



# **NURS 5301.01 Theoretical Foundations in Nursing**

## **Course Syllabus: Fall 2024**

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**Office Hours:** by appointment

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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. (2022). *Philosophies and theories for advanced nursing practice* (4th ed.). Jones & Bartlett Learning.

Melnyk, B. M. & Fineout-Overholt, E. (2023). *Evidence-based practice in nursing and healthcare: A guide to best practice* (5th ed.). Wolters Kluwer.

Selected Readings

##### **Recommended Textbooks:**

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 Domain 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 Domain 1.2)
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 Domain 2.2)
4. Perform rigorous critique of evidence derived from databases to generate meaningful evidence for nursing practice (AACN Advanced-Level Domains 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 Domains 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 Domains 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 Domains 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 Domains 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 Domains 4.2, 7.3, 10.3)
10. Integrate an evolving personal philosophy of nursing and healthcare into one's nursing practice (AACN Advanced-Level Domains 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 and email regularly for faculty communication, at least every 2 days
- Updating semester calendar with communicated changes
- Regular study (recommend a minimum 2-3 hours of study/course credit hour per week). For example, 3-credit course – 6 to 9 hours study time/week

## 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

**A minimum grade of 75 is required to pass the course.**

Grades will be determined as follows:

| Evaluation Methods                            |             |
|---|-------------|
| PICOT Question                                | 10%         |
| Discussion Board Forums (5 forums at 5% each) | 25%         |
| Annotated Bibliography                        | 15%         |
| Nursing Theory Presentation                   | 25%         |
| Nursing Theory Application Paper              | 25%         |
| <b>Total</b>                                  | <b>100%</b> |

Successful completion of the required assignments will enable the student to meet the student learning outcomes.

### **Submissions:**

The course outline/schedule is included to guide the student to complete all tasks during the course. You may submit assignments early.

### **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.

## **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.

## **Assessments**

*Students are expected to take a self-directed approach to learning and gathering information for all assessments. They are encouraged to utilize a variety of resources, including assigned readings, library databases, peer-reviewed literature (within last 5 years), personal observations, clinical experiences, and relevant public or private facilities, as appropriate. It is expected for students to have at least 2-5 references for all assignments unless otherwise directed.*

**1. Discussion Board Forums      5 at 5% each      25% due dates vary**  
Students can find the following discussion forums on the online course site (Course Outcomes #1-10):

**Discussion Board Forum #1: Introduction (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.

### **Discussion Board Forums #2-#4:**

The purpose of the Discussion Forums is to encourage critical thinking and meaningful dialogue around the course content. These forums provide an opportunity for you to engage with assigned readings, apply theoretical concepts, and explore diverse perspectives through thoughtful discussion with your peers.

### Initial Post Requirements

- Your initial post is your first response to the weekly discussion prompt.
- Post should demonstrate that you have completed the assigned readings and learning activities, and that you can apply, analyze, and synthesize the material.
- Length: at least 250-300 words (3-4 paragraphs)
- Citations: include scholarly references to support your ideas. Omitting citations may negatively affect your grade.
- Due Date: Tuesdays by 2359

- Posts submitted between Tuesday 2359 and Wednesday 2359 will incur a 10% late penalty
- Posts submitted after Wednesday 2359 will receive a zero (0) due to the time-sensitive nature of discussions.

#### Peer Response Post Requirements

- You are required to respond to at least one (1) peer each week.
- Length: Minimum of 150 words (1-2 paragraphs)
- Due Date: Fridays by 2359
  - Posts submitted between Friday 2359 and Saturday 2359 will incur a 10% late penalty
  - Posts submitted after Saturday 2359 will receive a zero (0).
- TIP: Draft your response before reading others' replies to ensure your thinking is original and not influenced by peer responses.

#### Ideas for Meaningful Responses

When replying to a peer, consider the following strategies:

- Offer a different perspective and explain why (with references)
- Ask a clarifying or probing question
- Share a personal insight or clinical experience related to their post
- Support or challenge their ideas using evidence from the literature (always be respectful)
- Expand on their ideas with additional context or examples
- Suggest a new direction or application of their thinking

#### Grading

Discussion forums are graded using a rubric found in the course syllabus. Be sure to review the rubric to understand for quality, engagement, and scholarly support.

