



NURS 5301.01 Theoretical Foundations in Nursing Fall 2019

Course Syllabus

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*Students should expect a response within 2 business days

Course Information

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required

Butts, J.B., & Rich, K. L. (2017). *Philosophies and Theories for Advanced Nursing Practice* (3rd ed.). Burlington, Massachusetts: Jones & Bartlett Learning.

Melnyk, B.M. & Fineout-Overholt, E. (2014). *Evidence-based practice in nursing & healthcare: A guide to best practice* (3rd ed.). Philadelphia: Wolters Kluwer.

Selected Readings: see listing within the syllabus

Optional Textbooks

American Psychological Association. (2010). *Publication Manual of American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

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 information as 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.
- 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

Grades will be determined as follows:

Evaluation Methods	
Annotated Bibliography	15%
Nursing Theory Presentation	29%
Nursing Theory Application Paper	30%
Discussion Board Forums (13 forums at 2% each)	26%
Total	100%

Assessments

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

Introduction Forum #1 (Ice Breaker): The purpose of this Forum is to introduce you to the use of the discussion board. Please see the requirements listed under Unit# 1: Orientation. This Forum is a required and expected activity with credit given for participation. It is due by the end of the first week of class.

Discussion Board Forums (Units #2 - #14) : Students will make initial posts to discussion questions/prompts, then read other's responses, rigorously analyzing them and making substantive comments or asking questions. At least one subsequent response to a peer is required on each Discussion Forum posting within according to the deadlines described below. The rubric for the Forums is located within this Course Syllabus.

Before writing Discussion Forum posts, read the assigned works and complete learning assignments for the week. Your posts should indicate that you have read the material, understand it, and are able to apply the content, so omitting this step is a crucial mistake. Questions/prompts for each Discussion Forum are provided at the end of this syllabus, so that readings and preparation for participation may be completed in advance as needed.

Initial Posts:

The initial Discussion Forum posting is the first post of the week. All initial discussion postings are due by Tuesdays at 11:59 pm CST. Late initial discussion board postings made after Tuesdays at 11:59 pm but before Wednesdays at 11:59 pm will reduce the grade by 10%. Due to the nature of discussion forums, initial postings made after Wednesdays at 11:59 pm CST will receive a 0. Your initial post in response to the question/prompt should be between 250 - 300 words and should include citations according to the grading criteria. Note that you can omit citations; however, doing so will be reflected in your grade.

Subsequent (Response) Posts:

Response postings are those made to the initial postings of peers. Response postings to peers are due by Thursdays at 11:59 pm CST. Response postings made after Thursday at 11:59 pm will reduce the grade by 10%. Due to the nature of discussion forums, late response postings posted after Fridays at 11:59 pm (CST) will receive a 0. At least one response posting will be required in all discussion boards. Response posts should be about 1-2 paragraphs and a minimum of 150 words. Again, refer to the grading criteria for requirements.

Develop your responses to your peers before reading other peer responses, to avoid having your thinking influenced by others.

A few ideas are listed below as to how you might construct a response posting:

- Suggest why you might see things differently (reference the literature)
- Ask a probing or clarifying question
- Share an insight form having read the colleague's posting
- Offer and support an informed opinion with evidence from the literature
- Validate an idea with your own experience
- Make a suggestion supported with evidence from the literature (cite a reference)
- Expand on the colleague's posting
- Ask for evidence that supports the posting

Annotated Bibliography:

Students should select an article from the "Selected Readings" section of the syllabus. An article not on the list may be selected, if approved by the 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 20 minute (minimum) to 30 minute (maximum) online Power point presentation with audio on the nursing theory of their choice. The selection of the nursing theory must be approved by the instructor and will be done on a first come, first serve basis so as to prevent duplication of theories for presentation. The deadline for faculty approval of the selected theory is noted on the course calendar. Presentations will be posted in two places: (1) under the appropriate assignment tab for grading, and (2) to the Presentation Discussion Forum available on D2L where other students may ask questions or seek further information from the presenter.

