TEXAS A&M UNIVERSITY-CORPUS CHRISTI
COLLEGE OF NURSING AND HEALTH SCIENCES

Nursing 5310 : Science in Nursing
Syllabus
Fall, 2020

FACULTY: Tammy Walker-Smith, DNP, MHA, APRN, FNP-C
Assistant Professor

OFFICE: Island Hall 336
OFFICE HOURS: By appointment

TELEPHONE: (361) 825-4223 (office)

EMAIL: Tammy.Walker-Smith@tamucc.edu
preferably on Blackboard email

CREDITS: Three semester hours (3:0)

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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:


Please note that ISBN numbers are only included here as necessary purchase information for students (ISBN numbers are not part of APA style).

COURSE REQUIREMENTS:

1. You are expected to have access to a computer that can support Bb applications and all related course materials. A backup plan should be in place if normal computer access becomes unavailable, i.e. arrange use of a computer elsewhere.

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2. Any problems with technology, computer, internet, Bb or other applications should be dealt with through the IT (information technology) helpline at (361) 825-2692 or computer.helpline@tamucc.edu
3. Any problems understanding the assignments or due dates should be brought to my attention, preferably within the first week of class.
4. You are expected to complete the course orientation and Academic Honesty Statement prior to beginning work on the course content.
5. All e-mail communication with me should occur through Bb, unless otherwise noted. You should review Bb mail and announcements at least every 48 hours.
6. All assignments are due by 11:59 pm on the scheduled date unless other arrangements have been made with me before the due date. **Late work will be penalized with a 10% grade deduction/day for up to 2 days.** However, exceptions will be considered for extreme emergencies where pre-planning was not possible.
7. Respectful and timely participation in discussion forums is required. Since it is assumed each of you will be prepared for discussions, all contributions will be considered knowledgeable contributions. Disrespect in any form will NOT be tolerated.
8. All information disclosed through course chats or discussions is confidential and should not be shared with others outside the context of this course.
9. You should notify the faculty if you withdraw from the course and should not attempt to access course materials once you have withdrawn.
10. You are expected to complete a course evaluation at the end of the course.
11. You can expect that **I will respond to Bb e-mail messages within 48 hours.**
12. You can expect that **I will grade assignments within 2 weeks of submission unless you are otherwise informed.**
13. Discussions copied directly from the text or literature should be quoted, and cited.

**EXPECTATIONS FOR SUCCESS**

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Familiarize yourself with the course and requirements early. Review the course syllabus, assignments, and grading criteria fully upon receipt. As with most graduate courses, superior performance on assignments is dependent on independent efforts. Considerations for time and effort to achieve maximal learning outcomes are instrumental to success. Faculty recommend making time early for reading, reflection, and completion of assignments. Required readings provide general framework for understanding topics relevant to this course and are insufficient to establish expertise on any topic. Therefore, students will review and read additional materials on for assignments and discussions. Be prepared to spend a minimum of nine hours per week for a three-hour graduate course. Questions regarding course requirements may begin within the first week and continue throughout the course.

TECHNICAL REQUIREMENTS

Internet access to Islander email (IOL) and the BlackBoard learning environment is required through https://iol.tamucc.edu/. Assignments and submissions must conform to guidelines for each project using the word processor, WORD in doc or docx format. Other formats are not accepted.

PROFESSIONAL BEHAVIOR

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the rights of others. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

EXTRA CREDIT: No extra credit will be given
ASSIGNMENTS

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 Poster Presentation. 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 the paper 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. Each student may schedule a 30-minutes or an hour appointment twice a week. There are over 50 students in two classes/sections, 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, so please develop your paper to a scholarly level the first time.

COURSE REQUIREMENTS:

Students are expected to:

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• 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; 5-10 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 Monday and ends on Sunday at 11:59pm. Discussion will be graded according to the Discussion Rubric on the Information page. 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.**

• Prepare and submit to course faculty a **scholarly Poster Presentation evaluating Jean Watson’s Caring Theory** related to caring in nursing.

• 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 to 100    B = 83 to 89    C = 75 to 82    D = 67-74    F = 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 input. 

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course work. The assignment will be found in the Blackboard Course Tools, under the Assignments tab.

2. Pre and Post Test (Completion of both Pre-Test and Post-Test will count 2% of the final grade at the end of the semester)

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.

3. Module 1 assignment (4%).

Completion of the Module 1 assignment (blackboard navigation, syllabus understanding and introduction posting) counts for 4%.

4. 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 1-2 original substantive postings 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.
For the Group Discussion postings, 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 for each Unit.

