COURSE INFORMATION

Course Title: Clinical Reasoning in Nursing
Course Number: NURS 2032 A
Fall 2016

Course Description:
The intent of this variable-credit readiness course is to strengthen participating students’ knowledge base, study learning patterns, and test taking skills. The course is specifically designed to meet individual developmental needs through a blend of independent learning activities and periodic group seminars. Each student will be provided an Independent Study Plan (ISP) based on his/her individual learning needs identified from previous performance on course exams and HESI standardized tests. The overarching goal is to enhance students’ critical thinking and clinical reasoning skills essential to success in meeting curriculum requirements and meeting or exceeding benchmark performance HESI and NCLEX-RN exams. Students will be accountable for participating in seminars assigned to their designated cohort and completing learning activities specified in their ISPs. Students are expected to meet with designated course consultants or counselors when needed to meet learning objectives. The course will be evaluated on a pass/fail basis. Two Goal Attainment Scales will be used to determine pass/fail status: one focuses on Independent Study Plan Achievement and the other on meeting or exceeding target score on benchmark exams. This course may be repeated throughout the curriculum based on PSON criteria as stated in the PSON Student Handbook.

Placement: Undergraduate
Junior and senior nursing students. Required course for students whose clinical course grades and/or standardized test performance indicate they are at risk of failing to successfully complete the nursing curriculum.

Optional for students who want to enhance or optimize their academic performance.

Prerequisite(s): Full Admission to the School of Nursing, junior or senior year status.

Credit Hours: 1-3 credits, variable

Course Schedule: Varies throughout the semester, see weekly and monthly course calendars.

Course Withdrawal “W” Date: The last day to drop course with a “W” is November 4, 2016
FACULTY INFORMATION

<table>
<thead>
<tr>
<th>Dr. Phyllis J. Waters, PhD, RN</th>
<th>Course Coordinator</th>
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<tbody>
<tr>
<td></td>
<td>Office: SON, 1200 Colquitt</td>
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<td></td>
<td>E-mail: <a href="mailto:watersp@stthom.edu">watersp@stthom.edu</a></td>
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<tr>
<td></td>
<td>Office: 713-942-3482</td>
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<td></td>
<td>Cell: 409-392-1159</td>
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<td></td>
<td>Office Hours: By Appointment</td>
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<tr>
<td>BIOSKETCH: Dr. Waters is a Professor at University of St. Thomas, Peavy School of Nursing. She holds a Master’s Degree in Nursing from Texas Woman’s University and a PhD in Nursing from the University of Texas Medical Branch School of Biomedical Sciences. Dr. Waters has an extensive background in strategic planning, evaluation, leadership, and organizational development. Her research interests are healing environments and theory based Nursing Practice models</td>
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<tr>
<th>Patricia Romick, MS, PMHCNS</th>
<th>Instructor and Counselor</th>
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<td>Office: PSON, Advanced Simulation Lab</td>
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<td>E-mail: <a href="mailto:romickgroup@msn.com">romickgroup@msn.com</a></td>
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<td>Cell: 409-771-4441</td>
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<td>Office Hours: By Appointment</td>
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<th>Maribel Bhojani, MS, BSN, RN-BC</th>
<th>Instructor and Counselor</th>
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<td>Office: PSON, Advanced Simulation Lab</td>
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<td>E-mail: <a href="mailto:marquem1@stthom.edu">marquem1@stthom.edu</a></td>
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<td>Cell: 713-382-3397</td>
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<td>Office Hours: By Appointment</td>
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<th>Geny Moreno</th>
<th>Counselor, Director of Nursing Success Center</th>
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<td>Office: NSC, 4010 Graustark St.</td>
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<td>E-mail: <a href="mailto:gmoreno@stthom.edu">gmoreno@stthom.edu</a></td>
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<td>Office: 713-525-6934</td>
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REQUIRED COURSE RESOURCES
Saunders’ 6th ed. NCLEX-RN
Mosby’s 3rd Edition of Prioritization, Delegation, & Assignment
Davis (2014) Prioritization, Delegation, & Management of Care
UWORLD TEST BANK

LEARNING OUTCOMES
Course Goals & Objectives
This course provides students the opportunity to demonstrate:
  a. Enhanced mastery of clinical concepts and clinical reasoning utilizing a range of learning and assessment tools.
b. Improved mastery of testing skills associated with success on standardized assessments.
c. Improved proficiency in the reading and writing skills associated with the nursing curriculum
d. Improved mastery of SON curriculum content

Course Outcome Competencies:
After completing this course, students will be able to
1. Explain the relationship among the following processes: critical thinking, clinical reasoning, clinical judgment, and critical thinking application in test taking.
2. Demonstrate a disciplined pattern of learning including adherence to assignments and deadlines and achieving targeted learning outcomes.
3. Demonstrate measurable increase on standardized tests focused on content areas targeted for improvement based on previous assessments.

