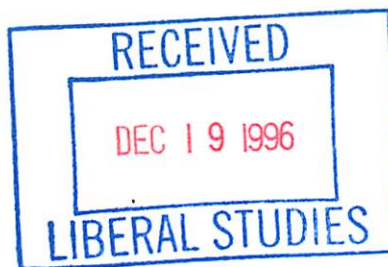


LSC Use Only
Number: _____
Submission Date: _____
Action Date: _____



UWUCC USE Only
Number: 96-46
Submission Date: _____
Action Date: App 1/21/97
Senate App 2/4/97

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Maxine K. Smatlak Phone 357-3258

Department Nursing and Allied Health Professions

II. PROPOSAL TYPE (Check All Appropriate Lines)

X **COURSE** Skills for Prof. Success
Suggested 20 character title

X **New Course*** NU 407 Skills for Professional Success
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

____ **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

III. Approvals (signatures and date)

Jaqueline Beck 12-9-96
Department Curriculum Committee

John Kuzneski 12-11-96
Department Chair

Mary A. Swenkin 12/12/96
College Curriculum Committee

Harold C. Wingard 18 Dec 96
College Dean

+ Director of Liberal Studies (where applicable)

* Provost (where applicable)

Syllabus of Record

NU 407 Skills for Professional Success

**1 credit
1 lecture hour
0 lab hour
(1c-0l-1sh)**

Prerequisites: must be enrolled in senior level nursing courses

I. Catalog Description

This one credit elective for senior nursing majors is designed to help students foster clinical judgment skills by focusing on critical thinking and test-taking. Emphasis is placed on preparing students with the skills that are essential for success on the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

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II. Course Objectives

Upon completion of the course the student will:

1. Demonstrate clinical problem solving skills utilizing critical thinking, standardized analytical techniques and decision making trees.
2. Recognize the implications of computer adaptive testing (CAT) and analyze computerized simulations in preparation for the NCLEX-RN exam.
3. Utilize clinical judgment skills in answering test questions that simulate questions comparable to those found on the NCLEX-RN exam while recognizing high index of probability items.
4. Effectively apply oral presentation skills while focusing on passing the NCLEX-RN.

III. Detailed Course Outline of Weekly Topics and Format of Class

Week 1 **Orientation to course**

Week 2 **Weekly quiz
Overview of NCLEX (lecture)
Student Presentations: Computer disk assignment and ACE IT Assignment
Pharmacology Practice Questions (mini group activity)**

Week 3 **Weekly quiz
Overview of Test-taking Strategies (lecture)
Student Presentations: Computer disk assignment and ACE IT Assignment
Pharmacology Practice Questions**

Week 4 **Weekly quiz
More Test-taking Strategies for NCLEX (lecture)
Student Presentations: Computer disk assignment and ACE IT Assignment
Pharmacology Practice Questions**

Week 5 **Weekly quiz
Learning to answer Communication Questions (lecture)
Student Presentations: Computer disk assignment and ACE IT Assignment
Pharmacology Practice Questions**

- Week 6** **Weekly quiz**
Learning to answer questions that Select Priorities (lecture)
Student Presentations: Computer disk assignment and ACE IT assignment
Pharmacology Practice Questions
- Week 7** **Weekly quiz**
Guest Speaker: Former IUP student on "How I Prepared for and Passed the NCLEX"
Student Presentations: Computer disk assignment and ACE IT Assignment
Pharmacology Practice Questions
- Week 8** **Weekly quiz**
Mastering high index of probability questions I (lecture)
Student Presentations: Computer disk assignment and ACE IT Assignment
Pharmacology Practice Questions
- Week 9** **Weekly quiz**
Mastering high index of probability questions II (lecture)
Student Presentations: Computer disk assignment and ACE IT Assignment
Pharmacology Practice Questions
- Week 10** **Weekly quiz**
Mastering high index of probability questions III (lecture)
Student Presentations: Computer disk assignment and ACE IT assignment
Pharmacology Practice Questions
- Week 11** **Weekly quiz**
Cognitive Restructuring and Thought Distraction Techniques (lecture)
Student Presentations: Computer disk assignment and ACE IT assignment
Pharmacology Practice Questions
- Week 12** **Weekly quiz**
Coping with Test Anxiety (lecture)
Pharmacology Practice Questions
- Week 13** **Weekly quiz**
Improving Performance with Practice Questions (lecture)
Pharmacology Practice Questions
- Week 14** **Weekly quiz**
Planning your Personalized Review Program (lecture)
Pharmacology Practice Questions

