

William Carey University
WCUCOM Course Evaluation FA 14

Course: OMS627196PHARMACOLOGYIOMSFA2014 : OMS 6271 96 PHARMACOLOGY I OMSFA2014

Instructor: Stuart Leonard,John Smith

1 - The course syllabus clearly stated the expected goals/objectives/ competencies for the course.												
Response Option		Weight	Frequency	Percentage	Percent Responses				Means			
Strongly Agree		(5)	59	56.73%					4.56			
Agree		(4)	44	42.31%								
Somewhat Agree		(3)	1	0.96%								
Disagree		(2)	0	0%								
Strongly Disagree		(1)	0	0%								
Not Applicable (N/A)		(0)	0	0%								
					0	25	50	75	100	Question		
Return Rate	Mean	STD	Median									
104/104 (100%)	4.56	0.52	5.00									

2 - The course syllabus clearly outlined the grading criteria for the course.												
Response Option		Weight	Frequency	Percentage	Percent Responses				Means			
Strongly Agree		(5)	61	58.65%					4.58			
Agree		(4)	42	40.38%								
Somewhat Agree		(3)	1	0.96%								
Disagree		(2)	0	0%								
Strongly Disagree		(1)	0	0%								
Not Applicable (N/A)		(0)	0	0%								
					0	25	50	75	100	Question		
Return Rate	Mean	STD	Median									
104/104 (100%)	4.58	0.52	5.00									

3 - The course syllabus clearly outlined the grading criteria for the course.												
Response Option		Weight	Frequency	Percentage	Percent Responses				Means			
Strongly Agree		(5)	58	55.77%					4.54			
Agree		(4)	44	42.31%								
Somewhat Agree		(3)	2	1.92%								
Disagree		(2)	0	0%								
Strongly Disagree		(1)	0	0%								
Not Applicable (N/A)		(0)	0	0%								
					0	25	50	75	100	Question		
Return Rate	Mean	STD	Median									
104/104 (100%)	4.54	0.54	5.00									

4 - The course was well organized.												
Response Option		Weight	Frequency	Percentage	Percent Responses				Means			
Strongly Agree		(5)	49	47.12%					4.36			
Agree		(4)	45	43.27%								
Somewhat Agree		(3)	8	7.69%								
Disagree		(2)	2	1.92%								
Strongly Disagree		(1)	0	0%								
Not Applicable (N/A)		(0)	0	0%								
					0	25	50	75	100	Question		
Return Rate	Mean	STD	Median									
104/104 (100%)	4.36	0.71	4.00									

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5 - Key lecture concepts were frequently summarized for emphasis.										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	53	50.96%					4.40		
Agree	(4)	41	39.42%							
Somewhat Agree	(3)	9	8.65%							
Disagree	(2)	1	0.96%							
Strongly Disagree	(1)	0	0%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.40	0.69	5.00							

6 - Adequate class time was provided for questions and related discussion.										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	53	50.96%					4.46		
Agree	(4)	47	45.19%							
Somewhat Agree	(3)	3	2.88%							
Disagree	(2)	1	0.96%							
Strongly Disagree	(1)	0	0%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.46	0.61	5.00							

7 - The course encouraged me to think critically about the content material.										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	48	46.15%					4.35		
Agree	(4)	47	45.19%							
Somewhat Agree	(3)	6	5.77%							
Disagree	(2)	3	2.88%							
Strongly Disagree	(1)	0	0%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.35	0.72	4.00							

8 - The course included explanations or examples that illustrated the clinical relevance of the material presented.										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	50	48.08%					4.37		
Agree	(4)	42	40.38%							
Somewhat Agree	(3)	12	11.54%							
Disagree	(2)	0	0%							
Strongly Disagree	(1)	0	0%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.37	0.68	4.00							

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9 - Case study assignments were used effectively to deliver course content.										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	42	40.38%					4.21		
Agree	(4)	40	38.46%							
Somewhat Agree	(3)	11	10.58%							
Disagree	(2)	5	4.81%							
Strongly Disagree	(1)	0	0%							
Not Applicable (N/A)	(0)	6	5.77%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.21	0.84	4.00							

10 - In-class presentations and demonstrations were used effectively to deliver course content.										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	45	43.27%					4.34		
Agree	(4)	40	38.46%							
Somewhat Agree	(3)	10	9.62%							
Disagree	(2)	1	0.96%							
Strongly Disagree	(1)	0	0%							
Not Applicable (N/A)	(0)	8	7.69%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.34	0.71	4.00							

11 - The required textbook for this course was an effective learning resource.										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	43	41.35%					4.20		
Agree	(4)	42	40.38%							
Somewhat Agree	(3)	15	14.42%							
Disagree	(2)	2	1.92%							
Strongly Disagree	(1)	1	0.96%							
Not Applicable (N/A)	(0)	1	0.96%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.20	0.83	4.00							

12 - Supplemental materials (e.g. books, journal articles, videos, online materials) improved my understanding of the subject matter.										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	42	40.38%					4.28		
Agree	(4)	45	43.27%							
Somewhat Agree	(3)	6	5.77%							
Disagree	(2)	3	2.88%							
Strongly Disagree	(1)	1	0.96%							
Not Applicable (N/A)	(0)	7	6.73%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.28	0.80	4.00							

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B.

- A. Straightforward
- B. None
- C. Finish on time

- A. This course is very organized and presents the material in a way we can remember it.

B. Sometimes it's difficult when we learn drugs across various uses rather than learning the drug and then its uses. It requires a lot more consolidation of slides when indications and contraindications are spread between lectures.

C. Consolidation and memory tools may help a lot.

- A: This course probably had the most organized powerpoints from the entire Fall courses. Both professors did their best to address the issue of covering new material before exams by working with us to move classes into white space time as suggested by the class.

B: At the beginning of the course, there was material presented that Friday that would make up a large portion of the material on the exams.