Nursing Theory Application Paper:

Students will describe a patient scenario and apply the selected nursing 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)
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:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video iive

- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones.
- 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:

- [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
- [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
- [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
- [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 exam 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 (with the exception of Discussion Forums) 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%. Penalties for late posting for Discussion Forums will follow the guidelines described under the Assessment section. 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 and Assignments
1	08/26/19	Unit 1: Orientation	Syllabus Introduction Discussion Forum #1
2	09/02/19	Unit 2: Philosophy of Science	Butts & Rich, Chapter 1 Melnik & Fineout-Overholt, Chapter 4 Discussion Forum #2
3	09/09/19	Unit 3: Evolution of Nursing Science	Butts & Rich, Chapters 2 and 7 Melnik & Fineout-Overholt, Chapter 1 Discussion Forum #3
4	09/16/19	Unit 4: The Structure and Function of Theory	Butts & Rich, Chapters 4 and 5 Discussion Forum #4
5	09/23/19	Unit 5: Theory Testing, Evaluation, and Use in Evidence-Based Advanced Nursing Practice	Butts & Rich, Chapters 25 and 26 Discussion Forum #5 Annotated bibliography due 9/27/19 @ 2359
6	09/30/19	Unit 6: Models and Theories Focused on Nursing Goals and Functions	Butts & Rich, Chapter 18 Discussion Forum #6
7	10/07/19	Unit 7: Models and Theories Focused on a Systems Approach	Butts & Rich, Chapter 19 Discussion Forum #7 Selection deadline for approval for nursing theory - 10/11/19
8	10/14/19	Unit 8: Models and Theories Focused on Human Existence and	Butts & Rich, Chapter 20 Discussion Forum #8

		Universal Energy	
9	10/21/19	Unit 9: Models and Theories based on Competencies and Skills	Butts & Rich, Chapter 21 Discussion Forum #9
10	10/28/19	Unit 10: Theories Focused on Caring	Butts & Rich, Chapter 22 Discussion Forum #10 Nursing Theory Presentation due 11/01/19 by 2359 (post under the Assignment Tab and in the Nursing Theory Presentation Discussion Forum). Nursing Theory Presentation Discussion Forum (comment until 11/08/19 at 2359)
11	11/04/19	Unit 11: Models and Theories Focused on Culture	Butts & Rich, Chapter 23 Discussion Forum #11 Nursing Theory Presentation Discussion Forum (ends 11/08/19 at 2359)
12	11/11/19	Unit 12: The Praxis Theory of Suffering	Butts & Rich, Chapter 24 Discussion Forum #12
13	11/18/19	Unit 13: Complexity Science and Complex Adaptive Systems	Butts & Rich, Chapter 6 Discussion Forum #13
14	11/25/19	Thanksgiving Holiday	Nursing Theory Application Paper due 11/26/19 at 2359
15	12/02/19	Unit 14: Health Behavior Theories	Butts & Rich, Chapter 11 Discussion Forum #14
16	12/09/19	Unit 15: Flow Theory Wrap-up and Evaluations	Online resource

Discussion Forum Grading Criteria

Levels of Achievement					
Criteria	Excellent	Good	Fair	Poor	Not Demonstrated
Initial Response	50 Points *Response matches prompt. *Response is concise. *Response is evidence of quality writing. *Two or more reputable sources used (at least one of which is from a course text).	40 Points * Response matches prompt. * Response is concise. * Response is mostly well-written. *Two reputable sources used, but the course textbook or course assigned readings are not used as at least one source.	30 Points * Response does not match prompt. * Response is not very concise; too wordy. * Response is mostly well-written. *Only 1 reputable source used.	20 Points * Response does not match the prompt. * Response is too wordy and not concise. * Response is not evidence of quality writing. *Sources used, but not reputable or reliable	0 Points * Response was not provided or does not address the initial prompt. * No sources provided.
Subsequent Contribution	30 Points *The discussion response is concise and written in clear language. * The response is meaningful with respect to the discussion topic. * There is evidence of integration between this post and the other student's post. *Two or more reputable sources used (at least one of which is from a course text).	20 Points * The language is mostly clear, but not written concisely. * The response is meaningful with respect to the discussion topic. * There is some integration between this post and the other student's post. *Two or more reputable sources used, but a course textbook is not used at least one source.	10 Points * The language is mostly clear, but the response is not concise. * The response lacks some meaning with respect to the discussion topic. * There is little integration between this post and the other student's post. *Only 1 reputable source used.	5.0 Points *The language is unclear. *The writing is not concise. * The response is not meaningful. * There is no evidence of integration between this post and the other student's post *Sources used, but not reputable or reliable	0 Points * There appears to be no attempt at integrating the response with the other response. * The response does not relate to the initial prompt * No attempt is made to use clear, concise language. * The response is not completed. * No sources provided.

