



INDIANA UNIVERSITY

SCHOOL OF NURSING
Center for Academic Affairs

September 30, 2009

Dr. Sherry Queener
Graduate Programs Office
UN 207
IUPUI

Dear Dr. Queener,

For your review and approval we have attached the New Course Request form and course syllabus for Y600 Clinical Reasoning and Diagnostic Processes in Advanced Practice Nursing – 3 credit hours. The course will be taught in the department of Family Health and will be offered each spring semester.

Please let me know if I can provide any additional information.

Thank you.

Sincerely,

Daniel J. Pesut, PhD, RN, CNS, BC, FAAN
Associate Dean for Graduate Programs

/lv

New Course Request

Indiana University

IUPUI

Campus

Check Appropriate Boxes:

Undergraduate credit

Graduate credit

Professional credit

1. School/Division School of Nursing 2. Academic Subject Code NURS

3. Course Number Y600 (must be cleared with University Enrollment Services) 4. Instructor Variable

5. Course Title Clinical Reasoning and Diagnostic Processes in Advanced Practice Nursing

Recommended Abbreviation (Optional) _____

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2009

7. Credit Hours: Fixed at 3 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No x

9. Is variable title approval being requested? Yes _____ No x

10. Course description (not to exceed 50 words) for Bulletin publication: Introduces students to clinical reasoning & diagnostic processes used in providing health care in primary & acute care settings. Students apply knowledge & skills from pathophysiology, physical assessment, & evidence based practice to decision making in direct patient care, Issues related to third party reimbursement, regulation & scope of practice, and the ethics of diagnostic decision making are included.

11. Lecture Contact Hours: Fixed at 2/week or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at 2/week or Variable from _____ to _____

13. Estimated enrollment: 30 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: Sp/Summer Will this course be required for majors? Yes

15. Justification for new course: Required by certification and accreditation agencies

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Shawn J. Sims Date 9/28/09
Department Chairman/Division Director

Date _____
Dean of Graduate School (when required)

Approved by:

[Signature] Date 9/28/09
Dean

Date _____
Chancellor/Vice-President

Date _____
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Indiana University School of Nursing

Y600 Clinical Reasoning and Diagnostic Processes in Advanced Practice Nursing

Course Information

- 3 Credits: 2 credits didactic, 1 credit lab (1 lab credit= 2 clock hours)
- Required course for nurse practitioner majors
- Prerequisites: Y515, R500, or permission of instructor
- Co-requisites: C550, or Y550, or F570, or T550, depending on specialty major

Faculty: Family Health Nursing Department

Course Description: Introduces students to clinical reasoning and diagnostic processes used in providing health care in primary and acute care settings. Students apply knowledge and skills from pathophysiology, physical assessment, and evidence based practice to decision making in direct patient care. Issues related to third party reimbursement, regulation and scope of practice, and the ethics of diagnostic decision making are included.

Course outcomes:

1. Synthesize knowledge of pathophysiology, physical assessment, and evidence based practice in clinical reasoning for patient care.
2. Integrate reflective practices into diagnostic decision making.
3. Demonstrate clinical reasoning in implementing specific diagnostic procedures relevant to the scope of advanced practice nursing.

Required readings/texts:

Stern, S.D., Cifu, A.S., Altkoin, D. (2006). Symptom to diagnosis: an evidence-based guide. New York: Lange.

Bickley, L. S., Szilagyi, P.G. (2009). Bates' guide to physical examination and history taking. Philadelphia: Lippincott Williams & Wilkins.

Current office/clinic procedure book (relevant to student's practice specialty)

Selected online resources also recommended with access provided

Selected recommended references for clinical reasoning:

Burns, S., & Bulman, C. (2000). Reflective practice in nursing: The growth of the professional practitioner (2nd ed.). London, England: Blackwell Science.

Johns, C. (2000). Becoming a reflective practitioner. London, England: Blackwell Science

King P, Kitchener K. Developing Reflective Judgment. San Francisco, CA. San Francisco, CA: Jossey-Bass Publishers 1994

Kuiper R, Pesut D. Promoting cognitive and metacognitive reflective clinical reasoning skills in nursing practice: self-regulated learning theory. *J Adv Nurs* 2004; 45(4): 381-391.

Kuiper R, Heinrich C, Matthias A, Graham M, Bell-Kotwall L (2008) Evaluating situated cognition during simulation: debriefing with the OPT model of clinical reasoning. *Int J Nurs Educ Scholar* 2008; 5(1): 1-14.

Teaching strategies include (but are not limited to):

- Web-based learning modules
- Self-directed online assignments
- Learning games and other online self-testing strategies
- Online discussion forums
- Guided reflection aimed at self-evaluation and personal growth
- Lab exercises and hands-on modules focused on specific diagnostic procedures
- Simulation activities in laboratory, classroom, and online

Evaluation;:

Quizzes from online units:	60%
Satisfactory completion of lab experiences	30%
Reflective exercises	10%

Grades are calculated based on the IUPUI grading scale. B- is the minimum passing grade for this course.

A+:	97-100
A:	93-96
A-:	90-92
B+:	87-89
B:	83-86
B-:	80-82

Topical Outline

- Models of clinical reasoning and application to diagnostic practice
- Reflective practice
- Evidence based research integration and application in clinical practice
- Regulation and legal issues specific to scope of practice

- Third party reimbursement
- Introduction to billing and coding
- Legal and ethical considerations in diagnostic decision making
- Common clinical/diagnostic procedures in primary and acute care settings, varying by specialty

Academic Integrity:

This course complies with Indiana University School of Nursing policies and standards, and those delineated in the IU Code of Student Rights, Responsibilities, and Conduct: <http://www.dsa.indiana.edu/Code/> and <http://www.dsa.indiana.edu/Code/Part2acad.html>

Americans with Disabilities Act:

If you need any special accommodations due to a disability, please contact Adaptive Educational Services at 317.274.3241. The office is located in CA 001E.