

# Assessment and Health Promotion

NRSG 1640 NMNC 1235

Spring 2019

CLOA Presentation

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Assessment and Health Promotion



# Purpose

The purpose of this report is to assess student learning based on the established Course Learning Outcomes for Assessment and Health Promotion NRSG 1640 / NMNC 1235 course. The focus of this report is to document the methods and results of the assessments that were used throughout the course. The results will then be used to make informed decisions on modifications to course content, emphasis teaching methodologies, and improvements in student learning.

# Course Description

- ❖ This course introduces the nursing student to the assessment of and the health promotion for the health care participant as an individual, a family, or a community. This course uses seminar, laboratory and/or clinical settings.

# Course Learning Outcomes

1. Assess physical health including a focus on the health/illness beliefs, values, attitudes, developmental level, functional ability, culture, and spirituality of the participant. [L2.1/P1]
2. Assess family health including a focus on family health history, environmental exposures, and family genetic history to identify current and future health problems. [L2.2/P2]
3. Collaborate with a community to assess their health needs. [L2.1/P1]
4. Utilize community assessment data and evidence-based practice as basis for identifying community health needs. [L2.3/P3]
5. Document health assessments in electronic health record or written formats. [L2.5/P5, L2.6/P6]
6. Share community assessment data with other healthcare professionals to identify needed interventions. [L2.5/P5]
7. Explain the role of the nurse in relation to advocacy for the health care recipient. [L2.2/P2]

# Assessment Methods

- ▶ **20% Community Assessment Presentation**
- ▶ **50% Exams (Average of quizzes = 1 Exams)**
- ▶ **30% Final Exam**
- ▶ **Teaching/Learning Methodologies:**
  - ▶ Lecture/Discussion
  - ▶ Case Studies
  - ▶ Simulations
  - ▶ Skills demonstration and practice
  - ▶ Clinicals

# Grade Distribution

<u>Grade Distribution</u>																		
Beginning Enrollment:		18																
																		*Percent Retention
Course	A's	B's	C's	D's	F's	I	AU	S	U	W	Total	%A's	%B's	%C's	%I's	%S's	%U's	
	16	1								1	18	89%	6%	0%	0%	0%	0%	FALSE
* Students earning A,B or C, S grades																		

# COURSE Competency Rubric

Overview & analysis of the outcomes can be documented here.

					Course Learning Outcomes/Competency	
					CLO's/ Competencies	
					List CLO's/Competencies Ex: 1. Demonstrate.....	
RUBRIC:					1. Assess physical health including a focus on the health/illness beliefs, values, attitudes, developmental level,	•Completed Mini Mental Status Examination •Completed Assessments which included:
					2. Assess family health including a focus on family health history, environmental exposures, and family genetic	Completed assessments which included: a) History
	*5=Excellent				3. Collaborate with a community to assess their health needs. [L2.1/P1]	Learned about the needle exchange program. Benefits of that included: a) Access to sterile needles and syringes
	*4=Good				4. Utilize community assessment data and evidence-based practice as basis for identifying community health	Windshield Assessment assignment with a group presentation using the nursing process Student research assignment.
	*3=Average				5. Document health assessments in electronic health record or written formats. [L2.5/P5, L2.6/P6]	Utilized informatics for patient care. Satisfactory student clinical evaluations.
	*2=Unsatisfactory				6. Share community assessment data with other healthcare professionals to identify needed interventions.	Research assignments. Case studies.
	*1= Poor				7. Explain the role of the nurse in relation to advocacy for the health care recipient. [L2.2/P2]	Communicated with other healthcare providers to meet the patient's needs. Adhered to policies in clinical settings.

Students	1	2	3	4	5	6	7
1	4	4	4	4	4	4	4
2	4	4	4	4	4	4	4
3	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4
5	4	4	4	4	4	4	4
6	4	4	4	4	4	4	4
7	3	3	3	3	3	3	3
9	4	4	4	4	4	4	4
10	4	4	4	4	4	4	4
11	4	4	4	4	4	4	4
12	4	4	4	4	4	4	4
13	4	4	4	4	4	4	4
14	4	4	4	4	4	4	4
15	4	4	4	4	4	4	4
16	4	4	4	4	4	4	4
17	4	4	4	4	4	4	4
18	4	4	4	4	4	4	4
19	4	4	4	4	4	4	4
20	4	4	4	4	4	4	4
21	4	4	4	4	4	4	4
22	4	4	4	4	4	4	4

# Conclusion

**Assessment and Health Promotion 2019 began with 18 students. 17 students completed the class with an A or B. All objectives were met.**

**A change made to this class in 2019, is that we were able to increase clinical time within our community. The experience at the Samaritan House allowed students to expand their awareness of issues within our community.**

**Nursing consists of many scopes of practice. Broadening a student's focus will allow them to see other issues that are rarely seen within the community. Our students will be learning and teaching within our own community.**