



HEALTH PROFESSIONS

NURSING EDUCATION PROGRAM

NRS 111

CLINICAL REASONING IN NURSING PRACTICE

COURSE OUTLINE

Fall 2019



COURSE OUTLINE

Course Number: NRS 111

Course Title: Clinical Reasoning in Nursing Practice

Credits: 1

Hours: 1 Theory Hour/Week

Weeks: 14

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

This course will be presented using material online no text is required

Course Coordinator

Professor Tracy Scaletti, MSN, RN, CEN

Office: MS 155

Phone: 609-570-3895

Email: scalettt@mccc.edu

The most effective way to communicate with Professor Scaletti 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 Scaletti to discuss their concerns. Any student with a personal issue affecting his or her ability to be successful in this course is responsible for bringing it to Professor Scaletti's attention in timely manner and in accordance with the policies set forth for the nursing program. All communications during this course are expected to be conducted in a professional manner, and each student's personal conduct is expected to 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/2013NCLEXRNTestPlan.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, using, or attempting to give, obtain, or use unauthorized information or assistance during an assessment or an examination
- b) Obtaining, 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 (including buying and selling or attempting to buy or sell essays and/or research assistance relating to course assignments),
- d) Impersonating someone else or allowing oneself to be impersonated in an examination or knowingly availing oneself of the results of impersonation, and
- 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. Thus, students are expected to be responsible for their own work, and 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.

A. Using or obtaining 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. Giving 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 representing the work of others as one's own or representing 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 or 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. Fabricating 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 using 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 notify the Chair of the Academic Integrity Committee of the violation and penalty imposed.

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 all 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 Mercer Mail, 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) 5864800 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 for 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:

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

Per the Nursing Education Attendance Policy, **two points** will be deducted from the overall course grade for every unexcused absence from any educational session. Two episodes of unexcused lateness will be

treated as an unexcused absence; points will be deducted from the final course grade accordingly. Each request for an excused absence will be considered separately, on its own merit. Any combination of more than two absences in theory, lab, or clinical may result in inability to meet course objectives and course failure. For the full policy, see the Attendance Policy on the nursing program website.

Determination of NRS111 Grade:

The grade in NRS111 will be determined by:

Assessment	Percentage of Grade
Quiz 1	20%
Quiz 2	20%
Quiz 3	20%
Time Management Log project	15%
Group Presentation	15%
HESI Critical Thinking Exam	10%
Total	100%

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

1. Assigned quizzes must be completed.

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	Assessment
1 –September 3, 2019	Define and contrast critical thinking, clinical reasoning and clinical judgement in nursing practice. Critical thinking and time management.	Class discussion
2 – September 10, 2019	PEER MENTORING WITH 3 RD SEMESTER STUDENTS	Peer Discussion
3 – September 17, 2019	Examine the development of critical thinking in nursing practice with critical thinking indicators. Demonstrate the use of critical thinking and concept mapping in nursing practice.	Class discussion Quiz 1
4 – September 24, 2019	Apply critical thinking attributes to communication in nursing practice.	Class Discussion
5 – October 1, 2019	HESI EXAM (Rooms AD223 and 229 2p-3p)	HESI Exam
6 – October 8, 2019	Apply critical thinking in the nursing process.	Class discussion
7 – October 15, 2019	PEER MENTORING SESSION #2	Peer Discussion Time log due
8 – October 22, 2019	Distinguish how critical thinking impacts quality improvement. Dissect critical thinking failures in nursing practice and failure to rescue scenarios.	Class discussion Assign group projects
9 – October 29, 2019	Construct conflict management techniques applicable to nursing practice.	Class discussion Quiz 2
10 – November 5, 2019	PEER MENTORING SESSION #3	Peer Discussion
11 – November 12, 2019	Class Group Presentations	Class discussion
12 – November 19, 2019	Class Group Presentations	Class discussion Quiz 3
13 – December 3, 2019	Apply critical thinking attributes to teaching in nursing practice. Relate current trends in critical thinking as it applies to nursing practice. Relate the impacts of Evidence Based practice on nursing care.	Class discussion
14 – December 10, 2019	Explain the importance of reflection related to critical thinking in nursing practice. Examine the impact of teamwork on critical thinking in nursing practice.	Class discussion

