



# **NURS 5301.01 Theoretical Foundations in Nursing**

## **Course Syllabus: Fall 2021**

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**Preferred Form of Communication:** Email  
**Communication Response Time:** 2 business days

## **Course Information**

### **Materials – Textbooks, Readings, Supplementary Readings**

#### **Required Textbooks:**

Butts, J.B., & Rich, K. L. (2017). *Philosophies and theories for advanced nursing practice* (3<sup>rd</sup> ed.). Jones & Bartlett Learning.

Melnyk, B.M. & Fineout-Overholt, E. (2019). *Evidence-based practice in nursing and healthcare: A guide to best practice* (4<sup>th</sup> ed.). Wolters Kluwer.

Selected Readings: see listing within the syllabus

#### **Recommended Textbooks:**

American Psychological Association (2020). *Publication manual of American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.  
<https://doi.org/10.1037/0000165-000>

#### **Optional:**

Purdue OWL (Online Writing Lab): <http://owl.english.purdue.edu/owl/resource/560/01/>

## **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 Advanced-Level Essential 1.1)
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 Advanced-Level Essential I.2)
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 Advanced-Level Essential 2.2)
4. Perform rigorous critique of evidence derived from databases to generate meaningful evidence for nursing practice (AACN Advanced-Level Essential 4.1, 4.2)
5. Utilize current and emerging technologies in the care environment to support lifelong learning for self and others (AACN Advanced-Level Essential 8.1, 8.2, 10.2)
6. Advocate for the value and role of the professional nurse as member and leader of interprofessional healthcare teams (AACN Advanced-Level Essential 6.1, 6.2, 6.3, 6.4, 9.4, 9.5)
7. Utilize effective communication strategies to develop, participate, and lead interprofessional teams and partnerships (AACN Advanced-Level Essential 6.1, 6.2, 6.3, 6.4)
8. Function as an effective group leader or member based on an in-depth understanding of team dynamics and group processes (AACN Advanced-Level Essential 6.1, 6.2, 6.3, 6.4, 10.3)
9. Apply theories and evidence-based knowledge in leading, as appropriate, the healthcare team to design, coordinate, and evaluate the delivery of care (AACN Advanced-Level Essential 4.2, 7.3, 10.3)
10. Integrate an evolving personal philosophy of nursing and healthcare into one's nursing practice (AACN Advanced-Level Essential 1.1, 1.2, 9.1, 9.5, 9.6)

## Course Requirements

### *Minimal Technical Skills Needed:*

Using the learning management system; using Microsoft Word and PowerPoint.

### *Instructional Methods:*

This is an online course without lecture requiring students to complete online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in course activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include discussion, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

### *Student Responsibilities for Success in this Course:*

- Logging into the course website daily during the week
- **Checking emails at least daily**
- Updating semester calendar with communicated changes
- Completing multiple hours of weekly study
- Attendance at all course events
- Utilizing appropriate online etiquette

## GRADING

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

A = 90%-100%

B = 80%-89%

C = 75%-79%

D = 60%-74%

F = Below 60

Grades will be determined as follows:

Evaluation Methods	
Discussion Board Forums (5 forums at 4% each)	20%
Annotated Bibliography	10%
Nursing Theory Presentation	25%
Nursing Theory Application Paper	25%
Midterm Exam (online)	10%
Final Exam (online)	10%
<b>Total</b>	<b>100%</b>

**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.

## **Assessments**

**1. Discussion Forums:**

Students can find the following discussion forums on 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 in Unit #1: Orientation under Course Content on D2L. 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, 3, 4, 5 and 11):**

The purpose of these Forums is for students to critically examine various content provided in course assigned readings. Students will be expected to 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 according to the deadlines described below. The grading criteria (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.