**Discussion Board Forum #5: End of Course:** The purpose of this Forum is for you to review the course and make any suggestions/comments. You do NOT have to respond to your classmates. Please see the requirements listed on Discussion Board #5. This Forum is a required and expected activity with credit given for participation.

## **2. PICOT Question (10%)**

The goal of this assignment is to develop a well-structured PICOT question on a topic of personal and professional interest that is relevant to Family Nurse Practitioner (FNP) practice. This question will serve as the foundation for your scholarly work in this course, including your presentation, and will carry forward into future coursework, most notably your poster presentation at the University Annual Research Symposium (ARS) in the Spring semester.

As part of this assignment, you will also identify and submit one (1) peer-reviewed article that directly relates to your PICOT question. A properly formatted APA reference page must accompany your submission. (Course outcomes #2 & #10).

### **3. Annotated Bibliography (15%)**

The purpose of this assignment is designed to introduce you to the structure, purpose, and scholarly value of an annotated bibliography. An annotated bibliography helps you critically engage with the literature by summarizing, evaluating, and reflecting on the relevance of a source to advanced nursing practice. The grading criteria (rubric) for the Annotated Bibliography is located within this Course Syllabus (Course outcomes #3 & #4).

#### Assignment instructions:

You will select one (1) peer-reviewed article from the 'Selected Readings' list in D2L and obtain instructor approval by the due date on the course calendar. Submit a document (maximum 3 pages, including a title page) in APA 7<sup>th</sup> edition format with a 200-300-word annotation summarizing:

- the article's purpose and findings
- evaluating the credibility and quality of evidence
- explaining its relevance to advanced nursing practice

### **4. Nursing Theory Presentation (25%)**

The purpose of this assignment is to critically evaluate a nursing theory and present its relevance to advanced nursing practice through a narrative presentation. The rubric for the Nursing Theory Presentation is located within this Course Syllabus (Course outcomes #1-3, 5-7, 9-10).

#### Assignment instructions

1. You will select one (1) theory from the following chapters:
  - a. Education & Learning Theories (Chapter 10)
  - b. Quality Improvement Theories (Chapter 15)
  - c. Theories Focused on Health Equity (Chapter 16)
    - Obtain instructor approval by the due date on the course calendar to avoid duplication
2. Create a presentation
  - a. Develop a 20–30-minute narrative PowerPoint presentation addressing the elements in the grading rubric.
    - i. Submit the assignment to both the Discussion Forum and Submission Folder.

3. Engage with peers according to the Discussion Forum guidelines.

### **5. Nursing Theory Application Paper (25%)**

The purpose of this assignment is to explore and apply a selected nursing theory to a clinical scenario relevant to advanced nursing practice. The rubric for the Nursing Theory Application Paper is located within this Course Syllabus (Course outcomes #1-3, 5-6, 9- 10).

#### Assignment instructions

1. You will select one (1) theory from the following chapters:
  - a. Nursing Goals & Functions Theories (Chapter 18)
  - b. Systems Approach Theories (Chapter 19)
  - c. Competencies & Skills Theories (Chapter 21)
  - d. Health Behavior Theories (Chapter 11)
    - Obtain instructor approval by the due date on the course calendar to avoid duplication
2. Write an academic paper describing a patient scenario and applying it to the selected nursing theory including assessment, diagnosis, planning, intervention, and evaluation of the plan of care.
3. Submission within D2L.

## **COURSE SPECIFIC PROCEDURES/POLICIES**

### **Nursing Student Guide**

Specific information regarding the nursing program and current policies and procedures can be found in the current MSN Student Guide located at <https://www.tamuc.edu/wp-content/uploads/2021/05/62492243-msn-student-guide-2020.pdf>

Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others (Nursing Student Conduct Code-- See the BSN Student Guide).



## **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**

It is expected that you will check your D2L course and email at least **DAILY** for communication from the instructor. Communication between faculty and students is important and taken seriously. Preferred communication methods are through email through the Texas A&M University-Commerce email system, accessible within the D2L course. All students will be treated with collegial respect and are expected to communicate likewise in a professional manner. Students should check their university email accounts daily for course updates and communication with the instructor. It is expected that assignments will be graded and returned to the student within two (2) weeks of submission.

