

LSC Use Only Proposal No:
LSC Action-Date:

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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Nursing and Allied Health	Phone 724-357-3264

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: NURS 450 A Cognitive Approach to Clinical Problem Solving

Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

New Degree Program Catalog Description Change New Track Other
 New Minor Program Program Title Change Liberal Studies Requirement Changes in Program

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Theresa Gropelli</i>	2/23/12
Department Chairperson(s)	<i>Elizabeth Palmer</i>	10/16/12
College Curriculum Committee Chair	<i>Jan Kuchter</i>	11/12/12
College Dean	<i>Harry E. Sunde</i>	11/14/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	<i>Gail Schuist</i>	2/12/13

Please Number All Pages

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JAN 28 2013

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Liberal Studies Liberal Studies

Part II. Description of Curriculum Change

1. New syllabus of record:

I. CATALOG DESCRIPTION

NURS 450 A Cognitive Approach to Clinical Problem Solving

3 class hours
0 lab hours
3 credits
(3c-0l-3cr)

PREREQUISITES: NURS 312, 316, 330, 331, 332, 333, 336, 337, and 412 or permission

COREQUISITES: NURS 431 or 433 or 440 or 437

Focuses on advanced clinical problem-solving and decision-making skills needed by professional nurses. Factors that influence clinical problem solving are examined to facilitate higher-level thinking in simulated clinical situations.

II. COURSE OUTCOME

Students will be able to:

1. Use theoretical principles to organize knowledge from previous course work and guide decision making in the nursing process.
2. Identify factors that influence the individual's problem solving ability.
3. Describe cognitive processes that affect nurses' problem solving behaviors in actual and simulated clinical problem solving situations.
4. Apply newly learned problem solving and thinking skills to simulated clinical problem solving situations.

III. COURSE OUTLINE

A. Introduction and Overview of Course	3 hr
1. Self assessment	
2. Text attitude inventory	
3. Pretest & review	
B. Application of Problem Solving Skills	3 hr
1. Test taking strategies	
2. Sample test questions demonstrating utilization of strategies	
C. Nursing process as an approach to clinical problem solving	3 hr
1. Application of key nursing concepts in problem solving	
2. Weekly exams	
D. Introduction to National Council Licensure Exam (NCLEX)	3 hr

1. Discussion of test plan
 2. Weekly exams
 3. Dispelling myths of the licensure exam
- E. Impaired thinking in problem solving situations 3 hr
1. Test anxiety
 2. Progressive relaxation
 3. Weekly exams
- F. Identifying faulty thinking in problem solving situations 3 hr
1. Personal/professional
 2. Begin data gathering for individualized nursing care plans
- G. Nurses Cognitive Self-Assessment Model (NCSAM) 3 hr
1. NCSAM introduction
 2. Cognitive restructuring
 3. Weekly exams

MID-TERM EXAM and review 3 hr

- H. Evaluation of faulty cognitions to improve problem solving abilities 3 hr
1. NCSAM examples
 2. Weekly exams
- I. Thought Distraction Techniques 3 hr
1. Thought stopping
 2. Prescribed worry
 3. Worry breaks
 4. Visualization techniques
 5. Weekly exams
- J. Finalize an individualized Plan of Action 12 hr
1. Class topics and assignments individualized according to identified students needs
 2. Weekly clinical simulation exams

Finals Week FINAL EXAM 2 hr

IV. EVALUATION METHODS

The final grade will be determined as follows:

- Weekly Exams – 50%
- Mid-term Examination – 25%
- Final Examination – 25%

V. EXAMPLE GRADING SCALE

- A 90-100%
- B 80-89 %
- C 70-79 %
- D 60-69 % or an average on course exams of 60-69%
- F Less than 60% or an average on course exams less than 60%

NOTE: for a student whose exam grade is less than a 70% average, a grade of D/F will be assigned regardless of performance on written assignments or class projects. To progress in the Nursing Program, the student must achieve a 70% average grade (C) or higher on the course exams and satisfactorily complete all assignments. Please see the Department Academic Progression and Graduation Policy.