**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 from 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

## **2. Annotated Bibliography:**

The purpose of this assignment is for students to gain an understanding of the format and purpose of an annotated bibliography. An annotated bibliography is a written document that contains a citation followed by a summary describing and evaluating the content of the particular article referenced by the citation. Generally, these bibliographies contain more than one citation and summary. For this course, however, students will select only one article for the bibliography. Students should select the article from the "Selected Readings" tab posted within Unit 1 under Course Content. Many of these articles are available online and all will be available in the library.

Articles chosen will need to be approved by 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 not on the "Selected Readings" list 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. Please refer to the guidelines available in the APA Manual or on the Purdue Owl website in formatting the bibliography. The grading criteria (rubric) for the Annotated Bibliography is located within this Course Syllabus.

## **3. Nursing Theory Presentation:**

The purpose of this assignment is for students to thoroughly explore and evaluate a nursing theory through the presentation of content to peers. 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 Nursing Theory Presentation Discussion Forum available on D2L. The rubric for the Nursing Theory Presentation is located within this Course Syllabus.

#### **4. Nursing Theory Application Paper:**

The purpose of this assignment is for students to further explore their selected nursing theory through the application of the theory to advanced practice. 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. The rubric for the Nursing Theory Application Paper is located within this Course Syllabus.

#### **5. Midterm and Final Exams**

A mid-semester and a final exam will be held. Each exam will count 10% of the final grade. Both exams are online, timed assessments of the units specified in the course schedule. An Exam Blueprint will be provided to students prior to each exam. Students who are unable to take the scheduled exam must notify the instructor prior to the start of the exam to determine whether a make-up is available. The date and content for each exam is specified on the Course Calendar.

### **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.

### **Interaction with Instructor Statement**

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 send an e-mail using the direct e-mail link on the course home page. A response will occur within two (2) business days. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

It is expected that assignments will be graded and returned to the student within two weeks of submission.

#### **Nursing Student Guide:**

Specific information for the nursing student regarding the nursing program and current policies and procedures can be found in the MSN Student Guide located here:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/nursing/Current%20Students/MSNStudentGuide/default.aspx>

It is the student's responsibility to review and understand the policies and procedures provided in the student guidebook as all students are held to the statutes and policies therein.

**The Board of Nursing requires applicants, students throughout the program, graduates, and licensure renewals to answer questions as to their ability to be admitted to a nursing program, sit for the for the NCLEX RN exam or be re-licensed. You are responsible for checking those questions to be sure you are still in compliance. Keep in mind that your fingerprints are on file with the BON, so if you should ever be arrested, they would be notified. You should notify them proactively. The link is as follows:**

[http://www.bon.texas.gov/licensure\\_eligibility](http://www.bon.texas.gov/licensure_eligibility)

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Communication and Support:**

If you have any questions or are having difficulties with the course material, please contact your Instructor. Students are expected to adhere to the chain of command in nursing courses, just as when employed as a professional registered nurse. If a discussion is needed related to an issue in the course, please speak to the individual faculty member involved first. If satisfactory resolution is not attained, the next steps are to meet with the Course Coordinator, followed by the Nursing Department Chair.

### **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)

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**\*Please note: Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.**

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **Students with Disabilities -- ADA Statement**

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 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<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.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.



Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University.

## **TECHNOLOGY REQUIREMENTS**

### **Learning Management System (LMS):**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements:

### **LMS Requirements:**

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

### **LMS Browser Support:**

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

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.

Please 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.

### **YouSeeU Virtual Classroom Requirements:**

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## 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 <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> 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](mailto: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.

