

Date: March 9, 2018

To: EPC Committee

From: Bridget Whitmore

Assistant Dean, BSN Pre-Licensure Program

RE: Request for a Critical Thinking General Education Course

I know the committee is currently debating the number of general education courses for the campus. The school of nursing is implementing a senior 1 course: H476 Clinical Nursing Care 4: Complex Processes for the first time in fall 2018. The students in this cohort have not taken a critical thinking course as we planned for this course to be the school's critical thinking course. I want to cover all the bases so the students are not found missing critical thinking credits upon graduation, so I am requesting that H476 be accepted as a critical thinking course for the school of nursing.

In this document on pages two through fourteen you will find the course syllabus and page six has the critical thinking general education student learning outcomes with instructional activities/evaluation. The specific critical thinking activities for the course can be found on pages sixteen through twenty-three.

If you need additional information please let me know before the faculty senate votes on this document in April. Thank you for reviewing the school of nursing's request.



**INDIANA UNIVERSITY
KOKOMO**

SCHOOL OF NURSING

**Clinical Nursing Care 4:
Complex Processes**

**H476
Fall 2018**

**INDIANA UNIVERSITY KOKOMO
SCHOOL OF NURSING
Course Syllabus
Fall 2018**

Number and Title: H476 Clinical Nursing Care 4: complex Processes

Credit Hours: 5 credit hours: 3 credit hours didactic
2 credit hours practicum

Contact Hours: 45 hours didactic & 90 hours practicum

Placement in

Curriculum: Senior Year, Semester 1

Prerequisite

Courses Successful completion of Junior 2 courses

Co requisite None

Courses:

Faculty: Shawna Lewis RN MSN Lecturer in Nursing

Office

hours by appointment. Please call to arrange.

Office: KE 328

Phone: Office 765-455-9325 (calling my cell is easiest)

Cell Phone: 765-437-4019- you may also text me

Email: sdeden@iuk.edu

Faculty: Practicum:

Course Description: The primary focus is on nursing care management of individuals and families experiencing complex and significant illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at an advanced level.

On rare occasion, in an urgent situation related to a class/clinical that should be in session but the instructor is not there and you are unable to reach the course instructor, and the nursing office (765-455-9288) is closed, you may find it necessary to call Pre-Licensure Assistant Dean April Mouser (765-51.-7864) or Dean Mary Bourke (317-358-3628). You should not, however, use these numbers to leave a message for another instructor or to determine whether you should come to class/clinical due to bad weather or illness as these are individual, not school, decisions.

BSN Program Student Learning Outcomes (SLO) and ESSENTIALS

BSN Program SLO 1: A critical thinker who demonstrates intellectual curiosity and uses evidence as a basis for clinical reasoning and decision making.

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice.

A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential III: Scholarship for Evidence Based Practice. Professional nursing practice is grounded in the translation of current evidence into one's practice.

BSN Program SLO 2: A culturally sensitive person who provides holistic, patient centered nursing care for individuals, families, and communities.

Essential IX: Baccalaureate Generalist Nursing Practice. The baccalaureategraduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

Essential VII: Clinical Prevention and Population Health. Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate

generalist nursing practice.

BSN Program SLO 3: A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.

Essential VII: Clinical Prevention and Population Health.

Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

BSN Program SLO 4: An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery

Essential V: Health Care Policy, Finance, and Regulatory Environments. Healthcare policies, including financial and regulatory, directly influence the nature and functioning of the health care system and thereby are important considerations in professional nursing practice.

BSN Program SLO 5: An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.

Essential VIII: Professionalism and Professional Values.

Professionalism and the inherent values of altruism, autonomy, human dignity, integrity and social justice are fundamental to the discipline of nursing.

BSN Program SLO 6: An effective communicator who collaborates with inter professional team members, patients, and their support systems for improved health outcomes

Essential VI: Interprofessional Communication and Collaboration for improving patient health outcomes.

Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

BSN Program SLO 7: A competent care provider who is prepared to practice in the full capacity of the professional nurse role in diverse health care environments

Essential IX: Baccalaureate Generalist Nursing Practice.

The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

BSN Program SLO 8: An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety.

Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

BSN Program SLO 9: An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

Essential IV: Information Management and Application of Patient Care Technology.

Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

H476 Critical Thinking General Education Student Learning Outcomes

General Education SLO	Course Components	Instructional Activities/Evaluation	
		Activities	Evaluation Artifact
SLO#1 Students will recognize issues that have alternative interpretations	<ol style="list-style-type: none"> 1. Students will understand and respect the potential differences in the perspectives of others. 2. Students will summarize the explicit and implicit aspects of an issue 3. Students will demonstrate an understanding of the influences of audience and context on an issue. 	Video over Terri Schiavo Case Discussion Posts	Reflection Questions on Section 2 in Online Discussion Post Replying to a Peer in Online Discussion Post
SLO#2	<ol style="list-style-type: none"> 1. Students will articulate their own perspectives and recognize potential personal bias. 	Pre-Learning Activity	Reflection Questions on Pre-Learning Activity

Students will compare the perspectives of others to their own	2. Students will question the underlying assumptions of self and others.		
SLO#3 Students will assess the quality of supporting evidence	<ol style="list-style-type: none"> Students will consider the literature and new research in the field Students will assess the accuracy and relevance of supporting evidence. Students will use a variety of techniques to assess the quality of supporting evidence. 	<p>Reading Evidence Based Journal Article</p> <p>Filling Out Table related to Evidence Based Article</p> <p>Reflection Questions</p>	<p>Table Completion over Evidence Based Article</p> <p>Reflection Questions over Section 3</p>
SLO#4 Students will assess the implications and consequences that result from proposed conclusions.	<ol style="list-style-type: none"> Students will identify the pros and cons of different theoretical approaches. Students will articulate the implications and consequences of an argument Students will compare recommendations resulting from applying different theoretical frameworks, 	<p>Independent study on either the theory of caring or the theory of self-transcendence and applying it to this case.</p> <p>Reflection questions</p>	Reflection questions over Section 4.

H476 Program and Semester Student Learning Outcomes

BSN Program SLO	Semester Student Learning Outcomes	Instructional Activities		Evaluation
		Concepts	Exemplars	
BSN Program SLO 1: A critical thinker who demonstrates	Demonstrates critical thinking skills by synthesizing comprehensive information to plan/implement and evaluate care in selected client	Professionalism (A)		<p>H476 clinical evaluation tool</p> <p>Group EBP Poster project</p>

<p>intellectual curiosity and uses evidence as a basis for clinical reasoning and decision making.</p>	<p>populations with ambiguous and unpredictable clinical problems.</p> <p>See: H476 Critical Thinking General Education Student Learning Outcomes Above</p> <p>Utilizes clinical reasoning to create and revise individualized plan of care based on differences in client's health patterns within similar health disruptions.</p>	<p>Clinical reasoning & judgment (A)</p> <p>Evidence-based practice (A)</p> <p>Quality & safety (M)</p>		
<p>BSN Program SLO 2: A culturally sensitive person who provides holistic, patient centered nursing care for individuals, families, and communities.</p>	<p>Provides culturally sensitive, holistic nursing care to vulnerable individuals, families, and communities in complex care settings.</p>	<p>Family dynamics (A)</p> <p>Patient centered care (A)</p> <p>Culture (A)</p> <p>Growth & development (A)</p>		<p>H476 clinical evaluation tool</p> <p>Forum reflections</p>
<p>BSN Program SLO 5: An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.</p>	<p>Promotes a positive image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.</p>	<p>Scope & standards of care (M)</p> <p>Inter-intra professional collaboration (A)</p> <p>Communication (A)</p>		<p>H476 clinical evaluation tool</p> <p>Forum reflections</p>