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

The undergraduate course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. REQUIRED TEXTBOOK(S), SUPPLEMENTAL BOOKS AND READINGS

Poorman, S. G., Mastorovich, M. L., Molcan, K. L., & Liberto, T. L. (2011). *Good thinking: Test taking and study skills* (3rd ed.). Pittsburgh, PA: STAT Nursing Consultants.

VIII. SPECIAL RESOURCE REQUIREMENTS

"Indiana University of Pennsylvania provides e-mail services to all students and employees as an official method of communication. Students and employees (except those employees who do not normally have access to e-mail) have a responsibility to read their IUP e-mail accounts and, if responding to or sending e-mail about IUP business, use their IUP e-mail accounts to do so."

IX: BIBLIOGRAPHY

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National Council of State Boards of Nursing (2009). *Test plan for the National Council Licensure Examination for Registered Nurses*. Chicago, IL: Author.

- Neuderth, S., Jabs, B., & Schidtke, A. (2009). Strategies for reducing test anxiety and optimizing exam preparation in German university students: A prevention-oriented pilot project of the University of Wurzburg. *Journal of Neural Transmission*, 116(6), 85-790.
- O'Hman, K. A. (2010). *Davis's Q & A for the NCLEX-RN Examination*. Philadelphia, PA: F.A. Davis.
- Poorman, S. G., & Mastorovich, M. L. (2008). Using metacognitive strategies to help students learn in pre and post-test review. *Nurse Educator*, 33(4), 176-180.
- Poorman, S. G., Mastorovich, M. L., Molcan, K. L., & Webb, C. A. (2009). Decreasing performance and test anxiety in practicing nurses. *Journal for Nurses in Staff Development*, 25(1) 1-10.
- Rubinfeld, M. G., & Scheffer, B. K. (2009). *Critical thinking tactics for nurses: Achieving the IOM competencies*. Sudbury, MA: Jones & Bartlett.
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- Springhouse (2009). *Pathophysiology made incredibly easy!* (4th ed). Springhouse, PA: Springhouse.
- Springhouse (2008). *NCLEX-RN New-Format Questions: Preparing for the revised NCLEX-RN* (3rd ed). Philadelphia, PA: Lippincott.
- Sullivan, E. J., & Decker, P.J. (2009). *Effective leadership and management in nursing* (7th ed.). Upper Saddle, NJ: Pearson Prentice Hall.
- Zerwekh, J., & Claborn, J. C. (2010). *Illustrated study guide for the NCLEX-RN exam*. (7th ed.).

St. Louis, MO: Mosby Elsevier.

Zerwekh, J., Claborn, J. C., & Miller, C. J. (2009). *Memory notebook of nursing: Pharmacology and diagnostics* (2nd ed.). Waxahachie, TX : Nursing Education Consultants, Inc.

Zerwekh, J., & Claborn, J. C. (2010). *Illustrated study guide for the NCLEX-RN exam* (7th ed.).

St. Louis, MO: Mosby.

2. A summary of the proposed revisions:

The course pre-requisites, co-requisite, description, and outline were changed and updated to reflect current nursing standards. The course bibliography has also been updated. The total credit hours remain the same.

3. Justification/rationale for the revision:

This course was revised to meet current nursing practice standards. Changes were also made to the course following the American Association of Colleges of Nursing (AACN) revision to the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing program. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, alumni, and employers in the community.

4. The old syllabus of record:

1. Syllabus of record

I. COURSE DESCRIPTION:

NURS 450 A Cognitive Approach to Clinical Problem Solving	3 lecture hours 0 lab hours 3 credit hours (3c-0l-3cr)
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PRE OR

CO-REQUISITES: NURS 431, 433, or 437

Focuses on advanced clinical problem-solving and decision-making skills needed by professional nurses. Factors that influence clinical problem solving are examined to facilitate higher-level thinking in simulated clinical situations.

