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REC-100
MAR 11 2002

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Number: _____

Submission Date: _____

Action-Date: UWUCC App 4/3/02

Senate App 9/3/02

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Barbara L. Welsh Phone 357-3264

Department Nursing and Allied Health Professions

II. PROPOSAL TYPE (Check All Appropriate Lines)

☒ **COURSE** Problem Solving in Nsg.
Suggested 20 character title

☒ **New Course*** NURS 306 Problem Solving in Nursing
Course Number and Full Title

☐ **Course Revision** _____
Course Number and Full Title

☐ **Liberal Studies Approval –** _____
for new or existing course Course Number and Full Title

☐ **Course Deletion** _____
Course Number and Full Title

☐ **Number and/or Title Change** _____
Old Number and/or Full Old Title

New Number and/or Full New Title

☐ **Course or Catalog Description Change** _____
Course Number and Full Title

☐ **PROGRAM:** ☐ Major ☐ Minor ☐ Track

☐ **New Program*** _____
Program Name

☐ **Program Revision*** _____
Program Name

☐ **Program Deletion*** _____
Program Name

☐ **Title Change** _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Elizabeth Palmer 1-23-02
Department Curriculum Committee

Carol Wenzel 1-23-02
Department Chair

Mary E. Swenker 2/22/02
College Curriculum Committee

Charles J. Zoni 1 Mar 02
College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

NURS 306 Problem Solving in Nursing

**3 lecture hours
0 lab hours
3 credits
(3c-0l-3sh)**

Prerequisites: NURS 236

This course provides opportunities for students to recognize and develop intervention strategies for problem solving in clinical nursing situations. Emphasis is placed on developing application and analysis skills required for success in the nursing program.

I. Course Description

NURS 306 Problem Solving in Nursing

**3 lecture hours
0 lab hours
3 credits
(3c-0l-3sh)**

Prerequisites: NURS 236

This course provides opportunities for students to recognize and develop intervention strategies for problem solving in clinical nursing situations. Emphasis is placed on developing application and analysis skills required for success in the nursing program.

II. Course Objectives:

At the conclusion of the course the student will:

1. Identify strategies to promote effective problem solving in nursing.
2. Demonstrate the ability to prioritize client care needs.
3. Utilize problem solving in clinical nursing scenarios.
4. Distinguish between facilitative and non-facilitative approaches to clinical practice problem solving.
5. Identify the rationales that support nursing decisions and nursing actions in the clinical setting.

III. Course Outline

Weeks 1-2

A. Introduction of basic concepts for clinical problem solving in nursing 6 hours

1. Development of personal and professional objectives
2. Personal profile of the student nurse
3. The Learning Process
 - a) Anatomy and Physiology review of the brain
 - b) Right and Left Brain traits
4. Learning Styles
 - a) Auditory
 - b) Visual
 - c) Kinesthetic/Tactile
 - d) Characteristics of each Learning Style
 - e) Application of each style to clinical practice
5. Medical terminology
 - a) Components of terms
 - b) Deciphering medical terminology.
 - a) Application of medical terminology in clinical practice

Week 3-4

B. Study strategies for Nursing practice

6 hours

1. How nurses should take class notes
2. Study environment
3. Study errors
 - a) Cramming
 - b) Memorizing
 - c) Rituals
4. Memory skills
 - a) ST memory
 - b) LT memory

	c) Transferring material	
	5. Medical memory triggers	
	a) Mnemonics	
	6. Practice questions/review	
	a) Introduction to National Council Licensure Exam style questions	
Weeks 5 –7	C. Reading strategies 1. SQ4R technique a) Survey b) Question c) Read d) wRite e) Remember f) Review	1 hour
	D. Stress management for nurses 1. Reasons for stress a) Decreased concentration b) Competition among nurses c) Poor recall of information d) Information overload in the classroom 2. Nursing test apprehension a) Practice questions/review 3. Thought distraction	2 hours
	4. Stress in the clinical environment a) translating patient reports b) interpreting laboratory data c) organizing an assignment d) prioritizing patient care	
	E. Time management 1. Organizing via schedules 2. Procrastination prevention 3. Clinical preparation a) the day before a clinical experience b) the day of clinical c) post clinical review	3 hours
	F. Test taking strategies 1. Interpreting a multiple choice question 2. Test taking hints 3. Medical math calculations 4. National Council Licensure Examination (NCLEX) preparation a) Practice questions/review	3 hours
Weeks 8-9	Mid- term exam	1 hour
	G. Practicing effective nursing problem solving 1. Personal situations 2. Clinical situations 3. NCLEX style questions/review	5 hours
Weeks 10- 14	H. Use of Case Studies and Questions 1. Student team presentations of case studies related to a body system	15 hours