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

Time Management Log Project

Each student will complete a time management logs and an essay reflecting on their how they have managed the new demands of entering the nursing program. The essay should be completed using APA format. The components of the assignment should include:

1. An ideal log (one week) which demonstrates how the students believes that they should spend their time to be successful
2. An actual log (one week) which shows how the student has spent their time
3. An essay that includes:
 - a. How the ideal and the actual log are different.
 - b. What issues impacted their ability to meet the goals in their ideal log.
 - c. Possible ways this could impact their performance in the nursing program and when caring for clients.
4. The assignment should be completed in Microsoft Word and submitted via blackboard. The time log can be completed in tables that are included with the essay.

Rubric

Ideal Log	Poor 1pt	Good 1.5pt	Excellent 2pt
	Ideal Log is not complete or may be missing entirely.	Ideal log is mostly well formulated and complete and demonstrates a realistic depiction of weekly activities.	Ideal log is complete, well formulated and presents a very thorough and realistic depiction of weekly activities.
Actual Log	Poor 1pt	Good 1.5pt	Excellent 2pt
	Actual Log is not complete or may be missing entirely.	Actual log is mostly well formulated and complete and demonstrates a realistic depiction of weekly activities.	Actual log is complete, well formulated and presents a very thorough and realistic depiction of weekly activities.
Reflection Content	Poor 5pt	Good 6.5pt	Excellent 8pt
	The essay fails to integrate classroom materials about time management. The provided information does not sufficiently cover the demands of the prompt and fails to demonstrate an increased understanding of time management skills.	The essay for the most part provides adequate information summarizing logs and comparing theme. Some classroom materials are integrated. For the most part, this reflection sufficiently demonstrates some increased understanding of time management.	The essay is well written from start to finish, without spelling, grammar or use of English errors. The essay is well organized, clear and presents ideas in a coherent way.

Group Project

Each group will present to the rest of class in Power Point format. **All members of the team must contribute.** The Power Point presentation can be no shorter than 7 minutes and no longer than 10 minutes. This group project is a quality improvement project. Choose an area of nursing that as a group, you believe can be improved. Your topic must be approved prior to presenting and no two topics can be the same. Use a defined quality improvement method, such as PDSA or Six Sigma, etc. A brief outline and reference page in APA format are required for the project as well.

Power Point presentation criteria:

1. Describe the Quality Improvement idea that you have chosen, factors such as location/environment, time of day (if provided), what is the problem given and any other details that you consider important.
2. Implement the quality improvement methodology the group has chosen and discuss how you would measure the problem and how you would measure the improvement.
3. Give a brief description of what would be your team’s priorities are and why.
4. Briefly explain your team’s plan to manage the challenges presented.

Group Presentation Rubric					
	1 point	2 points	3 points	4 points	Score Total
Content: Did the presentation present valuable material?	Little or no valuable material was presented.	Limited amount of valuable material presented.	Most of the valuable material was presented.	Exceptional amount of valuable material presented beneficial to the class.	
Organization: Was the presentation well organized and did it flow well?	The presentation lacked organization and had little evidence of preparation.	There were minimal signs of organization or preparation.	The presentation has organization but could have been stronger or better prepared.	The presentation was well organized, well prepared and easy to follow.	
Presentation: Did the presenters speak clearly? Had the material been reviewed?	Presenters were unconfident and little to no evidence of planning was present.	Presenters were not consistent with level of confidence but had some strong moments.	Presenters were more confident with their presentation, some evidence of preparation present.	Presenters were all confident in delivery. Preparation is very evident.	

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