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LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No. <u>AA-97j.</u>	UWUCC Action-Date: <u>App- 9/28/10</u>	Senate Action Date: <u>App 11/2/10</u>
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**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Theresa Gropelli	Email Address tgropell@iup.edu
Proposing Department/Unit Department of Nursing and Allied Health Professions	Phone 724-357-2557

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each 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

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NURS 450 A Cognitive Approach to Clinical Problem Solving

Current course prefix, number and full title                      Proposed course prefix, number and full title, if changing

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**2. Additional Course Designations: check if appropriate**

This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

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**3. Program Proposals**

New Degree Program                       Program Title Change                       Program Revision  
 New Minor Program                       New Track                       Other

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Current program name                      Proposed program name, if changing

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**4. Approvals**

	Date
Department Curriculum Committee Chair(s) <i>Theresa Gropelli</i>	1/9/10
Department Chair(s) <i>Elizabeth Palmer</i>	3/2/10
College Curriculum Committee Chair <i>Robert Kishner</i>	4/5/10
College Dean <i>Carleen &amp; Zoni</i>	4-7-10
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
<b>Additional signatures as appropriate:</b> (include title)	
UWUCC Co-Chairs <i>Gail Sedquist</i>	9-28-10

\* where applicable

Received                      Received                      Received  
SEP 22 2010                      SEP 13 2010                      APR 07 2010  
Liberal Studies                      Liberal Studies                      Liberal Studies

## 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)**

#### 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

<b>Week 1 A.</b> Introduction and Overview of Course	(3 hrs)
1. Self Assessment	
2. Text Attitude Inventory	
3. Pretest & Review	
<b>Week 2 B.</b> Application of Problem Solving Skills	(3 hrs)
1. Test Taking Strategies	
<b>Week 3 C.</b> Nursing process as an approach to clinical problem solving	(3hrs)
1. Application of key nursing concepts in problem solving	
<b>Week 4 D.</b> Introduction to National Council Licensure Exam (NCLEX)	(3 hrs)
1. Discussion of test plan	
2. Dispelling myths of the licensure exam	
<b>Week 5 E.</b> Impaired thinking in problem solving situations	(3 hrs)
1. Test Anxiety	
2. Progressive Relaxation	

- Week 6 F.** Identifying faulty thinking in problem solving situations (3 hrs)  
 1. Personal/Professional
- Week 7 G.** Nurses Cognitive Self-Assessment Model (NCSAM) (3 hrs)  
 1. Cognitive restructuring  
 2. NCSAM introduction
- Week 8** MID-TERM EXAM and review (3 hrs)
- Week 9 H.** Evaluation of faulty cognitions to improve problem solving abilities (3 hrs)  
 1. NCSAM examples
- Week 10** I. Thought Distraction Techniques (3 hrs)  
 1. Thought stopping  
 2. Prescribed worry  
 3. Worry breaks  
 4. Visualization Techniques
- Weeks 11-14** J. Developing an individualized Plan of Action (12 hrs)  
 1. Class topics and assignments individualized according to identified students needs

**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	<u>70 pts</u>
<b>Total possible points</b>	<b>540</b>

#### V. GRADING SCALE:

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

**VI. ATTENDANCE POLICY:**

Although there is no formal attendance policy for this class, student learning is enhanced by regular attendance and participation in class discussions.

**VII. REQUIRED TEXTBOOKS:**

Poorman, S.G., Mastorovich, M.L., & Molcan, K.L. (2007). *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* (9<sup>th</sup> ed.). Philadelphia: Lippincott

Bourne, E.J. (2005). *The anxiety and phobia workbook* (4<sup>th</sup> 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.

Davis, M., McKay, M., & Eshelman, E.R., Fanning, P. (2008). *The relaxation and stress reduction workbook* (6<sup>th</sup> ed.). Oakland, CA: New Harbinger Publications.

Dunham, K. S. (2007). *How to survive and maybe even love nursing school: A guide for students by students*. (3<sup>rd</sup> ed.). Philadelphia: F. A. Davis.

Ellis, D. D. (2007). *Becoming a master student*. (12<sup>th</sup> ed.). Boston: Houghton Mifflin.

Fry, R. (2005). *Improve your memory*. Clifton Park, NY: Delmar.

Fry, R. (2005). *Ace any test*. (5<sup>th</sup> ed.). Clifton Park, NY: Delmar.

Fry, R. (2005). *How to study*. (5<sup>th</sup> ed.). Clifton Park, NY: Delmar.

Gauwitz, D. F. (2007). *Practice questions for NCLEX-RN*. Clifton Park, NY: Delmar.

Katz, J. R., Carter, C. R., Bishop, J., & Kravitts, S. L. (2009). *Keys to nursing success*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Lagerquist, S. L. (Editor)(2006). *Davis' NCLEX-RN success*. (2<sup>nd</sup> ed.). Philadelphia: F. A. Davis.

