** RN to Bachelor of Science in Nursing Program**

**End of Semester Course Report**

1. Course Number and Name:

Nursing 312: Health Assessment and Health Promotion

1. Year / Semester: 2021 Spring
2. Course Faculty (include any adjunct faculty utilized

Jessica Lynch, MSN, RN

**COURSE STATISTICS**

1. Theory Ratio 23:1 Practicum Ratio Stu:Fac

 (Student to faculty ratios: Please use the number of students at the beginning of the semester for these.)

1. Final Theory Outcomes:
	1. Percent Passed: 100
	2. Percent Failed: 0
	3. Range of Scores: A to B+
2. Final Practicum Outcomes:
	1. Percent Satisfactory: NA
	2. Percent Unsatisfactory: NA
3. Course Attrition:
	1. Beginning number of students: 23
	2. Withdrawals: 1
	3. Incompletes (with expected date of completion): 0

**THEORY EVALUATION**

1. Textbooks used and evaluation of each:

1. Pender, N., Murdaugh, C., & Parsons, M.A. (2019). Health Promotion in Nursing Practice. 8th ed. New Jersey: Pearson. ISBN 978-0-13-475408-6
2. American Psychological Association. (2020). Publication manual of the American psychological association (7th ed.) Washington, DC: American Psychological Association. ISBN- 978-1-4338-3216-1
The Pender text remains a good book to use as the text provides great information along with additional resources provided by instructor.
This APA manual will still be a requirement for class as students are required to write in APA format and this is a must have resource for students.

1. Weekly content:

See attached syllabus

1. Special Experiences related to student learning outcomes and competencies:

 NA

1. Teaching Methods:

 This course was taught asynchronously using WebCampus, the GBC learning platform for online learning. This course consisted of weekly required reading assignments, weekly assessments, supplementary material available directly through the course, learning resources available through Great Basin College’s library services, as well as the virtually unlimited resources available through the Internet that relate to the topics being studied.

The students had a total of eight weeks to complete eight learning modules and each of the corresponding learning activities. Individual and group activities were required through the course The first group activity included partners summarizing an assigned chapter. The second group activity was to create a PP to share with the class discussing rural and urban health and one vulnerable population within these communities. Student also had to complete a portfolio assignment using the Healthy People 2020 website.

Other learning activities include: 1) online discussion, 2) peer interactions within discussion, 3) video resources, 4) assigned text readings, 5) assigned internet resources were also required. Of the students that responded to the course SLOs 100% strongly agreed or agreed course SLOs were met.

**PRACTICUM EVALUATION**

1. Practicum Site Evaluation - Include EBP, Patient Health & Safety and ANA Standards

(Please list strengths and/or limitations specific to each site)

 NA

1. Briefly describe any concern(s) regarding practicum site(s) used.

NA

1. Practicum changes and reason(s):

NA

1. Special Experiences related to student learning outcomes and competencies:

 NA

1. Teaching Methods

NA

**FULL COURSE OVERVIEW**

1. What worked well and reason(s):

 This course was taught using the existing curriculum. The course started out with 23 students, but 1 student withdrew from the course. The remaining 22 students successfully passed this course and produced high-level work which supports the quality of students who were accepted into the program.

A review of the outcomes reveal that they are aligned well with the program outcomes. Evaluations of student learning outcomes completed by students were categorized as agree or strongly agree that SLOs were obtained. All course objectives and competencies were addressed within the assignments and each assignment built on the previous. Having discussion questions helps to promote student engagement and interaction among their peers. This also allows the instructor to see if students are understanding concepts that are focused on that week.

The use of collaborative work is important in meeting the outcomes related to communication in healthcare, which is an essential element for effective practice now.

1. Anticipated Changes

None at this time.

1. Changes to weekly content and reason(s):

I plan to use the same theory schedule as this semester as all the assignments completed by the student built upon each other with the final assignment a blend of all learning and resources for their portfolio assignment. All assignments and DQs will be revised for updated information.

1. Changes to point allocation and reason(s):

As class is revamped these may change.

1. Other changes and reason(s):

None at this time.

1. Administrative:
	1. Syllabus has been saved to file. [x]
	2. The course was backed up on WebCampus. [x]
	3. Grades have been entered. [x]
	4. Grade book has been saved to file. [x]
	5. Student work samples have been filed in student file. [x]
	6. Curriculum map has been updated with all changes made

and filed. [x]

* 1. Integrated Concepts Illustration has been updated with

all changes made and filed. [x]

**Faculty Signature(s):** Jessica Lynch, MSN, RN

**Date:** 5-25-2021

**Directions:** Complete and save in Dropbox/Nursing Shared Files/SPE/Course Reports along with syllabus, grade book, curriculum map, and integrated concepts illustration.