II. COURSE OUTCOMES:

At the conclusion of the course the student will be able to:

1. Use theoretical principles to organize knowledge from previous course work and guide decision making in the nursing process.
2. Identify factors that influence the individual's problem solving ability.
3. Describe cognitive processes that affect nurses' problem solving behaviors in actual and simulated clinical problem solving situations.
4. Apply newly learned problem solving and thinking skills to simulated clinical problem solving situations.

III. COURSE OUTLINE

Week 1	A. Introduction and Overview of Course 1. Self Assessment 2. Text Attitude Inventory 3. Pretest & Review	(3 hrs)
Week 2	B. Application of Problem Solving Skills 1. Test Taking Strategies	(3 hrs)
Week 3	C. Nursing process as an approach to clinical problem solving 1. Application of key nursing concepts in problem solving	(3hrs)
Week 4	D. Introduction to National Council Licensure Exam (NCLEX) 1. Discussion of test plan 2. Dispelling myths of the licensure exam	(3 hrs)
Week 5	E. Impaired thinking in problem solving situations 1. Test Anxiety 2. Progressive Relaxation	(3 hrs)
Week 6	F. Identifying faulty thinking in problem solving situations 1. Personal/Professional	(3 hrs)
Week 7	G. Nurses Cognitive Self-Assessment Model (NCSAM) 1. Cognitive restructuring 2. NCSAM introduction	(3 hrs)
Week 8	MID-TERM EXAM and review	(3 hrs)
Week 9	H. Evaluation of faulty cognitions to improve problem solving abilities 1. NCSAM examples	(3 hrs)
Week 10	I. Thought Distraction Techniques 1. Thought stopping 2. Prescribed worry 3. Worry breaks 4. Visualization Techniques	(3 hrs)
Weeks 11-14	J. Developing an individualized Plan of Action 1. Class topics and assignments individualized according to identified students needs	(12 hrs)

FINAL EXAM

(2 hrs)

IV. EVALUATION METHODS

Students will be evaluated by their performance on weekly quizzes, a midterm, and a final examination. The exams will consist of multiple choice questions related to clinical situations. The purpose of this form of evaluation is to enhance clinical judgement skills necessary to be successful on standardized tests using national norms. Students will have the opportunity to drop the lowest quiz score. Extra credit options will be available at faculty discretion.

The course grade will be determined based on:

Weekly quizzes (30 pts each)	420 pts
Midterm exam	50 pts
Final Exam	70 pts
 Total possible points	 540

V. GRADING SCALE:

A = 486-540
 B = 432-485
 C = 378-431
 D = 324-377
 F = 323 or below

VI. ATTENDANCE POLICY:

The undergraduate course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. REQUIRED TEXTBOOKS:

Poorman, S.G., Mastorovich, M.L., Molcan, K.L., Liberto, T. (2011). A Good Thinking Approach to NCLEX and Other Nursing Exams. Pittsburgh: STAT Nursing Consultants.

VIII. BIBLIOGRAPHY:

Billings, D. M. (2007). Lippincott's Q & A review for NCLEX-RN (9th ed.). Philadelphia: Lippincott

Bourne, E.J. (2005). The anxiety and phobia workbook (4th ed.). Oakland, CA: New Harbinger.

- Colgrove, K. C., & Callicoatt, J. (2007). *Med-Surg success: A course review applying critical thinking to test taking*. Philadelphia: F. A. Davis.
- Curtis, C. M., Fegley, A. B., & Tuzo, C. N. (2009). *Psychiatric mental health nursing success: A course review applying critical thinking to test taking*. Philadelphia: F. A. Davis.
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- Fry, R. (2005). *Improve your memory*. Clifton Park, NY: Delmar.
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- Springhouse. (2008). *Assessment made incredibly easy! (4th ed.)*. Springhouse, PA: Springhouse.
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5. Liberal Studies course approval form: – N/A

Part III. Letters of Support or Acknowledgment – N/A