## Discussion Forum Grading Criteria

Levels of Achievement					
Criteria	Excellent	Good	Fair	Poor	Not Demonstrated
<b>Initial Response</b>	<p><b>50 Points</b></p> <ul style="list-style-type: none"> <li>*Response matches prompt.</li> <li>*Response is concise.</li> <li>*Response is evidence of quality writing.</li> <li>*Two or more reputable sources used (at least one of which is from a course text).</li> </ul>	<p><b>40 Points</b></p> <ul style="list-style-type: none"> <li>* Response matches prompt.</li> <li>* Response is concise.</li> <li>* Response is mostly well-written.</li> <li>*Two reputable sources used, but the course textbook or course assigned readings are not used as at least one source.</li> </ul>	<p><b>30 Points</b></p> <ul style="list-style-type: none"> <li>* Response does not match prompt.</li> <li>* Response is not very concise; too wordy.</li> <li>* Response is mostly well-written.</li> <li>*Only 1 reputable source used.</li> </ul>	<p><b>20 Points</b></p> <ul style="list-style-type: none"> <li>* Response does not match the prompt.</li> <li>* Response is too wordy and not concise.</li> <li>* Response is not evidence of quality writing.</li> <li>*Sources used, but not reputable or reliable</li> </ul>	<p><b>0 Points</b></p> <ul style="list-style-type: none"> <li>* Response was not provided or does not address the initial prompt.</li> <li>* No sources provided.</li> </ul>
<b>Subsequent Contribution</b>	<p><b>30 Points</b></p> <ul style="list-style-type: none"> <li>*The discussion response is well written in clear language and is concise.</li> <li>* The response is meaningful with respect to the discussion topic.</li> <li>* There is evidence of integration between this post and the other student's post.</li> <li>*Two or more reputable sources used (at least one of which is from a course text).</li> </ul>	<p><b>20 Points</b></p> <ul style="list-style-type: none"> <li>* The language is mostly clear and is concise.</li> <li>* The response is meaningful with respect to the discussion topic.</li> <li>* There is some integration between this post and the other student's post.</li> <li>*Two or more reputable sources used, but a course textbook is not used at least one source.</li> </ul>	<p><b>10 Points</b></p> <ul style="list-style-type: none"> <li>* The language is mostly clear, but the response is not concise.</li> <li>* The response lacks some meaning with respect to the discussion topic.</li> <li>* There is little integration between this post and the other student's post.</li> <li>*Only 1 reputable source used.</li> </ul>	<p><b>5.0 Points</b></p> <ul style="list-style-type: none"> <li>*The language is unclear.</li> <li>*The writing is not concise.</li> <li>* The response is not meaningful.</li> <li>* There is no evidence of integration between this post and the other student's post</li> <li>*Sources used, but not reputable or reliable</li> </ul>	<p><b>0 Points</b></p> <ul style="list-style-type: none"> <li>* There appears to be no attempt at integrating the response with the other response.</li> <li>* The response does not relate to the initial prompt</li> <li>* No attempt is made to use clear, concise language.</li> <li>* The response is not completed.</li> <li>* No sources provided.</li> </ul>

<b>Levels of Achievement</b>					
<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Not Demonstrated</b>
<b>Etiquette</b>	<p><b>10 Points</b></p> <ul style="list-style-type: none"> <li>* Discussion responses are written using full sentences, professional language, and a respectful tone.</li> <li>*Constructive criticism is offered in response to others' posts.</li> </ul>	<p><b>8 Points</b></p> <ul style="list-style-type: none"> <li>*Sentence errors or instances using unprofessional language are minimal in the discussion posts.</li> <li>*Tone is respectful.</li> <li>*Constructive criticism is offered to other respondents.</li> </ul>	<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>*Sentence errors, unprofessional language, disrespectful tone, or non-constructive criticism in the discussion posts.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>*Many sentence errors, unprofessional language, disrespectful tone, or harsh criticism in the discussion posts.</li> </ul>	<p><b>0 Points</b></p> <ul style="list-style-type: none"> <li>*The responses were not completed.</li> <li>* The responses demonstrate no attempt to use professional language.</li> <li>* The responses contain errors, disrespectful language directed toward others.</li> </ul>
<b>Writing Mechanics</b>	<p><b>10 Points</b></p> <ul style="list-style-type: none"> <li>*No spelling, grammar, or punctuation errors.</li> <li>*No errors in APA citations and references.</li> </ul>	<p><b>8 Points</b></p> <ul style="list-style-type: none"> <li>*Spelling, grammar, or punctuation are mostly error-free.</li> <li>*APA citations and references mostly error free.</li> </ul>	<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>*A few spelling, grammar, or punctuation errors.</li> <li>*A few APA citation and reference errors.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>*Many spelling, grammar, or punctuation errors.</li> <li>*Many APA citation and reference errors.</li> </ul>	<p><b>0 Points</b></p> <ul style="list-style-type: none"> <li>*The assignment was not completed.</li> <li>*The assignment is full of spelling, grammar, punctuation, and/or APA citation and reference errors.</li> </ul>