C: I would recommend posting the last week Friday's lecture on D2L earlier so that students can preview.

- An opportunity for formative assessment would help track my understanding of the subject.

- antibacterials need to be covered MUCH earlier in the course. They are talked about in basically all of our other courses, we didnt cover them in pharm until late november. Micro talks about antibiotics all the time all year long and we are left fending for ourselves until november.

Also, sometimes it seems like we cover obscure drugs for an entire lecture period (ie. protein based therapeutics) and then we race thru antibiotics in 2 lectures which in my opinion is backwards.

- Both instructors have covered the material very well. This course has encouraged critical thinking in order to apply the information covered. I have appreciated the test reviews and explanations of test questions.

- C- would love an opportunity to earn a bonus point, for those of us on the brink of a better letter grade (i.e.- 79% 89%)

- could teach more in class the things that would have been stressed on the test, the little details, but overall good, dr smith is as smooth as they come, dr. leonard is a good guy

- Could use more quizzes or class practice questions before exams to test knowledge before the test.

- Did a good job integrating with other courses. Wished the two professors followed a more similar format in presenting their powerpoints, i.e. summary slide so powerpoint is easier to follow in terms of knowing which drugs belong in which class.

- Difficult class but helpful. Wish there was more formative assessment

- difficult course, topics do not follow the systems covered most of the time, opportunities for formative assessments not provided often

- For a most part the powerpoints are well organized and the book is awesome.

I would like more questions and/or quizzes to help me know where I'm at. It would also help me retain the information if we did the questions as we went.

- good class

- good class.

- good course

- Good course

- good material, look through first aid drugs to make sure every drug is hit so that we will be prepped for boards. Maybe look through some board review pharm questions to make sure all the side effects and contraindications are presented.

- Good stuff

- great

- Great

- Great class. I really don't have any issues with it, perhaps make the test reviews optional because some students do not like to dissect their tests after the fact?

- Great course

- Great job

- Great job. This class has been very well organized and very well taught.

- Having several new drugs dumped on us the Friday before an exam is not helpful in actually learning them.

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- I don't think integration with this course works well. I think the course would be better served if drugs were taught in classes rather than organizing them in terms of what they are used to treat. I also think that providing a drug list at the beginning of the course or at the start of each block, rather than at the beginning of each lecture would make it easier to learn the material and for students to organize their own thoughts and study materials.

- I feel that the pharmacology is one of the strongest and most well organized departments

- I liked this course.

- I really appreciate the old stuff showing back up on the following exam. Even though it was more to study it has helped with combank.

- I think this class was very well organized. I wish we were able to see more practice questions.

- I would encourage pharm faculty to do the same as micro and "assign" exam master or com bank question sets. Also avoid giving lectures that have a lot of new drugs on the fridays before Monday exams. Try to load "drug heavy" lectures to the front of the block. Also, quizzes would be a great opportunity to assess where we are at in the middle of the block as well as encourage us to keep pace between tests. Do not necessarily have to be for a grade.

- I would like PHARM to double check other courses in their delivery of correct treatment plans. There has been frequent discrepancies in treatment between micro; pharm and clinical science. The largest problem is with MICRO and I think they need to have their lecture content double checked. I frequently get questions wrong because of the discrepancies in treatment from one class to another. I assume this wasn't a problem last year because MICRO was on a separate exam; however, this year it has become problematic because their exam questions are with PHARM and Clinical science...and you cannot differentiate between them.

- I would prefer the exam reviews to be conducted in white space time or make them optional. This could prevent Friday lecture material being tested on Monday.

- I would suggest evaluating the schedule and putting the lectures with the most drugs at the beginning of the block so we have extra time to synthesize the material.

- It would be nice to have quizzes throughout the block to help understanding of the material and to help buffer the exams. This and microbiology are the two courses in the second year that do not have graded material outside of the exams.

- Lecture ppt are very well written and valuable for boards too.

- Lectures heavy in drugs should be given earlier in the block rather than right before the exam.

- More connections to BOARDS and FIRST AID please

- My favorite class

- n/a

- N/A

- n/a

- n/a

- n/a

- NA

- na

- No comment

- no comment

- No comment.

- No further comments

- none

- none

- none

- None

- none

- Nothing needs to change

- Our professors in this course are very knowledgeable and present the information well. It is a difficult course, so any help initially to guide student learning/studying would have been nice to start on the right foot for the semester.

- perfect

- Pharm is a great class. For the most part it overlapped with everything we were learning in class. It was very helpful when pharm drugs went along with the system we

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were focused on in class! Love Dr. Smith's lectures. It was nice to learn how to treat different diseases that we had just learned about. It would be great if Dr. Leonard could format his slides to have less words and less question marks. It's interesting to learn upcoming drugs, but if we don't use it yet and don't have to know it about it, it would be nice to put that on the slide. Simple slide with Drug, mechanism of action, Adverse effect etc. would be helpful! It would be great if Dr. Smith could answer questions he poses in class! Also, it would be great if teachers were encouraging and didn't have such a negative view on us (the students)...we are not all bored and do not all want to go home, if we came for class.....just teach and we will try to learn! Thanks and hope I was not too harsh. Ya'll really are great thanks.

- Pharm is set up really well and I like both the professors' teachings. Dr. Smith teaches extremely well as he breaks everything down to simple terms. Sometimes Dr. Leonard gets a little overwhelming with all the details but this is medicine....we will be overwhelmed our entire lives at some point. I believe that Dr. Leonard can set up his slides a little better such as making a drug list in the beginning, then maybe listing some of the receptors on the next slide, and then going into each category.

- Pharm needs to do better coordinating with Micro, especially on Antibiotics. There needs to be better organization there. Case studies in the second year have been a bit disappointing. I feel like most of the professors have little to no idea of what is going to be presented until the day of. They come unprepared to offer any definitive instruction to the case.

