Quality Matters
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Incorporating Quality Matters into Online Curricula: Course Examples

ALIGNMENT
1. Learning Objectives
2. Assessment and Measurement
3. Instructional Materials
4. Learner Interaction and Engagement
5. Course Technology
Alignment

What can happen when the goals, assessment, and learning activities for your course are not aligned?

https://www.youtube.com/watch?v=J48aeRUC5WQ
Professor Carnealost
Learning Objectives

Goal: The course learning objectives describe outcomes that are measurable.

EXAMPLES

Course Objectives:
Upon completion of this course the student will be able to:

1. Perform and accurately document comprehensive and focused health assessments using advanced history taking and communication skills, as well as physical exam techniques.
2. Apply the structure and process of diagnostic reasoning and decision-making to determine the health care needs of clients.
Instructional Materials

School of Nursing
THE GEORGE WASHINGTON UNIVERSITY

Instructional Materials

Bickley, L., Bates' Physical Examination and History Taking
Henderson, M., Tierney, L., & Smetana, G., The patient history: Evidence-based approach
Goolsby, M.J., & Grubbs, L., Advanced assessment: Interpreting findings and formulating differential diagnoses

Learner Interaction and Engagement
1. Perform and accurately document comprehensive and focused health assessments using advanced history taking and communication skills, as well as physical exam techniques.

2. Apply the structure and process of diagnostic reasoning and decision-making to determine the health care needs of clients.
Examples

Here we will take a look at the alignment of objective two and the learner activities.

SOAP NOTE

Objective two: Diagnostic Reasoning and Decision-Making
Examples

The faculty discussed the importance of diagnostic reasoning in this course, the learning objective included it, and it was assessed and measured in the test section.

In the Development course, objective two and the learning activities were in the process of being aligned.

SOAP note showing diagnostic reasoning; for example in heart failure students understand the important aspects of the history and physical.
Specifically in Heart Failure (HF) students needs to demonstrate diagnostic reasoning by connecting the dots.

Heart Failure;
History-dyspnea on exertion...
PE-rales/crackles bilateraly, enlarged heart with S3 gallop...

Another example;
Pt. comes in with a chief complaint of Breathing Trouble- differentiate between chronic lung disease or HF and show diagnostic reasoning.
How do you align objective two with learner activities? Emphasize differential diagnoses and diagnostic reasoning in assignment directions, in the rubric, and give students an example of what they should do.

3. After you both have taken your turn as the NP and as the patient, hang up and write your own full SOAP notes. Then you need to fill in the SOAP notes to figure out what you should do. If you forget to ask certain things, write them in parentheses next to the SOAP note. This is not normal. The SOAP note will be graded, but you do not actually write up the SOAP notes that you might expect on a patient with that actual diagnosis. You also need to write up the SOAP notes and come up with a “management plan.” Only write up the SOAP notes that would be appropriate for the patient to CC. More is not better and if you include unnecessary systems, points will be deducted.

4. Submit this note to your faculty through the website (right below) for feedback and grading. Name must follow this format: LASTNAME_firstname_SOAP. For example: Smith_jane_SOAP or Jones_Jessi_SOAP.
Course Technology

Examples

Discussion board- diagnostic reasoning/ history and physical exam
Narrative power points- in regard to objective one and two
Grade book- includes all activities
Bates on-line, medial media system videos