Levels of Achievement					
Criteria	Excellent	Good	Fair	Poor	Not Demonstrated
Etiquette	10 Points * Discussion responses are written using full sentences, professional language, and a respectful tone. *Constructive criticism is offered in response to others' posts.	8 Points *Sentence errors or instances using unprofessional language are minimal in the discussion posts. *Tone is respectful. *Constructive criticism is offered to other respondents.	6 Points *Sentence errors, unprofessional language, disrespectful tone, or non-constructive criticism in the discussion posts.	3 Points *Many sentence errors, unprofessional language, disrespectful tone, or harsh criticism in the discussion posts.	0 Points *The responses were not completed. * The responses demonstrate no attempt to use professional language. * The responses contain errors, disrespectful language directed toward others.
Writing Mechanics	10 Points *No spelling, grammar, or punctuation errors. *No errors in APA citations and references.	8 Points *Spelling, grammar, or punctuation are mostly error-free. *APA citations and references mostly error free.	6 Points *A few spelling, grammar, or punctuation errors. *A few APA citation and reference errors.	3 Points *Many spelling, grammar, or punctuation errors. *Many APA citation and reference errors.	0 Points *The assignment was not completed. *The assignment is full of spelling, grammar, punctuation, and/or APA citation and reference errors.

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 will need to be approved by the faculty to avoid duplication. Selection is on a first come, first serve basis. Students should email their choice via course email to the instructor and they will be notified if approved. Other articles may be selected with the approval of the instructor.

The Annotated Bibliography must be no more than 3 pages long, including a cover page. It should be typed and in APA format.

Criteria	Possible Points	Points Earned	Comments
Summarization of Article: Summarize the author’s point of view thoroughly and accurately interpret the major points described	20		
Analysis and Critique: Analyze and critique the article and state the article’s major strengths and weaknesses	20		
Nursing Implications: Describe at least two implications for nursing focusing on theory, research, and/or practice and based on the substance of the article	20		
Format: Reference/citation in APA format	20		
Writing Mechanics: Grammar, spelling, punctuation, and paper of appropriate length	20		
TOTAL	100		

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.
- 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
- 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.
- 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.

Nursing Theory Presentation Grading Criteria

Criteria	Points Possible	Points Earned	Comments
Evaluation of Theory:			
Significance Discuss the theorist's conceptualizations of humans, environment, health and nursing. Are the metaparadigm concepts and propositions addressed by the theory explicit? Describe. Does the theory address a topic that society currently regards as practically important? Explain. Does the theory offer new, compelling and nontrivial insights into the topic? Elaborate.	20		

Internal Consistency Are the theory concepts explicitly identified and clearly defined? Describe. Are the same terms used consistently for the same concepts? Explain.	10		
Parsimony Is the theory content stated clearly and concisely? Describe.	5		
Testability Is each concept of the theory empirically measurable? Explain.	5		
Empirical Adequacy 1. Grand Theories: Are the findings from studies of descriptions of personal experiences congruent with the concepts and propositions of the grand theory? Explain. 2. Middle-Range Theories: Are theoretical assertions congruent with empirical evidence? Describe.	10		
Pragmatic Adequacy: Evaluate the strengths and weaknesses of the theory for use in nursing practice and research. Discuss the use of the theory in practice, education, and research, addressing each of the following: <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? 	30		

Nursing Theory Application Paper Grading Criteria

Criteria	Points Possible	Points Earned	Comments
Overview of selected theory: Discuss assumptions of theory Discuss major concepts, relationships between concepts Justify selection of this theory for this patient setting.	15		
Patient Scenario Describe relevant aspects of this patient, include physical, psycho-social, spiritual assessment	10		
Application of Theory to Advanced Practice Relate the concepts and relationships of the selected theory to the patient. Identify 2-3 problems or diagnoses Identify measurable patient centered goals Justify evidence-based therapeutic interventions for this patient Identify empirical indicators for measurement of goal attainment	30		
Evaluation Evaluate the ease or difficulty of applying this theory to the clinical practice setting. Did the level of abstraction make it more difficult? Was there sufficient pragmatic adequacy to facilitate application? Were empirical indicators readily available? For what patient settings is this theory particularly suited? Are there patient settings that would be inappropriate for the	30		

application of this theory?			
Mechanics: Paper is 5-7 pages in length (not including title and reference pages) Paper with introductory and concluding paragraphs Proper APA format including in-text citations and reference page Mechanics: Punctuation, grammar, spelling References from peer reviewed Journals with at least one research article referenced	15		
Total	100		

Unit 1: Orientation

Learning Objectives:

1. Gain understanding of course requirements
2. Utilize the D2L Learning Management System

Assignments:

1. Review the Course Syllabus
2. Explore the course in D2L
3. Complete the Unit #1 Discussion Forum (Ice Breaker) as follows:

The purposes of this first Discussion Forum are for you to introduce yourself to the class, explain a bit about your background and experience, state why you are interested in advanced practice nursing, and become familiar with the use of the discussion board tool in D2L. After making your own post, you should read through your classmates' posts and select at least one that does not have a response (or few responses) and comment about the content. This discussion is designed for us to get to know each other and to provide interaction among classmates. It is due at the end of the first week of class.

