Student Outcomes with safeMedicate passing benchmark of 100%: Can it be done?

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Acknowledgements

The founders of safeMedicate,

- Norman Woolley (Founder and CEO)
- Dr. Keith Weeks (Founder, President of Translational Research & CRDO)

Jody and Larry Hamm

Without Jody and Larry....words cannot describe the level of responsiveness, patience, and endurance they have both demonstrated toward student learning! THANK YOU!

Presenter

Carrie Miller Ph.D., RN, CHSE, CNE, IBCLC: Director of Clinical Performance Lab (CPL)

Seattle University-College of Nursing

- **CPL-20,000** sf
 - 24 bed hospital ward
 - 9 simulation suites
 - Debriefing rooms, classrooms
 - Computer lab for testing



Disclosures

There are not disclosures to present.

Learning Outcomes

Upon successful completion of this presentation, the learner will:

- 1. Discuss the importance of medication calculation safety within nursing education.
- 2. Describe the impact of the global pandemic and modified teaching strategies using safeMedicate.

Premise

- •Majority of medication errors are related to challenges within the healthcare system.
- Despite safety precautions, scanners, and electronic health records, medication errors continue to occur.
- Over 10% of hospitalized patients in the USA, UK, and Canada suffer from medication errors each day. (Bickel, Villasecas, & Fluxa, 2020)
- Students feel ill-prepared to administer medications safely in the clinical setting. (Cleary-Forth & Leufer, 2020).
- •Special attention is required when preparing medications. Different teaching strategies are needed. (Luokkamaki, et al., 2020).

Question bears to be asked...

How do you continue to teach medication calculation during a global pandemic when face-to-face teaching has been suspended, or drastically altered?

Our Quest

A four-year university in the Northwest region of the United States sought out means to address medication competency during the Covid-19 pandemic when face-to-face testing was not feasible.

Assumptions of safeMedicate Policy BEFORE Covid

- Nursing Student Population
 - Three incoming cohorts
 - Matriculate 225 students per year
- Passing benchmark was 90%
- Proctored-all exams took place in the CPL or Testing Center for accommodations
- Three attempts to reach benchmark
- Exams set-up and administered by single SafeMedicate Administrator
- Courses using safeMedicate
 - Foundations, OB, Pediatrics, Adult Medical/Surgical

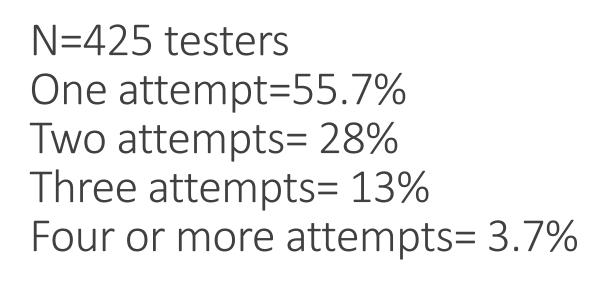
Assumptions of new policy/Design

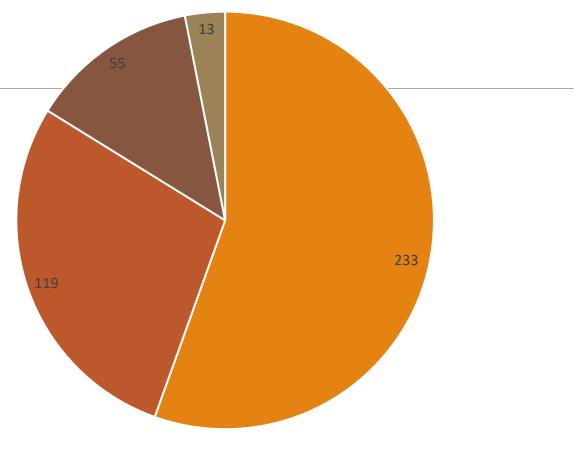
- Remote Testing due to Covid
- •All prep and testing resources are on College of Nursing Information Canvas page
- Managed and administrated by CPL
- Same courses
- Can take exams up to 3 times
- •Goal is to achieve 100%
- -Authentic Diagnostic Assessment
- Curriculum Committee approved
- •Mandatory before entering into any type of clinical setting

Testers

One attempt

Two attempts





■ Three attempts

■ Four or more attempts

Following problems are examples of the types of errors that can occur.