### **Class Attendance**

Class attendance for online courses is defined as completing module activities and is expected. As an adult learner and responsible professional, the student is responsible for reading and completing assignments. It should not be expected that all material will be covered by the instructor.

## **TECHNOLOGY REQUIREMENTS**

### **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 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)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## **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.

## **COMMUNICATION AND 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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## **University Specific Procedures/Policies**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **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>

### **Academic Integrity**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students at East Texas A&M University 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:

### **Undergraduate Students Academic Integrity Policy and Form**

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

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

[esProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf](http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyForm.pdf)

### **Graduate Students Academic Integrity Policy and Form**

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.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 Police Department at 903-886-5868 or 9-1-1.

## **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## Discussion Forum Grading Criteria

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

| Levels of Achievement    |  |   |  |  |   |
|--------------------------|--|---|--|--|---|
| Criteria                 | Excellent  | Good  | Fair   | Poor   | Not Demonstrated  |
|                          | (at least one of which is from a course text/assigned reading).  | *Two or more reputable sources used, but a course text/assigned reading are not used.   | and the other post.<br>*Only 1 reputable source used.  |  |   |
| <b>Etiquette</b>         | <b>10 Points</b><br>* Discussion responses are written using full sentences, professional language, and a respectful tone. | <b>8 Points</b><br>*Sentence errors or instances using unprofessional language are minimal in the discussion posts.<br>*Tone is respectful. | <b>6 Points</b><br>*Sentence errors, unprofessional language, disrespectful tone, or non-constructive criticism in the discussion posts. | <b>3 Points</b><br>*Many sentence errors, unprofessional language, disrespectful tone, or harsh criticism in the discussion posts. | <b>0 Points</b><br>*The responses were not completed.<br>* The responses demonstrate no attempt to use professional language and contain errors, disrespectful language directed toward others. |
| <b>Writing Mechanics</b> | <b>10 Points</b><br>*No spelling, grammar, or punctuation errors.<br>*No errors in APA citations and references.           | <b>8 Points</b><br>* Spelling, grammar, or punctuation are mostly error-free.<br>*APA citations and references are mostly error free.       | <b>6 Points</b><br>*A few spelling, grammar, or punctuation errors.<br>*A few APA citations and reference errors.                        | <b>3 Points</b><br>*Many spelling, grammar, or punctuation errors.<br>*Many APA citation and reference errors.                     | <b>0 Points</b><br>*The assignment was not completed.<br>*The assignment is full of spelling, grammar, punctuation, and/or APA citation and reference errors.                                   |

### PICOT Question Grading Rubric

| Score                                |   |  | Score |
|--------------------------------------|---|--|-------|
| <b>Population</b>                    | <b>(15 pts) Multiple relevant descriptors of the population present in question</b>                               | <b>(0 pts.) Population not adequately identified in question</b>       |       |
| <b>Intervention</b>                  | <b>(15 pts) Includes specific interventions of interest</b>   | <b>(0 pts.) Intervention not adequately identified in question</b>     |       |
| <b>Comparison</b>                    | <b>(15 pts) Identifies specific alternatives of interest for comparison</b>                                       | <b>(0 pts.) Comparison not adequately identified in question</b>       |       |
| <b>Outcome</b>                       | <b>(15 pts) Objective and meaningful outcomes included in question</b>  | <b>(0 pts.) Outcome not adequately identified in question</b>          |       |
| <b>Timeliness</b>                    | <b>(10 pts) Appropriate clinical measurement of time present</b>  | <b>(0 pts.) Time not measurable, appropriate or present</b>            |       |
| <b>Relevance</b>                     | <b>(10 pts) Well-built question raising clinically significant issue—searchable</b>                               | <b>(0 pts.) Does not present a clinical question or issue</b>          |       |
| <b>Articles</b>                      | <b>(10 pts) One (1) nursing authored, peer reviewed article, appropriate to question included with submission</b> | <b>(0 pts.) Not appropriate; not peer reviewed; not nurse authored</b> |       |
| <b>APA format for reference page</b> | <b>(10 points) APA correct, 2 points off for each unique error</b>  |  |       |
| <b>Total</b>                         | <b>100 points possible</b>  |  |       |