4. Ask questions of your instructor as necessary

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.

Assignments:

1. Read: Butts & Rich, Chapter 1

Melnyk & Fineout-Overholt, Chapter 4

2. Complete Discussion Forum #2 by addressing the following:

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.

Assignments:

1. Read: Butts & Rich, Chapters 2 and 7

Melnyk & Fineout-Overholt, Chapter 1

2. Complete Discussion Forum #3 by addressing the following:

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

Assignments:

- 1. Read: Butts & Rich, Chapters 4 and 5
- 2. Complete Discussion Forum #4 by addressing the following:

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

Unit 5: Theory Testing, Evaluation, and 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:

- 1. Read: Butts & Rich, Chapters 25 & 26
- 2. Complete Discussion Forum #5 by addressing the following:

Give an example of a concept from a theory and a corresponding empirical\indicator.

Discuss the Theory-Practice gap in nursing and strategies to overcome this divide.

- 3. Complete and submit your Annotated Bibliography

Unit 6: Models and Theories Focused on Nursing Goals and Functions

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?

Assignments:

1. Read: Butts & Rich, Chapter 18
2. Complete Discussion Board #6 by addressing the following:

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

Unit 7: Models and Theories Focused on a Systems Approach

Learning Objectives:

1. 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?

Assignments:

1. Read: Butts & Rich, Chapter 19
2. Complete Discussion Board #6 by addressing the following:

Choose one of the above models and address its applicability to your current practice setting.
3. Meet the deadline for faculty approval of your selected nursing theory

Unit 8: Models and Theories Focused on Human Existence and Universal Energy

Learning Objectives:

1. Analyze the Rogers, Newman, Parse, and Barrett theories.
 - A. Discuss the major concepts
 - B. Discuss the applicability to nursing practice today.

Assignments:

1. Read:
Butts & Rich, Chapter 20
2. Complete Discussion Board #8 by addressing the following:
Do you think the Human Existence and Universal Energy theories are too abstract to use in your practice? Why or why not?

Unit 9: Models and Theories based on Competencies and Skills

Learning Objectives:

1. Describe the levels in the Benner Model, From Novice to Expert.
2. Compare and contrast the AACN Synergy Model for Patient Care with the Relationship-Based Care Model (RBC).

Assignments:

1. Read:
Butts & Rich, Chapter 21
2. Complete Discussion Board #9 by addressing the following:
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 10: 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.

Assignments:

1. Read:

Butts & Rich, Chapter 22

2. Complete Discussion Board #10 by addressing the following:

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 that 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?

3. Complete and submit your Nursing Theory Presentation with audio to both the Assignments tab and the Nursing Theory Presentation Discussion Board
4. View the Nursing Theory Presentations of your classmates and submit comments and questions as desired. This Forum will be available until 11/08/19 at 2359).

Unit 11: 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 culturally competent care in advanced practice

Assignments:

1. Read:

Butts & Rich, Chapter 23

2. Complete Discussion Board #11 by addressing the following:

Describe a situation when a health care provider's cultural competence or lack thereof, influenced the quality of care delivered to the patient.

How should an advanced nurse practitioner respond to a patient's disregard of a staff member's culture?

3. If you have not viewed them already, view the Nursing Theory Presentations of your classmates and submit comments and questions as desired. This Forum will be available until 11/08/19 at 2359.

Unit 12: 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.

Assignments:

1. Read:

Butts & Rich, Chapter 24

2. Complete Discussion Board #12 by addressing the following:

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 13: 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).

Assignments:

1. Read:
Butts & Rich, Chapter 6
2. Complete Discussion Board #13 by addressing the following:
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 14: Thanksgiving Week

Assignment:

1. Complete and submit the Nursing Theory Application Paper prior to the holiday

Unit 15: 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.

Assignments:

1. Read:

Butts & Rich, Chapter 11

2. Complete Discussion Board #14 by addressing the following:

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 16: Theories: Flow Theory**Learning Objectives:**

1. Analyze the concepts and relationships proposed by Flow Theory.
2. Describe the relevance of Flow Theory for advanced nursing practice.

Assignments:

1. Read:

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

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https://books.google.com/books?hl=en&lr=&id=R8kCoofE8VsC&oi=fnd&pg=PA195&ots=2wvRB-menm&sig=pv4tEhh1IUQTPhNAf_8cI6xsLOo#v=onepage&q&f=false