In each example, the student scores were between 95-99%

Exemplars

Back to My Record

QUESTION 4 - You answered this question INCORRECTLY



NKDA

Presenting Complaint Type 2 Diabetes Mellitus

	ROUTINELY SCHEDULED MEDICINES									
Date 15/2/2021	Administration Times									
Dose			Route		-					
	2.5 mg		Oral	09:00						
Dose Calculati	on	Max	Dose 20 mg/day							
Indication		Pres	criber's Signature	Pharm	-					
Type 2 D	iabetes Mellitus		Dr. Jones	A.P.	-					



Drug Monograph For Use In safeMedicate Only Drug Name Glipizide Tablets Indication Type 2 Diabetes Mellitus Route Oral

Dose

2.5 mg once a day Maximum Dose 20 mg/day Dispensed Dose 5 mg in 1 tab(s) Special Instructions

CORRECT ANSWER

0.5

No Rounding Required 0.5 tab(s)





YOUR ANSWER







QUESTION 18 - You answered this question INCORRECTLY



Larae Papazian Height 162 cm 49 years

BSA Bodyweight 77 kg (169.4 lbs) 1.9 m²

NKDA

Presenting Complaint Focal Seizures





Drug Monograph For Use In safeMedicate Only

Drug Name Gabapentin Oral Solution

Indication Focal Seizures

Route ORAL

600 mg three times a day, every eight hours

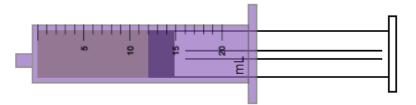
Maximum Dose 2400 mg per day

Dispensed Dose 250 mg in 5 mL

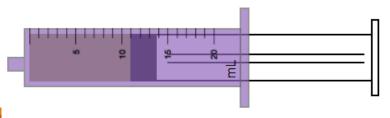
Special Instructions

CORRECT ANSWER





YOUR ANSWER





QUESTION 23 - You answered this question INCORRECTLY

Maire Lenhart

158 cm

BSA Bodyweight 57 kg (125.4 lbs) 1.6 m²

75 years

Allergies NKDA

Presenting Complaint

Type 1 Diabetes Mellitus

	ROUTINELY SCHE	DUL	ED MEDICINES		Date 15/2/2021
Date 15/2/2021	Medicine (print gene Requi		ame) Isulin Injection		Administratio Times
Dose			Route		08:00
	13 unit(s)		Subcutaneous	Injection	-
Dose Calculation	on	Max	Dose 13 units/dos		-
Indication		Pres		Pharm	18:00
Type 1 Di	abetes Mellitus		Dr. Jones	A.P.	-



Drug Monograph For Use In safeMedicate Only

Drug Name Regular Insulin Injection

Type 1 Diabetes Mellitus

Route

Subcutaneous Injection

13 unit(s) twice a day Maximum Dose

13 units/dose Dispensed Dose

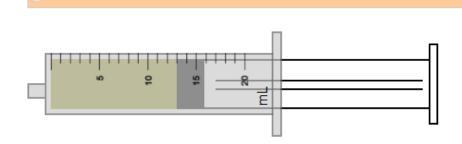
100 unit(s) in 1 mL Special Instructions

Administer before meals

CORRECT ANSWER



YOUR ANSWER



QUESTION 28 - You answered this question INCORRECTLY



Shin Shirah Height Age 79 years 164 cm

Bodyweight BSA 38 kg (83.6 lbs) 1.3 m²

> Allergies NKDA

Presenting Complaint Neuromuscular Blockade For Surgery

ONCE ONLY MEDICINES Medicine (print generic name) 15/2/2021 Succinylcholine Injection Intravenous Injection 38 mg Dose Calculation Max Dose 1 mg/kg Indication Prescriber's Signature Dr. Jones Neuromuscular Blockade For Surgery



