



NURS 5301.01 Theoretical Foundations in Nursing

COURSE SYLLABUS: SEMESTER Fall YEAR 2018

Instructor: Halli Carr, DNP, RN, ACNP-BC

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Students should expect a response within 2 business days.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Butts, J.B., & Rich, K. L. (2017). *Philosophies and Theories for Advanced Practice Nursing*. Burlington, MA. Jones & Bartlet.

Melnyk, B.M. & Fineout-Overholt, E. (2014). *Evidence-based practice in nursing and healthcare: A guide to best practice* (3rd Ed). Philadelphia. Wolters Kluwer. ISBN: 978-1-4511-9094-6

Selected Readings: Listed at end of syllabus.

Optional

American Psychological Association. (2009). *Publication Manual of American Psychological Association* (6th ed.). Washington, DC.

Course Description (3 semester credit hours)

This course focuses on the philosophical and theoretical bases underlying concepts and operations inherent to nursing. Synthesis of theories from behavioral, natural, social, and applied sciences is emphasized as it relates to nursing and practice. There is an investigation of the intersections between system science and organizational science. Nursing, ethical, and

scientific theories are used in the analysis of clinical problems, illness prevention, and health promotion.

Student Learning Outcomes

Upon completion of the course, the student will have been given the opportunity to:

1. Analyze nursing history to expand thinking and provide a sense of professional heritage and identity. (AACN Masters Essential I)
2. Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for diverse patient populations. (AACN Masters Essential I)
3. Articulate to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem confronted. (AACN Masters Essential I)
4. Perform rigorous critique of evidence derived from databases to generate meaningful evidence for nursing practice. (AACN Masters Essential I)
5. Utilize current and emerging technologies in the care environment to support lifelong learning for self and others. (AACN Masters Essential V)
6. Advocate for the value and role of the professional nurse as member and leader of interprofessional healthcare teams. (AACN Masters Essential VII)
7. Utilize effective communication strategies to develop, participate, and lead interprofessional teams and partnerships. (AACN Masters Essential VII)
8. Function as an effective group leader or member based on an in-depth understanding of team dynamics and group processes. (AACN Masters Essential VII)
9. Apply theories and evidence-based knowledge in leading, as appropriate, the healthcare team to design, coordinate, and evaluate the delivery of care. (AACN Masters Essential I)
10. Integrate an evolving personal philosophy of nursing and healthcare into one's nursing practice. (AACN Masters Essential I, IX)

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Teaching and learning methods will include lecture, presentations, group discussion, use of audiovisuals, on-line course information, handouts, reading and written assignments, and case studies.

Student Responsibilities

Online Etiquette: This class will be conducted entirely online. Please use the following a guide to your online behavior.

- Make a personal commitment to learning about, understanding, and supporting your peers.
- Assume the best of others in the class and expect the best from them.
- Recognize and value the experiences, abilities, and knowledge each person brings to class. Value the diversity of the class.
- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and re-read your comments before you post them.
- Never make derogatory comments toward another person in the class.
- Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Disagree with ideas, but do not make personal attacks.
- Be open to be challenged or confronted on your ideas or prejudices.
- Challenge others with the intent of facilitating growth. Do not demean or embarrass others.
- Encourage others to develop and share their ideas.
- Be willing to change.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 83%-89%

C = 75%-82%

D = 60%-74%

F = 59% or Below

Evaluation Methods	
Annotated Bibliography due	20%
Theory Presentation due	30%
Theory Application Paper due	40%
Discussion Board (ongoing)	10%

Assessments

Discussion Forums: You will find the following discussion forums in the online course site:

General Help: Post any questions or comments you may have about course mechanic or technical issues to this forum.

Introduce Yourself: Post a brief introduction about yourself, your educational goal(s), picture, and any other information that you wish to share and is pertinent to your nursing experience, educational goals, etc.

Discussion Forums related to discussion assignments—You will be posting your response to discussion questions, reading each other's responses, and rigorously analyzing them and making substantive comments or asking questions. At least one response to a peer is required on each discussion board posting within 72 hours of the initial posting deadline.

Annotated Bibliography: An article will be chosen from the "Selected Readings" section of your syllabus. You may select an article not on the list if approved by instructor. Many of these articles are available online and all will be available in the library. **Note:** Most materials used in conjunction with the course are subject to copyright protection.