**An original substantive posting:**
1. Is limited to 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.

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

The Middle-Range Theory paper is an individual project in which the student critiques a middlerange (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 theory and develop a paper that includes a description of the theory, an explanation of how it is applied to practice, and evidence of its effectiveness. The paper should be well-organized, clearly written, and cited using APA style. The due date for the paper will be announced in the course calendar.

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nursing theory from a list and/or the textbook to critique. **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 on Blackboard. This paper is to be no more than 10-12 pages in length **excluding cover page, abstract, references, and appendix** (The three sections of Description of Theory, Internal Criticism of the Theory, and External Criticism of Theory cannot exceed 5-6 pages; the two sections of Description of Practice Setting and Application of the Theory to Practice cannot exceed 5-6 pages), be written at the graduate level, and be formatted in APA style. Any paper over 12 pages will have points deducted. 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. The paper will be submitted to SafeAssign automatically when submitted to the blackboard and must be under 30%.

6. **Grand Theory Evaluation Poster Presentation (25 %)**

The Grand Theory Evaluation Poster Presentation 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 within Blackboard.

**Guidelines for Form and Style of Written Assignments**

Students will follow instruction guidelines associated with the assignments for this course. Students who have questions about an assignment should contact the instructor in a timely manner to insure satisfactory completion of the assignment by the due date. Unless otherwise instructed, students should use the APA Publication Manual, 6th edition as a reference for formatting and organizing written assignments.

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Appropriate Resources and Referencing

All citations and referencing in required papers used must fully conform to APA format (6th ed.). References should be derived from peer reviewed professional journals and be no older than 5 years, unless they are seminal works.

Discussion posts require appropriate citations, resources, referencing, and formatting (see above) except that you do not need to indent, nor double-space the references. The critical point in referencing discussions is to ensure that the reader has enough information to locate the source for personal review.

Submission of Assignments

Submission of assignments will be through the Assignment Tool using WORD in doc or docx format unless otherwise stated. Please see submission instructions for each assignment.

Assignments in other formats are not accepted. Student assignments and discussions are subject to anti-plagiarism screening. Discussions will be arbitrarily submitted by faculty to Safe Assign for plagiarism.

Late assignments will be accepted, but with the expectation of a lower grade. Students will receive a grade of zero for submissions after five days past the due date unless faculty approves a later submission. There are no extensions for discussion posts. There is no extra credit option in this course.

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 the 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

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located on the third floor of Island Hall, and the Graduate Academic Advisor, can be reached at 361-825-5893.

Course 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/Plagiarism

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. 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 penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In
this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of “F”.

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

**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 with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* 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 class. Check your school calendar for the last day to drop a class with an automatic grade of “W” this term.

**Civil Rights Reporting**

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez at Samuel.ramirez@tamucc.edu or

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Deputy Title IX Coordinator, Rosie Ruiz at Rosie.Ruiz@tamucc.edu ext. 5826, or visit website at Title IX/Sexual Assault/Pregnancy.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

**COVID-19 Temporary Amendment to Syllabus**

**Campus Safety Measures**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- **Face Coverings**—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- **To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report**
that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

Disabilities Accommodations*

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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 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 Disability Services office for assistance at (361) 8255816.

Statement of Academic Continuity*

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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***

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**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

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encouraged by the College of Nursing and Health Sciences and the University to seek these services.

**Syllabus Disclaimer**

While the provisions of this syllabus and other course components are as accurate and complete as possible, faculty reserves the right to adjust the course to accommodate emergencies, unexpected technical problems, or other unforeseen circumstances. Faculty will announce any necessary changes through the BlackBoard course discussion, announcements, or course emails. It is the student’ responsibility to keep abreast of course announcements.