- Pharm was a delight

- Pharm was fine.

- Quizzes and or more clicker questions would be helpful. Also elaborating on side effects and the actual causes for these side effects would be helpful!

- Scheduling lectures with multiple new medications immediately prior to examination was a poor choice since there were multiple lectures within the test block that contained relatively few medications. Once this was pointed out to the staff, they began working with our lecture schedule to try and prevent this. Lecture content should be evaluated and those lectures with multiple medications should be given early in the test block so that we have time to familiarize ourselves with them prior to examination.

- Some exam questions very vague. Suggestion- meet with professors of other integrated courses and compare drugs/treatments. Example- last block with antimicrobials, micro would have one drug as a treatment for a certain disease, but pharm would have a different drug.

- Some of Dr Leonard's lectures covered several blocks, which is highly unhelpful. The lecture entitled "Protein-Based Therapeutics" was particularly disjointed. Each of those drugs could have been included in another block to better effect.

- Strength = Dr. Smith's power points and lectures were very well organized! He is also easy follow when lecturing.

Weakness = Dr. Leonard's power points were not well organized. It would be great if he could make a drug list or follow a similar format with Dr. Smith's powerpoint slides.

- Strength- emphasis of high-yield concepts

- The class was very difficult but meeting with teachers outside of class proved very beneficial

- The class was well organized and very informative. I feel like sometimes the drugs can get a little overwhelming so maybe focus more on what is used today and not so much on what used to be the treatment.

- The course is essential to be prepared for the boards. There is a lot of drugs to remember but the drug list help out very well. No Suggestion for improvement.

- the faculty seems to sincerely care about the student's performance. most exam questions are very similar to combank, so I would expect they are good for board preparation

- The final test should be completely review of all drugs to help retain for boards

- The pharm course is perfect as is.

- There are many important points that were not emphasized in the course that I had to learn from outside sources (like First Aid, DIT, BRS, etc.) which should not be my primary source of material. The lectures should also be reviewed to make sure that drugs that are emphasized in this class are also emphasized in other classes (e.g. Micro) so that drug of choice is considered the same drug in both classes. Otherwise we are having to guess what class wrote the question in order to match the drug of choice that the specific class emphasized.

- This class was so difficult but I had to learn how to meet the challenge. Great

- This course may be improved by considering organizing the drug by class instead of by disease. It seems like sometimes the lectures are disjointed because they lecture on beta blockers for a whole bunch of different uses, and say different (and sometimes contradictory) stuff in each lecture. This happened on a few different drugs. Also, as mentioned, Dr. Leonard needs better organization for his presentations.

- This is a difficult course with material that would benefit from more clinical focus and more review opportunities.

- This is my favorite class due to many reasons.

Dr. Smith promotes analytical thinking and makes the lectures really enjoyable, cohesive, and fun to learn.

Dr. Leonard is very clear with his expectations therefore performing well on exam is easy as long as you review the material.

Thank you for the pharmacology department for providing such a great course/department- making the second year more enjoyable!

- Very well organized course, enjoyed it very much

- well organized class; I like it when the drugs are broken down into Drug -> Mechanism of Action -> Disease Treated -> Adverse Effects/Contraindications. Breaking lectures down like this make the material easier to understand

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Instructor: Stuart Leonard *, John Smith

1 - Begins and ends class sessions on time. Stuart Leonard										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	51	49.04%					4.30		
Agree	(4)	38	36.54%							
Somewhat Agree	(3)	11	10.58%							
Disagree	(2)	3	2.88%							
Strongly Disagree	(1)	1	0.96%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.30	0.85	4.00							

2 - Overall, effective as an instructor. Stuart Leonard										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	29	27.88%					3.88		
Agree	(4)	40	38.46%							
Somewhat Agree	(3)	29	27.88%							
Disagree	(2)	5	4.81%							
Strongly Disagree	(1)	1	0.96%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	3.88	0.91	4.00							

3 - Effectively communicates subject matter through use of well-organized lectures. Stuart Leonard										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	31	29.81%					3.85		
Agree	(4)	38	36.54%							
Somewhat Agree	(3)	26	25%							
Disagree	(2)	6	5.77%							
Strongly Disagree	(1)	3	2.88%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	3.85	1.01	4.00							

4 - Effectively engages students in case-based discussions. Stuart Leonard										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	32	30.77%					3.93		
Agree	(4)	36	34.62%							
Somewhat Agree	(3)	23	22.12%							
Disagree	(2)	5	4.81%							
Strongly Disagree	(1)	2	1.92%							
Not Applicable (N/A)	(0)	6	5.77%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	3.93	0.98	4.00							

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5 - Effectively emphasizes key learning points.												
Stuart Leonard												
Response Option		Weight	Frequency	Percentage	Percent Responses				Means			
Strongly Agree		(5)	41	39.42%					4.13			
Agree		(4)	41	39.42%								
Somewhat Agree		(3)	19	18.27%								
Disagree		(2)	1	0.96%								
Strongly Disagree		(1)	2	1.92%								
Not Applicable (N/A)		(0)	0	0%								
					0	25	50	75	100	Question		
Return Rate	Mean	STD	Median									
104/104 (100%)	4.13	0.88	4.00									

6 - Paces instruction according to the complexity of the material.												
Stuart Leonard												
Response Option		Weight	Frequency	Percentage	Percent Responses				Means			
Strongly Agree		(5)	32	30.77%					3.94			
Agree		(4)	47	45.19%								
Somewhat Agree		(3)	15	14.42%								
Disagree		(2)	7	6.73%								
Strongly Disagree		(1)	3	2.88%								
Not Applicable (N/A)		(0)	0	0%								
					0	25	50	75	100	Question		
Return Rate	Mean	STD	Median									
104/104 (100%)	3.94	0.99	4.00									

