

Course Outcomes Form

### Northwest Indian College

**Follow the *Instructions for Completing the Course Outcomes Form, which is* available on the *NWIC* Assessment Website at** <http://www.nwic.edu/assessment>

**Please submit this form electronically to the Chair of the Curriculum Committee**

It is important to keep the following principles in mind when completing this form:

1. Regardless of the mode of learning (i.e., face-to-face, Independent learning, ITV, online, etc.) or the location of a course, only one course outcomes form is to be created for each course.
2. Regardless of the mode of learning or the location of a course, the **NWIC** **outcomes** and the **Course outcomes** must be the same for each course.
3. The **Instructional activities** and the **Assessment/evaluation strategies** may differ depending on the mode of learning. Please indicate the **Instructional activities** and the **Assessment/evaluation strategies** that are different from the face-to-face class (e.g., “IL: Essay”).

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| **Most recent date this form was updated or edited** | **2/24/19** |
| **Course Number**  **(e.g., ENGL 101)** | **TVRS 309** |
| **Course Name (e.g., English Composition I)** | **Tribal Voc. Rehab. Foundations: Medical Aspects** |
| **List the names of all instructor(s) and others who participated in creating and approved these course outcomes (consult with at least one other person)** | **Elizabeth Boland, Laura Maudsley, Donna Adamson, Bernice Portervint** |
| **List the main textbooks, readings or other resources used in this course** | Andrew, J, & Andrew, M. J. (2017). *Disability handbook*. Osage Beach, MO: Aspen Professional Services.  **ISBN: 978-0-9853389-5-4**  Available for purchase from <http://www.aspenprofessionalservices.com/textbooks/disability-handbook/>  Brodwin, M. G., Sui, F. W., Howard, J., Brodwin, E. R., & Du, A. T. (2014). *Medical, psychosocial, and vocational aspects of disability* (4th ed.). Athens, GA: Elliott & Fitzpatrick.  ISBN-13: 978-0985553890  <http://www.elliottfitzpatrick.com/classic-resources.html#disabilityapsects>  *Merck Manual of Medical Information*: available online at [www.merck.com/pubs/mmanual](http://www.merck.com/pubs/mmanual/)  *Taber’s Cyclopedic Medical Dictionary*: available online at <http://www.tabers.com/tabersonline/>  *Dorland’s Illustrated Medical Dictionary*: available for purchase from <http://www.dorlands.com> |

**A. NWIC Institutional Outcomes:** Select the *most* important NWIC institutional outcomes that are *assessed* in this course (at least **one** NWIC outcome must be chosen and up to all eight outcomes).

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| --- | --- | --- |
| **NWIC institutional outcome # (e.g., #3 - “demonstrate knowledge of what it means to be a people”)** | **Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)** | **Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)** |
| Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives, including indigenous theory and methods. | Targeted discussion board questions in Canvas | Student presentations and/or postings in Canvas discussion board; place-based project |
| Exhibit a sense of place. | Targeted discussion board questions in Canvas | Student presentations and/or postings in Canvas discussion board; place-based project |

**B. Course outcomes:** In order of priority, list the *central* learning outcomes for this course that are **assessed** (a maximum of 10).

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| **Other course outcomes: Complete the sentence –**  **As a result of this course, students will be able to…** | **Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)** | **Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)** |
| Define common medical terminology, culturally-relevant services, medical treatments, and procedures | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; quiz 1 |
| Explain medical information related to chronic illness, injury, and other physical, sensory, and cognitive conditions | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; quiz; place-based project |
| Relate medical information to the resultant functional implications for persons with physical, sensory, and cognitive disabilities | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; place-based project |
| Relate medical information to TVR planning | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; place-based project |
| Describe the roles of various health care professionals and the process of interdisciplinary health and rehabilitation teamwork | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board |
| Identify the potential benefits of medical treatments, services, and approaches to reduce or accommodate for the functional limitations imposed by physical, sensory, and cognitive health conditions | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; place-based project |
| Identify the vocational, social, and independent living implications of various physical, sensory, and cognitive disabilities | Targeted discussion questions | Student presentations and/or postings in Canvas discussion board; place-based project |

**C. List the NWIC outcomes and course outcomes from above on your syllabus.**

**D. Assess the NWIC outcomes and course outcomes, which are listed above, in your classes.**