TEXAS A&M UNIVERSITY-CORPUS CHRISTI
SCHOOL OF NURSING AND HEALTH SCIENCES
GRADUATE NURSING PROGRAM
Nursing 5310 W01 Science in Nursing
Spring, 2012

FACULTY: Liz Sefcik, Ph.D., RN, GNP-BC
Professor

OFFICE: Island Hall Room 329
OFFICE HOURS: Monday, 1-5pm and by appointment

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CREDITS: Three semester hours (3:0)

COURSE DESCRIPTION

This course explores the historical development and rationale of nursing theory; examines selected theories and conceptual frameworks and their relationship to nursing practice and research. Emphasis is on the utilization of theories and models in nursing as a basis for a practice that provides a caring, comprehensive, and holistic approach to health care within a transcultural society.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

Analyze the philosophy of science and theory development.
• Identify the components of a theory.
• Discuss the process used for theory development.
• Analyze theories used at each level.

Critically examine the language of nursing and its paradigms.
• Understand the historical and philosophical foundation of nursing theory.
• Discuss the present status of nursing theory.
• Describe the major elements of nursing theory.

Evaluate how nursing theory guides practice, research, and education.
• Relate nursing theories to selected practice situations.
• Explain research support for selected theories.
• Demonstrate how theories guide nursing practice within the profession and discipline of nursing.

Compare nursing theories with theories from other discipline.
• Apply a framework to describe and analyze selected theories/models.
• Critique and evaluate selected theories/models.
• Relate selected theories from the biological, behavioral, social, organizational, and natural sciences to those used in nursing practice.

Relate the distinctiveness of the nursing domain to the advancement of nursing as a discipline.
• Compare two or more human science rooted extant nursing theories.
• Synthesize core values of a selected theory to practice, research, education, and administration.
• Critically analyze professional practice guidelines for upholding core values of a selected theory.
• Engage in creative conceptualization for the future.

Integrate selected teaching-learning principles and processes into the learning experience.
• Accept responsibility for prior class preparation and active participation in each seminar.
• Evaluate own progress toward achievement of long term goals within the nursing profession.
• Participate in the creation of a positive learning environment.
• Incorporate selected elements of own practice throughout the learning experience.

REQUIRED TEXTS:


(softcover) OR ISBN-10: 1-4338-0562-6 (spiral bound)


LEARNING EXPERIENCES AND TEACHING METHODS

Course objectives for this on-line course are met through individual study using the references and texts identified; development of student Stimulus Questions; assigned group work; assigned discussion participation; development of a selected practice theory scholarly paper and evaluation of a nursing theory in a scholarly paper. Teaching methods include PowerPoint presentations, moderated discussion rooms, and faculty developed stimulus questions. The student is responsible for identification of learning needs and self-direction for independent study of texts, on-line participation, and seeking consultation in meeting course objectives. All
assignments are due on the date listed unless prior arrangements are made in advance with the professor.

The highest standards of academic honesty are expected of students. All faculty adhere to the University policy regarding academic honesty published in the University Catalog. Plagiarism or misrepresentation of references will result in failure of the work in question without the opportunity to re-do the work. See the APA manual for the proper way to use and cite material. It is expected that students will utilize the professional paper protocols identified in the APA manual.

**COURSE REQUIREMENTS:**

Students are expected to:

- **Log-on to the course several times per week. It is both a requirement and to your advantage to stay engaged in your coursework and your class.**
- Complete all course assignments on time unless prior arrangements are made with the faculty; 5 points per day penalty may be assessed for late work.
- Participate in group discussion weekly, as assigned, using scholarly resources as a basis for the discussion. The discussion week begins on Wednesday and ends on Monday at 11:55p. Tuesday is set aside for faculty review of the discussion. Discussion will be graded according to the Discussion Rubric on the Information page.
- Prepare and submit to course faculty a form paper addressing a Middle Range Theory of interest to the student, applied to a real or simulated case study.
- Prepare and submit to course faculty a formal paper evaluating a Grand Theory of interest to the student.
- Use the highest level of on-line etiquette, respect and professional communication is expected: Communication should be respectful of other views and have a positive and polite tone. PLEASE REVIEW DISCUSSION Rules Of Engagement.

