

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 2018 _____ Fall _____ Summer _____

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

4. **Theory Ratio:** 34:1 _____ **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 utilized in this course					

6. **Briefly describe any concern(s) regarding clinical site(s) used.**

N/A- No clinical component for this course

7. **Final Theory Outcomes:**

- a. Percent Passed: 100%
- b. Percent Failed: 0
- c. Range of Scores: 82.28 – 97.39%

8. **Final Clinical Outcomes:**

- a. Percent Satisfactory: N/A
- b. Percent Unsatisfactory: N/A

9. **Course Outcomes:**

- a. Beginning number of students: 34
- b. Withdrawals: 0 / Dismissals: 0

10. **Incompletes** (with expected date of completion): 0

11. ATI Proficiency Levels – Graduating Year of Class

2019 Class	2018 Class	2017 Class	2016 Class	2015 Class
Level 3 =*	Level 3 = 23.1%	Level 3= 3.8%	Level 3=16.7%	Level 3= 31.6%
Level 2 =*	Level 2 = 69.2%	Level 2= 34.6%	Level 2=50.0	Level 2=52.6%
Level 1 =*	Level 1 = 7.7%	Level 1= 50%	Level 1=33.3%	Level 1=15.8%
< Level =*	< Level = *	< Level =11.5%	< Level 1-0%	< Level 1=0%

*The ATI proctored final proficiency exam not administered spring 2018 semester (2nd). It was decided collectively as a department (nursing) to have students take the proctored ATI proficiency exam in 3rd semester (Fall 2017 NURS 257) after students have gained additional clinical knowledge and experience in assessing/administering/evaluating medications in clinical practice. **Please refer to NURS 275 course report ATI Pharmacology Proctored Exam (Fall 2018) for data.**

12. Course Overview

- a. **ATI Testing** – Instructor (M. Husbands) developed midterm & final exam utilizing the ATI test bank questions and uploaded to Web Campus platform. The rationale for was developing the exams into WebCampus was due to issues involving loss of 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	Midterm
Instructor Developed ATI exam	Final

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

The self-directed learning ATI RN Pharmacology 2013 web based program is the main method used in this course. The ATI program is supplemented with weekly (75 minutes) traditional classroom lecture/discussion to provide the students the opportunity to clarify concepts and to ask questions. Prior to attending the live class, students are required to view and to complete the assigned online ATI module that discusses medication classifications, and review the corresponding drill questions drill, case study & module quiz. Once completed, the students are required to upload an ATI transcript into WebCampus confirming completion and documenting the time spent in completing the module. An in-class module quiz is taken via the WebCampus format, covering the module content and to evaluate the students' comprehension.

To supplement the 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.

ATI RN Pharmacology 2013 is divided into two semesters. For spring 2018 semester the following ATI Modules medication categories were studied: Hematologic Medications, Cardiovascular Medications, Endocrine System Medications, Reproductive System Medications, and Nervous System Medications.

c. Course Exams:

The ATI proctored final proficiency exam not was not administered at the end of spring 2018 semester (2nd). The nursing faculty decided collectively as a department to have students take the proctored ATI proficiency exam at the end of 3rd semester (fall 2017) after students have gained additional clinical knowledge and experience in assessing/ administering/evaluating medications during clinical practice. Instructor (M. Husbands) previously developed midterm & final exams utilizing ATI test banks questions. The mid-term exam consisted of 50 questions with 3 bonus questions and the final exam consisted of 50 questions and 2 bonus questions. The mid-term and final exam were uploaded in 2017 into the Web Campus platform based on previous issues involving loss of ATI connectivity while taking a module quiz on 3 separate occasions. The loss of ATI connectivity resulted in exceeding the allotted scheduled class time and increasing the students' level of anxiety/stress. ATI was notified of the connectivity issue in spring 2017. With the uploading of quizzes and exams into Web campus, no further issues with lost connectivity has been encountered.

NURS 155	Spring 2019	Spring 2018	Spring 2017
Mid-term exam		Low – 78% Mean – 91% High – 100%	Low – 77% Mean – 92% High – 104%
Final exam		Low – 82% Mean – 98% High – 104%	Low – 78% Mean – 98% High – 104%

Please refer to test blue prints for NURS 155 mid-term & final exam: nursing process, NCLEX, and cognitive level.

*The ATI proctored final proficiency exam not was not administered this spring 2018 Semester (2nd). The ATI proctored final proficiency exam will be administered at the end of NURS 257 in fall 2018. Please refer to fall 2018 NURS 257 course report for this data.

13. Any issues identified

- a. Similar to the spring 2017, class was held weekly for 75 minutes to review, discuss and lecture on the assigned module. Frequently, the 75 minutes did not allow for in-depth discussion of medication classification due to numerous medication presented in each ATI module. An additional 2 hours weekly was

scheduled via IAV to all three sites offering a supplemental study session, aside from the regularly weekly schedule class. Students continue to express that the course required a substantial amount of study in relation to it being a one credit course. Plan: to continue offering the supplemental study session to help students better understand the information provided by ATI.

