



MATH, SCIENCE & HEALTH PROFESSIONS

NURSING PROGRAM

NRS 111

CLINICAL REASONING IN NURSING PRACTICE

COURSE OUTLINE

FALL 2016



COURSE OUTLINE

Course Number: NRS 111

Course Title : Clinical Reasoning in Nursing Practice

Credits: 1

Hours: 1 Theory Hour/Week

Weeks: 15

Catalog description

This course introduces the learner to clinical reasoning used in nursing. In this course the student learns to use critical thinking that underscores the thinking represented in the nursing process as well as dealing with aspects of the healthcare system for safe practice in the current healthcare environment. This course forms the basis for the thinking processes applied throughout all nursing courses.

Prerequisites: Formal admission to nursing program or current Licensed Practical Nurse (LPN) license

Corequisites: NRS 112 or current LPN license

Recommended text

Alfaro-LeFevre, R. (2013). *Critical thinking, clinical reasoning, and clinical judgment: A Practical Approach*. 5th ed. St. Louis: Elsevier. ISBN: 9781437727760

Course Coordinator

Professor Elizabeth Mizerek, MSN, RN, CEN, CPEN, FN-CSA

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Email: mizereke@mccc.edu

The most effective way to communicate with Professor Mizerek outside of class is via e-mail. Student e-mails will be returned within 48-72 hours, excluding weekends and holidays. Due to varying work hours and locations checking of voicemail may not be as timely.

Course Expectations

There are intellectual standards in this course and each student is responsible for his or her own learning. Any student with questions about his or her progress should make an appointment with Professor Mizerek to discuss their concerns. Any student with a personal issue affecting his or her ability to be successful in this course is responsible to bring it to Professor Mizerek's attention in a

timely manner and in accordance with the policies set forth for the nursing program. It is the expectation that all communications during this course will be conducted in a professional manner and that student's personal conduct will be reflective of a professional registered nurse.

Information Resources

Nursing Program website – www.mccc.edu/nursing

Mercer Online (Blackboard Platform) - <http://mccc.blackboard.com>

NCSBN NCLEX-RN Detailed Test Plan – https://www.ncsbn.org/2013_NCLEX_RN_Test_Plan.pdf

Please refer to the Nursing Program Information Handbook for program philosophy, program objectives, and other pertinent information regarding NRS 111 and other nursing courses.

Academic Honesty

Academic honesty is important to the learning organization's purpose of helping learners to develop critical, independent thinking skills and habits. Cheating and other forms of academic dishonesty run counter to this purpose and violate ethical and intellectual principles; they are therefore subject to penalties. For purposes of this course we will define academic dishonesty as:

Plagiarism:

Presentation of work that originates from another unacknowledged source as one's own. Presenting someone else's ideas, argument, or information verbatim (or close to verbatim) without acknowledgement of the source in assessments, papers, or discussions, constitutes plagiarism.

Cheating:

a) Giving, receiving, or using, or attempting to give, obtain, or use, unauthorized information or assistance during an assessment or an examination

b) Obtaining or conveying, or attempting to obtain or convey, unauthorized information about an assessment or examination questions

c) Giving or receiving assistance on an essay or assignment that goes beyond that specifically allowed by the instructor (this includes buying and selling, or attempt to buy or sell essays and/or research assistance relating to course assignments)

d) Impersonating someone else or causing or allowing oneself to be impersonated in an examination, or knowingly availing oneself of the results of impersonation

e) Presenting a single piece of work in more than one course without the permission of the instructors involved

Academic Integrity Statement

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty. The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. Uses or obtains unauthorized assistance in any academic work.

Copying from another student's exam.

Using notes, books, electronic devices or other aids of any kind during an exam when prohibited.

Stealing an exam or possessing a stolen copy of an exam.

B. Gives fraudulent assistance to another student.

Completing a graded academic activity or taking an exam for someone else

Giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.

Sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.

Submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.

Using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately

Presenting another individual's work as one's own.

Submitting the same paper or academic assignment to another class without the permission of the instructor.

D. Fabricates data in support of an academic assignment.

Falsifying bibliographic entries.

Submitting any academic assignment which contains falsified or fabricated data or results.

E. Inappropriately or unethically uses technological means to gain academic advantage.

Inappropriate or unethical acquisition of material via the Internet or by any other means.

Using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

Consequences for Violations of Academic Integrity

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall

ADA Statement

Mercer County Community College is committed to ensuring the full participation of all students in all activities, programs and services. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA and Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB 216 stinsona@mccc.edu for information regarding support services. If you do not have a documented differing ability, remember that other resources are available to all students on campus including academic support through our Academic Learning Center located in LB 214.