- a) Gastrointestinal - Pancreatitis
- b) Respiratory - Tuberculosis
- c) Neurological - Multiple Sclerosis
- d) Endocrine - Thyroid Disease
- e) Musculoskeletal - Osteoporosis

2. Practice questions/review

Finals Week: Final Exam

IV. Evaluation Methods

10% Class participation, preparation, attendance

15% Written assignments

Homework and journal entries

10% Computer assignment

25% Mid-term exam

25% Final Exam

Each exam will have a total of 100 point and the majority of questions will be multiple choice.

15% Case study presentation

Grading scale

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F= less than 60%

Description of Learning Assignments:

Journals

Students will keep a written journal throughout the semester. Various independent assignments, as well as notes/responses that students are asked to write as part of the class period will be included in the journal.

Computer assignment

The student will select one CAI from the Medical-Surgical series available in the Johnson Hall Learning Lab and complete the entire program selected, and the associated test. The student must submit the printout of the test results that indicate the student has attained a score of at least 80% in comprehension and 80% in critical thinking. Students are to do this assignment individually, not with a partner or as a group.

Case Study Presentation

A team of students will have the opportunity to introduce the class to a patient case study based on a selected clinical topic, approved by the instructor. This oral presentation should be 25-30 minutes in length, and should address the specific medical diagnosis by including a brief introduction of the patient situation, a definition of the disease process, (the pathophysiology involved), signs and symptoms, diagnostic tests, treatments and medications, and responsibilities of the nurse. An outline of the teaching project and an APA style bibliography are to be submitted to the instructor at the completion of the presentation. Members of the team will receive the same grade.

V. Required text(s)

Castillo, S. (2000). *Strategies, techniques and approaches to thinking*. Philadelphia: W.B. Saunders.

Additional readings will be made available on Reserve @ Stapleton Library.

VI. Special resource requirements

None

VII. Bibliography

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COURSE ANALYSIS QUESTIONNAIRE
NURS 306 Nursing Case Studies

Section A: Details of the Course

- A1 This course will fit into the junior year of the Bachelor of Science degree in the Nursing program. It is an elective course for students in the major.
- A2 This course is part of the elective courses in the Nursing program.
- A3 This course has been offered as a special topic course for three (3) semesters. A total of 29 students have taken this course. Students are directed toward this course by their advisors and/or sophomore faculty, based on weakness in their clinical performance and /or test taking weakness(s). As part of the department's recruitment and retention strategy, the department is offering this course as part of an effort to target students who may be at high risk for state board licensing exam failure, and offering a course that addresses their learning needs. Placing an elective course in their junior year gives them some time to implement the strategies for success they learn in this course and apply it to the rest of their program of study. The department recognizes that this may place the students total credit hours over the minimum required for a bachelor's degree, but the department believes that the benefit to the student outweighs the increased credit load. The department has been tracking the students that took this course over the past three years and found that taking this course in the first semester of their junior year has decreased many of the students' risk for board failure based on an assess test administered in their senior year.
- A4 This course is not intended to be taught as a dual level course.
- A5 This course is not intended to be taken for variable credit.
- A6 The content in this course supports the student in the practice of nursing. The information taught in the course is consistent with the test plan for the licensing exam for nursing (NCLEX-RN). Other nursing programs have implemented strategies for assisting nursing students at risk for board failure, but we are not aware of any other institutions that offer this course.
- A7 No professional society, accrediting authority, law or other external agency requires this content.

Section B: Interdisciplinary Implications

- B1 This course will be taught by one faculty within the Department of Nursing and Allied Health Professions.
- B2 This course does not overlap with any other courses at this University.
- B3 No seats in the course will be reserved for students in Continuing Education.

Section C: Implementation

- C1 No new faculty are needed to teach this course.
- C2 Other resources
- a. Current space allocations are adequate to offer this course.
 - b. Currently Stapleton Library subscribes to a number of nursing journals that would be helpful for students in this course. These journals include: American Journal of Nursing, RN, and

Nursing. The library also has a satisfactory holding of references related to nursing. Periodic updates of these holdings are necessary. The department currently has a mechanism in place for identifying needs for updated texts in priority order and recommending future purchases for the library holdings.

- C3 No grant funds are associated with this course.
- C4 This course will be offered at least once per Academic year.
- C5 One section of this course will be offered at a time.
- C6 The course could accommodate 40 students.
- C7 No professional society limits enrollment in a course of this nature.