



Student Learning Outcomes for NURS 82P

Pharmacology II

Team Members:

Team Leader:

[Cassie Hanna](#) () in NURS

Other members:

1. [Judith Clavijo](#) (x8397) NURS

Additional team members/notes about team:

Anita Khandula, Jeff,

Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Students will integrate pharmacological concepts in the clinical setting.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2011

Assessors:

Assessment Tools: *No tools assigned.*

Sections being assessed: 01

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 2

Changes:

Methods:

Embedded test questions and weekly quizzes, simulating clinical setting

Findings and Conclusions:

All test questions and quizzes ask students to integrate pharmacology at all levels of

knowledge and application. All students passed the class. Students seem to have the most difficulty with the antibiotics and diabetic medications

Enhancement (Planned Actions)

Part I:

In reviewing the entire course contents certain topics are not as relevant in the clinical setting. These topics will be eliminated. Therefore, more time can be spent on the topics (antibiotics and diabetic medication) that the students have more difficulty with.

Part II:

none

Outcome 2 Phase I: Statement

Students will apply theoretical knowledge about medication interactions during examinations and quizzes.

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2011

Assessors:

Assessment Tools: *No tools assigned.*

Sections being assessed: 01

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 2

Changes:

SLO edited for typos and to reflect actual evaluation.

Methods:

Embedded questions on weekly quizzes and both midterm and final examinations.

Findings and Conclusions:

All students passed the course. When students have heavier assignments or presentation in other nursing classes their performances on the quizzes are not as good.

Enhancement (Planned Actions)

Part I:

At least once a year the instructors for all classes (theory, clinical and pharmacology) should review the schedule of tests, assignments and topics so they parallel each other. The goal is for the students integrate the knowledge and see the connections of subjects.

Part II:

No additional resources are needed.

Outcome 3 Phase I: Statement

Student will develop a teaching plan for medications for a client newly diagnosed with a specific pathology, such as diabetes, infection.

Outcome 3 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2011

Assessors:

Assessment Tools:

Sections being assessed: 01

Outcome 3 Phase III: Reflect & Enhance

Number of people involved in Phase III: 2

Changes:

SLO corrected for typos and topics not covered.

Methods:

Students write a paper comparing information from various sources, such as websites, medication books and their textbook. The objective of the paper is for students to identify sources of information they can suggest to their clients' own use.

Findings and Conclusions:

Students are able to identify that there are many sources on the internet. The students recognize that not all websites give accurate information about medications. They also recognize that some website are too technical for consumers. They identify which sites they can recommend to their clients.

Enhancement (Planned Actions)

Part I:

Currently, students are given general guidelines for the paper assignment. A rubric tool will be developed to enhance the students' learning experience.

Part II:

No additional resources are needed.

SLO Created: 02/25/2010 Last Modified: 09/21/2011