The Nursing Program Handbook Information Packet

Each nursing student receives a copy of this handbook, is responsible for the information contained in the handbook, and is expected to comply with requirements and policies.

First Semester Students

A coach has been assigned to assist you with navigating your first semester in college. Coaches help with understanding how Mercer works, finding appropriate help with course work, and establishing academic goals. Visit www.mccc.edu/coaching to find your coach or Contact: Arlene Stinson, LB217, 570-3451, SOAR@mccc.edu

Use your “MyMercer” Portal!

Your “MyMercer” portal contains your MercerMail, financial information, class schedule, grades, and other information. Check your “MyMercer” portal every day! Visit www.mccc.edu/mymercer to access your portal.

Tutoring support

Academic support services are free and available for all students. Drop in at LB214 on the West Windsor Campus or call 609-570-3422.

Reasonable Accommodations for Students with Documented Disabilities

The Office of Special Services (OSS) provides continued support to students with documented disabilities. Support staff are available to help students with differing abilities make a smooth transition to college as well as to succeed throughout their college experience. Contact: Arlene Stinson, LB 217, 570-3525, stinsona@mccc.edu

Career and Transfer Center

Planning to go to work or to transfer to a 4-year college after completing your Mercer degree? Contact the Career and Transfer Center for support and advice. E-mail transfer@mccc.edu or call (609) 586-4800 ext. 3307.

Counseling Services

Are you experiencing personal challenges, feeling overwhelmed? Are you having stress and anxiety? Counseling services are available free of charge. Contact 609-586-4800, extension 3423 or extension 3410.

Veteran's Services If you are military, veteran, or family member, we offer free support for you. Email vets@mccc.edu or call 609-570-3240

STUDENT LEARNING OUTCOMES

Mercer County Community College Institutional Learning Goals

- IL1 Written and oral communication in English: Students will communicate effectively in both speech and writing.
- IL2 Mathematics: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
- IL3 Science: Students will use the scientific methods of inquiry, through the acquisition of scientific knowledge.
- IL4 Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- IL5 Social Science: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
- IL6 Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
- IL7 History: Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significant.
- IL8 Diversity and Global Perspective: Students will understand the important of a global perspective and culturally diverse peoples.
- IL9 Ethical Reasoning and Action: Students will understand ethical issues and situations.

- IL10 Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate and effectively use the information for college level work.
- IL11 Critical Thinking and Problem Solving: Students will use critical thinking and problem solving skills to distinguish among inferences, opinions and facts.

Program Student Learning Outcomes

- P1 Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.
- P2 Engage in clinical reasoning to make patient-centered care decisions.
- P3 Participate in quality improvement processes to improve patient care.
- P4 Collaborate with members of the interprofessional team, the patient, and the patient's support persons.
- P5 Use information management (informatics) principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
- P6 Assimilate leadership, management, legal, and ethical guidelines in practice as a Registered Nurse.

Course Student Learning Outcomes with Competencies:

At the conclusion of this course, the student will be able to apply clinical reasoning skills while caring for patients with a focus on wellness and the care of patients experiencing uncomplicated conditions. The student will be able to:

1. Engage in clinical reasoning to make patient-centered care decisions. *Institutional Learning Goals 9,11 and Program Goals 1, 2, 5, 6*
 - a. Explain the thinking skills and strategies that are used when applying clinical reasoning in nursing.
 - b. Give examples of how thinking skills and strategies are applied to patient care situations.
 - c. Give examples of how thinking skills and strategies are applied to problem solving in the healthcare environment.
 - d. Discuss the importance of using clinical reasoning to anticipate risks, and predict and manage potential complications.
 - e. Explain the steps that make up the nursing process.

- f. Discuss how the nursing process is an example of how nurses apply clinical reasoning.

Concept Based Curriculum

This nursing curriculum utilizes a conceptual approach to learning. See the Nursing Program Handbook for a complete list of concepts.

Attendance

Students are expected to attend all lecture sessions. If you cannot avoid an absence, contact your instructor prior to the activity to be missed. Prolonged absences due to illness, injury, or bereavement for an immediate family member should be reported to the Nursing Office. Please see the Attendance Policy found in the Nursing Program Handbook Information Packet for further information regarding the Nursing Program policy on attendance.

