# HCLR 113 - Medical Terminology
## Third Party Subject Matter Expert (SME)
## Curriculum Review Rubric

**Purpose:** Sun Path Consortium Round 4 TAACCCT Review

**Course:** Medical Terminology, HCLR 113

**Rubric:** Adaptation of MOHealthwins

**Reviewer:** Sarah E. Gabua, DNP, RN, CNE

## Reviewer Qualification

### Experience

- Nursing Education and Allied Health Consultant
- American Sentinel University, Department of Nursing: Online Adjunct Professor
- Ferris State University, Department of Nursing: Online Adjunct Professor

### Education

- Doctorate in Nursing Practice, Walden University, Minneapolis
- Certification in Distance Education Program, Thomas Edison State College
- Post-Master's Certificate in Nursing with an area of concentration in Education, Walden University

### Licensure/Certifications
- Nursing Licenses:
    - Arizona, RN                #RN181743
    - Florida, RN                #RN9348405
    - Illinois, RN                #041353216
    - Minnesota, RN                #213211-2
    - Tennessee, RN                #205447
    - Virginia, RN                #0001259922
    - Wisconsin, RN                #193588
    - New York, RN                #70665
    - Nevada, RN                #RN86100
    - District of Columbia, RN                #RN1039375
    - Maryland, RN                # R219603
    - Washington, RN                # RN60652552
    - Alabama, RN                #1-158575
    - Georgia, RN                #RN263831

- Certificate for Online Adjunct Teaching
- Deltak's Online Faculty Training Methods Certification

### Professional Activities and Memberships
- Executive Board Member: Treasurer, ANA-Illinois, October 2015- present
- Workplace Safety Expert Panel: Chair, ANA-Illinois, September 2015- present
- Legislative Committee Chair: ANA-Illinois, July 2015- present
- Health Practice and Policy, Board Liaison, ANA-Illinois, June 2015 - present
- American Nurses Association (ANA) Advisory Panel Member: Professional Issues Panel on Workplace Violence and Incivility (November 2014 – June 2015)
- Illinois Scope of Practice Focus Group: NW Region (November 2014)

- Webmaster for Professional Nurse Educator Group (PNEG), October 2014 - present
- Executive Board Member for Illinois Nursing Foundation, December 2013 - 2015
- Executive Board Member: Secretary for ANA-Illinois, October 2013- 2015
- Book reviewer for Elsevier in the areas of maternity nursing, pediatric nursing, medical/surgical nursing, and mental health 2012-present
- Subject Matter Expert, Program Development, Patient Care Technician; Electrocardiogram Technician; Rasmussen College, Minneapolis, MN, September 2012-December 2012
- National League for Nurses Ambassador, 2012-2014
- American Nurses Association, 2012-present
- Certified Nurse Aide Evaluator IDPH Workshop, McHenry County College, McHenry, Illinois, November 11, 2011 - present
- National League for Nurses, 2011-present
- Sigma Theta Tau, Phi Nu Chapter, Walden University, Minneapolis, MN, 2011-present

## Review Rubric Scale Definitions MoHealthwins

- 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

- Not Applicable: Does not apply to course/component being evaluated.

## Completed July 19th, 2018

**HCLR_113_Medical Terminology**

**Subject Matter Expert Review Rubric**

| Program/Student Learning Outcomes and Program Map | Exceptional | Very Good | Good | Ineffective | NA |
|---|---|---|---|---|---|
| Program CIP code/s appropriate to program title and Outcomes | x | | | | |
| Effective program structure (prerequisites, course sequence, delivery methods, classroom/laboratory blend, stackable credential-structure provide a clear, logical "map" to completion for adult students) | x | | | | |
| Outcomes aligned to occupational focus (industry skills and standards) | | x | | | |
| Outcomes clearly stated | x | | | | |
| Outcomes introduced/reinforced effectively | x | | | | |
| Evidence of capstone assessment (licensure, industry certification, capstone project or TSA) | | | | x | |

Comments or recommendations: There is a good structure to the course and is easy to navigate. Unable to determine if this course has a capstone assessment (I am erroring on the side of caution and that it does not include one). I would recommend stating that no capstone assessment is included in this course.

**POST REVIEW COMMENT**: Capstone Assessment is not applicable to this course, as it is an entry-level course to various programs.

| Course Objectives | Exceptional | Very Good | Good | Ineffective | NA |
|---|---|---|---|---|---|
| Appropriate to course level | x | | | | |
| Clearly stated from student perspective | x | | | | |
| Measurable | x | | | | |
| Address/support one or more outcome | x | | | | |

Comments or recommendations: The course objectives are appropriate and measurable.

| Module or Unit Objectives | Exceptional | Very Good | Good | Ineffective | NA |
|---|---|---|---|---|---|
| Clearly linked to course objectives | x | | | | |
| Address one or more course objective | x | | | | |
| Clearly stated from student perspective | x | | | | |
| Measurable | x | | | | |

Comments or recommendations: The module objectives are clear and measurable. They align with the course objectives.

| Instructional Materials and Lab Resources | Exceptional | Very Good | Good | Ineffective | NA |
|---|---|---|---|---|---|
| Support stated course and module or unit learning objectives | x | | | | |
| Meet/reflect current industry 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: Overall, the materials are limited but that is just the nature of this course. The publisher materials are used as a supplement.

| Learning Activities | Exceptional | Very Good | Good | Ineffective | NA |
|---|---|---|---|---|---|
| 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 and other industry settings | x | | | | |
| Provide opportunities for interaction and active learning | x | | | | |
| Provide options for multiple learning styles | | x | | | |
| Linked to current industry practices and standards | | x | | | |
| Evidence of innovation to support adult learner success | | x | | | |
| Comments and recommendations: The activities are current and provide some different opportunities for learning styles. There is a discussion for the student to interact. | | | | | |

| Assessment Tools/Criteria for Evaluation | Exceptional | Very Good | Good | Ineffective | NA |
|---|---|---|---|---|---|
| Measure stated learning objectives and link to industry 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 assessment tools for this course are limited to discussions and quizzes/tests. This is not uncommon for a course like this. | | | | | |

| Innovative or enhanced strategies | Exceptional | Very Good | Good | Ineffective | NA |
|---|---|---|---|---|---|
| Evidence industry input/standards in program design and curricular components | | x | | | |
| Evidence of program enhancements to support adult learner | | x | | | |
| If program has run long enough, is there evidence that enhancements to it have improved pass rates? | | x | | | |
| Comments or recommendations: The strategies to improve learner performance truly depend on the learner and ability to function independently and with peers in the discussions. There are opportunities to enhance the course. | | | | | |