**CONHS GRADING POLICY**

A = 90 to 100       B = 83 to 89       C = 75 to 82       D = 67-74       F = Below 67

**LEARNING ACTIVITIES AND COURSE GRADE**

1. **Honor Statement** (2%)  

As a first assignment, all students are required to read the Honor Statement, electronically sign, and return the signed statement via the Assignment drop box prior to submitting additional course work. The assignment will be found in the Blackboard Course Tools, under the Assignments tab.

2. **Learning Team Discussion Participation** (40%)  

Students will be randomly assigned to Learning Teams to facilitate group discussion. Each week discussion areas will be posted. *Minimally, students are expected to post 1-2 original substantive postings and to post thoughtful responses to a minimum of 2 peer postings*
on at least 2 different days each week. **To earn the full 10-points for each discussion the student must participate at a higher level than minimum requirements.**

An original substantive posting:
1. Is about 150-200 words long.
2. Relates to the weekly topics and readings.
3. Uses the scholarly readings (giving citations) for support of ideas and the discussion to critically assess some area of practice.
4. It is expected that postings will be written in correct grammar, be well organized and be documented using APA style. References should be cited using APA style.

A thoughtful response posting:
1. Is about 40-90 words long (can be longer if needed for the discussion).
2. Must be more than simple agreement.
3. **Should have support from an additional scholarly literature source.**
4. It is expected that responses will be written in correct grammar, be well organized and be documented using APA style. References should be cited using APA style.

During the first half of the course, Learning Teams will be assigned specific weeks to develop stimulus questions based on required reading. The second half of the course, the course faculty will post stimulus questions based on required readings. All students are expected to participate in all discussions. Follow the course calendar for the discussion schedule.

3. **Middle-Range Theory Paper (25%)**

The Middle-Range Theory paper is an individual project in which the student critiques a middle-range (practice) nursing theory and demonstrates the application of the theory to a practice situation (actual or simulated). Resources for practice theories are available from the literature, assigned textbook, and course resource references. **Students are required to have instructor approval of the selected topic prior to submission.** See the course schedule for due dates. The grading criteria are found attached to the posted Assignment in Blackboard. This paper should be no more than 10 pages in length (excluding cover page, abstract, and references), be written at the graduate level, and be formatted in APA style. Students are encouraged to review documentation and plagiarism in the APA manual.

4. **Grand Theory Evaluation Paper (35 %)**

The Grand Theory Evaluation Paper is an individual project in which the student evaluates a nursing grand theory according to identified criteria. **Students are required to have instructor approval of the selected topic prior to submission.** See the course schedule for due dates. The grading criteria are found attached to the posted Assignment in Blackboard. This paper should be no more than 10 pages in length (excluding cover page, abstract, and references), be written at the graduate level, and be formatted in APA style. Students are encouraged to review documentation and plagiarism in the APA

**ACADEMIC HONESTY**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a
penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity is an act of academic misconduct on an assignment or test will result in a zero (0) for that assignment or test.

http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm

DROPPING A CLASS

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the course. Friday, March 30, 2012, is the last day to drop a class with an automatic grade of "W" this term.

GRADE APPEAL PROCESS

As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

EVALUATION INPUT FROM STUDENTS

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are on line. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have
representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the specific tracks within the Graduate Program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

**ACADEMIC ADVISING**

The College of Nursing and Health Sciences require that students consult with an Academic Advisor regarding their degree plan and/or changes to their degree plan. The Academic Advisor will set up a degree plan and indicate plan is active by signing the plan. Once the plan is completed it will be filed in the student’s record. The College’s Academic Advising Center is located on the third floor of Island Hall, and the Graduate Academic Advisor, Mr. Barton Bailey, can be reached at 361-825-5893.

**SUPPORT SERVICES**

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

**DISABILITY SERVICES**

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 believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.