Course Syllabus

Theoretical Foundations of Advanced Nursing Practice
NURS 5000/6000/7000
3 Credit Hours

Course Information

Course Description:
This course provides the student with the theoretical foundations for advanced nursing. The focus of the course is on the critical components of contemporary nursing knowledge; exploration of the nature of theory development in nursing; examination of relevance of concepts from basic and applied sciences; analysis and evaluation of nursing and related theories; and relevance of theory in terms of impact on professional nursing practice, and individuals, families, groups as clients in health care systems.

Course Objectives:
At the conclusion of this course the student will be able to:

1. Differentiate the components, structure, and development of theories/models.
2. Apply appropriate theories from nursing and related fields to identify factors to improve health care delivery.
3. Describe the theoretical basis for advanced nursing practice in specific professional nursing environments.
4. Utilize critical thinking skills in the application of theories/models in the in a variety of clinical environments.
5. Critically review theories and conceptual models from nursing and other disciplines for use in advanced nursing practice.
6. Implement strategies for theory development within the discipline of nursing.

Prerequisites and Corequisites:
Admission to the RODP-MSN program or permission of Coordinator.

Course Topics:

I. Introduction to Theoretical Foundations of Advanced Nursing Practice
II. Theory and Science Development
III. Ways of Knowing
IV. Concept Development and Analysis
V. Theory Development, Analysis, and Evaluation
VI. Nursing, Related, and Non-Related Theories
VII. Middle Range and Practice Theories
VIII. Application and Impact of Theoretical Nursing Knowledge in Practice

Textbooks, Supplementary Materials, Hardware and Software Requirements

Required Textbooks:
Visit the RODP Virtual Bookstore: http://www.rodp.bkstr.com for textbook information.

Hardware Requirements:
The minimum requirements can be found at http://www.rodp.org/current-students/technical-support.

Software Requirements:
The minimum requirements can be found at http://www.rodp.org/current-students/technical-support. Additional software requirements for this course include Microsoft Office (Word, PowerPoint), and Acrobat Reader.

Instructor Information
Please see the separate page inside the course to find instructor contact information as well as a statement of virtual office hours and other communication information.

Assessment and Grading
Testing Procedures:
All course requirements are submitted online.

Grading Procedure:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation in online class discussion and weekly online assignments</td>
<td>25%</td>
</tr>
<tr>
<td>(There are 16 discussion board questions that comprise 25% of the course grade. Each one is worth 1.56% of the course grade).</td>
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<tr>
<td>Concept Analysis Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Powerpoint Presentation Critiquing Middle Range Theory Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Middle Range Theory Paper Analyzing Use and Application of the Theory</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

Grading Scale:

A = 93-100
B = 85-92
C = 77-84
D = 70-76
F = <70
Assignments and Participation

Assignments and Projects:

Participation in weekly class assignments and online class discussions (25%)

All students are expected to complete all weekly online assignments as instructed. Weekly assignments may involve discussion board postings and require interaction/responses to other class participants. Other weekly assignments may require the student to complete an assignment that will be submitted via the "drop box". Grades for this portion of the class will be based upon the percentage of points accumulated out of the total points possible. Points for discussion board postings are as listed below. Maximum points for any individual weekly assignments that are to be submitted via the "drop box" will be listed with the assignment for that week.

Summary and Reflections. At the end of each module, you will be asked to respond to questions, comments, statements, etc., related to the module and the course in the Summary/Reflections part of the Discussion Board for that module.

All students are expected to actively participate in online class discussions. Participation in weekly online discussions of course content is expected as topics are introduced and as applied to assigned readings.

Each discussion question posted will be assigned a date by which the student must respond. If a student is unable to fulfill this requirement for any reason, he/she should notify the instructor prior to the class and make alternative arrangements. The aim is to encourage interaction among students and faculty, not simply to present information.

Students are required to respond to all discussion questions. Student responses to discussion questions must be substantive, that is, thoughtful and analytical. Because the D2L system may have its own way of formatting material posted on the discussion feature, the student will not be expected to strictly follow APA guidelines for online submissions. However, the student is held to academic standards of writing style and the use of proper grammar, punctuation and spelling.

Grade points for postings to the course discussion board are based on the student’s depth of participation. All students must participate in the discussion forums in order to meet the course requirements. The discussion board will be evaluated each week. The final grade for class participation will be dependent on the level at which the student generally participates throughout the semester. Discussion Board points are assigned as follows:

- Excellent = 10 points
- Good = 9 points
- Average = points
- Poor = 0 points

Grading rubric for postings:

An excellent posting includes but is not limited to:

- In depth response to assigned discussion question.
• Additional responses to required number of assigned responses. Responses demonstrate in-depth understanding and knowledge citing/utilizing class materials, resources, and personal experiences (if applicable).