7 - Effectively organizes delivery of the material in a manner that is focused and succinct.												
Stuart Leonard												
Response Option		Weight	Frequency	Percentage	Percent Responses				Means			
Strongly Agree		(5)	32	30.77%					3.80			
Agree		(4)	36	34.62%								
Somewhat Agree		(3)	23	22.12%								
Disagree		(2)	9	8.65%								
Strongly Disagree		(1)	4	3.85%								
Not Applicable (N/A)		(0)	0	0%								
					0	25	50	75	100	Question		
Return Rate	Mean	STD	Median									
104/104 (100%)	3.80	1.09	4.00									

8 - Effectively uses in-class demonstrations and/or clinical examples.												
Stuart Leonard												
Response Option		Weight	Frequency	Percentage	Percent Responses				Means			
Strongly Agree		(5)	37	35.58%					4.05			
Agree		(4)	38	36.54%								
Somewhat Agree		(3)	22	21.15%								
Disagree		(2)	2	1.92%								
Strongly Disagree		(1)	2	1.92%								
Not Applicable (N/A)		(0)	3	2.88%								
					0	25	50	75	100	Question		
Return Rate	Mean	STD	Median									
104/104 (100%)	4.05	0.92	4.00									

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9 - Is responsive to student questions and interactions during class.										
Stuart Leonard										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	60	57.69%					4.42		
Agree	(4)	33	31.73%							
Somewhat Agree	(3)	7	6.73%							
Disagree	(2)	3	2.88%							
Strongly Disagree	(1)	1	0.96%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.42	0.82	5.00							

10 - Encourages critical thinking and analysis during class sessions.										
Stuart Leonard										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	38	36.54%					4.08		
Agree	(4)	42	40.38%							
Somewhat Agree	(3)	19	18.27%							
Disagree	(2)	4	3.85%							
Strongly Disagree	(1)	1	0.96%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.08	0.89	4.00							

11 - Demonstrates courtesy and respect for students.										
Stuart Leonard										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	60	57.69%					4.50		
Agree	(4)	38	36.54%							
Somewhat Agree	(3)	5	4.81%							
Disagree	(2)	0	0%							
Strongly Disagree	(1)	1	0.96%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.50	0.68	5.00							

12 - Is accessible for help outside of class during office hours or by appointment.										
Stuart Leonard										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	48	46.15%					4.45		
Agree	(4)	28	26.92%							
Somewhat Agree	(3)	7	6.73%							
Disagree	(2)	0	0%							
Strongly Disagree	(1)	1	0.96%							
Not Applicable (N/A)	(0)	20	19.23%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.45	0.75	5.00							

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Instructor: Stuart Leonard *,John Smith

13 - Seems to care about students' learning.				
Stuart Leonard				
Response Option	Weight	Frequency	Percentage	Percent Responses
Strongly Agree	(5)	56	53.85%	
Agree	(4)	34	32.69%	
Somewhat Agree	(3)	10	9.62%	
Disagree	(2)	1	0.96%	
Strongly Disagree	(1)	2	1.92%	
Not Applicable (N/A)	(0)	1	0.96%	
				0 25 50 75 100
Means				
4.37				
Question				
Return Rate	Mean	STD	Median	
104/104 (100%)	4.37	0.85	5.00	

14 - Demonstrates enthusiasm for the subject.				
Stuart Leonard				
Response Option	Weight	Frequency	Percentage	Percent Responses
Strongly Agree	(5)	52	50%	
Agree	(4)	28	26.92%	
Somewhat Agree	(3)	13	12.5%	
Disagree	(2)	8	7.69%	
Strongly Disagree	(1)	3	2.88%	
Not Applicable (N/A)	(0)	0	0%	
				0 25 50 75 100
Means				
4.13				
Question				
Return Rate	Mean	STD	Median	
104/104 (100%)	4.13	1.09	4.50	

15 - Please share additional comments and/or suggestions: A. Specific strengths of the instructor B. Specific weaknesses of the instructor C. Suggestions for improvement	
Stuart Leonard	
Return Rate	104/104 (100%)
<p>- I feel like powerpoints could be more succinct. However, the bolding of important topics is very helpful!</p> <p>- .</p> <p>- .</p> <p>- .</p> <p>- .</p> <p>- .</p> <p>- .</p> <p>- .</p> <p>- 1. Really approachable.</p> <p>2. Lecture notes could be better organized. I'm often trying to understand the flow of lectures.</p> <p>3. No overall complaints. Good professor and cares about students.</p> <p>- A- well organized ppt.</p> <p>- A) knowledge of the subject, ability to use technology,</p> <p>B) summarizing, staying focused on clinical stuff</p> <p>C) focus on boards material...what is most relevant clinically. Also, the powerpoints feel like you are reading a book instead of a good summary of the drugs ...maybe work on keeping it organized and simple so when we look back at our notes it is easier to follow</p> <p>- A. Dr. Leonard creates very organized supplemental powerpoints. He always includes interesting aspects of pharmacogenomics or underlying genetics involved in the disease process at which the pharmacotherapy is aimed. Very approachable.</p> <p>- A. Concise and straightforward</p> <p>- A. Dr. Leonard effectively emphasizes important points that he wants to make.</p> <p>- A. Dr. Leonard is very passionate about pharmacology and focusses his lectures on clinically relevant pharmaceuticals.</p>	

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Instructor: Stuart Leonard *, John Smith