<p>BSN Program SLO 7: A competent care provider who is prepared to practice in the full capacity of the professional nurse role in diverse health care environments</p>	<p>Applies genetics/ genomics to clients experiencing complex health disruptions and aggregates of populations.</p>	<p>Elimination (A) Infection (M) Perfusion (M) Tissue Integrity (A) Gas exchange (A) Mobility (A) Intracranial regulation (A) Clotting (A) Nursing process (A) Psychomotor care (A) Pharmco-Dynamics (A) Patient/family Education (A) Nutrition (M)</p>	<p>Renal failure Sepsis, endocarditis, meningitis (Young adult G & D). Heart failure/shock Tetralogy of Fallott (Infant G & D) Burns Acute respiratory syndrome Mechanical ventilation Fracture/spinal cord injury (School-age G & D) Traumatic brain injury Leukemia (Preschool G&D)</p>	<p>Exams Online quizzes ATI comprehensive med-surg exam Case Studies Simulations Patient care summaries History & Physical exam</p>
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Didactic Evaluation Criteria

Assignments for Evaluation	Possible Points
Exam 1	85
Exam 2	85
Exam 3	85
ATI comprehensive MS test	100
Case study: 3 modules	110
Online quizzes	33
Total	500

Practicum Evaluation Criteria

Assignments for Evaluation	Possible points
Forum Reflection (15 points each X 6)	90
Patient Care Summaries	100

(2 X 50)	
History and Physical Examination	70
Simulation	100
Weekly Formative Evaluations (80 weekly X 7)	560
Group EBP Project/ Staff Education/ Poster Presentation	50
Clinical Skills Checklist – All Students and Clinical Instructors' Evaluations	20
Total Points Possible	990

Grade Assignment in Courses with Practicum Components

Courses with a practicum component will be graded using the BSN grading scheme. To pass the practicum component, a student must achieve a grade of 79% within the practicum portion. To pass the course, both didactic and practicum, a student must achieve a 79% or higher. If a student fails to achieve a 79% in either the didactic or practicum component, the lower of the two grades will be recorded as the course grade. For example, if a student achieves an 81% in the didactic portion of a course, but achieves a 78% in the practicum component, the 78% or C- would be recorded for the course grade

Grading Scale:

The student must achieve a 79% or higher in all nursing courses, to successfully progress to the next course. CANVAS grade book is considered the official grade book for any nursing course. Extra credit is not given nor are grades rounded.

The following grade scale will apply to all nursing courses.

99-100% A+	81-83% C+
96-98% A	79-80% C

93-95% A-	76-78% C-
90-92% B+	73-75% D+
87-89% B	70-72% D
84-86% B-	67-69% D-
	66-below F

**H476 DIDACTIC CALENDAR
FALL 2018**

DATE	Concept and Exemplars	Reading and Video Assignments.	In Class Activities.
Week # 1 August 20 2018	Concept: Tissue Integrity Exemplar: Burns	Read Lewis Chapter 24 Review Giddens Chapter 27 Watch Video Lectures in Module 1	Review Syllabus Take short quiz over reading Review Concept and Exemplar Case Study: Burns

			<p>Game: Tissue Integrity NCLEX questions</p> <p>Discuss Handouts</p>
<p>Week #2 August 27 2018</p>	<p>Concept: Perfusion and Infection</p> <p>Exemplar: Shock (Sepsis, MODS)</p>	<p>Read Lewis Chapter 66</p> <p>Review Giddens Chapter 18 and 25</p> <p>Watch Video lectures in Module 2</p>	<p>Take short quiz over reading</p> <p>Review Concept and Exemplar</p> <p>Case Study: Sepsis (unfolding)</p> <p>Game: Shock NCLEX questions</p>
<p>Week #3 September 3rd 2018</p>	<p>Labor Day</p>	<p>No Classes</p>	
<p>Week #4 September 10th 2018</p>	<p>Concept: Infection</p> <p>Exemplar: Infective Endocarditis, Meningitis</p>	<p>Read Lewis Chapter 36</p> <p>Read Lewis Chapter 56 pages 1338-1342</p> <p>Review Edelman Young- Adult G+D Chapter 22</p> <p>Watch video lectures in module 4</p>	<p>Bring study guide to class</p> <p>Take short quiz over reading</p> <p>Review Concept and Exemplar</p> <p>Case Study: Endocarditis and Meningitis</p> <p>Group time for test preparation</p>