Nursing Theory Presentation: Students will develop a 30-45 minute online presentation on the theory of their choice.

Theory Application Paper: Students will describe a patient scenario and apply the selected theory to this patient, including assessment, diagnoses, planning, intervention and evaluation of the plan of care.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will

perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- • Ensure that your browser has JavaScript and Cookies enabled.
- • For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- • The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
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Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- • You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - o 512 MB of RAM, 1 GB or more preferred
 - o Broadband connection required courses are heavily video intensive
 - o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- • You must have a:
 - o Sound card, which is usually integrated into your desktop or laptop computer
 - o Speakers or headphones.
 - o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- • Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- • Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- • You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - o [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - o [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*)
<https://get.adobe.com/flashplayer/>
 - o [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - o [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- • At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

COMMUNICATION AND SUPPORT

Communication between faculty and students is important and taken seriously. To that end, faculty are committed to student success in this course. Students are responsible for making appointments and asking questions to clarify any questions or procedures. Preferred communication methods are through individualized faculty office hours, email, or office phone and occur during regular business hours. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

CLASS

1. Exam dates are listed in each course syllabus, and the student is expected to take the exams as scheduled.
2. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class prepared.
3. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero.

Paper submissions

All documents submitted online are to be in .docx, .rtf or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

Late Submissions

It is expected that students will submit all assignments on time. If an extension is needed, it should be requested before the due date and may or may not be approved at the discretion of the course coordinator. Unexcused

late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR

Week	Date	Content	Readings
1	8/30	Unit 1 Orientation	
2	9/6	Unit 2 Philosophy of Science DB #1 due by 2359 9/6 Peer response due by 2359 9/9	Butts & Rich, Chap 1, Melnyk & Fineout- Overholt, Chap 4
3	9/13	Unit 3 Evolution of Nursing Science DB #2 due by 2359 9/13 Peer response due by 2359 9/16	Butts & Rich, Chap 2, Ch 7 Melnyk & Fineout- Overholt, Chap 1
4	9/20	Unit 4 The Structure and Function of Theory DB #3 due by 2359 9/20. Peer response due by 2359 9/23.	Butts & Rich, Chap 4&5
5	9/27	Unit 5 Theory Testing, Evaluation, & Use in Evidence-Based Advanced Nursing Practice Annotated bibliography due by 2359 9/30. DB #4 due by 2359 9/27.	Butts & Rich, Chap 25 & 26

		Peer response due by 2359 9/30.	
6	10/4	Unit 6 Models and Theories Focused on Nursing Goals, Functions and Systems Approach DB #5 due by 2359 10/4. Peer response due by 2359 10/7.	Butts & Rich, Chap 18 & 19
7	10/11	Unit 7 Models and Theories Focused on Human Existence and Universal Energy Models and Theories based on Competencies and Skills Select nursing theorist for presentation DB #6 due by 2359 10/11. Peer response due by 2359 10/14.	Butts & Rich, Chap 20 & 21
8	10/18	Unit 8 Theories Focused on Caring DB #7 due by 2359 10/18. Peer response due by 2359 10/21.	Butts & Rich, Chap 22
9	10/25	Unit 9 Models and Theories Focused on Culture DB #8 due by 2359 10/25. Peer response due by 2359 10/28.	Butts & Rich, Chap 23

10	11/1	Unit 10 The Praxis Theory of Suffering Theory Presentation due by 2359 11/4. DB #9 due by 2359 11/1. Peer response due by 2359 11/4.	Butts & Rich, Chap 24
11	11/8	Unit 11 Complexity Science and Complex Adaptive Systems Last day to drop with Q 11/2/17 DB #10 due by 2359 11/8. Peer response due by 2359 11/11.	Butts & Rich, Chap 6
12	11/15	Unit 12 Health Behavior Theories DB #11 due by 2359 11/15. Peer response due by 2359 11/18.	Butts & Rich, Chap 11
13	11/22	Thanksgiving Holiday	
14	11/29	Unit 13 Interdisciplinary Theories Flow Theory Intuition DB #12 due by 2359 11/29. Peer response due by 2359 12/1.	Online link
15	12/3	Theory Application Paper Due by 2359 12/3.	