- B. At times the lecture is full of ancillary material to help with a broad knowledge but I get bogged down with the volume of material.
C. Possibly minimize the ancillary material for the sake of a concise presentation.
- A. Dr. Leonard's lectures are to the point and straight forward. It is much appreciated!
 - A. Enthusiasm for the subject.B. Too much enthusiasm for the subject.
 - A. I like his questions.
C. I suggest more enthusiasm.
 - A. Like how the bolding helps guide my studying. So when I have studied everything I can review the important points in the ppt.
B,C. Wish they were a little more organized. Since I make tables to study. It would decrease the amt of time I have to put in trying to organize.
 - A. None
B. None
C. more organized powerpoint lecture would be more helpful
 - A. very knowledgable about the subject manner
B. needs to speak up more and talk a little faster
 - A: Well organized power points. Responded to e-mails very quickly. Very approachable.C: Continue to put emphasis on key facts.
 - decent instructor
 - Dr lenoard presents current information on the newest drugs that we will be using.
 - Dr Leonard does a good job of presenting high yield information
 - DR LEONARD!!!!!! GOOD JOB!!!!!!
 - Dr. Leonard is a good teacher and very helpful course director. I like that he stresses the most important facts during class.
 - Dr. Leonard is a great instructor and provides you with the pertinent information.
 - Dr. Leonard is a nice teacher. I was just wondering if it would be possible for him to condense his slides? I love that he bolds the important information and drugs, however it would be helpful if there was less information on the slide. Maybe more like drug, mechanism of action, adverse effect and extra info. Its nice to know drugs currently being tested out but are not approved or used for treatment, however it is sometimes confusing to understand what is important because of this. Perhaps it would help if he put directly on the slide DISCLAIMER, you do not need to know this. Just a suggestion. Also, it would be great if he could speak into the mike as well.
 - Dr. Leonard is a really relaxed lecturer.
 - Dr. Leonard is very helpful. His lectures are very wordy though and would be more helpful if they were organized if they were organized better.
 - Dr. Leonard presents in an ordered manner. His exam questions are very straight forward.
 - Dr. Leonard tells us the most important parts on drugs that we need to know since there is so much information about each drug and his test questions are extremely fair and easy to understand.
 - Dr. Leonard understands that we are learning pharmacology to use in the clinical setting and focuses his teaching to this aspect. He is sure to emphasize what is most important and what is just additional information that can help understanding. He lectures to his tests--he covers and explains all aspects of his test questions.
 - Emphasizes the key learning points.
 - Enjoyabe.
 - explains things well
 - Fantastic professor!
 - focuses lectures on clinical aspects associated with the drugs and clearly emphasizes the focus of his lectures
 - gets to the point
 - Good instructor
 - good job
 - good job.
 - Good professor. Some times I have a hard time seeing the forrest through the trees with his lectures. He could do a bit better job in emphasizing major key points. I really like that he uses videos and his comics and clever pictures in his slide shows help remind me a the material. good professor.
 - good teacher
 - Great instructor

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Instructor: Stuart Leonard * ,John Smith

- Great instructor. Pertaining to lecturing style, if you could become a little more excited about the subject matter it would help keep my attention.
- His lectures are not very focused and "streamlined" the slides are overfilled with information. When talking seems "whisky washy" about what is important and not important.
- His power points are not very clear/organized. Please add a drug list in the beginning.
- His power points have too much on each slide. Just put the relevant information that we need to know on each slide and explain anything extra in class.
- his ppts were reader friendly
- I appreciate that he has started recording more lectures - the OCV is extremely helpful for me.
- I appreciate the department for providing those exam review schedules- they really help us to learn the material well.
- I like how Dr. Leonard includes slides about the pathology of the diseases, because this helps me better understand the reason for the pharmacological treatments. I would appreciate more questions/critical-thinking during the lectures (possibly including clicker questions), because active learning helps to keep me engaged.
- I like that Dr Leonard adds in upcoming drugs, especially ones that could show up on boards; I would like to see his lectures become a little more standardized. Putting his slides together in a standardized form like this with the extra info (about the diseases, etc) at the beginning of the powerpoint would help understanding the drugs
- I like the laid back approach to teaching, which is effective since he still emphasizes key learning points. Everyone's so high strung, I look forward to Dr. Leonard.
- I think that Dr. Leonard's ppt presentations are all-inclusive and informative. It would be nice if they organized more clearly with clear, succinct subject headings. I like that Dr. Leonard just teaches, and does not try to ask the class question after question.
- I think you're doing a fine job
- I would like a drug list
- Keep up the good work
- Knows his stuff!
- Lectures and test questions very straightforward.
- lectures are organized.
- Love the bolding of important points.
- Material is delivered effectively and exams reflect that which was covered.
- Material was more or less presented in a scattered format, that made rearranging necessary for learning
- n/a
- N/A
- N/A
- N/A
- na
- NA
- NA
- No comment.
- No further comments
- none
- none
- none
- nothing needs to change
- Please organize lectures better and be consistent from topic to topic.
- Points on what to focus on for tests
Mumbles sometimes, ppts could be more organized
- Power points are very informative. One of the the best lecture powerpoints. Very informative and material covered is directly relevant for boards.

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Instructor: Stuart Leonard * ,John Smith

- Provides more general material and less clinically significant material than necessary. Could reinforce lesson material with case based learning.
- Slides could use better organization
- Some of the powerpoints are hard to follow, I think an initial slide that gives the individual drugs under the class of drugs would help students follow the lecture better. Hard to differentiate when new class of drugs is being discussed in powerpoints. Otherwise, the lectures are concise and helpful.
- Sometimes you speak very softly, and it is hard to hear you.
- Thank you.
- There are lots to learn about a lot of drugs; I think it would be helpful to emphasize what is important about each drug a little more.
- Very fair prof. tests over highlights in ppt.
- Very Knowledgable with extensive research experience. There's no question that he is passionate about teaching.

