

## RASMUSSEN COLLEGE

Instructor:

Quarter:

Office hours:

Email address:

Office phone:

### Course Title and Description

NU100 Critical Thinking in Nursing

20 hours, 2 credits

This course introduces the student to critical thinking as a professional nurse. Students have the opportunity to use critical thinking skills as the foundation to future nursing courses.

Prerequisite: none

Lecture 100%

### Performance Objectives

- Describe critical thinking
- Explore opportunities to utilize critical thinking
- Apply critical thinking skills and strategies to patient-care scenarios
- Evaluate effectiveness of critical thinking

### Instructional Texts and Resources

- Rubenfeld, M. G., RN, MS., & Scheffer, B., RN, MS, EdD. (2006). *Critical Thinking TACTICS for Nurses: Tracking, Assessing & Cultivating Thinking to Improve Competency-Based Strategies*. Sudbury, MA: Jones and Bartlett.

### Teaching/Learning Strategies

Lecture, class discussion, group activities, reading and writing assignments, audiovisual, guest lecturer, computer assignments, case study, role play, text books, reference books, journal articles. The method may vary based on student need and instructor preference.

### Course Outline

Week	Topics	Assignments
1	What is Critical Thinking? Who are Critical Thinkers?	Rubenfeld Chapters 2 & 3 Written Assignment: "Nurses are knowledge workers, not production workers". Write a 2 page essay discussing the truth or fallacy of this

		statement
2	Why is Critical Thinking So Important?	Rubinfeld Chapter 4 Written Assignment: "Critical thinking leads to empowered decision making, job satisfaction, and expertise in practice for clinicians". Write a 2 page essay discussing how this is true giving examples.
3	The How, When, and Where of Critical Thinking for Clinicians and Educators	Rubinfeld Chapter 5
4	Critical Thinking and Patient-Centered Care	Rubinfeld Chapter 6 Class presentation: "Negative aspects of patient-centered care can be seen as time and power issues". Discuss these aspects and methods to counteract the time and power issues.
5	Critical Thinking and Interdisciplinary Teams	MIDTERM EXAMINATION Rubinfeld Chapter 7
6	Critical Thinking and Evidence-Based Practice	Rubinfeld Chapter 8 Class presentation: "Evidence-based practice can be done with large innovations or in small, day-to-day increments". Discuss examples of both including problems encountered with both.
7	Critical Thinking and Informatics	Rubinfeld Chapter 9
8	Critical Thinking and Quality Improvement	Rubinfeld Chapter 10 Written Assignment: "Gaps in quality have led to as many as 98,000 deaths a year as a result of errors in healthcare". Write a 2-page essay discussing one error and ways to prevent it from occurring.
9	Thinking Realities of Yesterday, Today, and Tomorrow	Rubinfeld Chapter 11
10	Assessing Critical Thinking	Rubinfeld Chapter 12
11	Final Examination	

## Performance Requirements

### Assignments and Quizzes:

It is unrealistic to assume that you can do well in this course without reading the assigned materials prior to lecture

Student Responsibility

1. Students are responsible to attend all scheduled classes and satisfactorily complete all reading and learning activities, including any exam remediation assignments, by the date specified.
2. Students are responsible to obtain their instructor's signature to validate completion of a nursing ability on their Nursing Abilities Tracking Record. Students must recognize the importance of this record by keeping it secure, accurate, and current.

Student Requirements:

1. Students are required to take all scheduled quizzes and exams on the date specified, unless prior pre-authorized arrangement has been made with the course instructor.
2. Students are required to complete all written individual and group assignments, including self-evaluation and portfolio assignments.
3. Students are required to obtain the instructor's signature to document successful completion of any nursing ability completed in this course.
4. Students are required to achieve a theory grade of 78% "C" or better and satisfactorily complete all clinical requirements.

**Method of Evaluation**

Student progress will be measured by professional practice activities, assignments, and exams. Letter grades will be assigned based on the percentage of total points earned throughout the quarter based on the following scale:

<b>Grading Scale</b>	<b>A 100 to 94%</b>
	B 93 to 87%
	C 86 to 78%
	F < 78%

**Late Assignment Submission Policy**

Students may submit assigned work after the stated deadline. A 10% grade penalty is assessed for work up to twenty-four hours late; an additional 10% is assessed for each additional day the work is late. In some cases (such as late discussion postings) students may be asked to complete an alternate assignment for equivalent point value, minus any applicable penalty.

Instructors may decide in the case of legitimately extenuating circumstances to waive the late penalty; if not, though, the penalty must be enforced as described.

In some cases in the residential classroom, certain activities, such as labs and exams, must be completed at the designated time and therefore cannot be made up. The instructor should apprise students beforehand of any such activities.

In no circumstances may students submit work after the last day of the academic term unless an incomplete grade has been requested and granted beforehand.

### **Attendance Policy**

Rasmussen College's official attendance policy is as follows:

A basic requirement for employment in any business is regular, on-time attendance. Rasmussen College students are expected to be on time and in regular attendance for all of their classes. Business etiquette also requires a call be made if an absence is necessary. Rasmussen College students are expected to call the College and to indicate if they will be absent or tardy. It is the responsibility of the student to contact the instructor and to get the assignments and information missed.

Rasmussen College uses a standard grading scale for its courses (although some programs may be required to follow additional standards), and attendance is not used as a method of evaluation for course grades. Faculty are required to keep accurate attendance records which are submitted to the Business Office. Rasmussen College makes attendance records available to supporting agencies and prospective employers. Students must maintain regular attendance and be in satisfactory academic standing to remain eligible for financial aid.

If a student has not been in attendance within 21 days of their last date of attendance he or she may be withdrawn from the College. Upon withdrawal a student's financial aid eligibility will be adjusted according to the Institution's refund policy as described in the College catalog and will be assigned grades according to the Rasmussen College Drop Class Policy.

### **Academic Misconduct Policy**

Rasmussen College's academic misconduct policy is as follows:

*First Offense:* Any student caught cheating will receive no credit on whatever he/she is caught cheating on and will not be allowed to redo the work.

*Second Offense:* The student will be expelled from the course, and the final grade assigned for the course will be an 'F/FA'.

The administration reserves the right to expel a student from the College if there are more than two offenses. Aiding and abetting in cheating is considered as grave as initiating the cheating – and will be treated in the same manner.

Definition of Academic Honesty: Any test or assignment which has been given to an individual to be completed independently is completed independently without assistance from another student or others outside of the College.

One of the most common forms of cheating is plagiarism. Plagiarism is defined as the intentional or unintentional use of someone else's words or ideas without giving them proper credit and/or attempting to pass off someone else's words as your own.