Week #5 September 17th 2018	Test 1	Infection, Perfusion, Tissue Integrity	
Week #6 September 24th 2018	Concept: Perfusion Exemplar: Heart Failure	Read Lewis Chapter 34 Review Giddens Chapter 18 Review Edelman Infant G+D Chapter 17 Watch video lectures in module 6	Take short quiz over reading Review Concept and Exemplar Case Study: Failure (unfolding) Game: Heart Failure and Perfusion NCLEX questions
Week # 7 October 1st 2018	Concept: Perfusion Exemplar: Tetralogy of Fallot	Read Chapter 46 in McKinney Read Chapter 36 pages 790 to 800 only on valvular heart diseases Review Edelman Chapter 17 (Infant G+D) prior to attending class. Review Giddens Chapter 18 Watch Video Lectures in Module 7	Take short quiz over reading Review Concept and Exemplar Create a group case study
Week #8 October 8th 2018	Concept: Gas Exchange	Read Lewis Chapter 67 Review Giddens Chapter 19	Take short quiz over reading

	Exemplar: Acute Respiratory Failure, Acute Respiratory Distress Syndrome, and Ventilator Settings	Watch Video Lectures in Module 8	Review Concept and Exemplar Case Study: ARF and ARDS Game: ARF NCLEX questions Discuss Handouts
Week #9 October 15th 2018	Fall Recess	No Classes	
Week #10 October 22nd 2018	Test 2	Perfusion and Gas Exchange	
Week #11 October 29th 2018	Concept: Elimination and Clotting Exemplar: Acute Renal Failure and Leukemia	Read Lewis Chapter 46 Read Lewis Pages 635-640 Read McKinney Chapter 48 School-Age G+D Review Edelman School-Age G+D Chapter 20 Review Giddens Chapter 17 and 20 Watch online video lectures in Module 11	Take short quiz over reading Review Concept and Exemplar Case Study: Acute Renal Failure and Leukemia

<p>Week #12 November 5th 2018</p>	<p>Concept: Intracranial Regulation</p> <p>Exemplar: Brain Tumors</p> <p>Sub-Exemplar: Head Injury</p>	<p>Read Lewis chapter 56 (Acute Intracranial Problems) Review Giddens Chapter 13 (Intracranial Regulation)</p>	<p>Review concept and exemplars Take a short quiz over reading Case Study: Head injuries and Brain tumors We will have a discussion on vegetative states versus minimally conscious states in class and current research Gen Ed Module</p>
<p>Week #13 November 12th 2018</p>	<p>Test 3</p>	<p>Elimination, Clotting, and Intracranial Regulation</p>	
<p>Week #14 November 19th 2018</p>	<p>Concept: Mobility</p> <p>Exemplar: Fractures and Musculoskeletal Trauma</p>	<p>Read Lewis Chapter 62</p> <p>Review Giddens Chapter 26</p> <p>Review McKinney Chapter 48 School-Age G+D</p>	<p>Take a short quiz over reading</p> <p>Review concept and exemplars Case Study: Fractures We will do an in-class group activity</p>
<p>Week #15 November 26th 2018</p>	<p>Concept: Mobility</p> <p>Exemplar: Spinal Cord Injury</p>	<p>Read Lewis Chapter 60</p> <p>Review Giddens Chapter 26</p>	<p>Bring Lewis Study Guide to class</p> <p>Review Concept and Exemplars</p> <p>Case Study: Spinal Cord Injury</p>

			We will do an in-class group activity
Week #16 December 3rd	Test 4	Mobility is primary concept, but questions on other concepts may apply	
Week # 17 December 10th 2018	Finals Week	ATI Comprehensive Medical Surgical Test	

ATI: Please arrive 15 minutes early to class and have computers turned on and ready to go. Please ensure your computer is in working order and you understand how to use the computer.

