

Portfolio week 8

6310



**ASSIGN
BUSTER**

Portfolio week 8 6310 Affiliation: Introduction This paper comprises of an evaluation at a higher taxonomical level of the learning objectives of the course on enteral administration methods and how justifiable these objectives are to the learners. The learners in this case are registered nurses (RN's) in their first year of study and taking the course on enteral administration methods. The evaluation will take place in the simulations lab after the class.

Evaluating Student Learning

Bradshaw and Lowenstein, (2010) describe many different methods of evaluation of the student's learning. The most effective of these methods and which I will use for my students is demonstration. The demonstrations will be on the oral methods of drug administration to different types of patients depending on their ages, conditions and instructions from the doctor. In line with this, i will divide the class into several teams of two people each and then using the simulation dummies (where I will have attached notes on each " patient" to be administered drug to), I will monitor and evaluate on how each team performs its instructions (based on what I have taught in class) and then grade them (Billings and Halstead, 2012). According to Svinicki and McKeachie, (2011), demonstration is an effective and useful method to evaluate the learning of students where the main aim of the lesson is practicality.

Learning Objectives

The objectives of this lesson are: Students will identify different methods of imparting positive attitude to the patients during the drug administration. This first objective on a higher level taxonomy yields two objectives which are: students will select the best method to use to impart positive attitude to

the patients during drug administration. The second one is: students will apply this selected method when administering drugs to the patients. How are the learners able to identify the different ways of imparting positive attitude during drug administration? How are they able to select the best of these methods and applying them?

The other objective is: the students to list the different ways of administering oral medication according to the patient's condition, age and doctors' instructions. On a higher level taxonomy (<http://www.nwlink.com/~donclark/hrd/bloom.html>), this objective has two other objectives which are: the students to select the most effective ways to administer drugs according to the patient's condition and doctor's instructions and the other is for the students to be able to apply the most effective ways of administering oral medication according to the patient's condition, age and doctors' instructions. The test question in this regard is: Have the learners been able to select the most effective way of administering oral medication which will in turn enable them to apply them on the patients depending on the patient's condition, age and doctors' instructions?

Brief Justification for these Particular Test Questions

The first test question on the first objective is stated as: "How are the learners able to identify the different ways of imparting positive attitude during drug administration? How are they able to select the best of these methods and apply them?" will ensure that the learners in this lesson will be able to have a knowledge of the different ways (fulfilling the first objective), select the best of these ways and apply them when it comes to the simulations or real life scenarios (which fulfills the other two objectives) (Oermann, 2009).

The second test question “ Have the learners been able to select the most effective way of administering oral medication which will in turn enable them to apply them on the patients depending on the patient’s condition, age and doctors’ instructions?” which is based on the second stated objective ensures that the learners will have knowledge of the different ways of oral application, select the most effective according to the patient and finally be able to apply them (both in simulation and real life) effectively based on the conditions, age and doctor’s instructions of each patient (Oermann, 2009).

Summary

The aim of the lesson is for the Registered Nurses to be not only competent but effective and creative as well because oral drug administration is different for each and every patient and the best of the different ways of administration are therefore required to be recognized and applied. As a result of the difficulties encountered during this process of drug administration, it is necessary for the students to develop positive attitude and the best of the ways to be able to do according to Bloom’s taxonomy should be analyzed and applied. Questions should be used to ensure that the analysis and application are fulfilling the objectives of the lesson.

References

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