- b. The group presentations developed to provide a module overview prior to taking the module quizzes mainly were presented in a game Q&A format without offering rationales. This method was not the best format to reinforce learning with some students requesting not to participate because they expressed it confused the material they studied in preparation for the module quizzes. The scoring rubrics reflected more of a group presentation format than a game presentation which will need to be revised. Plan: to review and consider restricting the criteria for the group presentation to reflect a module review that aligns with the study guide in preparation of the module quiz.
- c. The weighted percentages for the module quizzes, mid-term and final exam may be set to low. Currently, quizzes/exams are 70% and assignments are 30%. For one student failed all the module exams and passed the course due to passing the mid-term and final exam with a greater than 76% and scoring above 76% on the assignments (medication templates and group presentation). Plan: to adjust percentages to reflect quizzes/exams to 80% and assignments to 20%

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)

- a. For spring 2018, all module quizzes, mid-term and final exam was reviewed and slightly revised with new pertinent questions from the ATI test bank. Five students were issued a notification of unsatisfactory progress for not scoring 76% or greater on three module quizzes per NURS 155 syllabus. Each module quiz consisted of 20 questions with one bonus point. All 34 students passed the mid-term exam (78% - 100%) and the final exam (82% - 104%). The average group score for the midterm exam (modules 1-3) was 91% with 50 questions + 2 bonus questions provided. The average score for the comprehensive final exam (modules 1 – 5) was 98% with 50 questions + 3 bonus points.

15. Evaluation of textbooks:

- a. ATI RN Pharmacology, edition 7.0 (2016) was the textbook used for the majority of this class along with Davis Drug Guide, 14th edition (2014). The advanced information in Davis Drug Guide was conflicting to students as the formatting of information is different than the ATI format which listed its information as an outline overview of the in-depth online module course. Students will be encouraged to use the Davis Drug Guide as a dosage reference in the clinical/simulation setting and to use the ATI textbook and

resource tools as the main content to supplement the online ATI module courses.

16. Weekly content: See attached syllabus (listed in spring 2018 NURS 155 course file in the faculty G drive)

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

- a. First attempt pass # _____
- b. Second attempt pass # _____
- c. Third attempt pass # _____
- d. A & P committee recommendation:

18. Special Experiences:

- a. None

19. Teaching Methods:

- a. Self-directed ATI Pharmacology online course, lecture with visual aids, class discussion, student group presentations, and case studies.

20. What worked well and reason (s):

- a. Class discussions using a newly developed family case study for varying family members with disease processes that evolved continually to address the various medication classifications seemed to work the best in presenting information and for advancement & application of the students' critical thinking skills.
- b. Requiring the students to review, complete, and submit an ATI transcript of each modules prior to class helped with more engaging discussion during class. Awarding points (1 thru 4) based on the number of hours a student dedicated to reviewing and completing the assigned modules motivated the students to be prepare for in-class involvement/discussion.
- c. Prior to a module quiz, having a group presented some form of a review (typically in a Q & A game format) helped many of the students by reinforcing understanding of medication classifications. However, a few students requested to not partake because it might distract them on what they have studied.
- d. Focusing on the nursing assessment and evaluation portion of the nursing process on the medication templates helped the students understand the mechanism of & therapeutic actions of medications, increased their awareness of the legal and ethical of medication administration, and targeted nursing interventions to promote positive outcomes and how to react if negative outcomes occurred.
- e. Adding 1 bonus questions to each module quiz and 2 bonus questions to the mid-term and final exam was well received by the students boosting the moral of the class and in some cases slightly enhancing a student's overall

quiz/exam score.

- f. Coordinating aligning the weekly module topics with the NURS 158 and NURS 159 course modules topics helped students better understand, associate and apply the therapeutic uses of medications with the disease process.
- g. 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.
- h. 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.

- a. 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):
 - i. Will continue to use teaching methods listed under # 20 - 21 "What Worked Well."
- b. Changes to point allocation and reason (s):
 - i. Consider adjusting points and/or percentages of the learning activities (i.e. group presentations) to 20% and place more weight on quizzes/exams (80%) to assess the students' comprehension of topics.
- c. Other changes and reason (s):
 - i. Will attempt to locate and incorporate more hands on creative class activities to engage students in the application of learned information.
 - ii. Obtain up-to-date 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.
 - iii. Revisit, review, and possibly revise existing scoring rubrics using a range for various assignments (i.e. medication templates, group presentations)

- iv. Continue to have the students submit ATI transcripts that reflect the actual number of hours spent reviewing ATI modules, but in addition, include their initial post-module quiz score.
- v. Continue to align the ATI module medications classifications with NURS 158 & NURS 159 to reinforce students' learning
- vi. Will continue to implement the evolving family case study for the student's to work thorough to help with application of information
- vii. 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.
- viii. Consider inviting an expert guest speaker – pharmacist
- ix. 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.
- x. NURS 155 - Clinical Decision Making in Drug Therapy Student Learning Outcomes Survey Spring 2018, based on 33/34 responses
 - Developmental and cultural assessment;
Strongly Agree – Elko 77.78%; Pahrump 75.00%; WMCA 57.14%
Agree – Elko 22.22%; Pahrump 25.00%; WMCA 42.86%
 - Health promotion and wellness
Strongly Agree – Elko 83.33%; Pahrump 75.00%; WMCA 28.57%
Agree – Elko 16.67%; Pahrump 25.00%; WMCA 71.43%
 - Interdepartmental collaborative teamwork
Strongly Agree – Elko 77.78%; Pahrump 75.00%; WMCA 57.14%
Agree – Elko 22.22%; Pahrump 25.00%; WMCA 42.86%
 - Legal and ethical principles of medication administration
Strongly Agree – Elko 77.78%; Pahrump 87.50%; WMCA 42.86%
Agree – Elko 22.22%; Pahrump 12.50%; WMCA 57.14%
 - Special needs among diverse populations/Integration of information technology and online web-based resources
Strongly Agree – Elko 77.78%; Pahrump 100.00%; WMCA 42.86%
Agree – Elko 22.22%; Pahrump 0.00%; WMCA 51.14%

Comments: Students like the alignment of NURS 155 modules with NURS 158 modules; the instructor engaged the students, able to apply the information to real life situations; study session was helpful

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: 05/23/18