Critical Thinking Pre-Learning Activity

Critical Thinking Student learning outcome #2	<ol style="list-style-type: none"> 1. Students will articulate their own perspectives & recognize potential personal bias. 2. Students will question the underlying assumptions of self and others.
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Reflect on the following questions and briefly answer them (2-3 sentences) in the table provided. After submitting this activity, you will then proceed to section 2 and 3 to complete the assignment.

1. Do you have personal experience with a person who was unconscious or in a coma? (this can also be a work experience)	
2. What are some of the characteristic features of being in a coma?	
3. What is the difference between a vegetative state, a minimally conscious state, and a locked in state?	
4. Do you believe the life of a person in a coma should be sustained at all cost? Why? Why not?	
5. What makes you a person? Are there other viewpoints on when a person becomes a person that you may not share?	
6. Are there certain rights that every person should have? What are they?	
7. What are characteristic features of a good life? What could you not live without?	
8. When is it ok to make decisions for other people? When is it ok for other people to make decisions for you?	
9. What would you want to happen to you if you were to fall into an irreversible coma?	

10. What are some either religious or moral reasons that a person's life might be sustained in a hospital in a vegetative state?	
11. What are some reasons that a person's life sustaining measures might be discontinued such as a feeding tube or medical treatment?	

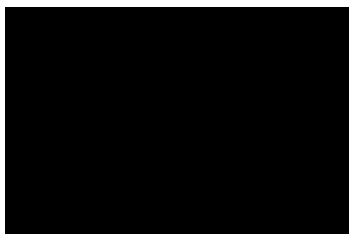
Provision 1 of the Nursing Code of Ethics states that “The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.” Having caring and compassion as a nurse is important in our practice.

1. What are some ways you would like a nurse to practice these attributes if you were the one in an irreversible coma?	
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Section 2

<p>Critical Thinking Student Learning Outcome #1</p> <p>Students will recognize issues that have alternative interpretations</p>	<ol style="list-style-type: none"> 1. Students will understand and respect the potential differences in the perspectives of others. 2. Students will summarize the explicit and implicit aspects of an issue 3. Students will demonstrate an understanding of the influences of audience and context on an issue.
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Please watch the following video about the case of Terri Schiavo:



In the discussions section of the module please answer the following questions and then reply to one peer. The length of this post should be about 3 (4-5 sentence) paragraphs.

To assist you in this assignment, I have provided a table for review to help you look at different aspects of this situation. You do not have to turn the table in. This table is what the ethics committee at the hospitals use when faced with challenging cases. After you review the table answer the following questions in the discussion section of the module.