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Instructor: Stuart Leonard,John Smith *

1 - Begins and ends class sessions on time.										
John Smith										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	45	43.27%					4.06		
Agree	(4)	32	30.77%							
Somewhat Agree	(3)	18	17.31%							
Disagree	(2)	6	5.77%							
Strongly Disagree	(1)	3	2.88%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.06	1.05	4.00							

2 - Overall, effective as an instructor.										
John Smith										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	49	47.12%					4.27		
Agree	(4)	38	36.54%							
Somewhat Agree	(3)	14	13.46%							
Disagree	(2)	2	1.92%							
Strongly Disagree	(1)	1	0.96%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.27	0.84	4.00							

3 - Effectively communicates subject matter through use of well-organized lectures.										
John Smith										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	60	57.69%					4.46		
Agree	(4)	33	31.73%							
Somewhat Agree	(3)	10	9.62%							
Disagree	(2)	1	0.96%							
Strongly Disagree	(1)	0	0%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.46	0.71	5.00							

4 - Effectively engages students in case-based discussions.										
John Smith										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	46	44.23%					4.22		
Agree	(4)	39	37.5%							
Somewhat Agree	(3)	10	9.62%							
Disagree	(2)	4	3.85%							
Strongly Disagree	(1)	2	1.92%							
Not Applicable (N/A)	(0)	3	2.88%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.22	0.92	4.00							

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Instructor: Stuart Leonard,John Smith *

5 - Effectively emphasizes key learning points.										
John Smith										
Response Option		Weight	Frequency	Percentage	Percent Responses				Means	
Strongly Agree		(5)	48	46.15%					4.29	
Agree		(4)	40	38.46%						
Somewhat Agree		(3)	15	14.42%						
Disagree		(2)	0	0%						
Strongly Disagree		(1)	1	0.96%						
Not Applicable (N/A)		(0)	0	0%						
					0	25	50	75	100	Question
Return Rate	Mean	STD	Median							
104/104 (100%)	4.29	0.78	4.00							

6 - Paces instruction according to the complexity of the material.										
John Smith										
Response Option		Weight	Frequency	Percentage	Percent Responses				Means	
Strongly Agree		(5)	42	40.38%					4.11	
Agree		(4)	41	39.42%						
Somewhat Agree		(3)	14	13.46%						
Disagree		(2)	4	3.85%						
Strongly Disagree		(1)	3	2.88%						
Not Applicable (N/A)		(0)	0	0%						
					0	25	50	75	100	Question
Return Rate	Mean	STD	Median							
104/104 (100%)	4.11	0.97	4.00							

7 - Effectively organizes delivery of the material in a manner that is focused and succinct.										
John Smith										
Response Option		Weight	Frequency	Percentage	Percent Responses				Means	
Strongly Agree		(5)	50	48.08%					4.28	
Agree		(4)	41	39.42%						
Somewhat Agree		(3)	7	6.73%						
Disagree		(2)	4	3.85%						
Strongly Disagree		(1)	2	1.92%						
Not Applicable (N/A)		(0)	0	0%						
					0	25	50	75	100	Question
Return Rate	Mean	STD	Median							
104/104 (100%)	4.28	0.90	4.00							

8 - Effectively uses in-class demonstrations and/or clinical examples.										
John Smith										
Response Option		Weight	Frequency	Percentage	Percent Responses				Means	
Strongly Agree		(5)	43	41.35%					4.27	
Agree		(4)	43	41.35%						
Somewhat Agree		(3)	14	13.46%						
Disagree		(2)	1	0.96%						
Strongly Disagree		(1)	0	0%						
Not Applicable (N/A)		(0)	3	2.88%						
					0	25	50	75	100	Question
Return Rate	Mean	STD	Median							
104/104 (100%)	4.27	0.73	4.00							

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Instructor: Stuart Leonard,John Smith *

9 - Is responsive to student questions and interactions during class.										
John Smith										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	50	48.08%					4.14		
Agree	(4)	33	31.73%							
Somewhat Agree	(3)	11	10.58%							
Disagree	(2)	6	5.77%							
Strongly Disagree	(1)	4	3.85%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.14	1.07	4.00							

10 - Encourages critical thinking and analysis during class sessions.										
John Smith										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	48	46.15%					4.35		
Agree	(4)	44	42.31%							
Somewhat Agree	(3)	12	11.54%							
Disagree	(2)	0	0%							
Strongly Disagree	(1)	0	0%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.35	0.68	4.00							

11 - Demonstrates courtesy and respect for students.										
John Smith										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	53	50.96%					4.24		
Agree	(4)	31	29.81%							
Somewhat Agree	(3)	14	13.46%							
Disagree	(2)	4	3.85%							
Strongly Disagree	(1)	2	1.92%							
Not Applicable (N/A)	(0)	0	0%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.24	0.96	5.00							

12 - Is accessible for help outside of class during office hours or by appointment.										
John Smith										
Response Option	Weight	Frequency	Percentage	Percent Responses				Means		
Strongly Agree	(5)	48	46.15%					4.45		
Agree	(4)	29	27.88%							
Somewhat Agree	(3)	4	3.85%							
Disagree	(2)	3	2.88%							
Strongly Disagree	(1)	0	0%							
Not Applicable (N/A)	(0)	20	19.23%							
				0	25	50	75	100	Question	
Return Rate	Mean	STD	Median							
104/104 (100%)	4.45	0.75	5.00							

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Instructor: Stuart Leonard,John Smith *

13 - Seems to care about students' learning.				
John Smith				
Response Option	Weight	Frequency	Percentage	Percent Responses
Strongly Agree	(5)	57	54.81%	
Agree	(4)	32	30.77%	
Somewhat Agree	(3)	11	10.58%	
Disagree	(2)	1	0.96%	
Strongly Disagree	(1)	2	1.92%	
Not Applicable (N/A)	(0)	1	0.96%	
				0 25 50 75 100
				Question
Return Rate	Mean	STD	Median	
104/104 (100%)	4.37	0.86	5.00	

14 - Demonstrates enthusiasm for the subject.				
John Smith				
Response Option	Weight	Frequency	Percentage	Percent Responses
Strongly Agree	(5)	60	57.69%	
Agree	(4)	33	31.73%	
Somewhat Agree	(3)	11	10.58%	
Disagree	(2)	0	0%	
Strongly Disagree	(1)	0	0%	
Not Applicable (N/A)	(0)	0	0%	
				0 25 50 75 100
				Question
Return Rate	Mean	STD	Median	
104/104 (100%)	4.47	0.68	5.00	