Determination of NRS111 Grade:

The grade in NRS111 will be determined by:

Assessment	Percentage of Grade
Attendance and participation	50%
Critical Thinking Paper	50%
Total	100%

In order to receive a grade in NRS 111, the following criteria must be satisfied:

1. Critical thinking paper must be submitted.

A final grade of "C+" (77% - 79.99%) or better in each nursing course is necessary to progress to the next nursing course and to graduate. No grades will be rounded. If all criteria for the determination of a grade for NRS 111 have been successfully met, a grade will be assigned as follows:

A	93% - 100%
A-	90% - 92.99%
B+	87% - 89.99%
B	83% - 86.99%
B-	80% - 82.99%
C+	77% - 79.99%
C	70% - 76.99%
D	60% - 69.99%
F	0% - 59.99%

Weekly Course Outline

Week - Class Date	Weekly Course Learning Objective	Readings	Assessment
1 – August 30th, 2016	Define and contrast critical thinking, clinical reasoning and clinical judgement in nursing practice.	Alfaro-LeFevre pages 2-10.	Class discussion
2 – September 6 th , 2016	Examine the development of critical thinking in nursing practice with critical thinking indicators.	Alfaro-LeFevre pages 11-32	Class discussion
3 – September 13th, 2016	Identify moral and ethical reasoning in nursing practice.	Alfaro-LeFevre pages 130-133	Class discussion
4 – September 20th, 2016	Apply critical thinking attributes to learning in nursing practice.	Alfaro-LeFevre pages 152-160	Class discussion
5 – September 27th, 2016	Demonstrate the use of critical thinking and concept mapping in nursing practice.	Alfaro-LeFevre pages 279-281	Class discussion
6 – October 4th, 2016	Distinguish communication and emotional Intelligence skills needed for nursing practice.	Alfaro-LeFevre pages 33-39	Class discussion
7 – October 11th, 2016	Apply critical thinking in the nursing process.	Alfaro-LeFevre pages 164-212	Class discussion
8 – October 18th, 2016	Dissect critical thinking failures in nursing practice and failure to rescue scenarios.	Alfaro-LeFevre pages 103-123	Class discussion
9 – October 25th, 2016	Relate the impact of evidence based practice on nursing care.	Alfaro-LeFevre pages 136-147	Class discussion
10 – November 1st, 2016	Apply critical thinking attributes to teaching in nursing practice.	Alfaro-LeFevre pages 150-151	Class discussion
11 – November 8th, 2016	Examine the impact of teamwork on critical thinking in nursing practice.	Alfaro-LeFevre pages 259-265	Class discussion Critical thinking paper
12 – November 15th, 2016	Construct conflict management techniques applicable to nursing practice.	Alfaro-LeFevre pages 217-249	Class discussion
13 – November 29th, 2016	Relate current trends in critical thinking as it applies to nursing practice.	Alfaro-LeFevre pages 78-83	Class discussion
14 – December 6th, 2016	Explain the importance of reflection related to critical thinking in nursing practice.	Alfaro-LeFevre pages 69-76	Class discussion
15 – December 13th, 2016	Outline the ongoing development of critical thinking in nursing practice.	Alfaro-LeFevre pages 47-58	Class discussion

Weekly course outline and assignment dates are subject to change at instructor’s discretion.

Critical Thinking Paper

Write a 500-1000 word paper, meeting the criteria listed below.

1. Describe critical thinking using your own words.
2. Give an example of an actual patient care experience where critical thinking was applied to the care of the patient.
3. Did critical thinking improve the outcome for the patient? Why or why not?
4. Identify two critical thinking characteristics, traits, or behaviors that you possess.
5. Identify one critical thinking characteristic you want to improve and why.
6. Conclude with a discussion of how critical thinking impacts patient care.

Paper should be prepared with double spaced lines, normal (1”) margins on all sides and Times New Roman font, size 12. Follow American Psychological Association (APA) formatting, abstract is not required. Use spell and grammar check. Paper must be uploaded to BlackBoard, as a Microsoft Word document or Adobe Acrobat pdf file by 23:59 on the announced date due.

Grading Rubric

	Deficient Score of “0”	Emerging Score of “1”	Competent Score of “2”
Content	Less than 50% of the paper criteria were met.	More than 50% of the paper criteria were met.	All the paper criteria were met.
Critical Application	Evidence of critical thinking principles and nursing process lacking	Some evidence of use of critical thinking principles and nursing process communicated	Evidence of critical thinking principles and nursing process communicated
Format	Entry is not formatted according to guidelines. Entry is submitted by email after twenty four hours of the expected time frame. Paper is unorganized in ideas, unreadable in format, or contains more than five spelling or grammar mistakes.	Entry is not formatted according to guidelines. Entry is submitted within twenty four hours past the expected time frame. Paper reads poorly or lacks organization of ideas, or contains up to five spelling or grammar mistakes.	Entry is formatted according to guidelines. Entry is submitted by email within the expected time frame, reads well and provides clear organization of ideas.

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