COURSE DESCRIPTION

Exploration of the historical development and rationale of nursing theory. Examination of 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.
  (Essential I, II, III, IV, V, VII, IX)

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.
  (Essential I, II, III, IV, V, VII, IX)

Evaluate how nursing theory guides practice, research, and education:
• Apply nursing theories to selected practice situations
• Integrate research literature for selected theories.
• Demonstrate how theories guide nursing practice within the profession and discipline of nursing.
  (Essential I, II, III, IV, V, VII, VIII, IX)

Examine how theories from other disciplines (including systems, change, and complexity theories) inform nursing theory, practice, and research.
• Apply a framework to describe and analyze selected theories/models from other disciplines, including family theory;
• Critique and evaluate selected theories/models such as systems, change, complexity and family;
• Integrate selected (such as above) theories from the biological, behavioral, social, organizational, and natural sciences.
  (Essential I, II, III, IV, V, VII, VIII, IX)

Apply the principles of Caring Theories into one’s own personal practice of nursing:
• Compare two or more human science rooted extant nursing theories;
• Synthesize core values of a selected theory (Jean Watson’s Caring Theory) to practice, research, education, and/or administration;
• Critically analyze professional practice guidelines for upholding core values of a selected theory;
• Engage in creative conceptualization for the future by analyzing and applying nursing theoretical frameworks for nursing theories.
  (Essential I, II, III, IV, V, VII, VIII, IX)

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.
  (Essential V, VII, IX)

REQUIRED TEXTS:
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 presented poster. 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 Middle Range Theory paper must be reviewed by the writing center prior to turning in. This is a requirement in this course. We have scheduled with the Director of the Writing Center a three week period before the deadline of October 6, 2016 for you to work with the consultants in the writing center. This year the writing center has additional online consultants that are also available on weekends and evenings. The appointments can be scheduled 3 weeks in advance of the due date of the paper. Each student may schedule a 30 minutes to an hour appointment twice a week/or more. There are 75 students in three classes, so the appointments are usually scheduled quickly by not only nursing students but Business students. If you wait until the last minute, you may not be able to get an appointment, nor an extension for your paper which could result in a lower grade. On the second writing, the highest grade will be 89 instead of 100.

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:

Meng Zhao, Ph.D., RN,
NURS 5310, Spring, 2017

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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 11:59pm. Tuesday is set aside for faculty review of the discussion. Discussion will be graded according to the Discussion Rubric on the Information page within the week. Please review and study.
- Prepare and submit to course faculty a formal paper addressing a Middle Range Theory of interest to the student, applied to a real or simulated case study. (Faculty will have a 2-3 week grading period after submission).
- Prepare and submit to course faculty a scholarly Poster Presentation evaluating Jean Watson’s Caring Theory related to caring in nursing. (Usually within 1-2 weeks)
- Use of 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 under the Information tab.

CONHS GRADING POLICY

\[ A = 90 \text{ to } 100 \quad B = 83 \text{ to } 89 \quad C = 75 \text{ to } 82 \quad D = 67-74 \quad F = \text{Below 67} \]

LEARNING ACTIVITIES AND COURSE GRADE

1. Honor Statement (not graded, but required)

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. Pre and Post Test (Pre Test counts 0%, Post Test counts 2% to final grade if both are completed.)

Nursing science gives nurses a framework for thinking about, discussing and collaborating, and investigating and sharing information regarding nursing practice. Beginning nurses are often unaware of how nursing theorists have paved the way to a more informed practice and provided a foundation for graduate nursing education. A short pre-class test is provided to help students identify gaps in their own nursing knowledge. A short post-class test is provided to help students appreciate how much they have learned in the short semester time-frame and to appreciate nursing contributions to the science of care. See the course calendar for due dates. Each test can
be accessed only during the due-date week and can be found under the Tests and Assignment tab.

**Module 1 assignment (counts for 4% toward the final grade).**

Completion of the Module 1 assignment (blackboard navigation, pre-test, syllabus understanding and introduction posting) counts for 4 points toward the overall participation grade.

**3. Learning Team Discussion Participation (34%)**

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 original substantive posting and summary and to post thoughtful responses to a minimum of 2+ peer postings on at least 2 different days for each Unit. To earn the full 20-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.

Follow the course calendar for the discussion schedule.

**4. Middle-Range Theory Paper (35%)**

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 will choose a mid-range nursing theory from a list provided by the instructor to critique. **Students may or may not 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 is to be **no more than 10-12 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. A sample guide to writing a formal paper can be found under the information tab.

5. Grand Theory Evaluation Poster (25 %)

The Grand Theory Evaluation Poster is a Learning Team project which evaluates the Theory of Caring by Jean Watson (a nursing grand theory), according to identified criteria and has a peer review component. See the course schedule for due dates. This poster should be formatted as described in the assignment guidelines, be written at the graduate level, and be formatted in APA style. Students are encouraged to review documentation and plagiarism guidelines in the APA Manual. The grading criteria are found attached to the posted Assignment in Blackboard. The Poster has to be one poster page. If the references are more than 5 references, you may turn in a Word document handout with the references.

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, can be reached at 361-825-5893.

POLICIES:

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 online. 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 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 Integrity and Honesty
It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

University Student Handbook and Code of Conduct: http://www.tamucc.edu/~students

University catalog related to academic integrity and honesty: http://catalog.tamucc.edu/


Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you 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

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (e.g. deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.
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.