A **good** posting includes but is not limited to:

• Response to assigned discussion question
• Response to required number of response postings demonstrating an understanding of the topic.

An **average** posting includes but is not limited to:

• Response to assigned discussion question
• Responses to postings superficial, lack substance/support from readings, exercises, etc.

A **poor** response does not meet any of the above criteria.

**One point/day will be deducted for postings after the due date. One point is deducted for each missing follow-up response. (Students are required to post 2 responses to each discussion board question).**

**Concept Analysis Paper (25%) (Criteria for grading located at end of syllabus)**

This purpose of this paper is to analyze a concept relevant to the student's nursing practice. The student is to select a concept to analyze. There are many methods for concept development and several are included in the required readings and will also be presented in class. Use of exemplars by the instructor and peer discussion on concept analysis will be incorporated into the class to assist the student in the development of this paper. Evaluation criteria is located at the end of this syllabus. The maximum length of this paper is to be no more than 12 typed, double-spaced pages (not including references or appendices) **using APA format**. It is expected that graduate nursing students will use the electronic library to find appropriate references for papers. Wikipedia is not an appropriate resource for a graduate level theory paper. The use of secondary sources is not appropriate in a graduate nursing paper. Five points per day will be deducted from the grade of any paper submitted after the due date.

**Middle Range Theory Critique Presentation (30%) (Criteria for grading located at end of syllabus)**

Students will select a **middle range theory of nursing or a non-nursing middle range theory**. The PowerPoint presentation is to include a description, analysis, application, and evaluation of the theory. **The presentation should be no longer than 20-25 minutes in length** if you were to present it in class. This should be about 20-25 slides. Please do not narrate the slides as the size of the sound file is too large. The required handout is a 1-2 page WORD document that you would make available if you were actually making a formal presentation. The handout (WORD document) should also be submitted to the dropbox. Guidelines are located at the end of this syllabus. Online resources and technology are used for the virtual presentation. The presentations will be submitted to the dropbox and the professor will upload all of the presentations to Course Content, Module 8. After the deadline for this assignment, all of the class can see them. Five points per day will be deducted from the grade for any presentation presented after the due date.
Students in the course will be expected to review and critique the presentations. Students will post comments on at least 2 of these presentations in the Module 8 discussion board.

**Middle Range Theory Utilization and Application Paper (20%)(Criteria for grading located at end of syllabus)**

Using the middle range theory selected for the presentation, the student is expected to identify an area of interest in nursing, locate examples of the theory's application and utilization in practice, nursing education, nursing administration, and nursing research. Additionally, opportunities for enhancement of existing nursing environments (practice, nursing education, nursing administration, and nursing research) by utilization of theory application will be addressed. The guidelines for this paper are located at the end of the syllabus. Please note these are different guidelines than those of the presentation. The paper should be no more than ten typewritten pages, using appropriate APA format. It is expected that students will use the electronic library to find appropriate references for papers. Wikipedia is not an appropriate resource. The use of secondary sources is not acceptable in a graduate nursing paper. A paper that is submitted after the due date will have five points deducted per day from the grade.

**Punctuality:**

Students are expected to:

- Check the course calendar for the due dates of assignments.
- Check the course bulletin board frequently for announcements.

**Course Ground Rules**

The student is expected to:

- Learn how to navigate in the D2L (Desire 2 Learn) system.
- Participate by responding to all discussion questions.
- Keep abreast of course announcements.
- Use the assigned college or university e-mail address as opposed to a personal e-mail address.
- Contact the instructor if unclear about assignment expectations.
- Address technical problems immediately.

**Guidelines for Communications**

**Email:**

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons 😊 might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
• Respect the privacy of other class members

Discussion Groups:

• Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
• Try to maintain threads by using the "Reply" button rather starting a new topic.
• Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
• Be patient and read the comments of other group members thoroughly before entering your remarks.
• Be cooperative with group leaders in completing assigned tasks.
• Be positive and constructive in group discussions.
• Respond in a thoughtful and timely manner.

Chat:

• Introduce yourself to the other learners in the chat session.
• Be polite. Choose your words carefully. Do not use derogatory statements.
• Be concise in responding to others in the chat session.
• Be prepared to open the chat session at the scheduled time.
• Be constructive in your comments and suggestions
Library
The Tennessee Virtual Library is available to all students enrolled in the Regents Degree Program. Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by learners to complete online assignments and as background reading must be included in all courses.