PRINCIPAL UNITS OF THE COURSE
• Critical Thinking Seminar and Orientation to Independent Learning Resources
• Seminars Focusing on Nursing Fundamentals, Medical-Surgical Nursing, and Key Concepts integrated throughout Nursing Specialties.
• Independent Study Plans (ISPs) for each student based on learning needs identified through analysis of performance patterns reflected in course grades and standardized tests (e.g. HESI)

METHODS OF INSTRUCTION

Comprehensive Review provided in Seminar Style, Individualized Independent Study Plans, online tutorials, textbook readings, practice exams, and case studies.

All students will receive a Comprehensive Study Plan that specifies the level of remediation necessary for them to advance from current performance level to achieve benchmark performance level. Students enrolled in NURS2032 Section A (Cohort 2017) will have study plans structured to facilitate bridging their performance gap by the end of the fall semester: Outcome targets will focus on advancement in subject area deficits. Students enrolled in Readiness 2032 (Cohort 2018) will be provided study plans derived from the Comprehensive Study plan but designed to set reasonable learning goals for the Fall Semester 2016. Students may exceed their targeted achievement level of “acceptable” but are not expected to fall below that level of achievement. The Study Plans are designed using the Socratic Method as the principle learning approach. The Socratic Method facilitates critical thinking regarding the subject matter being addressed, “The oldest, and still the most powerful, teaching tactic for fostering critical thinking is Socratic teaching. In Socratic teaching we focus on giving students questions, not answers. We model an inquiring, probing mind by continually probing into the
subject with questions” (quote taken from online resources provided by The Community for Critical Thinking).

METHOD OF ASSESSMENT

Objective Tests similar to national standardized benchmark exams will be administered for mid-term and final exams.

Specific criteria will be used to determine study pattern performance at the following levels: optimal, noteworthy, acceptable, less than acceptable, unacceptable.

EVALUATION

Students will receive a Pass/Fail grade in the Course based on performance criteria outlined in two goal attainment scales:

1) Study Pattern Assessment; and,
2) Outcome Achievement Level. Each student's performance will be based on his/her achievement within the framework of the Individualized Study Plan.

Goal Attainment Scale: Study Pattern Assessment

Purpose: To guide assessment of extent to which student meets criteria reflective of effective study patterns: adheres to prescribed study plan, timeframe, and target scores/ratings on assessment activities.

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<th>✔</th>
<th>Level</th>
<th>Description</th>
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<tr>
<td></td>
<td>Optimal Level of Achievement (+2)</td>
<td>Completes greater than 90% of study plan as prescribed and on schedule; has overall average of greater than 90% on assessment activities</td>
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<tr>
<td></td>
<td>Noteworthy level of Achievement (+1)</td>
<td>Completes 80-89% of study plan as prescribed and on schedule; has overall average of 80-89% on assessment activities</td>
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<td>Acceptable Level of</td>
<td>Completes 75-79% of study plan as prescribed and on schedule; has overall average of 75%-79% on</td>
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<tr>
<td>Achievement (0)</td>
<td>assessment activities.</td>
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<td>✅ Level Description</td>
<td>Less than Acceptable level of Achievement (-1)</td>
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<td>Completes at least 69%-74% of study plan as prescribed and on schedule; has an overall average of 69%-74% on assessment activities.</td>
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<tr>
<td>Unacceptable level of Achievement (-2)</td>
<td>Does not complete 70% of study plan as prescribed and on schedule; has less than 70% overall average on assessment activities.</td>
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**Goal Attainment Scale: Outcome Achievement Level-Cohort 2018**

**Purpose:** To guide assessment of student outcome achievement in meeting benchmark performance level on standardized test congruent with individualized student learning objectives. The outcome achievement level will be used to determine next steps in addressing student’s individual learning needs.

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<tr>
<td>Optimal Level of Achievement (+2)</td>
<td>Meets or exceeds benchmark performance on HESI or selected equivalent standardized test. (e.g. HESI 900)</td>
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<td>Noteworthy level of Achievement (+1)</td>
<td>Exceeds target score by 25% or more on HESI on selected equivalent standardized test.</td>
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<td>Acceptable Level of Achievement</td>
<td>Meets or exceeds target score reflecting acceptable level of improvement toward achieving benchmark performance on HESI or equivalent selected</td>
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<tr>
<td>(0)</td>
<td>standardized test.</td>
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<td>Less than Acceptable level of Achievement (-1)</td>
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**Missed Assignments and Missed Exams**

**Missed Tests/Quizzes:** Students who are not able to take a test when it is scheduled must notify the faculty member as soon as possible before the test period begins. The Course Coordinator will determine the make-up process, if any.