15 - Please share additional comments and/or suggestions: A. Specific strengths of the instructor B. Specific weaknesses of the instructor C. Suggestions for improvement	
John Smith	
Return Rate	104/104 (100%)
<p>..</p> <p>..</p> <p>..</p> <p>..</p> <p>..</p> <p>..</p> <p>- A) use of technology, powerpoints are very organized and make sense</p> <p>B) often doesn't give REASONS why drugs cause AEs or why drug is used, we will be able to understand the subject in a deeper manner if we understand the why part.</p> <p>C) don't become defensive when students ask questions. Students just gave up and stopped answering you because you often appear condescending and defensive</p> <p>- A. Dr. Smith is excellent. I get a lot out of his lectures and the way he makes his powerpoints and lectures very inclusive and discussion-based. I feel like he is really good at helping us understand large concepts, and it is because of how well he taught Pharmacodynamics and Pharmacokinetics and Metabolism that I have a strong foundation for building upon. He also spent lots of time with me when I need help-- willingly going out of his way to help every student and spending extra time reviewing questions missed, etc.</p> <p>- A. I enjoy his explanations while teaching.</p> <p>- A. Concise and straightforward</p> <p>- A. Dr. Smith's lectures are organized in a very concise manner and they are easy to digest.B. The exam questions are often very specific to minutia within the lecture.</p> <p>- A. Dr. Smith's power points are short and succinct.</p> <p>- A.- engages students in critical thinking</p> <p>- A. Everything.</p> <p>B. Nothing</p>	

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C. Thank you!

- A. his clinical knowledge is solid and he is very good at relaying information
B. sometimes he asks too many questions in class and it can be a hinderance

- A. Powerpoints clear and organized logically

- A. The kinetics part of the course has been very helpful.

B. For the drugs portion of the course, medscape.com, First Aid, and board review materials emphasize points that Dr. Smith does not. And I think the cephalosporin lecture needs to include the 5th generation (ceftaroline).

- A. the organization of the ppts

B,C. Did not think it was appropriate referring to part the class as top students and the other as "bottom/lower" students. I feel like this puts a stigma on those students who may not have done well on an exam.

- A. very good at explaining the material and engaging the students during lecture

B. None

C. None

- A: Drug lists at the beginning of the power points were very helpful. Very well organized power points.

B: Often he would ask the class a question and did not provide answers at the end of lecture.

C: Providing drug lists for all power points.

- B & C. I personally found some of the pharmacology questions written by Dr. Smith fairly subjective and convoluted. I understand clinical caveats are supposed to target 2nd or 3rd degree knowledge, but oftentimes exam questions were difficult to answer in such a limited time, with such limited pharmacology background.

- Dr. Smith clearly knows his subject material. He presents a full view of everything, which I think is VERY helpful. Even if we've already talked about it in another class, I appreciate being able to see a whole picture and where pharm fits into that picture.

- Dr. Smith consistently ends class 12 minutes late every time. I love that he makes a drug list at the beginning of each ppt, then breaks down each drug according to category listed. I also like how he highlights big contraindications and side effects. I would like Dr. Leonard to present his information that way as well. Dr. Smith is a wonderful teacher, but I wish it would be more efficient. Also

- Dr. Smith does a great job of identifying which drugs are in what class and never hard to follow his lectures. The slides which explain the process or biochemistry or physiology associated with the drugs are very helpful. Dr. Smith has met with me on several occasions to explain or reclarify concepts from his classes. He attends other professors classes to make sure he doesn't conflict on any of the information that he presents which I believe helps with the integrated learning process.

- Dr. Smith has very well organized powerpoints. They are concise and well put together. However, Dr. Smith asks a lot of questions that he never repeats the answer to or has thought questions that he never addresses.

- Dr. Smith is a good instructor

- Dr. Smith is a very effective instructor. I like that he makes us think about case scenarios during class. His powerpoints are great.

- Dr. Smith is a very efficient professor. I like his teaching style and his lecture organization.

- Dr. Smith is an excellent professor who presents his material very clearly and makes his objectives very clear.

- Dr. Smith is an excellent teacher. His slides are very well laid out with drug mechanism of action and side effects. He does a great job in lecture. Wish he would answer question posed in class! Thanks

- Dr. Smith is excellent. He presents the material very well, and always leave his lecture learning something. His power points are well put together and you can tell he puts a lot of time into making them.

- Dr. Smith is one of the best lecturers I have ever had. The way he simplifies the information even a 5th grader can understand. I love how he doesn't assume we know the material and takes his time to teach it. His organization is absolutely awesome!

Keep it up Dr. Smith!

- Dr. Smith is one of those professors who you remember for times to come. He EXPLAINS more than just drugs or side effects. He explains why. And I think that's what a lot of professors attempt, but do not succeed to do here. He never just gives us a list of drugs and side effects and says here, memorize this. He instead explains why angioedema can be a side effect by ACE inhibitors because of the interaction with bradykinin. See! Can yo believe that!? Months later and I still remember because he EXPLAINS material to us instead of telling us to go memorize. He is encouraging and believes in our abilities.

He engages in us during class times by asking questions, he provides sample questions. Dr. Smith is fair and even when students are rude to hoim (which they really shouldn't be) he composes himself and acts professionally. He's the kind of professional I aim to be.

ALSO: His notes are succinct and just....well thought out. One of the best.

- Dr. Smith is unbelievably interactive with the students and this facilitates in our learning more than anything else. This is by far the class I have learned the most

- Dr. Smith is very good at teaching pharmacology, he encourages critical thinking.