Table for Review on Ethical Decision Making
<p>MEDICAL INDICATIONS The Principles of Beneficence and Nonmaleficence</p> <ol style="list-style-type: none"> 1. What is the patient’s medical problem? Is the problem acute? Chronic? Critical? Reversible? Emergent? Terminal? 2. What are the goals of treatment? 3. In what circumstances are medical treatments not indicated? 4. What are the probabilities of success of various treatment options? <p>In sum, how can this patient be benefited by medical and nursing care, and how can harm be avoided?</p>
<p>PATIENT PREFERENCES The Principle of Respect for Autonomy</p> <ol style="list-style-type: none"> 1. Has the patient been informed of benefits and risks, understood this information, and given consent? 2. Is the patient mentally capable and legally competent, and is there evidence of incapacity? <ol style="list-style-type: none"> 1. If mentally capable, what preferences about treatment is the patient stating? 2. If incapacitated, has the patient expressed prior preferences? 3. Who is the appropriate surrogate to make decisions for the incapacitated patient? <p>Is the patient unwilling or unable to cooperate with medical treatment? If so, why?</p>
<p>QUALITY OF LIFE The Principles of Beneficence, Nonmaleficence, and Respect for Autonomy</p> <ol style="list-style-type: none"> 1. What are the prospects, with or without treatment, for a return to normal life, and what physical, mental, and social deficits might the patient experience even if treatment succeeds? 2. On what grounds can anyone judge that some quality of life would be undesirable for a patient who cannot make or express such a judgment? 3. Are there biases that might prejudice the provider’s evaluation of the patient’s quality of life? 4. What ethical issues arise concerning improving or enhancing a patient’s quality of life? 5. Do quality-of-life assessments raise any questions regarding changes in treatment plans, such as forgoing life-sustaining treatment? 6. What are plans and rationale to forgo life-sustaining treatment? <p>What is the legal and ethical status of suicide?</p>
<p>CONTEXTUAL FEATURES The Principles of Justice and Fairness</p> <p>Are there professional, interprofessional, or business interests that might create conflicts of interest in the clinical treatment of patients?</p>

Are there parties other than clinicians and patients, such as family members, who have an interest in clinical decisions?
 What are the limits imposed on patient confidentiality by the legitimate interests of third parties?
 Are there financial factors that create conflicts of interest in clinical decisions?
 Are there problems of allocation of scarce health resources that might affect clinical decisions?
 Are there religious issues that might affect clinical decisions?
 What are the legal issues that might affect clinical decisions?
 Are there considerations of clinical research and education that might affect clinical decisions?
 Are there issues of public health and safety that affect clinical decisions?

Are there conflicts of interest within institutions or organizations (e.g. hospitals) that may affect clinical decisions and patient welfare?

Questions for Discussion Section in Canvas

What specifically were the arguments for each party (Michael Schiavo versus Terri’s Family)?
 Define what the difference between implicit and explicit is and how this specifically relates to the Terri Schiavo case.
 Based on everything we know about Terri Schiavo’s condition, do you believe that her life in a vegetative state was still meaningful?
 Whatever our answer is, can we assume that everybody would agree with our conclusion?
 Should our own view be used as a basis to make decisions in all cases similar to that of Terri Schiavo?
 Why could this option be problematic, or even dangerous?
 Who should have the authority to establish such a general rule?
 What about living wills? Does the general population understand difference between acute and chronic life saving measures and the difference between vegetative states and more acute conditions such as respiratory failure where a patient might only need to be on a ventilator for a very short time (as an example)?

Section 3

<p>Critical Thinking Student Learning Outcome #3</p> <p>Students will assess the quality of supporting evidence</p>	<ol style="list-style-type: none"> 1. Students will consider the literature and new research in the field 2. Students will assess the accuracy and relevance of supporting evidence. 3. Students will use a variety of techniques to assess the quality of supporting evidence.
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For this section open **one** of these nursing journal articles at iuk.edu/library: You may copy and paste the link directly into the search bar for the IUK website. Just make sure to remove the bullet point in order to access the article.

Article 1 (Surrogate Decision Makers of TBI patients)	<ul style="list-style-type: none"> DOI: 10.1097/JTN.0b013e31823a453a
Article 2 (Child with TBI-Physician perspective)	<ul style="list-style-type: none"> https://doi.org/10.1016/j.spn.2015.05.004

<p>Title of Journal Article (Use APA reference here and include the author names, year, journal, pages, etc.)</p>	<p>Discuss the findings and conclusion in the box provided below. Answers for each question should be around a paragraph in length (4-5 sentences).</p> <p>How will this article help to guide your practice if you are ever faced with a challenging or ethical dilemma?</p> <p>What do you think about the potential for new research to change treatments and outcomes for these patients?</p> <p>Earlier you were asked if you supported keeping Terri Schiavo alive or whether you believed that Terri Schiavos life was still meaningful after her traumatic brain injury. Has your original opinion changed as a result of the information you have been given in this lesson? (Remember that there are no right or wrong answers in ethics-this is strictly how you feel)</p>

