



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: 2018 Spring
3. Course Faculty (include any adjunct faculty utilized
Heidi Johnston, DNP, RN, CNE

COURSE STATISTICS

4. Theory Ratio 17:1 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: 94%/16 students
 - b. Percent Failed: 6%/1 student
 - c. Range of Scores: C- (failed), B- to A
6. Final Practicum Outcomes: N/A
 - a. Percent Satisfactory: Enter Percent Satisfactory
 - b. Percent Unsatisfactory: Enter Percent Unsatisfactory
7. Course Attrition:
 - a. Beginning number of students: 17
 - b. Withdrawals: 0
 - c. Incompletes (with expected date of completion): 0

THEORY EVALUATION

8. Textbooks used and evaluation of each:

Maurer, F. A., & Smith, C. M. (2013). Community/public health nursing practice: Health for families and populations (5th Ed.). St. Louis, MO: Elsevier Saunders. ISBN: 978-1-4557-0762-1

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. ISBN 978-1-4338-0561-5

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

9. Weekly content:

See attached syllabus/schedule

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

11. Teaching Methods:

Set up agendas and outcomes in each module overview, linked resources, and various assignments including summaries, PowerPoints, papers, and discussion questions with peer responses.

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):

The small group discussion was challenging this semester. There were 2 groups, but students had to respond to 7-8 peers. Next year consider three groups instead. Additionally, for all discussion questions, students were given a choice of question to answer. In each discussion, both proposed discussions had student responses, while responses felt less rote, as students had a choice of question. Students had to respond to a peer who answered another DQ, thereby increasing learning.

18. Anticipated Changes

Adjust group size for the group discussion question.

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

This was the first time I have taught this class. Ran well and each week built upon the previous week which lead to the final portfolio project. Remain the same next year except for adjusting group discussion. SLOs shows that a majority of students agree or strongly agree that the SLOs were met.

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.
- 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): Heidi Johnston, DNP, RN, CNE

Date: 3/16/18

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