End of Semester Course Report

Health Science Human Service Department

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

1. **Course Number and Name**: NURS 155: Clinical Decision Making in Drug Therapy
2. **Semester/Year**: Spring X 2017 Fall Summer

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

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.)

5. **Clinical Facility Evaluation** (How well did the used clinical sites assist students in meeting the course objectives? Choose one.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Clinical Site Utilized | Strongly  Agree | Agree | Undecided | Disagree | Strongly  Disagree |
| NO CLINICAL SITES DURING THIS COURSE |  |  |  |  |  |
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1. **Briefly describe any concern(s) regarding clinical site(s) used.**

N/A- No clinical component for this course

1. **Final Theory Outcomes:**
   1. Percent Passed: 100%
   2. Percent Failed: 2 - scores 66.12%\* & 51.22% \*\* (\*1 student was dismissed after receiving 6 notifications of unsatisfactory progress & \*\*1 student withdrew after GBC designated withdrawal date
   3. Range of Scores: \*\*51.22 – 99.24
2. **Final Clinical Outcomes:**
   1. Percent Satisfactory: N/A
   2. Percent Unsatisfactory: N/A
3. **Course Outcomes**:
   1. Beginning number of students: 33
   2. Withdrawals: 3 /Dismissals: 4
4. **Incompletes** (with expected date of completion): 0
5. **ATI Proficiency Levels**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2019 Class** | **2018 Class** | **2017 Class** | **2016 Class** | **2015 Class** |
|  | Level 3 = \* | Level 3= 3.8% | Level 3=16.7% | Level 3= 31.6% |
|  | Level 2 = \* | Level 2= 34.6% | Level 2=50.0 | Level 2=52.6% |
|  | Level 1 = \* | Level 1= 50% | Level 1=33.3% | Level 1=15.8% |
|  | < Level = \* | < Level =11.5% | < Level 1-0% | < Level 1=0% |

\*The ATI proctored final proficiency exam not administered this semester (2nd). It was decided collectively as a department (nursing) to have students take the proctored ATI proficiency exam in 3rd semester after students have gained additional clinical knowledge and experience in assessing/administering/evaluating medications in clinical practice.

**12. Course Overview**

* 1. **ATI Testing** – Instructor (M. Husbands) created midterm & final exam utilizing ATI test bank questions and uploaded to Web Campus platform due to issues involving lost ATI connectivity during quizzes/exams on 3 occasions resulting in exceeding scheduled class time and increase student anxiety/stress

|  |  |
| --- | --- |
| ATI Test bank / uploaded into Web Campus | When test used during semester |
| Instructor Developed ATI Exam  6784822 | Midterm |
| Instructor Developed ATI exam | Final |
|  |  |

* 1. **Brief summary of how ATI is used in the course**:

ATI (online and self-directed learning) is the main method used in this course supplemented with weekly (75 minutes) classroom lecture/discussion to provide the students the ability to clarify concepts and to ask questions. The students are expected to view and to complete a comprehensive lecture through the online ATI RN Pharmacology 2013 web based program regarding medication classifications, and ATI’s questions drill and case study & module quiz prior to each weekly live class. Every other week students take an in-class quiz (through Web campus) over the module content.

ATI RN Pharmacology is divided into two semesters. For this spring semester the following ATI Modules medication categories were studied: Cardiovascular Medications, Hematologic Medications, Reproductive System Medications, Endocrine System Medications, and Nervous System Medications.

In addition to online instruction, the instructor reviewed disease processes, conditions that require medication, and cultural, legal and ethical principles related to medication administration for each of medication classifications covered. In addition, student were to complete ATI medication templates that focused on nursing assessment and evaluation of assigned prototype medications using the available resource tools provided by ATI..

**c. Course Exams**:

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The ATI proctored final proficiency exam not was not administered this spring 2017 semester (2nd). It was decided collectively as a department to have students take the proctored ATI proficiency exam in 3rd semester after students have gained additional clinical knowledge and experience in assessing/ administering/evaluating medications during clinical practice. Instructor (M. Husbands) created midterm & final exam utilizing ATI test banks questions and uploaded to Web Campus platform due to issues involving lost ATI connectivity during prior module quizzes on 3 separate occasions resulting in exceeding scheduled class time and increase student anxiety/stress. ATI was notified and with the uploading of quizzes and exams to Web campus, not further issues with lost connectivity was encountered.