Drug Monograph

For Use In safeMedicate Only Drug Name

Succinylcholine Injection

Indication

Neuromuscular Blockade For Surgery

Route

Intravenous Injection

Dose

1 mg/kg once a day

Maximum Dose 150 mg

Dispensed Dose 50 mg in 1 mL

Special Instructions Administer over 20 seconds

CORRECT ANSWER



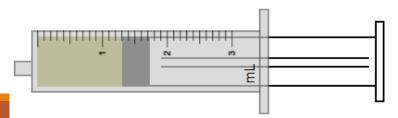
No Rounding Required 0 76 ml





YOUR ANSWER

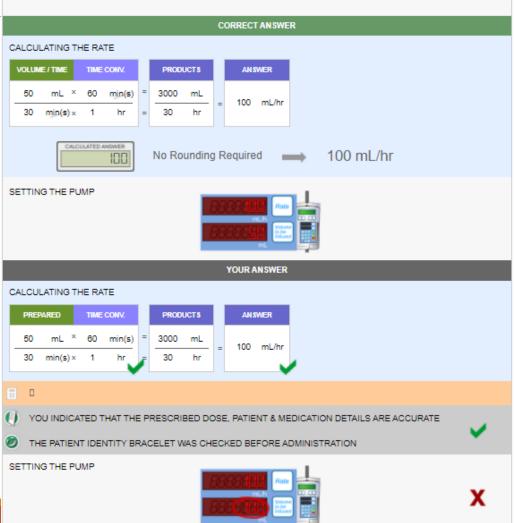






Advanced Skills Back to My Record





Advanced Skills Back to My Record



CORRECT ANSWER



OSE FO	RMULA	PATIENT	WEIGHT	PREP	ARED	SI UNIT	CONV.	TIME	CONV		PRODUCTS		ANSWER
5	mog ×	95	kg ×	250	mL ×	1	mg-×	60	min(s)	=	7125000 mL		28.5 mL/hr
kg	min(s)		×	250	mg ×	1000	mog ×	1	hr	=	250000 hr	=	28.5 ML/III

No Rounding Required



→ 28.5 mL/hr

SETTING THE PUMP

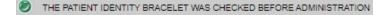


YOUR ANSWER

CALCULATING THE RATE

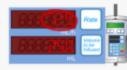
DOSE	FORMULA	P#	ATIENT	WEIGH	т	PREP	ARED		SI UNIT	CONV.		TIME	CONV.		PRODUC	TS		ANSWER
5	mcg 3	c	95	kg	×	250	mL	×	1	mg	×	60	min(s)	=	7125000 1	mL		2.9 mL/hr
kg	min(s)				×	250	mg	×	1000	mog	×	1	hr	Ē	250000	hr	-	2.0

YOU INDICATED THAT THE PRESCRIBED DOSE, PATIENT & MEDICATION DETAILS ARE ACCURATE





SETTING THE PUMP





Advanced Skills Back to My Record

QUESTION 1 - You answered this question INCORRECTLY



MEDICATION LABEL 1 g Vancomycin 250 mL 5% Dextrose

Medication Datasheet Dose: 1 grams every 12 Rate: Administer 1 grams over 2 hour(s)

CONTINUE

CORRECT ANSWER

CALCULATING THE RATE





No Rounding Required 125 mL/hr

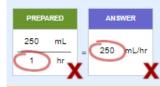


SETTING THE PUMP



YOUR ANSWER

CALCULATING THE RATE





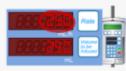




THE PATIENT IDENTITY BRACELET WAS CHECKED BEFORE ADMINISTRATION

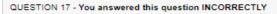








Advanced Skills Back to My Record



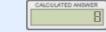
CONTINUE



CORRECT ANSWER

CALCULATING THE RATE





No Rounding Required 8 mL/hr



SETTING THE PUMP

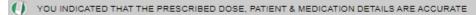


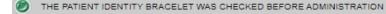
YOUR ANSWER

CALCULATING THE RATE

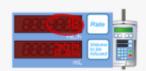
DOSE FO	ORMULA	PATIENT	WEIGHT	PREP	ARED	SI UNIT	CONV.		PRODUCTS		ANSWER
500	mcg 2	× 64	kg ×	250	mL	2) mg-	= 16	00000mL		16 mL/hr
kg	hr		×	1000	mg :	× 1000	meg	= 10	00000 hr	_ =	X







