



## 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: 2018 Spring
3. Course Faculty (include any adjunct faculty utilized  
Tami Mette and Stacy Rust

## COURSE STATISTICS

4. Theory Ratio 16:2 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: 94% (15 students)
  - b. Percent Failed: 6% (1 student)
  - c. Range of Scores: 59.85 – 98.48
6. Final Practicum Outcomes:
  - a. Percent Satisfactory: NA
  - b. Percent Unsatisfactory: NA
7. Course Attrition:
  - a. Beginning number of students: 16
  - b. Withdrawals: 0
  - c. Incompletes (with expected date of completion): 0

## THEORY EVALUATION

8. Textbooks used and evaluation of each:  
Dreachslin, J.L., Gilbert, M.J., & Malone, B. (2013). Diversity and cultural competence in health care: A systems approach, San Francisco: Jossey-Bass. ISBN: 978-1-118-06560-0  
This text has always been a very appropriate book for this course. Its content could be well applied to the rural setting and it provided wonderful application exercises at the end of each chapter. Due to its 5 year copyright date, it may be time to start looking for perhaps a different text for the course that could better apply to current up-to-date content in the areas of diversity and healthcare policy in rural areas.
9. Weekly content:  
See syllabus

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

There were some fun activities included in the class that provided opportunity self-reflection on the part of the students. This enabled them to determine what would be required of them as an individual to become culturally competent. Those activities included the "Project Implicit Activity" as well as Part 3 of the Cultural Diversity Portfolio Project.

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):

Amazingly, all of the activities that were used for this course evidenced met outcomes and fantastic student work. The activities were diverse in their focus and allowed students to see the many aspects of cultural diversity and health care policy. The students really were able to do a self-assessment of their diverse beliefs and biases for this course this year. I was very impressed by the positive self-reflection of the class once again this year.

18. Anticipated Changes

This year, for something different, the course was shared by 2 instructors. Although helpful in the load of grading, I feel that, at this point, BSN courses should not be shared. If a large class requires assistance with grading, then a piece of the hours should be shared, however splitting a class in half is not reasonable in regard to sharing all aspects of the course equally. .

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

Possible consideration of giving the students a choice of assignment one week during the semester. The choice will occur during the week of the Sick Around the World Position Statement assignment and utilize another video called "Unnatural Causes: In Sickness and in wealth". This assignment was developed by a MSN student that one of the instructors for the course was mentoring during the course delivery.

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

Instead of counting the entire 3-part portfolio for 10% of the final grade, I will be changing the amount of points each part is worth to weight a little heavier for this course.

21. Other changes and reason(s):

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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):**

*Tami Mette and Stacy Rust*

**Date:** 5/9/18

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