**SoTL Project Reflection**

Embarking on the Scholarship of Teaching and Learning (SoTL) module has been an enlightening journey, guiding me from the initial exploration of pedagogical questions to the development of a comprehensive SoTL project plan. This reflective response encapsulates the key points of my SoTL experience, including the research questions, prior research, plan of action, and a dissemination strategy.



by Laurie Ratto | Jul 7, 2023 | emotional healing, holistic healing

**Research Questions:**

The focus of my SoTL exploration revolves around the inquiry into effective teaching strategies facilitating the integration of pharmacological management across different organ systems for patients with multiple comorbidities. Specifically, I am curious about overcoming challenges associated with the traditional organ system-based approach to teaching pharmacology and whether innovative methods enhance students' holistic application of knowledge.

**Faculty Discussion and Reflection:**

Faculty members from three college campuses have pooled their insights. Through combination of reflective practice and group discussions, we've identified that the traditional organ system-based approach poses challenges in fostering a seamless understanding of pharmacological management. The diversity among our student cohorts became evident, emphasizing the need for a more integrated approach. This realization surfaced as we exchanged anecdotes and observations from our respective classrooms.

**SoTL Plan of Action:**

The envisioned plan of action involves a mix of qualitative and quantitative methodologies. Qualitatively, student comprehension will be gauged through clinical case studies, in-class discussions, and feedback collected through surveys. Quantitatively, pre- and post-assessment quizzes/tests will be employed, alongside the analysis of course completion rates and assessment scores. The modified teaching strategy, emphasizing interconnectedness and real-world applications, with the ultimate goal of enhancing achievement of student learning outcomes in the pharmacology course.

**Dissemination Strategy:**

The dissemination strategy for this SoTL project is structured to ensure its impact extends beyond the classroom. Initial findings will be shared with students, collecting their feedback and fostering a sense of collaboration in the educational process. Subsequent presentations to colleagues and the department will aim to stimulate discussions and encourage the adoption of the modified teaching strategy for pharmacology across different college campuses.

**Visualizing the SoTL Project's Trajectory:**

Envisioning the trajectory of this project entails picturing a paradigm shift in pharmacology education. I see students actively engaged in problem-solving, applying their knowledge across organ systems in authentic clinical scenarios. As the modified teaching strategy takes root, I visualize increased course completion rates, improved assessment scores, and a cohort of students better equipped to navigate the complexities of pharmacological management in diverse and complex patient populations.