Students With Disabilities
Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff at their home institution. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff at the home institution. It is the student's responsibility to initiate contact with their home institution's disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.

Syllabus Changes
The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

Technical Support
Telephone Support:
RODP Helpdesk: 866-550-7637

Online: http://help.rodp.org

Technical Help for Students:
RODPHelpdesk@tbr.edu
This email address is for Desire2Learn (D2L) help and is monitored on a rotating basis by all members of the RODP technical support department.

RODP/ROCE central office toll free number: 888-223-0023

If you are having problems logging into the course, timing out of the course, using the course web site tools, or other technical problems, please visit the RODP Customer Support web page or call the AskRODP Help Desk at 1-866-550-RODP (1-866-550-7637).

Checklists
Some students find checklists to be helpful to them. To find the checklists for this course, go to the
blue banner at the top of the Course Home Page and look to upper right. You will see Checklists. Click on Checklists to see the entire list.

To get you started in the course, there is a checklist for the Getting Started Assignment and for Module 1. The other checklists in the course are for major assignments. These checklists are the things students more often miss, don't understand, or forget to include. The checklist will not replace the grading rubric for the assignment. There are simply there as a "did you remember to...."

For your use, there are checklists in this course for the:

- Getting Started Assignment
- Module 1 assignments
- Concept Analysis Paper
- Middle Range Critique Presentation
- Middle Range Theory Use and Application Paper

**CRITERIA FOR GRADING OF PAPERS AND PRESENTATION**

| Theoretical Foundations of Advanced Nursing Practice Concept Analysis Paper Guidelines and Grading Criteria (12 pages maximum length) |
|---|---|
| **A.** Select a concept for analysis and identify aim of the analysis | 5 |
| **B.** Identify uses of the concept - Literature review | 35 |
| You will examine the use of the concept in at least two disciplines other than nursing and the use of the concept in nursing and your own nursing experience. Definitions that are included should be analyzed. The literature is focused on how each discipline uses/studies the word/concept, what conditions must be present for the concept to occur, and what the outcomes of the concept are. Summary of the literature review should also compare and contrast the antecedents, critical attributes, and consequences you considered. Demonstration of analysis and synthesis is essential. (Remember this part of the paper is worth 35% of your grade, therefore, you should have a substantive literature review for this paper. Literature includes but is not limited to articles, book and textbooks citations, research articles/studies, personal experiences, personal communications). |
| **C.** Determine antecedents (5 points), essential/critical attributes (10 points), and consequences (5 points) of the concept. The rationale for the selection of these must be included. This discussion should also include the rationale for excluding any of the characteristics identified in the literature review. Any characteristics you synthesize into more abstract terms needs to be discussed. This section reflects analysis and synthesis of the information you obtained during | 25 |
the review of literature.

D. Develop cases using identified attributes (3 cases total)
   - Model
   - contrary, borderline, related, invented, and/or illegitimate (select at least two from this list)

Developing cases will demonstrate your understanding of what the concept is or is not. Cases should be logical, true to the essential/critical attributes, and adequately explain the concept.

E. Define empirical referents
   Do the empirical referents "fit" with the attributes. Should be supported by the literature or make logical sense.

F. Implications for nursing (be specific to your practice or situation presented).

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<table>
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<tbody>
<tr>
<td><strong>D.</strong> Develop cases using identified attributes (3 cases total)</td>
<td>15</td>
</tr>
<tr>
<td><strong>E.</strong> Define empirical referents</td>
<td>5</td>
</tr>
<tr>
<td><strong>F.</strong> Implications for nursing (be specific to your practice or situation presented).</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong> A maximum total of 5 points will be deducted for APA errors. If the paper is longer than the maximum allowable pages, the grade will be based upon the first 12 pages, not including the title page</td>
<td>100</td>
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Theoretical Foundations of Advanced Nursing Practice
Middle Range Theory Critique Presentation
Guidelines and Grading Criteria

(This PowerPoint presentation will be evaluated upon a 20-25 minute timeframe. This means there are 20-25 slides. You cannot narrate them because the sound files are too large. You cannot use Adobe Presenter to narrate them as I did throughout this course because you would have to have the software and have to have faculty access to submit it. You will not be physically making a verbal presentation as this is an online class.

