



RN to Bachelor of Science in Nursing Program

End of Semester Course Report

1. Course Number and Name:
NURS 429 - Population Focused Community Health Theory
2. Year / Semester: 2024 Spring
3. Course Faculty (include any adjunct faculty utilized
Heidi Johnston, DNP, RN, CNE

COURSE STATISTICS

4. Theory Ratio 11:1 Practicum Ratio n/a
(Student to faculty ratios: Please use the number of students at the beginning of the semester for these.)
5. Final Theory Outcomes: The outcomes listed below are based on 76%, as passing grade
 - a. Percent Passed: 100% students
 - b. Percent Failed: 0
 - c. Range of Scores: A to A-
6. Final Practicum Outcomes: N/A
 - a. Percent Satisfactory: Enter Percent Satisfactory
 - b. Percent Unsatisfactory: 0
7. Course Attrition:
 - a. Beginning number of students: 11
 - b. Withdrawals: 0
 - c. Incompletes (with expected date of completion): 0

THEORY EVALUATION

8. Textbooks used and evaluation of each:
Ness, M.A., & McEwen, M. (2019). Community/public health nursing: Promoting the health of populations (7th Ed.). St. Louis, MO: Elsevier Saunders. ISBN: 978-0-323-52894-8- This was a new textbook used. Seemed to work well and contain essential components applicable to community/public health. One student on the evaluation listed this text as a strength in that it was well laid out, good and easy to follow. This should be updated to the 8th edition for next spring.

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. ISBN 978-1-4338-0561-5- New edition out, will have 7th edition for next time course runs.

Fadiman, A. (1998). The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures (1st Ed.). New York, NY: Farrar, Straus and Giroux ISBN 978-0-3745-2564-4- Continue to use, help highlight EBP cultural care to diverse populations.

9. Weekly content:

See attached syllabus/schedule

10. Special Experiences related to student learning outcomes and competencies: NA

11. Teaching Methods:

Overview of weekly agenda and outcomes in each module overview, linked resources, and various assignments including summaries, PowerPoints, papers, and discussion questions with peer responses. There is also a group activity. Assignments and discussions led up to the final PP community health issues PP, which in turns helps them consider community topics and associated vulnerable populations for their practicum 436.

PRACTICUM EVALUATION N/A

12. Practicum Site Evaluation - Include EBP, Patient Health & Safety and ANA Standards
(Please list strengths and/or limitations specific to each site)

[Click here to enter text.](#)

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

[Click here to enter text.](#)

14. Practicum changes and reason(s):

[Click here to enter text.](#)

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

[Click here to enter text.](#)

16. Teaching Methods

[Click here to enter text.](#)

FULL COURSE OVERVIEW

17. What worked well and reason(s):

Had one group activity, an assignment for a PP presentation. This worked well and

encouraged student collaboration and leadership skills and encouraged peer review. Modules are well outlined with module overview, agenda and outcomes, assignments, and resources to assist students understanding of concepts. Students are also encouraged to find their own evidence-based resources.

18. Anticipated Changes

Class ran well overall. The group work was effective with a positive peer review process. The ATI module highlighted many challenges our current nurses are facing in their clinical settings such as poor staffing and lack of support. New textbook so readings need to be updated for next time. Should the course be updated should include:

1. SDOH and Vulnerable populations/social justice/health equity
2. Epidemiology/communicable diseases
3. Policy and Advocacy/engaging stakeholders
4. Environmental/Climate Change/Global Health - impact on health- I have a cool eco-mapping assignment for this idea
5. Preparing for a community assessment

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

Should revise course and incorporate above.

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

No changes to point allocation are anticipated.

21. Other changes and reason(s):

None

22. Administrative:

- | | |
|---|-------------------------------------|
| a. Syllabus has been saved to file. | <input checked="" type="checkbox"/> |
| b. The course was backed up on WebCampus. | <input checked="" type="checkbox"/> |
| c. Grades have been entered. | <input checked="" type="checkbox"/> |
| d. Grade book has been saved to file. | <input checked="" type="checkbox"/> |
| e. Student work samples have been filed in student file. | <input checked="" type="checkbox"/> |
| f. Curriculum map has been updated with all changes made and filed. | <input checked="" type="checkbox"/> |
| g. Integrated Concepts Illustration has been updated with all changes made and filed. | <input checked="" type="checkbox"/> |

Faculty Signature(s): Heidi Johnston, DNP, RN, CNE

Date: 3/15/2024

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