** RN to Bachelor of Science in Nursing Program**

**End of Semester Course Report**

1. Course Number and Name:

Nursing 420: Evidence-Based Practice and Research in Nursing

1. Year / Semester: 2019 Fall
2. Course Faculty (include any adjunct faculty utilized)

Diane Elmore, PhD, RN, CNE

**COURSE STATISTICS**

1. Theory Ratio 21:1 Practicum Ratio N/A

(Student to faculty ratios: Please use the number of students at the beginning of the semester for these.)

1. Final Theory Outcomes:
   1. Percent Passed: 100% (19/19)
   2. Percent Failed: 0%
   3. Range of Scores: 90.82 -100%
2. Final Practicum Outcomes:
   1. Percent Satisfactory: N/A
   2. Percent Unsatisfactory: N/A
3. Course Attrition:
   1. Beginning number of students: 23
   2. Withdrawals: 0
   3. Incompletes (with expected date of completion): 0

**THEORY EVALUATION**

1. Textbooks used and evaluation of each:
2. Fain, J. A. (2017). Reading, understanding, and applying nursing research (5th ed.). Philadephia, PA: F.A. Davis. ISBN 978080366041  
   I thought this textbook was great for the scope of the class. It emphasizes the key elements of nursing research that should be addressed at the baccalaureate level. It matches well with accreditation standards for BSN competencies. It is extremely readable. It has key elements identified in each section and a nice summary for each chapter. I appreciated that it also identified ethical issues that are encountered with nursing research. It is one of the better BSN level textbooks I have used.   
     
   2. American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. ISBN 978-1-4338-0561-5  
   APA formatting is required for this course, therefore this manual is critical for the students.
3. Weekly content:

See attached theory and syllabus schedule.

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

Click here to enter text.

1. Teaching Methods:

* Discussions
* Academic papers
* Academic poster creation
* Peer reviews
* Research and Evidence based problem development
* Use of APA writing and writing standards.
* Group project

**PRACTICUM EVALUATION**

1. Practicum Site Evaluation - Include EBP, Patient Health & Safety and ANA Standards

(Please list strengths and/or limitations specific to each site)

N/A

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

N/A

1. Practicum changes and reason(s):

N/A

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

N/A

1. Teaching Methods

N/A

**FULL COURSE OVERVIEW**

What worked well and reason(s): There were 21 students in the class, and I anticipate all 21 will successfully complete the class. These students were well-prepared for the intensity of the work. This course requires self-motivation and self-directed learning.

These students did a wonderful job of producing high-quality work. There are approximately 33% of the class who are producing graduate level work, which was up from last year. Once again, in thse cases, I tried to point this out to them, and to encourage them to make getting a BSN, a transitional degree before a graduate level degree! I was so impressed with the work all students did, that it might be a good to create a program goal to examine how many graduates from this program actually start graduate school within the first five years after obtaining a BSN. It’s another way to quantify the accreditation standard on life-long learning.

I actually believe that most of these students would have no problem navigating through the graduate program of their choice. They certainly have mastered how a baccalaureate-prepared nurse can use research and evidence to inform their practice and also what kind of research would be appropriate at the MSN, DNP, and PhD levels.

All the student clearly demonstrated mastery level work in the discussions, group work, collaboration and writing assignments. It was so wonderful seeing how they made key connections between what they were reading and the work they produced.

Anticipated Changes

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

This year the most significant change was the addition of the ATI Nurse Manager Certificate Module. The module the students completed was “Using Evidence to Guide Strategic Planning.” This content underscores the importance of how nurses are using evidence from nursing research to improve their immediate workplaces. It underscores the importance of data collection and how nursing leaders establish nursing department/unit goals by using appropriate data.  
   
There is no anticipation in changes in weekly content, as evidenced by the majority of respondents rating meeting the SLO’s as agree/ strongly agree.  
  
The challenge I see with this class, is that there really is minimal teacher to student communication. I know I miss that, and I think this is also reflected in the student responses which were rather “middle of the road” responses for interactions with the teacher. I do not want this to stay this way. If this class is going to stay this way, I will need to explore other methods for communicating better with the students and perhaps get inpur from the program director for better direction. Perhaps something like a video from me at the beginning of each weekly module. I don’t want to just be a “Paper grader” and I think the student responses reveal that they could use something more too.

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

No changes to point allocation is anticipated; however, we had issues with the peer review process. There were issues with the technology in Canvas, plus this was over the Thanksgiving holiday, it was frustrating for some of the students who wanted to complete their peer review and the other students didn’t submit their work on time. The assignment was only worth 15 points, so I just awarded everyone the points and didn’t require the peer review. If we decide to continue this peer review, I will work with Canvas much earlier in the course to make sure it all works.

1. Other changes and reason(s):

I believe that in the future, I will make weekly videos and share the SLOs directly with the students. In other nursing courses where there are weekly discussions, it’s much easier to thread that content into responses. Since this course does not have weekly discussions, I think this will help to underscore the SLOs and how these great assignments are highlighting them.

1. Administrative:
   1. Syllabus has been saved to file.
   2. The course was backed up on WebCampus.
   3. Grades have been entered.
   4. Grade book has been saved to file.
   5. Student work samples have been filed in student file. \*students reminded to save portfolio project to their portfolio
   6. Curriculum map has been updated with all changes made

and filed.

* 1. Integrated Concepts Illustration has been updated with

all changes made and filed.

**Faculty Signature(s):** Diane M Elmore RN, PhD, CNE

**Date:** 01/09/2020

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