### Annotated Bibliography: Grading Criteria

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

## Nursing Theory Presentation Grading Criteria

Criteria	Points Possible	Points Earned	Comments
<b>Evaluation of Theory:</b>			
<p><b>Significance</b></p> <p>Identify and describe the theorist's metaparadigm conceptualizations of humans, environment, health, and nursing.</p> <p>Are the metaparadigm concepts and propositions addressed by the theory explicit? Describe.</p> <p>Does the theory address a topic that society currently regards as practically important? Explain.</p> <p>Does the theory offer new, compelling and nontrivial insights into the topic? Elaborate.</p>	20		
<p><b>Internal Consistency</b></p> <p>Are the theory concepts explicitly identified and clearly defined? Describe.</p> <p>Are the same terms used consistently for the same concepts? Explain.</p>	10		
<p><b>Parsimony</b></p> <p>Is the theory content stated clearly and concisely? Describe.</p>	5		
<p><b>Testability</b></p> <p>Is each concept of the theory empirically measurable? Explain.</p>	5		
<p><b>Empirical Adequacy</b></p> <p>1. Grand Theories: Are the findings from studies of descriptions of personal experiences congruent with the</p>	10		



<p>concepts and propositions of the grand theory? Explain.</p> <p>2. Middle-Range Theories: Are theoretical assertions congruent with empirical evidence? Describe.</p>			
<p><b>Pragmatic Adequacy:</b></p> <p>Discuss and evaluate the strengths and weaknesses of the theory for use in nursing practice, education, and research, addressing <u>each</u> of the following:</p> <ul style="list-style-type: none"> <li>• Is education/special skill training required before application of the theory in nursing practice, education, or research? If so, specify.</li> <li>• Has the theory been applied in the real world nursing practice, education, and/or research?</li> <li>• Is it generally feasible to implement practice derived from this theory?</li> <li>• Does the practitioner have the legal ability to implement and measure the effectiveness of theory-based nursing actions?</li> <li>• Are the theory-based nursing actions compatible with expectations for nursing practice and do they lead to favorable outcomes?</li> <li>• 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 not used?</li> </ul>	30		
<b>Online Presentation:</b>			
<p>Presentation</p> <ul style="list-style-type: none"> <li>• Style/manner of presentation</li> <li>• Creativity, presentation appeal</li> <li>• Ability to stimulate discussion (each audience member is to post discussion questions/comments in the Presentation Forum)</li> </ul>	15		

<ul style="list-style-type: none"> <li>• PowerPoint: Format, readability, neatness, spelling, punctuation, grammar</li> <li>• References in APA format</li> </ul> <p>Content</p> <ul style="list-style-type: none"> <li>• Is accurate, thorough, and not just a reiteration of text</li> <li>• Includes interpretation and clarification of meanings</li> <li>• Is organized, coherent, tied together and fluent.</li> </ul>	5		
<b>TOTAL</b>	100		

### Nursing Theory Application Paper Grading Criteria

Criteria	Points Possible	Points Earned	Comments
<p><b>Overview of Selected Theory:</b>            Discuss assumptions of theory            Discuss major concepts and relationships between concepts            Justify selection of this theory for this patient setting.</p>	15		
<p><b>Patient Scenario:</b>            Describe relevant aspects of this patient; include physical, psycho-social, spiritual assessments</p>	10		
<p><b>Application of Theory to Advanced Practice:</b>            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</p>	30		

attainment			
<p><b>Evaluation:</b>  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 application of this theory?</p>	30		
<p><b>Mechanics:</b>  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</p>	15		
<b>Total</b>	100		