**Incomplete Grades:** The faculty may grant an incomplete if a student has not met all of the criteria for passing the course. Such situations may include students who have a documented emergency in the last few days of a semester.

**Late Work:** Assignments are due as indicated on the course content outline. All late assignments will have five (5) points deducted per day, this includes weekend days.

**Testing Policies**

**Exam Regulations**

1. **UST-SON Classroom Exam Agreements**
   - All bags are placed outside of classroom on cart.
   - All personal items (including phones) are placed outside classroom.
   - All phones MUST be off or silenced.
   - No bottles or food on desks at any time.
   - Test items should never be copied/pasted/forwarded/photographed or reproduced in any form.
   - Scrap paper will be provided by faculty.
• Scrap paper must be returned to faculty with the student’s name on it when the student completes the exam.
• Concerns about specific test questions should be written on scrap paper and personally handed to faculty at the end of the exam.
• Students cannot leave the classroom for any reason during the exam (except for exams lasting more than 2.5 hours and only one student may leave at a time).
• Students must exit the classroom quietly immediately after completing the exam.

2. Students must direct all questions and concerns to the exam facilitator by raising their hand. Failure to comply may lead to student being asked to leave the classroom.
3. Students will not be allowed into the classroom to take the exam after the scheduled start time. The Course Coordinator will determine the consequences of missing the exam(s).

METHODS OF BLENDED LEARNING

Blended learning is an educational approach that assesses and integrates the strengths of face-to-face, mobile, and online learning to address a course’s educational goals. The use of multiple interactive learning environments outside the classroom makes interaction inside the classroom more effective and productive. All SON courses are offered in a blended learning or completely online format. These formats incorporate teaching and learning activities using online and/or face-to-face methods of instruction. Blackboard (Bb), a web-based management system, houses the main components of the courses. Course content, assignments, due dates, and quizzes will be provided through Bb. Students must use UST email to respond to the course instructors and peers about assigned topics. Students must participate in all online (graded or ungraded) activities.

This course has content/activities delivered from both synchronous and asynchronous. This course has three main components:
  o The Syllabus which has key information for the course along with course guidelines and expectations.
  o Individualized Study Plan- this communicates your assignments and due date to help with your road map to success

Some Helpful Information
- **Access to internet** – You must have daily access to the internet and use Bb site regularly between classes to keep up with announcements and to complete assigned activities.

- **Learning is not a spectator sport** – You are expected to take responsibility to actively use the online materials and manage your time so that you complete assigned readings and online activities in between face-to-face sessions.

- **Use of new technologies** – Online tutorials on the use of Bb tools are located at [http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/](http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/)

Student Tutorials.aqf?Page_ID=5512. Training on how to use other required technologies will be provided to students by the faculty as needed.

- **Student resources:** Students are encouraged to access the UST library as well as other appropriate internet sources as needed.

- **Library Link** – [http://libguides.stthom.edu/Nursing](http://libguides.stthom.edu/Nursing)

- **Student computing services** – Call the UST Help Desk at 713-525-6900 or email [Ithelp@stthom.edu](mailto:Ithelp@stthom.edu). Available services are detailed on their website.

- **Nursing Success Center (NSC)** – Provides academic advising, peer mentoring, state board licensing preparation, study skills tutorials, and time management tutorials for nursing and pre-nursing students.

**COURSE POLICIES**

**Attendance/Punctuality/Participation**

**Attendance:** Class attendance is required and the student is responsible for all material covered. If the student is not able to attend class, the student is to notify the instructor before the missed session. Failure to notify the instructor could constitute an unexcused absence as determined by the Course Coordinator.

**Absence and Tardy Policies:** Absences and tardiness are recorded beginning from the first class session after the student has enrolled in the course. Course Coordinators are not obligated to allow students to make up work they miss due to unexcused absences. Students who have excessive absences will be at risk for failing the course, might not be allowed to take the final exam, or might receive an incomplete. Course Coordinators may apply additional attendance policies as deemed appropriate to individual courses. Refer to the SON Student Handbook.

**Dropping a Class:** YOU MUST OFFICIALLY DROP OR WITHDRAW FROM A COURSE. Once a student registers for a course, the student will receive a grade for the course unless the drop or withdrawal process is completed through the Registrar’s Office. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees for each course.

