

# Subject Matter Curriculum Review Form

## RX Tennessee Grant

**College:** Roane State Community College  
**Program:** Nursing and LPN-to-RN  
**Course Title:** Pediatrics  
**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: The major course learning objectives are introduced clearly in the syllabus, but not really reinforced in the modules, except for module A2. There are no specific student learning outcomes separate from the course learning objectives  Recommend to start each module with SLOs, or maybe list them in the orientation table found in the syllabus				

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 and student learning outcomes seem to be the same, so comments as above. I think this course could benefit from adding specific SLOs at beginning of each module.				

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
There are no module or unit objectives listed, except for module A2, which is a repeat of the first major course learning objective				

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: PowerPoints, websites, YouTube videos support course objectives and content.				

Learning Activities	Exceptional	Very Good	Good	Ineffective
Promote achievement of stated module or unit objectives		X		
Materials/resources (to include equipment, tools and software) are presented in a way that students understand purpose and use in healthcare settings.		X		
Provide opportunities for interaction and active learning	X			
Provide options for multiple learning styles		X		
Linked to current professional practices and standards		X		
Evidence of innovation to support adult learner success		X		
Comments and recommendations: Activities listed in the PowerPoints provide opportunities for student engagement and active learning. Students are required to complete some assignments prior to live sessions in order to be active participants. I could not find links to the mentioned worksheets to assess those particular learning activities. I could only access a worksheet in module B. Links on the facilitator's guide did not work for me. Links to websites and YouTube videos all worked, were appropriate in number and quality, so appealing to visual and auditory learners. They were also appropriate for healthcare professionals.				

Assessment Tools/Criteria for Evaluation	Exceptional	Very Good	Good	Ineffective
Measure stated learning objectives and link to professional standards				
Align with course activities and resources				
Include specific and descriptive criteria for evaluation of student work/participation				
Sequenced throughout instructional period to enable students to build on feedback				
Varied and appropriate to content				
Provide opportunities for students to measure their own learning progress				
Comments and recommendations: Tests, worksheets, quizzes, and case study discussions were not available for me to assess, so it is not possible for me to answer this section. It appears that students are asked to come prepared to the synchronous presentations, and expected to be active participants. They also have opportunities to ask questions. It is unclear how they are graded on their participation.  The facilitators' guide provides instructors with suggested criteria for assessment. I am not sure students are clear on how they are evaluated. It would probably be helpful for both students and instructors to have rubrics for the different graded activities.				

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:				