** End of Semester Course Report**

Health Science and Human Service Department

 Associate of Applied Science in Nursing Program

**Directions:** Complete and forward to the Dean of Health Science (cc to the administrative assistant).

1. Course Number and Name: NURS 154- Introduction to Pharmacology
2. Semester/Year:2016 Fall Spring Fall X Summer

3. Course Faculty (include any adjunct faculty utilized): Michelle Husbands

**COURSE STATISTICS**

4. Theory Ratio 33 : 1 Clinical Ratio N/A : Simulation Ratio N/A :

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

1. Final Theory Outcomes:
	1. Percent Passed 100%
	2. Percent Failed: 0%
	3. Range of Scores: 77.73 – 93.53% (Average 85.63%)
2. Final Clinical Outcomes:
	1. Percent Satisfactory: N/A
	2. Percent Unsatisfactory: N/A
3. Course Attrition:
	1. Beginning number of students: 33
	2. Withdrawals: 0
	3. Incompletes (with expected date of completion): \_\_\_\_\_0\_\_\_\_\_\_
4. Dosage Calculation Test:
	1. First attempt pass # N/A
	2. Second attempt pass # N/A
	3. Third attempt pass # N/A
	4. A & P committee recommendation: N/A
5. ATI Exams

|  |  |
| --- | --- |
| ATI Test Used | When tested during semester |
| Module Exams Throughout | 9/6/16 (#1); 9/20/16 (#2); 10/10/16 (#3); 10/25/16 (#4); 11/15/16 (#5); 11/29/16 (#6)MM |
| Custom Built Midterm Exam (Revised – Fall 2016) |  Oct. 20, 2016; Score range – 69% - 94% (Average -82%) Uploaded to Webcampus |

|  |  |  |
| --- | --- | --- |
| **ATI Final Proctored Exams** | **Semester Exam Avg. %** | **Group Scores** |
| Custom Built Final 12/13/16Revised & Uploaded to Webcampus Fall/16Score range – 67% - 96% | 82% | CurrentYear 201682% | Previous Semester/ Year 201584.8% | Previous Semester/ Year 201477.1% | Previous Semester/ Year |

**Any issues identified**: (i.e. are group scores higher or lower than previous semesters).

If students failed three module quizzes/midterm or final exam they received an unsatisfactory notification. Throughout the semester, seven (7) students received an unsatisfactory notification for failing three module quizzes/midterm/final exam with recommendations for improving academic performance. For the mid-term all students passed. There were multiple issues (technical/connectivity) with the test being given on ATI, therefore, the module quizzes, midterm and final exams were uploaded to WebCampus. For the midterm, six (6) students received < 76% (69% - 75%). For the final, seven (7) students received < 76% (67% - 75%). Limited class time (one 75 minutes per week) and several students not prepared (online ATI module not completed) to have engaging discussion. Plan: students to submit ATI ticket prior to class. Students felt compelled to memorize information instead of critical think and apply knowledge. Plan: to incorporate mini case studies for students to complete prior to case.

**THEORY EVALUATION**

1. Theory Evaluation: In each of the ATI Modules there are components of medication alerts, medication safety, adverse effects, contraindications, side effects, and interactions. In addition students are provided with case studies used to apply this knowledge. Students are provided with medication resources from QSEN, WHO, and ANA Standards of Practice, and NCLEX Connections related to medication safety. Simplified ATI medication templates to classifications instead of each individual medications. Use a 1-2-3 method, documents the 3 most common adverse effects, contraindications, nursing interventions, etc. to limit information. To enhance critical thinking skills for rational of giving the medication, developing theory assignments that involve brief case scenarios to be completed by the students and discussed further in class. One assignment involved students working in groups to produce a commercial, which was well received by the students and is recommended to continue in the future. Plan: to develop more engaging and interactive assignments (i.e. – simulated case scenarios, client education pamphlet, etc.).
2. Brief synopsis of how ATI tools and/or materials were used in the course:

This is the second year that students have been taught this course IAV to Pahrump and Winnemucca Centers. Using ATI provided students with consistency in theory information and also allowed students to review body systems involved with the medications, how the medications work for the body and classified drugs per body system. There are a total of 11 Units in ATI that addresses medications used for various systems and problems. There is also one Unit on Medication Safety, dosage calculation, IV Therapy, Adverse effects, interactions, and contraindications, nursing considerations of medication administration, and pharmacokinetics with routes of administration. Of the total 11 ATI modules, students covered 6. They include: Unit One- Pharmacological Principles; Unit 3- Medications Affecting the Respiratory System; Unit 6 Medications Affecting the Gastrointestinal System and Nutrition; Unit 8 Medications for Bone and Joint Conditions; Unit 9- Medications for Pain and Inflammation; Unit 11- Medications Affecting the Immune System; Unit 12- Medications for Infection.

