



**AAS in Nursing Program
End of Semester Course Report**

Course Number & Name: NURS 312: Health Assessment and Health Promotion

Year/Semester: 2024 Spring

| Course Faculty | |
|-----------------------|--------------------------------|
| Theory: | Michelle Husbands, DNP, FNP-BC |
| Elko Clinical: | N/A |
| Pahrump Clinical: | N/A |
| Winnemucca Clinical: | N/A |
| Ely Clinical: | N/A |

| Faculty/ Student Ratio | |
|-------------------------------|-----|
| Theory Ratio: | 9:1 |
| Clinical Ratio: | N/A |
| Simulation Ratio: | N/A |

| Course Attrition | |
|---|---|
| Beginning number of students: | 9 |
| Withdrawals: | 0 |
| Incompletes (with expected date of completion): | 0 |

*Use number of students at the beginning of the semester

| Dosage Calculation Exam | |
|--------------------------------|-----|
| First attempt passed: | N/A |
| Second attempt passed: | N/A |
| Third attempt passed: | N/A |
| A&P Committee/ Dismissal: | N/A |

Course Outcomes:

| Final Theory Outcomes | |
|---|----------------|
| Percent Passed: | 9 |
| Percent Failed: | 0 |
| Range of Total Course Grade (theory and clinical) | 88.26 – 98.61% |

| Final Clinical Outcomes | |
|-----------------------------------|-----|
| Percent Satisfactory | N/A |
| Percent Unsatisfactory | N/A |
| Range of Clinical Grades (Scores) | N/A |

Complete Curriculum Map with % of students meeting ELA of 76% for each measurement (see curriculum maps for course outcome achievement)

| Course SLOs | 100% of students passing the course met course SLOs (See curriculum maps) | % Students strongly agreed and agreed course SLOs were met |
|--|--|---|
| 3 out of 9 (33.33%) students completed SLO survey Monkey Survey link uploaded in Announcements & email send to students | | |
| 1. Apply safe, quality, evidence-based care to populations and communities in structured and unstructured healthcare environments. | X | 100% |
| 2. Demonstrate translating current evidence into nursing practice. | X | 100% |
| 3. Apply leadership principles and theories when assessing the health of patient populations. | X | 100% |

NCLEX Report Changes: N/A

Based on the NCLEX report, discuss planned changes (Fall courses) or what was changed in the course (Spring Courses):

Textbooks:

| Textbook | Effective | Recommend Change |
|---|-----------|------------------|
| Murdaugh, C., Parsons, M.A. & Pender, N. (2019). Health Promotion in Nursing Practice. 8th ed. New Jersey: Pearson. ISBN 978-0-13-475408-6 | X | |
| American Psychological Association. (2020). Publication manual of the American psychological association. (7th ed.) Washington, DC: American Psychological Association. ISBN- 978-1-4338-3216-1 | X | |
| | | |

Justification for recommended textbook change:

ATI: RN-BSN Course – No ATI Proctored Exam

See AAS Program ATI Course Integration List.

| ATI _____ Proctored Exam | | | | | |
|--|--------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| | Current Semester 2023 | Previous Semester 2022 | Previous Semester 2021 | Previous Semester 2020 | Previous Semester 2019 |
| % & # of Group Below Proficiency Level 1 | | | | | |
| % & # of Group at Proficiency Level 1 | | | | | |
| % & # of Group at Proficiency Level 2 | | | | | |
| % & # of Group at Proficiency Level 3 | | | | | |
| Group Score: | | | | | |
| Group Mean—National: | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Group Mean –Program: | | | | | |
| Institutional Benchmark: | | | | | |
| % of Group Meeting Institutional Benchmark: | | | | | |
| Group Percentile Rank - National | | | | | |
| Group Percentile Rank - Program | | | | | |
| Thinking Skills Group Scores | | | | | |
| Foundational Thinking | | | | | |
| Clinical Judgment/Critical Thinking | | | | | |
| Priority Setting | | | | | |
| Nursing Process Group Scores | | | | | |
| Assessment | | | | | |
| Analysis/Diagnosis | | | | | |
| Planning | | | | | |
| Implementation/Therapeutic Nursing | | | | | |
| Evaluation | | | | | |
| Major NCLEX Content Areas | | | | | |
| Management of Care | | | | | |
| Safety and Infection Control | | | | | |
| Health Promotion and Maintenance | | | | | |
| Psychosocial Integrity | | | | | |
| Basic Care and Comfort | | | | | |
| Pharmacological and Parenteral Therapies | | | | | |
| Reduction of Risk Potential | | | | | |
| Physiological Adaptation | | | | | |
| QSEN | | | | | |
| Safety | | | | | |
| Patient-Centered Care | | | | | |
| Evidence Based Practice | | | | | |
| Quality Improvement | | | | | |
| Teamwork and Collaboration | | | | | |

Highlight: Green = improving, Yellow = Low, Blue = Decreasing

ATI Proctored Exam Specific Topic Review/ Analysis:

Any Recommended Changes to ATI Materials (*Update ATI Course Integration List when changes are made):

Course Exams: No exams administered/completed

See Test Blueprints for detailed analysis.

| Exam Averages | | | | | |
|----------------------|-----------------------|-------------------|-------------------|-------------------|-------------------|
| | Current Semester 2023 | Previous Semester | Previous Semester | Previous Semester | Previous Semester |
| EXAM 1 | | | | | |
| EXAM 2 | | | | | |
| EXAM 3 | | | | | |
| EXAM 4 | | | | | |

Theory/Classroom Analysis:

Teaching Methods:

This course was taught asynchronously using Web Canvas, the GBC learning platform for online learning. This course consisted of weekly required reading assignments, weekly assessments, supplementary material available directly linked 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. Varied individual activities (i.e., discussion questions, scholarly paper & PPP) were required through the course Student also had to complete a portfolio assignment using the Healthy People 2030 website

What worked well and reason(s):

This course was taught using the existing curriculum. All course objectives and competencies were addressed within the varied 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.

Adjusted scoring rubrics criteria & ratings to correspond with assignments.

Anticipated Changes: for Spring 2025

Healthy People Portfolio assignment –

- Consider adding narration and/or speaker notes.
- Emphasize 2030 Healthy People topics to reflect local community health needs & community initiatives in place to address health issues.

Chronic Illness Paper – revise criteria to include specific information.

- What is the burden of chronic disease in your state? **Specific to county**
- How do the leading causes of death in your state compare to national figures? **Include statistical data.**
- Identify five (5) important risk factors that need to be targeted in your state. **That align with the leading cause of death.**
- Identify vulnerable groups for whom targeted services need to be provided. **What specific service/program/initiatives at the local, state & national levels are available for these vulnerable groups?**

Discussion Question on Social Determinants of Health – embed game **Playspent.org**

Week 8 Discussion Question - Examine and discuss limited access to care and potential nursing strategies to address this problem based on best practice. **Reword to make it community specific.**

Clinical Analysis: No clinical component to this course

Administrative:

- a. Syllabus has been saved to file.



- b. Grades have been entered.
- c. Student work samples sent to Nursing Director.
- d. Curriculum map has been updated with all changes made and filed (including evaluation of SLOs).
- e. Integrated Concepts Illustration has been updated with all changes made and filed.
- f. Test blueprints have been filed with course report. *N/A*

Faculty Signature(s): *Michelle Husbands, DNP, FNP-BC*

Date: 05/22/24

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