16	12/10	Wrap-up and Evaluations	
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Nursing Theory Presentation: Grading Criteria

This will be a PowerPoint presentation to your fellow class members.

Criteria	Possible Points	Score	Comments
Evaluation of Theory:			
A. Significance 1. Discuss the theorist's conceptualizations of humans, environment, health and nursing <ul style="list-style-type: none"> • Are the metaparadigm concepts and propositions addressed by the theory explicit? 2. Does the theory address a topic that society currently regards as practically important? 3. Does the theory offer new, compelling and nontrivial insights into the topic?	15		
B. Internal Consistency 1. Are the theory concepts explicitly identified and clearly defined? 2. Are the same terms used consistently for the same concepts?	15		
C. Parsimony <ul style="list-style-type: none"> • Is the theory content stated clearly and concisely? 	5		
D. Testability 1. Is each concept of the theory empirically measurable? •	15		
E. Empirical Adequacy 1. Grand Theories <ul style="list-style-type: none"> • Are the findings from studies of descriptions of personal experiences congruent with the concepts and propositions of the grand theory? 2. Middle-Range Theories <ul style="list-style-type: none"> • Are theoretical assertions congruent with empirical evidence? 	10		
F. Pragmatic Adequacy 1. Evaluate the strengths and weaknesses of the theory for use in nursing practice and research.	20		

<p>2. Discuss its use in practice, education, and research.</p> <ul style="list-style-type: none"> • Are education and special skill training required before application of the theory in nursing practice? • Has the theory been applied in the real world nursing practice/ • Is it generally feasible to implement practice derived from this theory? • Does the practitioner have the legal ability to implement and measure the effectiveness of theory-based nursing actions? • Are the theory-based nursing actions compatible with expectations for nursing practice? • Do the theory-based nursing actions lead to favorable outcomes? • Is the application of theory-based nursing actions designed so that comparisons can be made between outcomes of use of the theory and outcomes in the same situation when the theory was used? 			
Online Presentation			
<p>A. Presentation</p> <ul style="list-style-type: none"> • Style/manner of presentation • Creativity, presentation appeal • Ability to stimulate discussion (Each audience member is to post any discussion questions/comments using the "Discussion Tool") • PowerPoint: Typing, neatness, spelling, punctuation, grammar • Reference in APA format <p>B. Content</p> <ul style="list-style-type: none"> • Is accurate, thorough, and not just a reiteration of text • Includes interpretation and clarification of meanings • Is organized, coherent, tied together and fluent. 	15		
TOTAL			

Annotated Bibliography: Grading Criteria

Each student will be responsible for submitting an annotated bibliography. An article chosen from the "Selected Reading" section of the syllabus will be discussed. Articles chosen need to be approved by the faculty to avoid duplication. It is a first come, first served basis. Email your choice via course email and you will be notified if it is approved or not.

The annotated bibs must be no more than 2 pages long, typed and in APA format. No cover sheet is needed, but do attach a copy of the grading criteria. Points will be taken for lateness (-5 per day late).

Criteria	Possible Points	Score	Comments
Format: Reference/citation in APA format	20		
Summarization of Article: Author's point of view is thoroughly summarized and major points are accurately interpreted.	20		
Analysis and Critique: Analyze and critique the article and state the article's major strengths and weaknesses.	20		
Nursing Applications/Implications: Give at least two applications and/or implications for nursing focusing on theory, research and/or practice and based on the substance of the article.	20		
Posting of your bibliography on Discussion Forum for discussion purposes	5		
Posting substantive evaluative comments on 2 other bibliographies, not your own.	10		
Grammar, spelling, thoroughness, appropriate length	5		
TOTAL			