\*ATI final proficiency exam not completed. Plan is to have students take the proctored ATI proficiency exam in 3rd semester after students have gained clinical experience in administering medications

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ATI CMS Proctored Exams** | **Group Scores** | | | |
|  | Current  Spring 2017  (2018 class) | Previous Semester/Yr.  Spring 2016 (2017 Class) | Previous Semester/Yr  Spring 2015 (2016 class) | Previous Semester/Yr  Spring 2014 (2015 class) |
| Group Score: | N/A\* | 68.2% | 75.3% | 78.5% |
| Group Mean—National: | N/A\* | 63.4% | 63.4% | 63.4% |
| Group Mean –Program: | N/A\* | 64.1% | 64.1% | 64.1% |
| Institutional Benchmark: | N/A\* | N/A | N/A | N/A |
| % of Group Meeting Institutional  Benchmark: | N/A\* | N/A | N/A | N/A |
| Group Percentile Rank - National | N/A\* | 70 | 100% | 99 |
| Group Percentile Rank - Program | N/A\* | 68 | 94 | 99 |
| **Thinking Skills Group Scores** |  |  |  |  |
| Foundational Thinking | N/A\* | 70.8% | 83.3% | 78.9% |
| Clinical Judgment/Critical Thinking | N/A\* | 67.7% | 70.1% | 78.5% |
| Priority Setting | N/A\* | 66.9% | 61.9% | 86.5% |
| **Nursing Process Group Scores** |  |  |  |  |
| Assessment | N/A\* | 76.3% | 75.0% | 88% |
| Analysis/Diagnosis | N/A\* | 68.3% | 70.9% | 75.7% |
| Planning | N/A\* | 60.0% | 66.7% | 82.1% |
| Implementation/Therapeutic Nursing | N/A\* | 68.5% | 72.2% | 76.3% |
| Evaluation | N/A\* | 70.0% | 70.8% | 79.5% |
| **Major NCLEX Content Areas** | N/A\* |  |  |  |
| Management of Care | N/A\* | N/A | N/A | N/A |
| Safety and Infection Control | N/A\* | 75% | 75% | 85.1% |
| Health Promotion and Maintenance | N/A\* | NotProvided | 77% | Not listed |
| Psychosocial Integrity | N/A\* | 84.6% | 77.8% | 78.9% |
| Basic Care and Comfort | N/A\* | Not listed | Not listed | Not listed |
| Pharmacological and Parenteral Therapies | N/A\* | 67.1% | 70.9% | 77.8% |
| Reduction of Risk Potential | N/A\* | Not provided | Not listed | Not listed |
| Physiological Adaptation | N/A\* | Not provided | Not listed | Not listed |
| The following values are for the final “end-of-program” ATI test only | N/A |  |  |  |
| **Comprehensive Predictor** | N/A\* | N/A | N/A | N/A |
| % & # of students at 90-100% probability | N/A\* | N/A | N/A | N/A |
| % & # of students at 80-89% probability | N/A\* | N/A | N/A | N/A |
| % & # of students at 76- 79% probability | N/A\* | N/A | N/A | N/A |
| % & # of students at 75% less probability | N/A\* | N/A | N/A | N/A |
| **Other Priority Setting** | N/A\* |  |  |  |
| Other % & # of students at proficiency level | N/A\* | N/A | N/A | N/A |
| **QSEN** | N/A\* |  |  |  |
| Safety | N/A\* | 72.9% | 77.2% | 79.6% |
| Patient-Centered Care | N/A\* | 61.3% | 73.8% | 76.8% |
| Evidence Based Practice | N/A\* | 67.4% | 62.7% | 77.4% |
| Informatics | N/A\* | 80.8% | 53.7% | 94.7% |
| Teamwork and Collaboration | N/A\* | 84.6% | 75.0% | 81.6% |

\*The ATI proctored final proficiency exam not was not administered this spring 2017

semester (2nd).

**13. Any issues identified**

1. Class was held every week, however, 75 minutes was allotted per week for lecture, lecture, and review. Quite often, the 75 minutes did not allow for in-depth coverage of medication classification due to numerous medication presented in each ATI module. Therefore, the instructor provided an additional 2 hours every other week aside regularly schedule class hour to offer a study session prior to module quizzes and exams. Students expressed a concern that this course required a substantial amount of study in relation to being a one credit course.

**14. Any adjustments that may need to be done in course tests related to**

**percentage & distribution of categories of content**. (Please see test blueprints and allotted percentage of item categories)

1. All students passed all module quizzes. There was one final and one midterm given during this course. The final was the ATI Proctored Final and the results are listed above. For the Mid-Term a custom test created by this instructor was given to all 26 students as a proctored Mid-Term exam.
2. Group score for the midterm was 81.6 with 51 questions provided. Regulation and Metabolism was the lowest scoring area on the test with integument being the next. Students did greater that 76% on the balance of systems. 4 students failed to pass the exam with a 76% or better. 76-79% = 3 students; 80-89%=17 students; 90-100%=2 students. See blueprint for needed corrections or adjustments needed for this test if it will be reused.

