



RN to Bachelor of Science in Nursing Program

End of Semester Course Report

1. Course Number and Name:
NURS 437 Diversity and Healthcare Policy in Rural Environments
2. Year / Semester: 2024 Spring
3. Course Faculty (include any adjunct faculty utilized
Stacy Crouch

COURSE STATISTICS

4. Theory Ratio 14:1 Practicum Ratio NA
(Student to faculty ratios: Please use the number of students at the beginning of the semester for these.)
5. Final Theory Outcomes:
 - a. Percent Passed: 100% (26 students)
 - b. Percent Failed: 0% (0 student)
 - c. Range of Scores: B to A (86.14% to 99.68%)
6. Final Practicum Outcomes:
 - a. Percent Satisfactory: NA
 - b. Percent Unsatisfactory: NA
7. Course Attrition:
 - a. Beginning number of students: 14
 - b. Withdrawals: 0
 - c. Incompletes (with expected date of completion): 0

THEORY EVALUATION

8. Textbooks used and evaluation of each:
Rose, P. R. (2021). Health equity, diversity, and inclusion: Context, controversies, and solutions. Jones & Bartlett Learning. ISBN 9781443832161

This text was an appropriate book for this course. Its content could be well applied to the rural setting and it provided good application exercises at the end of each chapter and text.

9. Weekly content:
See syllabus

10. Special Experiences related to student learning outcomes and competencies:
The students enjoyed the video content for the Unnatural Causes assignment. They gained insight and a broader sense of health disparities. They made excellent presentations in their small groups.

11. Teaching Methods:
This course consists of weekly required reading assignments, weekly assessment/assignment, 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.

PRACTICUM EVALUATION

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

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

14. Practicum changes and reason(s):
NA

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

16. Teaching Methods
NA

FULL COURSE OVERVIEW

17. What worked well and reason(s):
Points were changed to reflect the work associated with the portfolio assignment (Parts 1-3), which worked well. Students also enjoyed doing the activities on internal bias and cultural competence. No comments were received regarding ATI assignments. Will plan to leave ATI in course. Students were very receptive and provided positive comments regarding all assignments, reporting they contributed to learning. The memorandum is an excellent assignment to highlight the need to promote change and social justice.

18. Anticipated Changes
Require Turnitin for Portfolio assignments, Ethnic Groups, and Project Implicit Activity. Update readings accordingly. Continue to review and streamline assignments. Develop a discussion for Week 1 that is independent of Ethnic Groups assignment but relates to topic with a rubric.

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

20. Changes to point allocation and reason(s):
Add an evaluation of team members regarding presentation to the rubric. Not all students

were engaged in the group project – consider changing points to fewer for the presentation and more for a minimum of two responses for the discussion.

21. Other changes and reason(s):
N/A

22. Administrative:

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

Faculty Signature(s): *Stacy Crouch*

Date: 3-23-23

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