

Course Assessment Report - 4 Column

Great Basin College Courses (HHS) - Nursing

Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>Courses (HHS) - Nursing - NURS 436 - Comm Hlth Nurs/Rurl Pract - Assess Health Status - Assess the health status of an aggregate or community using data, community resources, input from the population, and professional judgment. (Created By Courses (HHS) - Nursing)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Community Project Portfolio Part 1: Students conducted a complete assessment of a chosen community.</p> <p>Assessment Measure Category: Assignment - Project</p> <p>Criterion: N/A</p>	<p>05/18/2012 - Each student submitted in-depth assessments of communities in all areas of the state. They provided information appropriate for an upper-level nursing course and gathered the needed data in order to determine specific needs of those communities and populations within the communities.</p> <p>Criterion Met: N/A</p> <p>Reporting Period: 2011-2012</p>	<p>09/01/2012 - This course was completely changed this year in regard to the evidence of practical work that was completed by each student as well as the text that was used. Because these changes are new, no recommendations for further changes have been found as of yet.</p>
<p>Courses (HHS) - Nursing - NURS 436 - Comm Hlth Nurs/Rurl Pract - Assessment Analysis - Analyze assessment data to determine specific health needs of a community, culture, aggregate, or vulnerable population. (Created By Courses (HHS) - Nursing)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Community Project Portfolio Parts 1 & 2: After the assessment of a community, the students were then required to utilize that information in order to determine the "needs and assets" of the community as well as develop at least 3 community health nursing diagnoses. These diagnoses determined the needs of their chosen community.</p> <p>Assessment Measure Category: Assignment - Project</p> <p>Criterion: N/A</p>	<p>05/18/2012 - The students had no problem showing appropriate analytical skill in determining the needs and assets of their chosen community by use of their community assessment. Some did have a little difficulty authoring diagnoses appropriately, but they were still able to focus these diagnoses on the needs of the community and target populations within the community through analysis of the information that they had gathered during the assessment.</p> <p>Criterion Met: N/A</p> <p>Reporting Period: 2011-2012</p>	<p>09/01/2012 - It was determined that this part of the project was appropriate, and no changes were made.</p>
<p>Courses (HHS) - Nursing - NURS 436 - Comm Hlth Nurs/Rurl Pract - Personal Relations - Collaborate with consumers, other health care professionals and agencies in the identification of expected health outcomes. (Created By Courses (HHS) - Nursing)</p>	<p>Assessment Measure: Online discussion: The class was divided into teams of two students each. They first had to participate in an online discussion with their fellow-team mate where they were instructed to review each of your assessment findings, community nursing diagnoses, priority nursing diagnosis, and</p>	<p>05/18/2012 - Most projects included collaboration with one or more community agencies, however, some of the projects lacked solid collaboration with a community agency. All projects did include collaboration with consumers.</p> <p>Criterion Met: N/A</p> <p>Reporting Period:</p>	<p>09/01/2012 - Change: Revise instruction of Part 3 of the project to stress the importance of collaboration with community agencies and include this as part of the plan for the community project.</p>

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<p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>community project ideas. They then chose a one of the two projects to implement. They then moved on to Part three of the Community Project Portfolio where they, as a team, developed a plan for the project. Part 5 of the project also involved collaboration, it was the evaluation of the actual project after it was implemented. Students were required to collaborate with consumers, other health care professionals and agencies in regard to the outcomes of the community project that they had implemented</p> <p>Assessment Measure Category: Discussion</p> <p>Criterion: N/A</p>	<p>2011-2012</p>	
<p>Courses (HHS) - Nursing - NURS 436 - Comm Hlth Nurs/Rurl Pract - Community Health Strategies - Design, organize, propose, and evaluate specific strategies to promote or maintain the health of a community, aggregate or vulnerable population. (Created By Courses (HHS) - Nursing)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Part 3 of the community project and Part 5 specifically focus on design, organization, and evaluation. Part 4 of the community project was its actual implementation which also required a great deal of organization . The purpose of the entire project was aimed towards health promotion/maintenance of a community and/or a specific aggregate within that community</p> <p>Assessment Measure Category: Assignment - Project</p> <p>Criterion: N/A</p>	<p>05/18/2012 - The following are the projects that were implemented by the students: Health Promotion instruction to all 5th grade students at Flagview Intermediate school Brochure distribution and education regarding childhood obesity to parents of 5-6 year old students in a Reno area community Brochure distribution and education regarding detection of Teenage drug use to friends and family of teens in Winnemucca Blood pressure clinic at the Elko Senior Citizen's Center Head injury/Concussion seminar for teachers and parents at Wells High School BMI clinic and brochure distribution promoting healthy lifestyles in Lamoille</p> <p>Criterion Met: N/A</p> <p>Reporting Period: 2011-2012</p>	

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<p>Courses (HHS) - Nursing - NURS 436 - Comm Hlth Nurs/Rurl Pract - Examination of Community-Oriented Nursing - Examine and describe the interplay between environment, social and cultural influences in community-oriented nursing. (Created By Courses (HHS) - Nursing)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Community Project Portfolio: Part 1 and 2 both evidenced this outcome. The extent of the interplay of the environment, social and cultural influences and community nursing was determined in the analysis of the assessment data that was gathered in Part 1 of the project.</p> <p>Assessment Measure Category: Assignment - Project</p> <p>Criterion: N/A</p>	<p>05/18/2012 - This interplay was considered by students when they determined the appropriateness and feasibility of their chosen community project. In their online discussion, they made this consideration evident.</p> <p>Criterion Met: N/A</p> <p>Reporting Period: 2011-2012</p>	
<p>Courses (HHS) - Nursing - NURS 436 - Comm Hlth Nurs/Rurl Pract - Leadership Concepts - Assume a leadership role by applying leadership concepts, verbal and written communication, and decision making in the rural community setting. (Created By Courses (HHS) - Nursing)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Throughout the entire Community Project, the student was required to assume a leadership role. They had to clearly verbalize the community needs to each other and members of other community agencies. They had to make important decisions as to the pressing needs of a rural community. Some of them had to communicate in front of an audience due to the nature of their community project. Students also did peer reviews of 2 rough drafts of their written submitted work where they had to communicate with fellow students, in a professional manner, ideas that would make improve their written work. Part 6 of the project included a powerpoint presentation to the rest of the class that included an overview of their project. Students commented on each other's powerpoints as well.</p> <p>Assessment Measure Category: Discussion</p> <p>Criterion: N/A</p>	<p>05/18/2012 - Some of the students assumed more of a leadership role than others. This was evident in the type of project that each team did. The projects that entailed public speaking and a great deal of communication with health care leaders within a community, better evidenced stronger leadership capabilities of particular students.</p> <p>Criterion Met: N/A</p> <p>Reporting Period: 2011-2012</p>	<p>09/01/2012 - No changes recommended other than what was stated above.</p>

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<p>Courses (HHS) - Nursing - NURS 436 - Comm Hlth Nurs/Rurl Pract - Licensure Law and Regulations - Work within the legal scope of one's practice and adhere to licensure law and regulations within the community setting. (Created By Courses (HHS) - Nursing)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Part 4 of the project was the implementation of the proposed project itself. All students hold a current RN license and are fully aware of the scope of an RN.</p> <p>Assessment Measure Category: Performance/Presentation</p> <p>Criterion: N/A</p>	<p>05/18/2012 - No students acted outside the legal scope of an RN during the implementation of any of the projects.</p> <p>Criterion Met: N/A</p> <p>Reporting Period: 2011-2012</p>	<p>09/01/2012 - No changes recommended.</p> <hr/>