



RN to Bachelor of Science in Nursing Program

End of Semester Course Report

1. Course Number and Name:
Nurs 337 Pathophysiology
2. Year / Semester: 2017 Fall
3. Course Faculty (include any adjunct faculty utilized
Michelle Husbands, MSN, FNP-BC

COURSE STATISTICS

4. Theory Ratio 5:1 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:
 - a. Percent Passed: 100
 - b. Percent Failed: 0
 - c. Range of Scores: 93.02 – 99.77%
6. Final Practicum Outcomes:
 - a. Percent Satisfactory: NA
 - b. Percent Unsatisfactory: NA
7. Course Attrition:
 - a. Beginning number of students: 5
 - b. Withdrawals: 0
 - c. Incompletes (with expected date of completion): 0

THEORY EVALUATION

8. Textbooks used and evaluation of each:
Huether, S. & McCance, K. (2017). Understanding pathophysiology (6th ed.). St. Louis, Missouri: Elsevier Mosby ISBN- 978-0-323-35409-7
This is the second time that I have used the 6th edition and I will use this textbook again for NURS 337. Elsevier charges the student a fee of \$79.00 to access to the online Modules that augment the textbook which was optional for the students. With the purchase of the textbook, students can access online complimentary resources: animations, case studies, NCLEX review questions, and printable documents. The online modules include: 1-Lessons- that are associated to the reading assignment in the textbook with corresponding questions to think about as the students are reading

- 2- Activities
- 3- Pre-test and Post-test-there are not tests given in this class but this gives the student the ability to check their comprehension of the material
- 4-Resources- This sections shows different links to other textbooks on Evolve and Web links
- 5- Case study
- 6- Discussion section

VandenBos, G. R. (Ed.). (2010). Publication manual of the American psychological association. (6th ed.) Washington, DC: American Psychological Association. ISBN- 978-1-4338-0561-5

This book will still be a requirement as the students are required to write all assignments in correct APA format.

9. Weekly content:

See the attached syllabus

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

NA

11. Teaching Methods:

This online course was designed to enable the students to use the Evolve platform for each assigned module including the components listed above and to complete the assigned textbook reading(s) through the Evolve site. Through Web Campus the students are required to post discussion question(s) with peer-responses to encourage online engagement, a case study, a scholarly paper, a video presentation, and a voice-narrated Power Point Presentation.

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):

1. The course schedule worked well with alternating and varying assignments that

- consisted of a video and & power point presentation, case study, scholarly paper, and discussions questions. The main scholarly paper (to be submitted to the ePortfolio for NURS 456) was due early in the semester which worked well. The last assignment was a discussion that worked well for both the students and instructor.
2. Posting weekly instructor announcement videos to provide in-depth instructions and expectations of the weekly readings and assignments help to clarify the students' questions and help to minimize excessive emails to the instructor.
 3. Implementing video feedback/comments when reviewing and grading the student's assignments help to provide a clearer understanding of the rationale for their final grade and for improvement of future assignments.
 4. Regarding the discussion questions, I listed specific expectations (i.e. a minimal word limit, an additional scholarly peer-review journal article) to encourage scholarly discussions and to integrate evidence-based research.
 5. Due to having only 5 students enrolled, I changed the group PPP assignment to an individual assignment.
 6. Modified Module 4 assignment to Oncology Case Study and omitted the Human Genome Project assignment due to the redundancy because Module 2 topic included Gene and Genetic diseases. The Human Genome Project (HGP) with a provided link was added to Module 2 to enable the students to review and learn about the HPG and to incorporate relevant information into their scholarly genetic paper.
 7. Instead of having the students track their time spent in the Evolve website due to prior problems with inaccurate logging of time, an attestation statement was created for the students to document the time they spent reading the weekly assigned module readings that were uploaded into WebCampus. A total for 10 points were awarded for a minimum of two hours per module
 8. Requiring the students to submit the Module 2 genetic paper to Smartthinking Online Tutoring and VeriCite before their final submission helped to develop a scholarly written paper to upload into their e-portfolio to meet the requirements for NURS 456

18. Anticipated Changes

1. Reviewing all scoring rubrics to correspond to assignments, correct spelling errors and add column specifically for creativity and embedded graphics for video & PPP assignments.
2. Provide examples of prior students (with granted permission and removal of author's name) scholarly work (i.e. genetic paper, case study, and PPP) to provide better understanding for the current students and to encourage high-quality, scholarly & creative work.
3. Review and revise discussion questions (if applicable) to ensure topic are relevant to current health issues
4. Review all criteria for assignment for consistency regarding APA format, in-text citation, use of scholarly references < 5 years

19. Changes to point allocation and reason(s):
None.

20. Other changes and reason(s):

21. NURS 337 - Pathophysiology Student Learning Outcomes Survey Fall 2017: Responses 3/5

Q1 Promote safe, quality, evidence-based care to populations and communities in structured and unstructured healthcare environments: Strongly Agree – 100%.

Q2 Examine current evidence in nursing practice related to various pathophysiological processes: Strongly Agree – 100%

Comments: “incorporates video interaction with students to bridge the online environment. It is evident the passion she has for teaching and for encouraging success in her students.”

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): Michelle Husbands

Date: 12/21/2017

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