McKay, M., Davis, M., & Fanning, P. (2007). *Thoughts & feelings: Taking control of*

*your moods and your life* (3<sup>rd</sup> ed.). Oakland, CA: New Harbinger.

Nugent, P. M., & Vitale, B. M. (2008). *Fundamental success: A course review applying critical thinking to test taking*. (2<sup>nd</sup> ed.). Philadelphia: F. A. Davis.

Nugent, P. M., & Vitale, B. M. (2008). *Test success: Test taking techniques for beginning nursing students*. (5<sup>th</sup> ed.). Philadelphia: F. A. Davis.

Palau, S. M., & Meltzer, M. (2007). *Learning strategies for health careers students*. (rev ed.). Philadelphia: Elsevier, Saunders.

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.

Poorman, S. G., Mastorovich, M. L., Molcan, K. L. (2007). *A good thinking approach to the NCLEX and other nursing exams*. (2<sup>nd</sup> ed.). Pittsburgh: STAT Nursing Consultants, Inc.

Preusser, B. A. (2009). *Winningham and Preusser' critical thinking cases in nursing*. (4<sup>th</sup> ed.). St. Louis: Elsevier, Mosby.

Rubinfeld, M. G., & Scheffer, B. K. (2009). *Critical thinking tactics for nurses: Achieving the IOM competencies*. Sudbury, MA: Jones & Bartlett.

Saxton, D. F., Nugent, P. M., Pelikan, P. K., & Green, J. S.(Eds)(2007). *Mosby's review questions for NCLEX-RN*. (6<sup>th</sup> ed.). St. Louis: Elsevier, Mosby.

Silvestri, L. A. (2010). *Saunders strategies for test success: Passing nursing school and the NCLEX exam*. Philadelphia: Elsevier, Saunders.

Silvestri, L. A. (2009). *Saunders Q & A review for NCLEX-RN*. (4<sup>th</sup> ed.). Philadelphia: Elsevier, Saunders.

Silvestri, L. A., & Mojica, Y. (2007). *Strategies for alternative item formats on the NCLEX-RN exam*. St. Louis: Elsevier, Saunders.

Springhouse. (2009). *Pathophysiology made incredibly easy!* (4<sup>th</sup> ed.). Springhouse, PA: Springhouse.

Springhouse. (2008). *Assessment made incredibly easy!* (4<sup>th</sup> ed.). Springhouse, PA: Springhouse.

Springhouse. (2008). *NCLEX-RN new-format questions: Preparing for the revised NCLEX-RN*. (3<sup>rd</sup> ed.). Philadelphia: Lippincott.

**2. A summary of the proposed revisions- to add new or changed pre- or co- requisites.**

Change prerequisites /co-requisites from NURS 435 to NURS 431 and 433.

**3. Justification or rationale- to ensure appropriate progress through the program.**

NURS 435 was split into two courses, NURS 431 and NURS 433. This allows the student to be evaluated on psychiatric and community nursing separately. This change would ensure appropriate progression thru the program.

#### 4. The old 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)**

**Pre or Corequisite:** NURS 435 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 Objectives

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.
3. 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.
5. 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	3 hrs
4. Self Assessment	
5. Text Attitude Inventory	
6. Pretest & Review	
Week 2 B. Application of Problem Solving Skills	3 hrs
2. Test Taking Strategies	
Week 3 C. Nursing process as an approach to clinical problem solving	3hrs
2. Application of key nursing concepts in problem solving	
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3. Discussion of test plan	

	4. Dispelling myths of the licensure exam	
Week 5 E.	Impaired thinking in problem solving situations	3 hrs
	3. Test Anxiety	
	4. Progressive Relaxation	
Week 6 F.	Identifying faulty thinking in problem solving situations	3 hrs
	2. Personal/Professional	
Week 7 G.	Nurses Cognitive Self-Assessment Model (NCSAM)	3 hrs
	3. Cognitive restructuring	
	4. NCSAM introduction	
Week 8	MID-TERM EXAM and review	3 hrs
Week 9 H.	Evaluation of faulty cognitions to improve problem solving abilities	3 hrs
	1. NCSAM examples	
Week 10	I. Thought Distraction Techniques	3 hrs
	5. Thought stopping	
	6. Prescribed worry	
	7. Worry breaks	
	8. Visualization Techniques	
Weeks 11-14	J. Developing an individualized Plan of Action	12 hrs
	2. Class topics and assignments individualized according to identified students needs	
Finals Week	FINAL EXAM	

#### 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	<u>70 pts</u>
Total possible points	540



**Grading Scale:**

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

**V. Required Text**

Poorman, S.G., Webb, C.A., Mastorovich, M.L., & Molcan, K.L. (1999). A Good Thinking Approach to NCLEX and Other Nursing Exams. Pittsburgh: STAT Nursing Consultants.

