

The Task

Select three existing assignments or assessments from your course and categorize them using the table below.

Current Assignment Name	Primary Bloom's Level	Evidence (What are students doing?)	Higher-Order Opportunity
<i>Example: Ch. 1 Quiz</i>	<i>Remember/Understand</i>	<i>Defining terms and identifying equipment.</i>	<i>Ask students to troubleshoot an equipment failure.</i>
1. Weekly ATI lesson related to body system for the week's content and associated medications with a post test geared to measure content retention	Remember / Understand	Recall names, actions adverse effects and client teaching associated with the med prototypes/drug classes covered in the lesson	Have students use the information learned about prototype medications to build their own case scenario that includes the prototype medication Why the client would be receiving it The diagnostic/assessment data that informed the decision to use that medication, the expected effects, a potential minor and a potential major adverse effect and what the intervention would be to resolve it 2 nursing monitoring interventions and 3 patient teaching points they would implement. Present to class.
2. Weekly content review of power points and chapter readings with in class	Remember / Understand	Recall names, actions adverse effects and client teaching associated with the med prototypes/drug classes covered in the lectures/presentations	Provide a simulated client with two diagnoses that require medications from two classes in the current week's set of medications (for example, Parkinson's and Seizures or ADHD and insomnia). Have students compare two drug classes for overlapping effects / uses or opposing

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quiz to measure content retention			actions/effects with a focus on how to recognize s/s of adverse reactions/toxicity
3.Section Exams	Remember / Understand / Apply	Recalling drug information learned in previous weeks and applying to exam question client scenarios to demonstrate knowledge retention of medications names, actions adverse effects and client teaching associated with the med prototypes/drug classes covered in the lectures/presentations y applying it to new scenarios presented on the exam.	Prior to exam have students create case scenarios for a prototype medication and write original "test questions" for 1. the mechanism of action 2. The indications for the medication 3. The expected effect 4. The possible adverse effects 5. Diagnostics to monitor 6. and patient teaching.

I believe Item number 2 is the best candidate for the higher order upgrade because 1. It is more under my control as far as the level and depth of content provided and I can easily organize my presentations to set the students up for the activity. Also, they are already expected to have reviewed the information prior to class and so using the class time for the activity would allow me to engage with them in the process and assist as needed to guide their thinking either with reinforcement of their ideas or with questions to help them reflect on their directions and goals.

This skill is more important for career readiness because real patients do not take only one medication in isolation. They take several medications, often having overlapping or opposing effects/side effects. Recognizing this type of medications interactions is an important skill when evaluating a client's report of symptoms to determine if they are disease process driven or medication effects driven.