### Annotated Bibliography: Grading Criteria

| Criteria                             | Description  | Possible Points | Comments |
|--------------------------------------|--|-----------------|----------|
| <b>Summary of Article</b>            | Clearly and accurately summarizes the article's purpose, key findings, and main arguments.<br><br>Demonstrates understanding of the article's contribution to nursing knowledge. | 20              |          |
| <b>Critical Analysis</b>             | Critically evaluates the quality, credibility, and relevance of the article.<br><br>Identifies strengths and limitations using scholarly reasoning.                              | 30              |          |
| <b>Relevance to Nursing Practice</b> | Explains the article's significance to advanced nursing practice.<br><br>Identifies at least two implications related to theory, research, or clinical application.              | 30              |          |
| <b>APA Format</b>                    | Includes a properly formatted title page and citation in APA 7th edition style. Follows APA guidelines for spacing, font, and layout.  | 10              |          |
| <b>Writing Mechanics:</b>            | Demonstrates graduate-level writing with correct grammar, spelling, punctuation, and clarity. Adheres to the page limit and word count.  | 10              |          |
| <b>TOTAL</b>                         |  | 100             |          |

## Nursing Theory Presentation Grading Criteria

| Criteria  | Points Possible | Points Earned | Comments |
|---|-----------------|---------------|----------|
| <b>Evaluation of Theory:</b>  |                 |               |          |
| <b>Significance</b><br>Identify and describe the theorist's metaparadigm conceptualizations of humans, environment, health, and nursing.<br><br>Are the metaparadigm concepts and propositions addressed by the theory explicit? Describe.<br><br>Does the theory address a topic that society currently regards as important? Explain.<br><br>Does the theory offer new, compelling and nontrivial insights into the topic? Elaborate. | 20              |               |          |
| <b>Internal Consistency</b><br>Are the theory concepts explicitly identified and clearly defined? Describe.<br><br>Are the same terms used consistently for the same concepts? Explain.   | 10              |               |          |
| <b>Parsimony</b><br>Is the theory content stated clearly and concisely? Describe.   | 5               |               |          |
| <b>Testability</b><br>Is each concept of the theory empirically measurable? Explain.  | 5               |               |          |
| <b>Empirical Adequacy</b><br>1. Grand Theories:<br>Are the findings from studies with descriptions of individual experiences congruent with the concepts and propositions of the grand theory? Explain.<br><br>2. Middle-Range Theories:<br>Are theoretical assertions congruent with empirical evidence? Describe.   | 10              |               |          |
| <b>Pragmatic Adequacy:</b>  | 30              |               |          |

|   |     |  |  |
|---|-----|--|--|
| <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 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 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> |     |  |  |
| <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> <li>• PowerPoint: Format, readability, neatness, spelling, punctuation, grammar</li> <li>• References in APA format</li> </ul>   | 15  |  |  |
| <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 |
|---|-----------------|---------------|----------|
| <b>Overview of Selected Theory:</b><br>Discuss assumptions of theory<br>Discuss major concepts and relationships between concepts<br>Justify selection of this theory for this patient setting.   | 15              |               |          |
| <b>Patient Scenario:</b><br>Describe relevant aspects of this patient; include physical, psycho-social, spiritual assessments   | 10              |               |          |
| <b>Application of Theory to Advanced Practice:</b><br>Relate the concepts and relationships of the selected theory to the patient.<br>Identify 2-3 problems or diagnoses<br>Identify measurable patient centered goals<br>Justify evidence-based therapeutic interventions for this patient<br>Identify empirical indicators for measurement of goal attainment | 30              |               |          |
| <b>Evaluation:</b><br>Evaluate the ease or difficulty of applying this theory to the clinical practice setting.<br>Did the level of abstraction make it more difficult?<br>Was there sufficient pragmatic adequacy to facilitate application?<br>Were empirical indicators readily available?<br>For what patient settings is this theory particularly suited?  | 30              |               |          |

|   |     |  |  |
|---|-----|--|--|
| Are there patient settings that would be inappropriate for the application of this theory?  |     |  |  |
| <b>Mechanics:</b><br>Paper is 5-7 pages in length (not including title and reference pages)<br>Paper with introductory and concluding paragraphs<br>Proper APA format including in-text citations and reference page<br>Mechanics: Punctuation, grammar, spelling<br>References from peer reviewed journals with at least one research article referenced | 15  |  |  |
| <b>Total</b>  | 100 |  |  |