IV: Evaluation Methods

The final grade for the course will be determined as follows:

* Weekly Quiz (multiple choice)	40 pts.
* Computer Disk Assignment/Presentation	20 pts.
* ACE IT Assignment/Presentation	30 pts.
* Final Exam (multiple choice)	<u>10 pts.</u>
TOTAL	100 pts.

* See attached assignments

Grading Scale:

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
59 and below	F

V. Required Textbooks, Supplemental Books and Readings

Required Text:

Saxton, D., Nugent, P., & Pelikan, P. (1996). Mosby's comprehensive review of nursing (15th ed.). Mosby: St. Louis.

Recommended Texts:

Anderson, D. (1995). First aid for the NCLEX-RN. Appleton and Lange: CT.

Billings, D. M. (1994). Lippincott's review for NCLEX-RN (5th ed.). Lippincott: Philadelphia.

VI. Special Resource Requirements

There are no materials or equipment required for this course. There is no lab fee associated with this course.

VII. Bibliography

AJN/Mosby. (1994). Questions and answer book for the NCLEX-RN examination (4th ed.). Baltimore: Williams & Wilkins.

Allen, T., Brady, J. & Vonfrolio, L. (1995). 25 stupid things nurses do to self destruct. Power: New York.

Beare, P. G. (1995). NCLEX-RN update: Helping your students prepare. Nurse Education, 20(3), 33-36.

Frye, C. M. (1994). Frye's 2000 nursing bullets NCLEX-RN (3rd ed.). Springhouse: Springhouse.

Healy, P. F. (1994). American nursing review: Questions and answers for NCLEX- RN. Springhouse: Springhouse.

Hoefler, P. A. (1995). The complete Q and A for the NCLEX-RN. Meds: Silver Spring.

Hoefler, P. A. (1995). The comprehensive NCLEX-RN review. Meds: Silver Spring.

Hoefler, P. A. (1995). Successful problem-solving and test taking. Meds: Silver Spring.

National Council of State Boards of Nursing, Inc. (1994). NCLEX-RN test plan for the national council licensure examination for registered nurses. National Council of State Boards of Nursing, Inc.: Chicago, IL.

NSNA, Inc. (1994). Medical surgical nursing. Delmar: Albany, NY.

NSNA, Inc. (1994). Pharmacology. Delmar: Albany, NY.

NSNA, Inc. (1994). Psychiatric nursing. Delmar: Albany, NY.

Poorman, S. G., Webb, C. A. & Molcan, K. L. (1994). Good thinking: Test taking, problem solving and study skills for nursing students. STAT Nursing Consultants: Trafford.

Rayfield, S. (1995). Nursing made insanely easy. I Can Publishing: Shreveport.

Robbins, A. (1995). Notes from a friend. Fireside: New York.

Smith, S. F. (1995). Review questions for NCLEX-RN (7th ed.). National Nursing Review: Los Altos.

Zerwekh, J., Claborn, J. & Miller, C. (1994). Memory notebook of nursing. Nursing Education Consultants: Dallas, TX.