Selected Readings

- Ahtisham, Y., & Jocoline, S. (2015). Integrating nursing theory and process into practices: Virginia Henderson's need theory. *International Journal of Caring Sciences*, 8(2), 443-450.
- Annesi, J. J., & Tennant, G. A. (2014). Generalization of theory-based predictions for improved nutrition to adults with morbid obesity: Implications of initiating exercise. *International Journal of Clinical and Health Psychology*, 14, 1-8.
- Caceres, B. (2015). King's theory of goal attainment: Exploring functional status. *Nursing Science Quarterly*, 28(2), 151-155.
- Davis, S., Derrick, G., White, G., Williams, A. T., & McGriff, E. (2013). Bridging the gap between research, evaluation, and evidence-based practice. *Journal of Social Work Education*, 49, 16-29. doi: 10.1080/10437797.2013.755099
- Farajkhoda, R., Roudsari, R. L., & Abbasi, M. (2013). An exploratory study to develop a practical ethical framework for reproductive health research. *Iran Journal of Reproductive Medicine*, 11(1)31-38.
- Finelli, C. J., Daly, S.R., & Richardson, K. M. (2014). Bridging the research-to-practice gap: Designing an institutional change plan using local evidence. *Journal Of Engineering Education*, 103(2), 331-361. doi:10.1002/jee.20042
- Gastmans, C. (2013). Dignity-enhancing nursing care: A foundational ethical framework. *Nursing Ethics*, 20(2), 142-149.
- Hussein, A. A., Abd El Salam, E. E. & Farid Amr, A. S. (2017). A theory guided nursing intervention for management of hypertension among adults at rural area. *Journal of Nursing Education & Practice*, 7(1), 66-78. Doi:10.5430/jnep.v7n1p66.
- Lee, L. T., Bowen, P. G., Mosley, M. K. & Turner, C. C. (2017). Theory of planned behavior: Social support and diabetes self-management. *Journal for Nurse Practitioners*, 13(4), 265-270. Doi: 10.1016/j.nurpra.2016.17.013.
- Plath, D. (2013). Organizational processes supporting evidence-based practice. *Administration in Social Work*, 37, 171-188. doi: 10.1080/03643107.2010.672946.
- Porcheret, M., Main, C., Croft, P., McKinley, R., Hassell, A., & Dziedzic, K. (2014). Development of a behavior change intervention: A case study on the practical application of theory. *Implementation Science*, 9(1), 1-18. doi:10.1186/1748-5908-42
- Robinson Wolf, Z. & France, N. M. (2017). Caring in nursing theory. *International Journal for Human Caring*, 21(2), 95-108.
- Vachon, B., Désorcy, B., Camirand, M., Rodriguez, J., Quesnel, L., Guimond, C., Labelle, M., Fournier, J., & Grimshaw, J. (2013). Engaging primary care practitioner in quality improvement: Making explicit the program theory of an interprofessional education intervention. *BMC Health Services Research*, 13, 1-12.
- Wellmann, J. (2013). Information theory for correlation analysis and estimation of uncertainty reduction in maps and models. *Entropy*, 15(4), 1464-1485. doi:10.3390/e15041464
- Whitney, W., Dutcher, G. A., & Keselman, A. (2013). Evaluation of health information outreach: Theory, practice, and future direction. *Journal Of The Medical Library Association*, 101(2), 138-146. doi:10.3163/1536-5050.101.2.009

Theory Application Paper Grading Criteria

Criteria	Possible points	Score	Comments
<p>Overview of selected theory.</p> <p>Discuss assumptions of theory</p> <p>Discuss major concepts, relationships between concepts</p> <p>Justify selection of this theory for this patient setting.</p>	<p>5</p> <p>10</p> <p>5</p>		
<p>Patient Scenario</p> <p>Describe relevant aspects of this patient, include physical, psycho-social, spiritual assessment</p>	15		
<p>Application of Theory to Advanced Practice</p> <p>Relate the concepts and relationships of the selected theory to the patient.</p> <p>Identify 2-3 problems or diagnoses</p> <p>Identify measurable patient centered goals</p> <p>Justify evidence-based therapeutic interventions for this patient</p> <p>Identify empirical indicators for measurement of goal attainment</p>	<p>10</p> <p>5</p> <p>5</p> <p>10</p> <p>10</p>		
<p>Evaluation</p> <p>Evaluate the ease or difficulty of applying this theory to the clinical practice setting</p> <p>Did the level of abstraction make it more difficult?</p>	10		

<p>Was there sufficient pragmatic adequacy to facilitate application? Were empirical indicators readily available? For what patient settings is this theory particularly suited? Are their patient settings that would be inappropriate for the application of this theory?</p>			
<p>Mechanics 5-7 pages in length, (not including title and reference pages) APA format Punctuation, grammar Citations in body of paper References from peer reviewed journals At least 1 research article referenced Summary paragraph Reference page in appropriate format.</p>	15		