## COURSE OUTLINE / CALENDAR

| <b>Week<br/>Monday<br/>Date</b> | <b>Content</b>  | <b>Reading<br/>Assignments</b>   | <b>Readings and Assignments</b>   |
|---------------------------------|---|--|---|
| <b>1<br/>08/25</b>              | Orientation   | Syllabus   | <b>Class Orientation, 8/27 @ 0900 via Zoom</b><br>Introduction Discussion Forum #1 due by 8/29 @ 2359 |
| <b>2<br/>09/01</b>              | Philosophy of Science   | Butts & Rich, Chapter 1 Melnyk & Fineout-Overholt, Chapter 1                           | Discussion Forum #2 (due dates for #2-#4 per syllabus above)  |
| <b>3<br/>09/08</b>              | Evolution of Nursing Science  | Butts & Rich, Chapters 2 and 7   | Deadline for Annotated Bibliography Article Selection due by 09/12 @ 2359                             |
| <b>4<br/>09/15</b>              | Compelling Questions and Using Evidence   | Melnyk & Fineout-Overholt, Chapters 2 & 4<br><br>Online resources                      | <b>Virtual Office Hours 9/17 1-2pm CST</b>  |
| <b>5<br/>09/22</b>              | The Structure and Function of Theory  | Butts & Rich, Chapter 4  | PICOT Question due by 9/26 @ 2359   |
| <b>6<br/>09/29</b>              | Conceptual Models of Nursing  | Butts & Rich, Chapters 5 & 19 & 20 (pgs. 395-406) Articles & websites as listed on D2L | Discussion Forum #3 (due dates for #2-#4 per syllabus above)  |
| <b>7<br/>10/06</b>              | Theory Testing, Evaluation, and Use in Evidence-Based Advanced Nursing Practice | Butts & Rich, Chapters 25 and 26   | Annotated bibliography due by 10/10 @ 2359  |

|                     |  |                          |   |
|---------------------|--|--------------------------|---|
| <b>8<br/>10/13</b>  | Educational and Learning Theories                          | Butts & Rich, Chapter 10 | <b>Virtual Office Hours 10/15<br/>1-2pm CST</b>   |
| <b>9<br/>10/20</b>  | Theoretical Approaches to Quality Improvement              | Butts & Rich, Chapter 15 | Deadline for Nursing Theory Presentation Topic Approval due by 10/24 @ 2359   |
| <b>10<br/>10/27</b> | Theories Focused on Health Equity                          | Butts & Rich, Chapter 16 |   |
| <b>11<br/>11/03</b> | Models and Theories Focused on Nursing Goals and Functions | Butts & Rich, Chapter 18 | Nursing Theory Presentation due by 11/7 @ 2359 (post under the Assignment Tab and in the Nursing Theory Presentation Discussion Forum)      |
| <b>12<br/>11/10</b> | Models and Theories based on Competencies and Skills       | Butts & Rich, Chapter 21 | Nursing Theory Presentation Discussion Forum #4 (due dates for #2-#4 per syllabus above)<br><b>Virtual Office Hours 11/12<br/>1-2pm CST</b> |
| <b>13<br/>11/17</b> | Health Behavior Theories                                   | Butts & Rich, Chapter 11 | Nursing Theory Application Paper Topic approval due by 11/25 @ 2359 (TUESDAY)   |
| <b>14<br/>11/24</b> | Theories Focused on Caring                                 | Butts & Rich, Chapter 22 | Nursing Theory Application Paper due by 12/5 @ 2359   |
| <b>15<br/>12/01</b> | Models and Theories Focused on Culture                     | Butts & Rich, Chapter 23 |   |
| <b>16<br/>12/08</b> | Course Wrap-Up and Evaluations                             |                          | Discussion Forum #5 due by 12/11 (THURSDAY)   |