

MAR 13 2000

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CURRICULUM PROPOSAL COVER SHEET

Home

Course Request

Liberal Studies Approval +
for new or existing course

Course Number and Full Title

Course Relation

Author

Course

Prerequisite

Corequisite

Co-requisite

Co-requisite

Prerequisite

Prerequisite

Prerequisite

Prerequisite

Prerequisite

Prerequisite

Prerequisite

Prerequisite

Prerequisite

Prerequisite

NURS 450 A Cognitive Approach to Clinical Problem Solving

3c-01-3sh

Prerequisites: NURS 412

This course focuses on advanced clinical problem solving and decision making skills needed by professional nurses. Factors that influence clinical problem solving will be examined to facilitate higher level thinking in simulated clinical situations.

Revised 2-14-01

I. Course Description

NURS 450 A Cognitive Approach to Clinical Problem Solving

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

Prerequisites: NURS 412

This course focuses on advanced clinical problem solving and decision making skills needed by professional nurses. Factors that influence clinical problem solving will be 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.
2. Identify factors that influence the individual's problem solving ability.

Week 6

F. Identifying faulty thinking in problem solving situations
1. Personal/Professional

(3 hrs)

Grading Scale:

A = 486-540

Meltzer, M. & Palau, S.M. (1997). Learning strategies in nursing: Reading, studying and test taking (2nd ed.). Philadelphia: Saunders.

Sides, M.B. & Korchek, N.B. (1997). Nurse's guide to successful test-taking (3rd 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. & Prausser, B.A. (1996). Critical thinking in medical surgical

A Cognitive Approach to Clinical Problem Solving
NU 481
Course Analysis Questionnaire

[The remainder of the page is obscured by heavy black redaction bars.]

- 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, necessary for NCLEX success.

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).

- *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 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 personnel categories?

To prepare for the exam, the instructor
had a large "Do Not Disturb"

add a significant dimension to the eval-
uation process

With these goals in mind, I devel-
oped an approach that examined four

4 consisting of a study plan developed by the student and a series of interventions that I develop. The interventions are directive and supportive strategies that keep the student focused on resolving the target problem.

Interventions may include a prescription to complete assigned read-

may be exhausted, anxious about grades, or emotionally disengaged. Course and teaching evaluations conducted at the end of the semester are limited because they lack specificity, and because they are weighted more heavily on recent events and are subject to student teacher reactions.

suggestions. For example, a class consisting of a 50-minute lecture, a 20-minute small group exercise, a large group discussion, and a 15-minute videotape listed the major learning activities on the evaluation form shown in Figure 1. Students