Unit 1 Orientation

Introductions

Review Syllabus

Discuss course requirements

Unit 2 Philosophy of Science

Learning Objectives:

1. Compare and contrast “hard” science and “soft” science.
2. Discuss the aim of science in the context of natural sciences, applied sciences and human science
3. Justify Nursing as a science in terms of:
 - a. Intersubjective Testability
 - b. Reliability
 - c. Definiteness and Precision
 - d. Coherence
 - e. Comprehensiveness and Scope
4. Discuss the different schools of philosophy:
 - a. Analytic
 - b. Continental
 - c. Chaos and Complexity
5. Describe the three main knowledge sources on which evidence-based practice (EBP) should stand.

Assignment: Butts & Rich, Chapter 1

Melnyk & Fineout-Overholt, Ch 4

Discussion board:

What is my view of the truth?

Are there multiple truths?

What if my patient and I do not agree on the truth or the view of truth?

How do I justify/juggle evidence-based practice guidelines and individuality?

Unit 3 Evolution of Nursing Science

Learning Objectives:

1. Discuss the history of nursing education.
2. Analyze the factors leading to the development of nursing theory.
3. Discuss emerging trends and the future of nursing knowledge development.
4. Discuss the evolution of Evidence Based Practice in Nursing.

Assignment: Butts & Rich, Chapter 2 & 7

Melnyk & Fineout-Overholt, Chap 1

Discussion board:

Are there vestiges of our nursing history still apparent in our practice today?

Does Freire's Theory of Human Liberation have relevance to the profession of nursing? Explain your answer.

Unit 4 The Structure and Function of Theory

Learning Objectives:

1. Discuss the importance of integration of theory and practice in nursing.
2. Discuss components of nursing knowledge.
3. Examine three world views of Nursing:
 - a. Reaction
 - b. Reciprocal interaction
 - c. Simultaneous action
4. Delineate the levels of abstraction of theories.
5. Validate the importance of empirical indicators

Assignment: Butts & Rich, Chapters 4&5

Discussion Board:

Which of the three world views of nursing is most congruent with your philosophy of nursing? Explain.

Unit 5 Theory Testing ,Evaluation, & Use in Evidence-Based Advanced Nursing Practice

Learning Objectives:

1. Differentiate between “theory” and “conceptual model.”
2. Discuss three types of theories.
3. Describe the Conceptual Model/Theory/Empirical Indicator (C-T-E) relationship.
4. Discuss five types of fundamental patterns of knowing in nursing.
5. Explain the role of translational research in progressing theory to evidence based practice.

Assignment: Butts & Rich, Chapters 25 & 26

Discussion Board:

1. Give an example of a concept from a theory and a corresponding empirical indicator.
2. Discuss the Theory-Practice gap in nursing and strategies to overcome this divide.

Unit 6 Models and Theories Focused on Nursing Goals, Functions and Systems Approach

Learning Objectives:

1. Critically examine the contributions of the functional nursing models of Nightingale, Henderson, Johnson and Pender to nursing practice.
 - a. How do the models address the metaparadigm concepts of Person, Environment, Health and Nursing?
 - b. To what patients and practice settings are these models applicable?
 - c. Do these models retain their relevance to today's practice settings?
2. Critically examine the contributions of the Systems Approach models of Roy, King, and Neuman to nursing practice.
 - a. How do the models address the metaparadigm concepts of Person, Environment, Health and Nursing?
 - b. To what patients and practice settings are these models applicable?
 - c. Do these models retain their relevance to today's practice settings?

Assignment: Butts & Rich, Chapters 18 & 19.

Discussion board: Choose one of the above models and address its applicability to your current practice setting.

Unit 7 Models and Theories Focused on Human Existence and Universal Energy

Models and Theories based on Competencies and Skills

Learning Objectives:

1. Analyze the Rogers, Newman, Parse, and Barrett theories.
 - a. Discuss the major concepts
 - b. Discuss the applicability to nursing practice today.
2. Describe the levels in the Benner Model, From Novice to Expert.
3. Compare and contrast the AACN Synergy Model for Patient Care with the Relationship-Based Care Model (RBC).