## COURSE OUTLINE / CALENDAR

<b>Week</b>	<b>Date</b>	<b>Content</b>	<b>Readings and Assignments</b>
<b>1</b>	<b>08/30/21</b>	<b>Unit 1:</b> Orientation	Syllabus  <i>Introduction Discussion Forum #1</i>
<b>2</b>	<b>09/06/21</b>	<b>Unit 2:</b> Philosophy of Science	Butts & Rich, Chapter 1 Melnik & Fineout-Overholt, Chapter 4  <i>Discussion Forum #2</i>
<b>3</b>	<b>09/13/21</b>	<b>Unit 3:</b> Evolution of Nursing Science	Butts & Rich, Chapters 2 and 7 Melnik & Fineout-Overholt, Chapter 1  <i>Discussion Forum #3</i>  <i>Deadline for Annotated Bibliography Article Selection: 09/17/21 at 2359</i>
<b>4</b>	<b>09/20/21</b>	<b>Unit 4:</b> The Structure and Function of Theory	Butts & Rich, Chapters 4 and 5  <i>Discussion Forum #4</i>
<b>5</b>	<b>09/27/21</b>	<b>Unit 5:</b> Theory Testing, Evaluation, and Use in Evidence-Based Advanced Nursing Practice	Butts & Rich, Chapters 25 and 26  <i>Discussion Forum #5</i>  <i>Annotated bibliography due 10/01/21 @ 2359 CST</i>
<b>6</b>	<b>10/04/21</b>	<b>Unit 6:</b> Models and Theories Focused on Nursing Goals and Functions	Butts & Rich, Chapter 18
<b>7</b>	<b>10/11/21</b>	<b>Unit 7:</b> Models and Theories Focused on a Systems Approach	Butts & Rich, Chapter 19  <i>Deadline for Nursing Theory Presentation Approval: 10/15/21 at 2359 CST</i>
<b>8</b>	<b>10/18/21</b>	<b>Unit 8:</b> Models and Theories Focused on Human Existence and	Butts & Rich, Chapter 20

		Universal Energy	
<b>9</b>	<b>10/25/21</b>	<b>Unit 9:</b> Models and Theories based on Competencies and Skills	Butts & Rich, Chapter 21  Midterm Exam 10/29/21 at 1900 CST: Units 6, 7, 8, and 9
<b>10</b>	<b>11/01/21</b>	<b>Unit 10:</b> Theories Focused on Caring	Butts & Rich, Chapter 22  Nursing Theory Presentation due 11/05/20 by 2359 (post under the Assignment Tab and in the Nursing Theory Presentation Discussion Forum).
<b>11</b>	<b>11/08/21</b>	<b>Unit 11:</b> Models and Theories Focused on Culture	Butts & Rich, Chapter 23  Nursing Theory Presentation Discussion Forum (ends 11/12/21 at 2359 CST)
<b>12</b>	<b>11/15/21</b>	<b>Unit 12:</b> The Praxis Theory of Suffering	Butts & Rich, Chapter 24
<b>13</b>	<b>11/22/21</b>	<b>Unit 13:</b> Application	Nursing Theory Application Paper due 11/23/21 at 2359
<b>14</b>	<b>11/29/21</b>	<b>Unit 14:</b> Complexity Science and Complex Adaptive Systems	Butts & Rich, Chapter 6
<b>15</b>	<b>12/06/21</b>	<b>Unit 15:</b> Health Behavior Theories	Butts & Rich, Chapter 11
<b>16</b>	<b>12/13/21</b>	<b>Unit 16:</b> Course Wrap-Up and Evaluations	Final Exam 12/13/21 at 1900 CST: Units 10, 11, 12, 14 and 15