**Computer Use Policy:** Students may use their own personal electronic devices to take notes or refer to class materials in class but **NOT** during quizzes or exams. Students will be told to turn off electronic devices if they are being used in ways that are not permitted in the classroom and during exams/quizzes.
Mobile Electronic Devices: All personal electronic mobile devices will be kept on vibrate or silent mode. No texting or talking on phones is permitted during class time. Any personal recording during class requires the instructor’s permission. All emergency situations must be handled outside of the classroom environment.

Netiquette: Refers to the generally accepted rules of behavior for communicating in an online environment.

Please follow these guidelines in all your online responses and discussion groups.

RESPECT. We would like to suggest respectful exchanges as a basic ground rule. We feel that informational errors should be pointed out respectfully (even if stated strongly). Disagreements that honor the viewpoints of the various contributors are productive and can lead to new learning and understanding. If you use abusive or offensive language, you will be blocked from the discussion area and potentially removed from this course. If that is the case, you will not receive a refund of your tuition or fees.

PRIVACY. Keep in mind not only your own privacy rights but others' as well. Do not reveal any information that you deem private.

BE CONSIDERATE of grammatical/spelling errors.

REMEMBER that humor and satire are often misinterpreted online. Communication is more than words. So be prepared for some misunderstanding and requests for clarification.

BE SUPPORTIVE. We are all still learning. Our job is not to judge or condemn or even praise, although genuine encouragement is a necessary ingredient. We are here to provide information, to address topics in a discussion forum, and to provide assistance in helping each participant use her/his own unique learning style. Reflection generally precedes growth. So reflect upon what is said, provide sincere comments, and hopefully, we will all grow.

One good way to avoid problems is to reread your postings before sending them. Something written in haste may be misread.

Integrity of Student Work

Academic Integrity: UST students should demonstrate integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor system is a serious violation of integrity and may result in failure of the course. The UST Student Handbook and Planner are located in Bb under My Organizations, then SON Student Resources.

The SON Student Handbook contains detailed information on plagiarism and related policies. The SON Student Handbook is located in Bb under My Organizations, then SON Student Resources. Students are held accountable for knowing and adhering to these policies. Turn It In software may be used routinely to help address insufficient documentation; this software detects plagiarism.
Policy on Written Assignments
The Publication Manual of the American Psychological Association (most current edition) is the required style manual that must be used in writing papers in the UST School of Nursing.

Academic Policies and Procedures

ADA Student Accommodations: In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the instructor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities for students who need special accommodations. Students must contact personnel in the Office of Counseling and Disability Services (2nd floor of Crooker Center). This office is open Monday through Friday, 8 am – 5 pm. The compliance officer will ask for proof of disability and specific accommodations that are needed by students. Academic Accommodations must be applied for in writing EACH semester. Students with special needs should inform the instructor within the first two weeks of class EVERY semester. Students should be aware of and take into consideration if their accommodations conflict with the AACN (2001) Nursing Essential Functions as identified in the SON Student Handbook.

If academic accommodations are approved, the student provides the Letter of Accommodations to the Course Coordinator. Students should contact the instructor immediately if new needs arise. Students can see the instructor before or after class or request another time to discuss such matters. All information will be kept confidential.

Course and Instructor Evaluations: There is an end of semester evaluation for this course and the Course Coordinator. This evaluation is confidential. Students are strongly encouraged to complete the evaluations because input is very valuable. Instructions on how to access evaluations will be provided two to three weeks before the end of each semester.

CLASS SCHEDULE

See separate course schedule for specific information.

Individual schedules identifying timeframes to complete Independent Study Plan Assignments will be included in each student’s Individualized Study Plan.


Revised and Approved by SON Faculty – December 2014

Revised: June 27, 2016/AC/jsc; Approved by SON Faculty – June 28, 2016
Clinical Reasoning in Nursing

NURS 2032

Acknowledgement of Receipt of Course Syllabus

Course faculty will review the syllabus on the first day of class. I understand that it is my responsibility to read the syllabus which is available on Blackboard. If I am unclear about any portion of the syllabus, I will ask for clarification from the Course Coordinator, as well as, refer to the SON and UST Student Handbooks.

This form must be signed on or before the 2nd week of class.

Initial the following statement and sign below. This form will be placed in your SON student file.

_______ I acknowledge that I have access to the online NURS 2032 Clinical Reasoning in Nursing course syllabus.

_______ I acknowledge that I have read the syllabus and that I have been given an opportunity to ask questions about the details of the course.

_______ I acknowledge that I understand the methods of evaluation and course grading rules.

_______ I acknowledge that I have sufficient information to sign this form. I understand its contents.

Print Name ___________________________ ___________________________ ___________________________ ___________________________ 

Student Signature ___________________________ Date: ________________

Revised and Approved by SON Faculty – December 2014