- Dr. Smith seems to be teaching us more for research than clinical purposes. He does not focus our study on what is need to know for patient care. In class, he will tell

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you what to focus on, but on exams, he will ask MANY questions on what he said to not worry about. He also contradicts other professors and other textbooks and does not appropriately address these issues when they are brought up. He also does not focus or even mention high yield board information. When a student in class asked him to do this, he said that is it not his job to teach us material that will help us pass boards. I do not feel like Dr. Smith wants to help our class succeed in our goals of becoming clinicians.

- Dr. Smith's lectures are always succinct and well organized.
- Dr. Smith's power points are great at giving the information needed to know and his test questions, while sometimes hard, definitely feel like they are preparing us for boards.
- engaging with questions
- Enjoy the ppts
- Fantastic professor!
- Good instructor
- good job
- good job
- good professor
- Great instructor
- Great job. Power point material/information could be updated
- Great organization of the lectures. Great emphasis on key learning points. Follows very well with the materials for board preparation!
- Great powerpoints, easy to understand and follow
- Great presentations. He is to-the-point but always encourages critical thinking. I feel like his presentations are one of the best at board preparation
- Great professor who stimulates deeper level of thinking and understanding of why certain drugs are used or preferred. However, if you ask us to google or look something up, please provide the answer the next class period. It's not that we don't have an interest, but time is not our friend. Thank you for breaking down details (i.e. MOA, adverse reactions, contraindications). Some of the DOC are out of date according to eMedicine and COMBank.
- great professor!
- Great professor.
- Great teacher!! really is good at explaining the mechanisms of action
- He always goes 5-10 minutes over class time. He also answers questions with questions and never gives us the correct answer. He tells us to look it up, which I can do, but he's the professor so he should at least confirm when we have the right answer.
- His lectures are almost impossible to figure out what he thinks is important. He know the straightforward aspects of the drug but is lost half the time on the clinical application (i.e., phenergan being used to treat allergies?..)
- I appreciate the department for providing those exam review schedules- they really help us to learn the material well.
- I learn a lot during class because I actively take notes while Dr. Smith lectures / emphasizes important points.
- I like how Dr. Smith includes a drug slide in every lecture-- that is very helpful. I also appreciate and enjoy the critical-thinking questions during class. The questions allow me to better understand the concepts during class, thus preventing me from spending extra time outside the classroom to learn these concepts. I would appreciate if the lectures were updated every year, like the hypertension lecture including the newest JNC guidelines. Also, the anti-neoplastics lecture seemed slightly out of date as well.
- I really enjoy his presence. He is always very clean and tidy and pressed. He inspires me to try to be more professional, even though I am so short of time and energy. I also think his powerpoints are very nice - not too sparse and not excessive, just right.
- I think you're doing a fine job. I would suggest giving us the power points that you use, often in class, I too occupied trying to type a new slide or reformat it to listen to what you have to say.
- I thoroughly enjoyed your lectures. I really love how you utilize critical reasoning/thinking in your lectures! Please keep continuing this with future classes, even if some students may disagree and find it annoying. Your power points are precise, to the point, and informative. Your power points cover everything in the board review materials, so I would like to thank you for that...nothing is new material Overall, you are a great asset to the COM and wish you taught many other classes too! Thanks for a great semester.
- I was worried about taking Pharm for the first time. He explains everything in a way I can understand.
- Lectures highly organized and informative. Very helpful when preparing for exams.
- Like the format of his power points but spelling of the drugs needs to be checked before posting the lecture. Lecture points needs to be more clear when he asks questions because the class is left confused when questions go unanswered.

William Carey University
WCUCOM Faculty Evaluations FA 14

Course: OMS627196PHARMACOLOGYIOMSFA2014 : OMS 6271 96 PHARMACOLOGY I OMSFA2014

Instructor: Stuart Leonard,John Smith *

- Material was more or less presented in a scattered format, that made rearranging necessary for learning
- N/A
- N/A
- n/a
- na
- NA
- NA
- No further comments
- none
- none
- none
- nothing needs to change
- Often runs over the 50 minute mark on lectures. Otherwise, a great professor!
- One of my favorite profs
- one of the best teachers here even though i don't do that well in the class, i still feel like i learned a lot
- Power points are very informative. One of the the best lecture powerpoints. Very informative and material covered is directly relevant for boards. Good attempts at engaging the whole class.
Only thing is Dr. Smith sometimes asks questions to lookup and does not provide answers even in follow up lectures.
- power powers are great.
Dr. Smith is a great professor, his questions are not easy but power points and lecture are true to what is tested.
- Powerpoints are very well organized! Lecturing style keeps my attention and goes at a pace where I can take notes during class. Dr. Smith is a great professor!
- Provides clearly focused material, but often tests on a level of detail that is not clinically significant.
- Sometimes, spends too much time going over background information that will not be tested, and then only a few minutes on major drugs. Overall, the lectures are very well organized and consistent. Some test questions can be very vague. Also, "cumulative" questions are sometimes not on the material indicated.
- takes time during class to ensure that the information is understood
- Thank you.
- The powerpoints are well organized
- this guys will always have students in his class room. his lectures are always engaging and productive.
- Tricky questions but very good prof
- Unanswered questions are frustrating. At least give the answer the next class period.
- Very effective in teaching. Makes you think and asks questions in class and still finishes on time. I've learned a lot from his class. Keep it up.
- Very much appreciate his lectures for being focused and to the point.
- Very organized and relaxed speaker. Thorough in teaching the material. Improved toward the end of the semester with time management so we could end class on time. Thank you.
- Very organized ppts and emphasizes important topics
- Would prefer when he asks questions in class to tell the answer to the class what the answer is
- You tend to be pretty condescending and you do not answer my emails. That does not help facilitate learning.
- Your powerpoints are very well organized and contained most of the information needed for exams. I appreciate your consistency from lecture to lecture and block to block. This made learning the material much more smooth. thank you.

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