SETTING THE PUMP

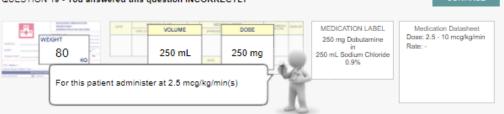




Advanced Skills Back to My Record

QUESTION 19 - You answered this question INCORRECTLY

CONTINUE



CORRECT ANSWER

CALCULATING THE RATE





No Rounding Required 12 mL/hr



SETTING THE PUMP



YOUR ANSWER

CALCULATING THE RATE







YOU INDICATED THAT THE PRESCRIBED DOSE, PATIENT & MEDICATION DETAILS ARE ACCURATE

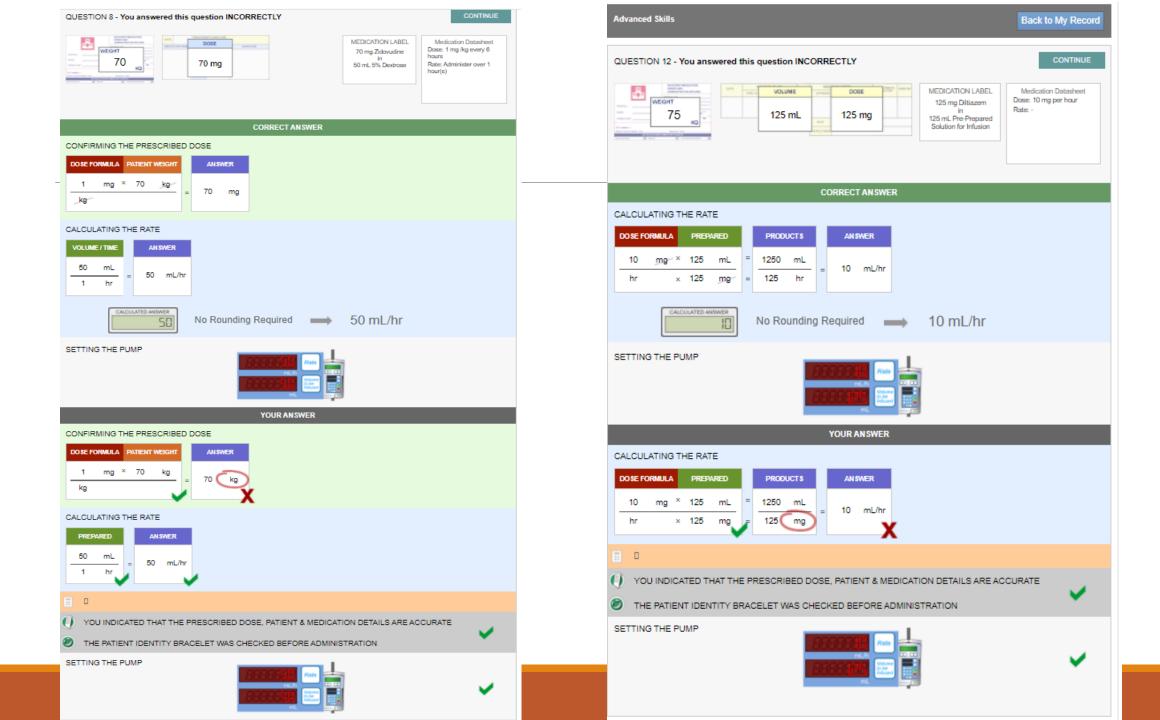
THE PATIENT IDENTITY BRACELET WAS CHECKED BEFORE ADMINISTRATION

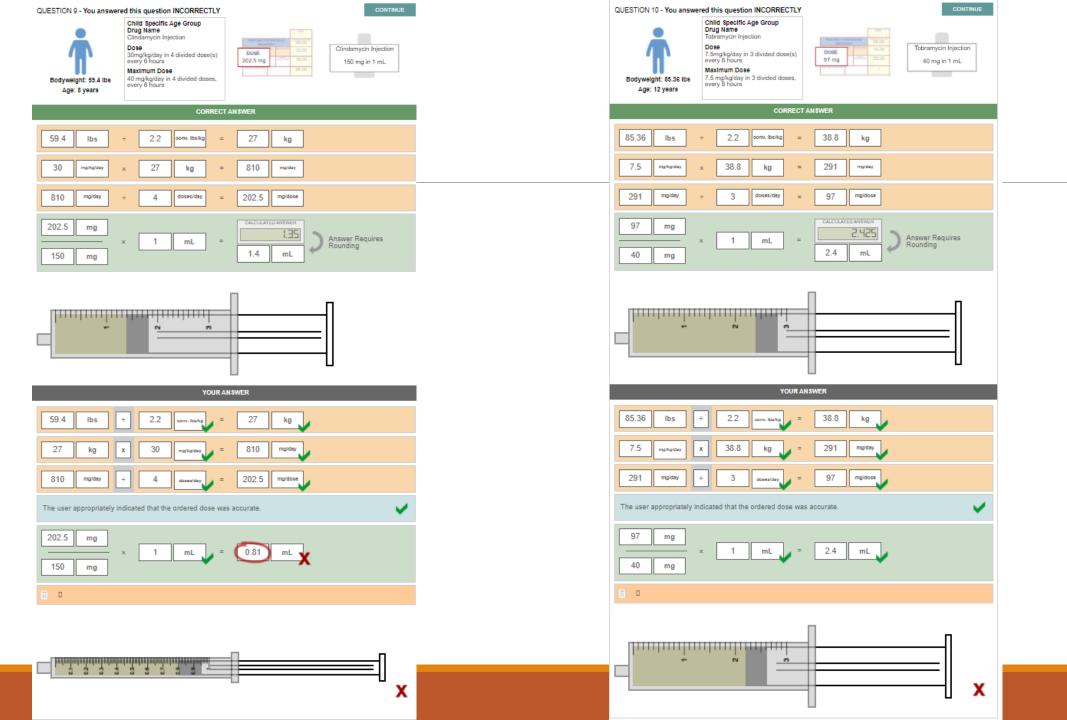












Remediation

Describe the error(s) you made on your safeMedicate exam.

• "The error I made in the last attempt of the exam was using the correct unit of measurement of mg instead of the correct measurement of g."

Why do you feel these errors occurred?

• "I believe I made this error, because I felt pressure since it was my last attempt to get 100% on the exam and had less than 30 minutes before the deadline to accomplish it."

What will you do in the future to ensure they do not occur again?

 "In the future, I will ensure to manage my time better just in case I do need to attempt the exam multiple times and take my time when I do take the exam to ensure proper units of measurement and calculations are correct according to the order."

Most common reason for errors...

Why did these errors occur?

- "Apart from the first question mistake of writing the wrong value, the other mistakes that occurred were because I simply did not take enough time/put enough focus on all the details. All the mistakes that I made were about the units of the equation, and I did not choose the wrong ones intentionally as then I would have also written different answers/numbers in their place if so."
- "I believe these mistakes occurred because I was trying to finish the exam fastly and because of that, I did not really focus enough on the details or spent time reviewing my answers at the end."