ACE IT Assignment/Presentation
Activities and Creative Exercises (using) Instructional Tools
20 copies required

Guidelines:

1. After choosing a lottery presentation number, determine your presentation date by consulting the attached calendar. Next, select a vital nursing concept to focus on after reviewing the Weekly Assignments for ACE-IT pertaining to this presentation (see attached form) with the goal of maximizing your own and your classmates learning.
2. Next, select an activity, strategy, or creative exercise to accelerate the learning of this concept. Examples of helpful instructional tools include images, acronyms, mnemonics, mind or concept mapping, graphs, tables, worksheets, stories, patient drug information, case studies, bottom line paragraphs, patient teaching information, analogies, brief simulations, lab value charts, pharmacology quizzes, diagrams, pictures, cartoons, etc.
3. Finally, include two NCLEX simulation questions which also help to clarify the targeted concept. These questions may be found in the Mosby text or if necessary, another NCLEX reference.
4. Present all of the above in an organized way on your assigned day. See attached example.

"The harder you prepare, the luckier you seem to get."

-Anthony Robbins

Grading Criteria:

Appropriateness and creativity of teaching strategy	10 pts.
Clarity of rationale during presentation	10 pts.
Teaching effectiveness during presentation	<u>10 pts.</u>
TOTAL	30 pts.

Computer Disk Assignment/Presentation
20 copies required

Name _____

Identify the computer disk _____ May be a textbook disc
or one found in other NCLEX sources.

Two (2) NCLEX Practice Questions from this disk:

Grading Criteria:

Preparation of hand-out on questions retrieved from computer adaptive testing format	10 pts.
Clarity of rationale during presentation	5 pts.
Teaching effectiveness during presentation	<u>5 pts.</u>
TOTAL	20 pts.

Weekly Quiz

A three question weekly quiz will cover the weekly assigned simulation questions in the Mosby text as outline on the calendar attached to the syllabus. Three points per week may be earned by taking these quizzes.

Final Exam

The final exam will include Medical Surgical questions number 1 to 920. (Mosby, test). A total of 10 points may be earned by taking the finals.

Course Analysis Questionnaire

Section A: Details of the Course

- A1 This course will be an elective for students enrolled in senior level nursing courses.
- A2 This course does not require changes in the content of existing courses or requirements for this program.
- A3 Three sections of this course were offered on a trial basis as a special topic course in the Spring semester of 1996 and one section was offered in the Fall semester of 1996. Seventy-two students were enrolled in the spring semester and nineteen were enrolled in the fall semester. All students rated it consistently high on student evaluation forms.
- A4 This course is not intended to be a dual level course.
- A5 This course is not to be taken for variable credit
- A6 Other higher education institutions do not currently offer this course.
- A7 The content of this course is not recommended or required by a professional society, accrediting authority, law, or other external agency. However, success on the NCLEX is essential to practice the profession of nursing. This content or these skills cannot be incorporated into an existing course because the required courses are carefully structured to provided essential material. Incorporating this content would require deletion of the content of other nursing courses. Accreditation of the IUP nursing program is dependent on an 80% pass rate on the NCLEX-RN exam.

Section B: Interdisciplinary Implications

- B1 This course will be taught by one instructor.
- B2 This course does not overlap with any courses at the University..
- B3 No seats will be available to students in the School of Continuing Education.

Section C: Implementation

- C1 No new faculty are needed to teach this course. One less seminar section would be offered each semester. This would increase the enrollment of existing seminars by one or two students per seminar, which can be easily accommodated.

C2 Other Resources

- a. Current space allocations are adequate to offer this course.
- b. Equipment allocations are adequate to offer this course.
- c. No laboratory supplies or other consumable goods are necessary to teach this course.
- d. Library materials are adequate for this course.
- e. Travel funds are not needed for this course.

C3 No grant funds are associated with this course.

C4 Sections of this course will be offered in the Fall and Spring semesters every year.

C5 One section of this course will be offered in the Fall semester and two sections will be offered in the Spring semester each year.

C6 Sections of this course will be limited to 30 students. Because of the nature of the class and the learning activities required, it would be difficult to manage a class larger than 30.

C7 There is no professional society which recommends enrollment limits or parameters for a course of this nature.

Section D: Miscellaneous

No additional information is necessary.