Each Module was completed over two weeks with the expectation that students review the ATI materials, which included videos, case studies, drills and post-test prior to class, so class time is reserved for discussion. The second week, students were expected to complete medication templates by classification, and the first 30 minutes of class was to review the study guide/ATI information followed by a module quiz/exams for the unit being studied. Students were tested in a proctored areas at all three centers.

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

Student groups were assigned a musculoskeletal prototype drug to develop a commercial for the class viewing. The students were allowed to form their groups of 3 members. This task/assignment required students to be creative in completing this task and did an outstanding job in completing this. All groups received maximum points for the assignment and the students verbalized that they enjoyed developing the commercial as well as working with students in other centers. This assignment could be used to divide student groups into drug classification groups and develop a five minute commercial on the prototype with a poster for online posting using Mosby’s visual notecards as an example.

1. Teaching Methods: Much of the course was taught from the ATI Pharmacology website that included videos, drills, key points, and a unit test for each area. Students met in the classroom to review questions, discuss meds, complete medication templates, and review information. The two main teaching methods included online and open discussion.
2. Textbooks used and evaluation of each:

ATI “RN Pharmacology for Nursing” (Ed. 6.0) was the main text used. Students could if desired purchase a text titled, “*Pharmacology for Nurses”* by Blaine Templar Smith. This text was chosen as an alternative due to the simplicity of understanding Pharmacology. Students were encouraged to bring Davis Drug Guide to class and use as a secondary resource.

ATI text was in line with information on the website for this course and is supplied to students with the cost of ATI. Although the information is summarized, this text was helpful in learning key points on ATI. The ATI Pharmacology text is designed to fit the program and basic pharmacology information. ATI uses NCLEX style questions also.

1. Weekly content: See attached syllabus

**CLINICAL EVALUATION**

Clinical Site Evaluation: Include EBP, Patient Health & Safety and ANA Standards

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

N/A for Pharmacology Made Easy. No clinical practice was completed during this course.

1. Briefly describe any concern(s) regarding clinical site(s) used. N/A
2. Special Experiences related to student learning outcomes and competencies:

The commercial for students addressed student learning outcome 2 a & b for Pharmacology 154 on the curriculum map. (See curriculum map)

1. Teaching Methods

ATI Online “Pharmacology Made Easy 3.0” was main resource for this course.

Discussion, Classroom Activity, Medication Template review, and Power Point presentations were secondary resources in this course.

**FULL COURSE OVERVIEW**

1. What worked well and reason(s): The use of ATI medication templates was a very strong tool for students, and a theory assignment was created to help balance out the grade percentages between theory/exams. The students were however able to use these templates in Nursing 135 and will be able to use these in future courses for the clinical setting and for course information in Nursing 158. They are great tools for students’ understanding of the information. The “Build a Commercial” group activity was a huge success in this course. Added 1 to 2 additional bonus questions to module quizzes, midterm and final exam. Conducted weekly study group (Thursdays 1- 3 pm) via IAV to all 3 sites which were well attended.
2. Anticipated Changes
	1. Changes to weekly content and reason(s): encouraged students to use ATI templates already made on the ATI Pharmacology Made Easy website and completed by classifications limiting to 3-4 side/adverse effects, contraindications, nursing interventions, etc. A limit of information will be encouraged that will allow students to focus on the most common information. Also recommended is that an activity of some type, such as the commercial, be a bi-weekly event.

A master list of prototype drugs recommended for review by students is in the process of being developed. Other instructors are willing to implement medication templates into their courses to lessen the load of templates in the one credit Pharmacology course.

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

Student were given more points for template work. Points and rubric were added to WebCampus. 1 points for each template was awarded.

In addition, points were added for the commercial assignment. A total of 20 points was added for the group assignment, “Build a Commercial.”

* 1. Clinical changes and reason(s): N/A- No clinical for this course
	2. Other changes and reason(s): Possibly include guest speakers in the future (local pharmacologists)
1. Administrative:
	1. The course was backed up on WebCampus. [x]
	2. Grades have been entered. [x]
	3. Grade book has been printed and filed. [x]
	4. Student work samples have been filed. N/A [ ]
	5. Student clinical care packets have been filed. N/A [ ]
	6. Curriculum map has been updated with all changes made

and filed with appropriate ACEN report. [x]

* 1. Integrated Concepts Illustration has been updated with

all changes made and filed with appropriate ACEN report. [ ]

* 1. Test blueprint attached with course report [x]

**Faculty Signature(s)** Michelle Husbands (Electronic Signature)

**Date: 12/20/16 (Updated 01/03/2017)**