- "I instead skimmed the units available and chose the one that first caught my eye as the correct one but was in fact incorrect. For instance, I accidentally chose mg/min but didn't notice that it did not contain the 'c' in the mcg unit."

Narratives

"I understand that a high dose of insulin can be fatal to a patient. I was about to make a mistake by giving the dose, but now I know to never do that."

"I was under the impression insulin was only double checked by a second nurse with pediatric patients, but I understand the need to be double checked by multiple nurses."

"I understand the error was that I had selected an incorrect syringe. I assumed that because the calculations had units, I selected the syringe with units instead of the resulting mL syringe that was needed. I understand and will retest."

General Themes

- Time management
- Lack of attention to detail
- Most common error...
 - Wrong syringe for insulin

Next Steps...Discussion and Thoughts

- Policy as we learn to live with Covid
 - Proctored?
 - Passing Benchmark?
 - •# of Attempts?
 - On 02-18-2021: Curriculum voted to maintain current policy of 100% pass rate, three attempts. Will return to proctored environment.

References

- Bickel, A. E., Villasecas, V. X., & Fluxá, P. J. (2020). Characterization of adverse events occurring during nursing clinical rotations: A descriptive study. *Nurse education today*, 84, 104224.
- •Cleary-Holdforth, J., & Leufer, T. (2020). Senior Nursing Students' Perceptions of Their Readiness for Oral Medication Administration Prior to Final Year Internship: A Quantitative Descriptive Pilot Study. *Dimensions of Critical Care Nursing*, 39(1), 23-32.
- Luokkamäki, S., Härkänen, M., Saano, S., & Vehviläinen-Julkunen, K. (2020). Registered Nurses' medication administration skills: a systematic review. *Scandinavian journal of caring sciences*.
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