

D. Instructional Materials

Scale:

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

D1	The instructional materials contribute to the achievement of the stated course objectives.	1	(2)	3	4	N/A
D2	The purpose of the instructional materials and how the materials are to be used for learning activities are clearly explained.	(1)	2	3	4	N/A
D3	The instructional materials are current.	1	2	3	(4)	N/A
D4	The instructional materials present a variety of perspectives on the course content.	1	2	(3)	4	N/A
D5	Instructional materials connect students to what they already know and include real-world examples to which the students can easily relate.	1	(2)	3	4	N/A
TOTALS		1	4	3	4	12

Strengths: The textbook listed is current and reflects the material, information, concepts and skills that are currently required for a clinical medical assistant in the industry today.

Suggestions: There are no course objectives described, however the area on the syllabus referred to as "Course Description" and "Student Performance reflect some idea of what will be covered in the class; lending itself to the idea that there are certain 'objectives' that will be accomplished.

The purpose of the instruction materials and how they will be used is not clearly described. I reviewed the textbook online and I can only comment on this instructional material. An assumption is made from the syllabus that there will some application of learning with regard to the skills described in the textbook and the concept that there will be learning accomplished in a laboratory setting.

I would recommend that all material be described in order for the student to understand what types of activities and assignments are expected. The textbook chosen for this course was reviewed online. The content found within Clinical Medical Assisting: An Introduction to the Fundamentals of Practice is current information for the current healthcare market. The text provides a thorough outline of chapters that include the fundamental educational components necessary to prepare medical assistant students for clinical practice. The outline, however, is not completely followed within this course, MDCA 1317, and therefore key topics on such things as Professionalism, Patient Communication, Communication with Health Care Team, Medical Terminology, Medical Calculations and Conversions, Preparing Patient Care Areas, Correct Techniques Administering Injections and Immunizations, Infection Control and Precautions, Medical Record and Documentation, Paperwork, Processing Medical Insurance and Coding, Pharmacology & Medication Administration, Dosage Calculations, Care of Instruments and Equipment Externships and Job Search are not covered in this course. The topics are likely covered in another course component. The textbook does include Instructor Resources for the instructor, including PowerPoint Presentations, and a Test Bank.

E. Assessment & Measurement

Scale:

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

E1	The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources.	(1)	2	3	4	N/A
E2	The course grading policy is stated clearly.	1	(2)	3	4	N/A
E3	Specific and descriptive criteria are provided for the evaluation of students' work and participation, and they are tied to the course grading policy.	(1)	2	3	4	N/A
E4	The assessment instruments selected are varied and appropriate to the student work being assessed.	(1)	2	3	4	N/A
E5	Students have opportunities to measure their own learning progress.	(1)	2	3	4	N/A
E6	Assessment results are used to help students progress.	(1)	2	3	4	N/A
E7	The sample Assessments (e.g., test, rubric, performance checklist) include information on administration, scoring, and use of results with students.	(1)	2	3	4	N/A
TOTALS		6	2	0	0	8

Strengths: The course describes how the attendance will count in the grading criteria, and the grading scale is provided. The calendar reflects that there will be quizzes and exams in the class.

Suggestions: I would recommend that more detail be provided to the students with regard to assessment and outcome measurement. Learners want to know the expectation before the time it is expected, or due. Providing this information up front, helps to keep all parties open as to the expectations, and allows for transparency for the instructor. Learners will appreciate knowing how to manage their time for the course. I would suggest including something like this:

Methods of Evaluation:

Pre and Post Tests
 Class Discussion
 Quizzes and Exams
 Oral Exam
 Performance Levels Reports
 Observation
 Assignments
 Self-Evaluation
 Completion of Project with Critique

I recommend adding something that addresses these areas:

Schedule of topics and readings: What will the main topics of the course be and when will they be addressed? What will students need to do to prepare for each class? Most instructors include a weekly or daily schedule of topics they intend to address, along with a list of assigned readings and other course materials.

Assignments, projects and exams: How will students demonstrate their learning? Include learning goals, estimated scope or length, assessment criteria and dates. Instructors typically include a breakdown, in point values or percentages, of how much each assignment or test contributes to a student's final grade.