**15. Evaluation of textbooks**:

1. ATI RN Pharmacology was the textbook used for the majority of this class along with Davis Drug Guide. The advanced information in Davis Drug Guide was confusing to students as the formatting of information is different than the formatting in ATI, with ATI text listing much less foundational information. Students will be encouraged to use the Davis Drug Guide only as a dosage reference and ATI text as the main text to use for the course. Will continue to use the online ATI program, supplemental textbook, and online resources (tests, case studies) due to its easy and convenient access for students, its provision of comprehension, updated, and EBP information, and its systematic method of presenting information.

**16. Weekly content**: See attached syllabus

**17. Dosage Calculation Test:** Not done during this course.

1. First attempt pass #
2. Second attempt pass #
3. Third attempt pass #
4. A & P committee recommendation:

**18. Special Experiences**:

1. None

**19. Teaching Methods**:

1. Lecture, ATI Pharmacology online course, student presentations, case studies, and discussion.

**20. What worked well and reason (s):**

1. Class discussions using case scenarios on various topics seemed to work the best in presenting information and for advancement & application of students’ critical thinking skills.
2. Requiring the students to review, complete, and submit an ATI transcript of each modules prior to class helped with more engaging discussion during class.
3. Prior to a module quiz, having a group presented some form of a review (typically in a form of a game) helped students by reinforcing understanding of medication classification.
4. Focusing on the nursing assessment and evaluation portion of the medication templates helped students understand the mechanism of & therapeutic actions of medications and increased awareness of their legal and ethical responsibilities of medication administration.
5. Adding 1 to 2 bonus questions to each module quiz and exam was well received by the students boosting the moral of the class and in some cases slightly enhance a student’s overall score.

1. Coordinating some of the weekly topics with other courses NURS 158 and NURS 159 helped students better understanding and appreciation the therapeutic uses of medications in association with the disease process.
2. Due to the vast amount of information provided by ATI, providing a study guide for each module quiz and exam helped the students to focus on important concepts & content.
3. Offering an optional study session, 2 hours every other week, provided additional time for students to ask pertinent questions to clarify their understanding.

**21. EBP, NPSG, and ANA standards were successfully/unsuccessfully addressed**

**during this course**. Be specific.

1. EBP, NPSG & ANA standards were successfully met in that ATI provides students with the latest EBP research on all medications presented in their online program. NPSG and ANA standards are discussed when reviewing regarding medication administration within the ATI modules by providing safety alerts resources, if applicable. QSEN are measured standards on the test (see test blueprint).

**22. Anticipated Changes**

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

* + 1. Consider implementing a concept map that outlines the nursing process addressing the mechanism of action on meds as recommended by Nurse Keith in “Think like a Nurse.”

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

1. Students will receive notification of unsatisfactory progress for three failed module quizzes and each failed exam. The student may be required to remediate or journal the questions they answered incorrectly, however their original score will not change
2. Consider adjusting points and/or percentages of the learning activities (i.e. group presentations) and place more weight on quizzes/exams to assess the students’ comprehension of topics.
   1. Other changes and reason (s):
3. Will attempt to locate and incorporate more hands on creative class activities to engage students in the application of learned information.
4. Obtain formularies from clinical sites and review the most commonly used medications in current practice and possible review/revise the current list of medications presented in the modules. The rationale for this is that several of the medications studied are not commonly or currently used in clinical practice.
5. Review, develop, and possibly revise existing scoring rubrics for various assignments (i.e. medication templates, group presentations)
6. Have the students submit ATI transcripts that reflect the actual number of hours spent reviewing ATI modules.
7. Better align the topics of medication classifications to correlate with NURS 158 & NURS 159 to reinforce students’ learning
8. Consider implementing mini case studies for the student’s to work thorough to help with application of information
9. Review, analyze, and possibly revise questions on module quizzes and exams. Consider extending IAV time an extra 15 minutes to allow student’s in-class time to review quizzes and exams to help them know, understanding, and reflect what questions they missed and to submit a test query with in the set time criteria.
10. The instructor to consider inviting an expert guest speaker – pharmacist
11. The instructor to consider traveling to the Pahrump and Winnemucca GBC campus to lecture via IAV. This may help the offsite students to feel part of the cohort, valued and appreciated.
12. In reviewing the 2017 SLO survey, during lecture/discussions to emphasis the following::

* Developmental and cultural assessment
* Health promotion and wellness
* Interdepartmental collaborative teamwork
* Legal and ethical principles of medication administration
* Special needs among diverse populations
* Integration of information technology and online web-based resources

**23. Administrative**:

* The course was backed up on WebCampus.
* Grades have been entered.
* Grade book has been printed and filed.

N/A Student work samples have been filed.

N/A Student clinical care packets have been filed.

**Faculty Signature(s) Michelle Husbands**

**Date: 05/19/17**