Assignment: Butts & Rich, Chapters 20 & 21

Discussion Board:

1. Do you think the Human Existence and Universal Energy theories are too abstract to use in your practice? Why or why not?
2. In the context of the Benner model, when you move from the RN role to the Advanced Practice Role, will you be moving from Expert to Novice?,

Unit 8 Theories Focused on Caring

Learning Objectives:

1. Compare and contrast The Nursing as Caring Theory, The Theory of Human Caring, The Theory of Caring and Healing, and the Quality-Caring Model.
2. Discuss the major concepts of the Caring based theories and models.
3. Analyze the importance of the nurse-patient relationship in the framework of caring.

Assignment: Butts & Rich, Chapters 22

Discussion Board:

Caring theories propose that both the patient and nurse benefit from engaging in caring relationships. Do other theories address the well-being of the nurse? Do you feel nurses benefit and grow from caring relationships with patients? Can you relate a nurse/patient relationship that was of benefit to you?

Is caring a traditionally feminine trait? Can “uncaring” persons be taught to care?

Unit 9 Models and Theories Focused on Culture

Learning Objectives:

1. Analyze the importance of cultural competence in advanced practice nursing.
2. Review terminology related to Culture.
3. Discuss theories to facilitate the delivery of cultural competent care in advanced practice

Assignment: Butts & Rich, Chapters 23

Discussion Board:

1. Describe a situation when a health care provider's cultural competence or lack thereof, influenced the quality of care delivered to the patient.
2. How should an advanced nurse practitioner respond to a patient's disregard of a staff member's culture?

Unit 10 The Praxis Theory of Suffering

Learning Objectives:

1. Discuss the behaviors associated with the two behavioral states in suffering, enduring and emotional.
2. Compare and contrast the supportive care for enduring and emotional suffering states.
3. Discuss empirical indicators of suffering.

Assignment: Butts & Rich, Chapters 24

Discussion Board:

The Praxis Theory states that a suffering individual exits the suffering states as the reformulated self, with a new perspective on life. Do you agree or disagree? Give an example to support your conclusion.

Unit 11 Interdisciplinary Theories

Complexity Science and Complex Adaptive Systems

Learning Objectives:

1. Discuss concepts of nonlinear mathematics.
2. Describe the characteristics of Complex Adaptive Systems.
3. Analyze the relationship between complex responsive processes (CRPs) and relationship-centered care (RCC).

Assignment: Butts & Rich, Chapter 6

Discussion Board:

Complex adaptive systems consist of agents whose behaviors aren't always predictable yet always affect the context for other agents. Do you agree or disagree? Give an example from your patient care experience to support your conclusion.

Unit 12 Interdisciplinary Theories – Health Behavior Theories

Learning Objectives:

1. Discuss the multiple levels of influence that affect patients' health related behaviors.
2. Compare and contrast the Social Cognitive Theory, Transtheoretical model/stages of life and Health Belief model.

Assignment: Butts & Rich, Chapters 11

Discussion Board:

Have you had success with facilitating a change in a patient's health care behaviors?

What strategies were successful?

What strategies would you not recommend?

Unit 14 Theories Flow Theory Mihaly Csikszentmihaly

Learning Objectives:

1. Analyze the concepts and relationships proposed by Flow Theory.
2. Discuss the progress in the development of empirical indicators of Flow.
3. Discuss the relevance of Flow Theory for advanced nursing practice.

Assignment: <http://www.bioenterprise.ca/docs/creativity-by-mihaly-csikszentmihalyi.pdf>

<http://wiki.idux.com/uploads/Main/FindingFlow.pdf>

Nakamura, J. & Csikszentmihaly, M. (2009). Ch. 18 Flow theory and research In Lopez, S. & Snyder, C.R. (Eds), *The Oxford Handbook of Positive Psychology* 2nd ed retrieved from https://books.google.com/books?hl=en&lr=&id=R8kCoofE8VsC&oi=fnd&pg=PA195&ots=2wvRB-menm&sig=pv4tEhh1IUQTPhNAf_8cl6xsLOo#v=onepage&q&f=false

Discussion Board:

How does Flow Theory compare to Abraham Maslow's hierarchy of needs?

Does the Flow theory have relevance in your clinical practice?