Your presentation and 1-2 page WORD handout are submitted to the dropbox. After I have seen them, I will upload them to Course Content, Module 8 so that all of you can see them. You have a Module 8 Discussion Board where you can post your evaluation and comments about 2 of them.)
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td>• Describe the main ideas of the middle range theory (should include the assumptions under which the theory operates). (5 points)</td>
<td>15</td>
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<td></td>
<td>• What are the main concepts (5 points)</td>
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<td></td>
<td>• What are the main relationships between the concepts</td>
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<td></td>
<td>• How do different concepts affect each other?</td>
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<tr>
<td><strong>Origins of the theory</strong></td>
<td>• What was going on in the profession of nursing or in American society that may have influenced the theory?</td>
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<tr>
<td></td>
<td>• What values, theories, evidence, and/or existing knowledge did the theorist cite as support for the theory?</td>
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<td></td>
<td>• What motivated the theorist to write the theory?</td>
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<td></td>
<td>• What approach to theory development did the theorist use?</td>
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<tr>
<td><strong>Usefulness</strong></td>
<td>• How useful is this theory in practice?</td>
<td>15</td>
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<tr>
<td></td>
<td>• Is the theory practical and helpful to nursing</td>
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<td></td>
<td>• Does it contribute to understanding and predicting outcomes?</td>
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<td></td>
<td>• Cite an example/case study where this theory could be used</td>
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<tr>
<td><strong>Testability:</strong></td>
<td>• How testable is this theory?</td>
<td>20</td>
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<tr>
<td></td>
<td>• Has this theory generated research? How many and what types of studies?</td>
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<tr>
<td></td>
<td>• Give one example of a study done using the theory (10 points)</td>
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<td></td>
<td>• What types of statements are the propositions? (Hint: Relate to research methodologies)</td>
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<tr>
<td><strong>Overall Evaluation</strong></td>
<td>• Is the theory comprehensive, specific, or</td>
<td>10</td>
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<tr>
<td></td>
<td>• How generalizable is the theory?</td>
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<td></td>
<td>• Summarize the strengths and weaknesses of the theory</td>
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<tr>
<td></td>
<td>• Why would you use or not use this theory in your own</td>
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### Theoretical Foundations of Advanced Nursing Practice

**Middle Range Theory Usage and Application Paper**

**Guidelines and Grading Criteria**

In this paper, you will use the middle range nursing theory that you used in your presentation and describe how it can be used in practice. This paper should be no more than 10 pages long. The focus of this paper is on the application of theory to nursing practice. A brief description of the components of the theory should be presented in this paper, however, since this should be done in your presentation the focus here will be on application. The proposed guidelines are based on Chinn and Kramer (2008).

<table>
<thead>
<tr>
<th>A. Components of the theory</th>
<th>10</th>
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<tbody>
<tr>
<td>• Major concepts of theory</td>
<td></td>
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<tr>
<td>• Philosophical basis/underpinnings; worldview</td>
<td></td>
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<tr>
<td>• Conceptual model (if available)</td>
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</table>

<table>
<thead>
<tr>
<th>B. Structural aspects of the theory (including but not limited to)</th>
<th>10</th>
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<tbody>
<tr>
<td>• assumptions, theorems, propositions, etc.</td>
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</table>
Course Syllabus

- relations of concepts and assumptions
- clarity, simplicity, and ease of application of theory
- consistency and adequacy of theory

### C. Use of theory in:
- nursing practice
- nursing education
- nursing administration
- nursing research

A literature review will provide the basis for this section. If this theory has not been used in these areas, address why this is so (based upon your understanding of the theory and what you have learned through your literature review).

### D. Identify an area of your practice where this theory could be applicable.
- The area may be used to theory test, theory generate, etc.
- What is the question that the theory will help to answer?
- Describe the area of interest in relationship to the theory/theoretical model.
- Discuss the appropriateness of this theory in its applicability to the area of practice.
- Discuss the use of theory in pursuing this area of interest. What are the steps/methods that you might use? Be specific (e.g., – discussing your area of practice as it relates to the concepts and/or parts of theory you are using).
- Are there weaknesses in this theory that make it difficult to use in real situations? If so, please discuss

### E. Evaluation of theory - your thoughts about the theory:
- How “user friendly” is the theory?
- What are some of the difficulties you encountered or would you anticipate you might encounter in trying to use this theory?
- What would make this theory more usable or applicable to practice, and why?

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<tbody>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

**A maximum of 5 points will be deducted for errors in APA.**

If paper is longer than 10 pages, grade will be based upon 10 pages (not including title page or references).