



## RN to Bachelor of Science in Nursing Program

### End of Semester Course Report

1. Course Number and Name:  
**NURS 443 – Nursing Leadership and Management Theory**
2. Year / Semester: 2017 Fall
3. Course Faculty (include any adjunct faculty utilized  
Tamara Mette, RN, DNP

## COURSE STATISTICS

4. Theory Ratio 10:1 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: 87.78 – 97.46
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: 10
  - b. Withdrawals: 0
  - c. Incompletes (with expected date of completion): 0

## THEORY EVALUATION

8. Textbooks used and evaluation of each:

Sullivan, E. (2013). *Becoming Influential A Guide for Nurses* (2nd ed.), New Jersey, Pearson. ISBN -13: 978-0-13-270668-1

Sullivan, E. (2012). *Effective Leadership and Management in Nursing* (8th ed.), New Jersey, Pearson. ISBN-13: 978-0-13-281454-6

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC. ISBN 13: 978-1-4338-0561-5

9. Weekly content:

See attached syllabus/schedule

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

Group work utilized using a small group discussion assignment. This enabled the students to complete group work, without having the difficulties of sharing/coordinating work. Each student responded to each peer in their small group on the discussion question of their choice. A short survey was designed and completed anonymously via Survey Monkey by 13 of the 18 students. Overall, the majority of students disagreed that this type of small group DQ took too much time to complete, agreed this is an effective form of group work, and preferred this type of small group DQ over a traditional collaborative type of group project. Four students left positive comments regarding this type of group assignment. Survey results are included in Course Report folder

The above experience was maintained for the 2017 fall semester. Students had no formal complaints about the activity nor did any students have difficulty with completing the work requirement on time. I would recommend to retain this activity again in following years.

11. Teaching Methods:

See syllabus

## **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):

In order to maintain connectedness to the students, graded responses were provided to the students via video as well as weekly announcements. I am expecting response to this via the course evaluations and will retain or consider for change as needed per their responses on that form.

18. Anticipated Changes

Minimal changes, other than those recommended by the previous instructor, were made to this course this semester. Work is being done on making the BSN courses more uniform in order to make each student's time in the course more effective and less time consuming

with searching for specific things.

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

The only additional change I would make, would be to advise students to post their peer response to the DQ they did NOT originally answer for the revised module 4. These instructions were provided for previous modules with the choice of 2 questions and worked well. This is an attempt to have students read both discussion question options, where there are two options provided.

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

No changes were made in point allocation this semester

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):** Tamara Mette, RN, DNP

**Date:** 12/20/17

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