

Subject Matter Curriculum Review Form

RX Tennessee Grant

College: Volunteer State Community College
Program: Medical Informatics
Course Title: AHC 115 – Medical Terminology
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:				
<p>The syllabus has 3 course objectives listed which seem to be pretty basic, and do not reflect the complexity of the course and the difficulty of the assessment tools.</p> <p>Each unit has unit goals which match the course objectives, and an overview, which seems to be the real student learning objectives. I did not find anywhere “student learning outcomes” stated as such.</p>				

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:				
<p>The 3 course objectives in the syllabus are fairly basic. For whom was this course designed? Students desiring to enter a career in the health care field? How would they benefit from taking this course? That should be one of the objectives.</p> <p>“Address/support one or more outcome”: what outcome? I did not see any listed as such.</p>				

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		
In the content list, the term used is "module". In the PowerPoints, the term used is "unit". Be consistent, students are easily confused.				

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	
<p>Comments and recommendations:</p> <p>The one thing I would recommend changing is the pictures. Probably over 90% of the pictures are useless without legends or descriptive terms, and do not help support the text. Unless students have had previous AP classes, they cannot make sense of most pictures. (see attached document)</p> <p>The 2 YouTube resources are great.</p> <p>Handout: medical terminology terms; only need to give the instructions once, they are the same for each module, and it is very redundant. For each module, only the list of word is needed.</p> <p>Very top of content page "overview", above "Bookmarks": this is the same document than syllabus, so I would delete. It makes it look like 2 different documents, confusing to students.</p>				

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	
<p>Comments and recommendations:</p> <p>"Linked to current professional practices and standards": not sure what I would be looking for this course.</p>				

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	
<p>Comments and recommendations:</p> <p>A few of the case studies have question not appropriate for this course, as listed in attached document. Students in this course should not be asked to make medical diagnoses for example.</p> <p>See attached document for <u>quiz review</u>. Some questions are not appropriate for this course, at the level of AP class or nursing.</p>				

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:				