple learning styles				
Linked to current professional practices and standards				
Evidence of innovation to support adult learner success				
I am not sure what this section asks for specifically. See my comments above and below				

Assessment Tools/Criteria for Evaluation	Exceptional	Very Good	Good	Ineffective
Measure stated learning objectives and link to professional standards	X			
Align with course activities and resources	X			
Include specific and descriptive criteria for evaluation of student work/participation	X			
Sequenced throughout instructional period to enable students to build on feedback	X			
Varied and appropriate to content	X			
Provide opportunities for students to measure their own learning progress	X			

Comments and recommendations:

The worksheets are helpful guides for students to study.
Treasure hunts at end of each worksheet: I do not see that as a necessary assignment. The modules are overloaded with resources, too many of them. I do not think students need any more website resources. It may be more beneficial for them to assign one disorder to look up in more detail and create a handout to share with classmates.
Students are given opportunities to ask questions after each module during a synchronous online session, which is great.

Innovative or enhanced strategies	Exceptional	Very Good	Good	Ineffective
Evidence professional input/standards in course design.		X		
Evidence of program enhancements to support adult learner			X	

Comments and recommendations:

See above comments. Course design could be improved to appeal to more learning styles