**VI. References**

- Ambrose, M.L., Goldberg, K.E., Johnson, P.H., Mauro, E., Nash, J., Sabella, B.L. & Shaw, M. (Eds.). (1997). Fluids & electrolytes made incredibly easy! Springhouse, PA: Springhouse.
- Bourne, E.J. (1995). The anxiety and phobia workbook (2<sup>nd</sup> ed.). Oakland, CA: New Harbinger.
- Burns, D.D. (1989). The feeling good handbook: Using the new mood therapy in everyday life, New York: William Morrow. (Classic)
- Carpenter, D.O., Ambrose, M.L. & Wittig, P. (Eds.). (1998). Pathophysiology made incredibly easy! Springhouse, PA: Springhouse.
- Davis, M., McKay, M., & Eshelman, E.R. (1996). The relaxation and stress reduction workbook (4<sup>th</sup> ed.). Oakland, CA: New Harbinger.
- Fanning, P. (1994). Visualization for change (2<sup>nd</sup> ed.). Oakland, CA: New Harbinger. (Classic)
- Greenberger, D. & Padesky, C.A. (1995). Mind over mood: A cognitive therapy treatment manual for clients. New York: Guilford Press.
- Johnson, S. (1997). Taking the anxiety out of taking tests: A step-by-step guide. Oakland, CA: New Harbinger.
- McKay, M., Davis, M., & Fanning, P. (1997). Thoughts & feelings: Taking control of your moods and your life (2<sup>nd</sup> ed.). Oakland, CA: New Harbinger.
- Meltzer, M. & Palau, S.M. (1997). Learning strategies in nursing: Reading, studying and test taking (2<sup>nd</sup> ed.). Philadelphia: Saunders.
- Sides, M.B. & Korchek, N.B. (1997). Nurse's guide to successful test-taking (3<sup>rd</sup> ed.). Philadelphia: Lippincott. (Classic)
- Simonton, O.C., Matthews-Simonton, S. & Sparks, T.F. (1980). Psychological intervention in the treatment of cancer. Psychosomatics. 21 226-235. (Classic)
- Winningham, M.L. & Preusser, B.A. (1996). Critical thinking in medical-surgical settings: A case study approach. St. Louis: Mosby.

Zerwekh, J., Claborn, J.C. & Miller, C.J. (1997). Memory notebook of nursing. (Vol. 2). Dallas: Nursing Education Consultants.

**COURSE ANALYSIS QUESTIONNAIRE**  
**NURS 450 A Cognitive Approach to Clinical Problem Solving**

**Section A: Details of the Course**

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies).

This course is designed for second semester senior students. It will be a required 3 credit course for students to enhance their problem solving in simulated clinical situations. Students who achieve a higher score than a specified minimum on a department required standard test(s) are exempt from this course.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog description of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

No.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)? If so, explain the details of the offering.

Yes, it has been offered for 3 years in Spring term as a special topics course.

- A4 Is this course to be a dual-level course? If so, what is the approval status at the graduate level?

No.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

N/A

- A6 Do other higher education institutions currently offer this course? If so, please list examples.

No. This course was developed specifically for the IUP nursing student. However, with national NCLEX pass rates declining (NCSBN.ORG), many colleges and universities are offering similar courses for their nursing students. (e.g. East Georgia State University, Wilcox College, \*see attached article).

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation. Explain why this content or these skills cannot be incorporated into an existing course.

The course does not reteach information from other courses, but helps students enhance critical thinking and problem solving skills.

**Section B: Interdisciplinary Implications**

**B1** Will this course be taught by one instructor or will there be team teaching? If the latter, explain the teaching plan and its rationale.

One instructor.

**B2** What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments which clarify their attitudes toward the proposed change(s).

Content is specific for senior level nursing students and need small class size for increased interaction with instructor.

**B3** Will seats in this course be made available for students in the School of Continuing Education?

No.

### ***Section C: Implementation***

**C1** Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how course will fit into the schedules of current faculty. What will be taught less frequently or in fewer sections to make this possible?

Yes – course will be taught once per academic year.

**C2** What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

- \*Space
- \*Equipment
- \*Laboratory Supplies and Other Consumable Goods
- \*Library Materials
- \*Travel Funds

Computer programs, videos, and textbooks have been purchased to enhance this course.

**C3** Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from the Dean, Provost, etc.)

No.

**C4** How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

Yes – will only be needed spring term for second semester nursing seniors.

**C5** How many sections of this course do you anticipate offering in any single semester?

One.

C6 How many students do you plan to accommodate in a section of this course? Is this planned number limited by the availability of any resources? Explain.

20 – small class size is needed for increased interaction with student.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No – other than general documentation that small class size enhances learning and allows for increased interaction.

#### **Section D: Miscellaneous**

Include any additional information valuable to those reviewing this new course proposal.

#### **5. Liberal Studies course approval form and checklist (if appropriate)**

Non-applicable