

B. Learner Objectives & Interaction

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

B1	The learning activities promote the achievement of the stated learning objectives.	1	2	3	4	N/A
B2	Learning activities provide opportunities for interaction that support active learning.	1	2	3	4	N/A
B3	The course learning objectives are measurable.	1	2	3	4	N/A
B4	All learning objectives are stated clearly and written from the student's perspective.	1	2	3	4	N/A
B5	The learning objectives are appropriately designed for the level of the course.	1	2	3	4	N/A
TOTALS		5	0	0	0	5

Strengths: None (There are no learning activities described and no specific learning objectives identified)

Suggestions: Because there are no learning activities described, and no specific learning objectives identified for this course, I would recommend adding something like this:

Learner outcomes/objectives will be achieved through a variety of learning activities, such as, but not limited to: listening to lecture, reading assigned text, in and out of class writing, discussions, service learning, problem solving, small group collaboration, active experimentation in both classroom and lab, hand's on practice in both classroom and lab, and demonstration of skills. OR something like a bullet listing, such as:

Instructional Strategies:

Lecture
 Laboratory
 Techniques
 Demonstration
 1 on 1 Instruction
 Individualized Study
 Small Group Discussions
 Large Group Discussions
 Independent Research

OR something like this--

The course objectives should be aimed at something that describes the role of the Clinical Medical Assistant, such as:

The Clinical Medical Assistant course prepares students through hands-on training, education in medical procedures, patient care, clinical assisting, administrative practices, and fundamentals of health sciences, giving students the qualifications they need to fill a wide-range of health care services.

Outcomes and Objectives: After successful completion of this course the student will be able to:

1. Identify parts of the human body.
2. Describe the basic function of each body system.
3. Utilize medical terminology in written and spoken communications.
4. Define medical terminology found in medical records.
5. Define medical conditions, diseases, and disorders commonly treated.
6. Perform the procedures for rooming a patient.

7. Obtain the vital signs of a patient.
8. Perform basic wound care.
9. Demonstrate proper positioning and draping for patient procedures.
10. Demonstrate first aid for disorders of the musculoskeletal system.
11. Demonstrate the collection of specimens.
12. Locate information regarding medications.
13. Demonstrate the administration of oral and injectable medications.
14. Instruct patient in preventative health practices.
15. Assist physician with examinations.
16. Demonstrate minor specimen testing and recording of results.
17. EKG/ECG skills training instruction.
18. Demonstrate skill in goal-setting, organization, note-taking, and test-taking.
19. Complete prerequisites including physical exam, TB test, CPR, computer proficiency.
20. Use communication strategies associated with quality customer service.
21. Draft a resume that clearly communicates one's value to an employer.
22. Contrast effective communication approaches.
23. Use listening, mirroring and parameter-setting in difficult conversations.

C. Instructional Design

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

C1	The course organization and design is clear, coherent, and structured in a developmentally appropriate way.	(1)	2	3	4	N/A
C2	Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.	(1)	2	3	4	N/A
C3	The course teaches and uses active learning strategies to engage students and foster understanding.	(1)	2	3	4	N/A
C4	The course accommodates a variety of learning styles and ability levels.	(1)	2	3	4	N/A
TOTALS		4	0	0	0	4

Strengths: None. No evidence exists to describe what each chapter topic is, or what concepts will be discussed and studied. There is no description of learning strategies and no evidence of how the class will accommodate the learning needs of the visual, auditory, kinesthetic or combined learning styles. No evidence of accommodation of an ESL student is found.

Suggestions:

I recommend that the learning strategies be tied back to the instructional activities and listed out for the students, such as:

- Learning Strategies:
- In class lecture, presentations, guest speakers and discussions
 - Hand's on practice and applied of learned concepts in the laboratory setting
 - Demonstration of clinical procedure and clinical skills that will be practiced in pairs and in groups
 - 1 on 1 Instruction with students in both classroom and laboratory setting
 - Individualized Study
 - Small Group Discussions
 - Large Group Discussions
 - Independent Research
 - Returned demonstrations for clinical skills
 - Class participation and attendance with discussion and note-taking
 - Assessments with skills tests, quizzes, and exams