Section 4

<p>Critical Thinking Student Learning Outcome #4</p> <p>Students will assess the implications and consequences that result from proposed conclusions.</p>	<ol style="list-style-type: none"> Students will identify the pros and cons of different theoretical approaches. Students will articulate the implications and consequences of an argument Students will compare recommendations resulting from applying different theoretical frameworks,
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For this section look up either: Jean Watson’s Theory of Caring or Pamela Reeds Theory of Self Transcendence. If you pick the theory of caring than you will relate the questions back to the care of the patient. If you pick the theory of self-transcendence you will relate the questions back to caring for the family and helping them move through boundaries. Answer the following questions. You should have about 4 to 5 sentences for each question.

<p>After reviewing your theory, describe what the theory involves and how you would use this theory in your care of either the patient or the family.</p> <p>What are some specific interventions and recommendations related to the theory that you could use? Is there anything this theory is missing?</p>	
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Critical Thinking Activities Rubric

	A work (Excellent) 20 points	B work (Good) 16 points	C work (Borderline) 14 points	Unacceptable Work 0 points
Section 1 (Pre-Learning Activity)	Student reflects on the questions and provides at least (2-3 sentences) in the table provided. Answers show critical thinking and deep thought	Student answers are somewhat short but still show thought and basic level critical thinking.	Student answers are short and lack engagement in critical thinking.	Student does not answer some questions. Student does not show quality work. Little to no critical thinking or

				engagement with answers.
Section 2	<p>In the online discussions section the student answers all questions and then replies to one peer. The length of this post should be about 3 (4-5 sentence) paragraphs. The post shows deep critical thinking and engagement. References are cited appropriately.</p> <p>The response to the peer is in-depth and at least one paragraph long.</p>	<p>The student has violations of the following:</p> <p>Student answers are somewhat short but still show thought and basic level critical thinking. References cited, but incorrectly. The response to a peer is good, but not in-depth.</p>	<p>The student has violations of the following:</p> <p>Student discussion post is short and lacks engagement in critical thinking.</p>	<p>Student does not turn in a college level discussion post. Little to no critical thinking or engagement with answers.</p>
Section 3	<p>The student fills out the table appropriately and demonstrates understanding of evidence-based article. Reflection shows critical thinking and deep engagement. References are cited appropriately. The responses are at least one paragraph each.</p>	<p>The student has violations of the following:</p> <p>Student answers are somewhat short but still show thought and basic level critical thinking. References cited, but incorrectly.</p>	<p>The student has violations of the following:</p> <p>Student discussion post is short and lacks engagement in critical thinking. References cited incorrectly.</p> <p>Appears that student did not read article fully.</p>	<p>Student does not turn in a college level discussion post. Little to no critical thinking or engagement with answers.</p>
Section 4	<p>The student fills out the table appropriately and demonstrates understanding of the chosen theory</p>	<p>The student has violations of the following:</p> <p>Student answers are somewhat</p>	<p>The student has violations of the following:</p> <p>Student answers are somewhat</p>	<p>Student does not turn in a college level discussion post. Little to no critical thinking</p>

	<p>and its relationship to nursing practice. Reflection shows critical thinking and creativity in chosen nursing interventions. References are cited appropriately. The responses are at least one paragraph each.</p>	<p>short but still show thought and basic level critical thinking. Creativity of interventions is lacking. References cited, but incorrectly.</p>	<p>short or do not show basic level critical thinking. Table is lacking in how it was filled out. Creativity of interventions is lacking. References cited, but incorrectly.</p>	<p>or engagement with answers.</p>
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