*Required by SACS or HB2504

See the course schedule on the next pages to follow:
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ACTIVITIES</th>
<th>READINGS</th>
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</table>
| Week 1       | Course Orientation          | • Learning Module 1  
1.1 Demonstration of Blackboard Skills  
1.2 Course Introduction (4 points to participation at end)  
1.3 Pre-Test (complete).  
1.4 Honor Statement | • Read and become familiar with the content under the information tab  
• Read the syllabus under the syllabus tab and print out  
• Complete the activities for Learning Module 1 under the Units/Lessons tab (4 points to discussion points)  
• Begin readings for Learning Modules 2  
• Please note that due to the complexity of copyright laws journal articles are not on electronic reserve.  
• It is the responsibility of the student to obtain the articles through the library. Please see the library link RESOURCE section of this course for assistance accessing articles/research studies.  
• This course progresses rapidly. Please proceed at the rate recommended in the syllabus and course calendar to meet deadlines. |
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<thead>
<tr>
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<tbody>
<tr>
<td>Week 2</td>
<td>Philosophy of Science and</td>
<td>• Learning Module 2</td>
<td>• Complete the readings for Learning Modules 2</td>
</tr>
<tr>
<td>8/23/20 to</td>
<td>Nursing Science</td>
<td>2.1 Philosophy of Science</td>
<td>• Complete the activities for Learning Modules 2</td>
</tr>
<tr>
<td>8/29/20</td>
<td></td>
<td>2.2 Philosophy of Science Lecture</td>
<td>• Participate in Discussions A as directed in Learning Modules 2</td>
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<td>2.3 Philosophy of Science Outline</td>
<td>• Begin readings for Learning Module 3</td>
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<td>• Complete the readings for Learning Module 3</td>
<td><strong>Begin working on Middle-Range Theory paper as described in Learning Module 5</strong></td>
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<td>• Complete the activities for Learning Module 3</td>
<td>Begin to schedule writing center appointments this week in order to have an appointment or two when you need it. Schedule an appointment online beginning 8/24/20.</td>
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<td>• Participate in Discussions A as directed in Learning Module 3</td>
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<td></td>
<td>• Begin readings for Learning Module 4</td>
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<td>• Begin working on Middle-Range Theory paper as described in Learning Module 5</td>
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<td>• Keep Writing Center appointments in order to have your paper reviewed between weeks 2 &amp; 6.</td>
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<tbody>
<tr>
<td>Week 4</td>
<td>Middle-Range Theories</td>
<td>• Learning Module 4</td>
<td>• Chapter 1 and 2 of the text.</td>
</tr>
<tr>
<td>9/6 - 9/12</td>
<td></td>
<td>4.1 Middle Range Theories</td>
<td>• It is expected that you will use the text as a reference for some of your discussion and as examples of how to critique a theory.</td>
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<td>4.2 Middle Range Theories Lecture</td>
<td>• The remaining chapters of the text present examples of middle-range theories that have been developed to address clinical practice questions.</td>
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<td>4.3 Middle Range Theories Outline</td>
<td>• Complete the readings for Learning Module 4.</td>
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<td>• Participate in Discussion C as directed in Learning Module 4.</td>
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<td></td>
<td>• Continue working on Middle-Range Theory paper as described in Learning Module 5.</td>
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<td></td>
<td>Continue scheduling for Writing Center appointments. By this time should have an appointment.</td>
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<tr>
<td>Week 5</td>
<td>Middle-Range Theory Paper</td>
<td>• Learning Module 5</td>
<td>• Write the Middle-Range Theory Paper and have it reviewed with the writing center online or in person at TAMU-CC. Required in this course.</td>
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<tr>
<td>9/13-9/19</td>
<td></td>
<td>5.1 Middle-Range Theory Paper</td>
<td>Please make an appointment with a graduate student reviewer <strong>three weeks prior</strong> to the due date as the writing center only has so many appointments for 50 students in this course the week prior to the due date.</td>
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<td><strong>Due date: Sunday, 9/27/20. Unless there is an emergency approved prior to the</strong></td>
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<td><strong>deadline by the faculty, 5 points will be deducted each day that it is late.</strong></td>
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| Week 6  
9/20-9/26/20 | Middle-Range Theory Paper | • Continue to critique and write your Middle Range theory. |
| Week 7  
9/27-10/3/20 | Family, Systems, Change, and Complexity Theories | Learning Module 6(1) |
| Week 8  
10/4-10/10/20 | Family Systems, Change, and Complexity Theories (con’t) | Learning Module 6 (2) |

- No discussion this week
- Complete Middle-Range Theory Paper
- Due date in drop box: **Sunday, 9/27/20. No excuses for late papers accepted unless an emergency and prior approval by faculty.**
- Begin reviewing Module 6(1). Find the movie that you will review online

- Search for a movie in YouTube or online that best describes a Family, System, Change or Complexity Theory. Decide as a team which movie your group will watch and develop in your team discussion under Groups. **The movie is chosen by the entire group.**
- Watch the movie, and develop individually a substantive summary and two questions related to the movie only. Responses are needed on group discussion board. This Week’s team discussion will be graded **individually** according to the discussion rubric on group discussion board.
- Please post this week’s discussions on group discussion board, not main discussion board.

- Work in your group discussion to **design the theory that the movie depicts.** Then explain the theory selected as a group, and one person in the group submit a summary in a substantive post as outlined in the syllabus. Then each individual propose two questions to your group related to the theory **individually.** This week’s individual discussion will be graded according to the discussion rubric.
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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ACTIVITIES</th>
<th>READINGS</th>
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<td>• Learning Module 7 7.1 Grand Theory</td>
<td>□ Each group forum will choose one summary in a substantive post and two questions for one person only to post on the Main Discussion for everyone to review. No responses will be done on the main discussion board. □ Responses are still needed on group discussion board.</td>
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<td>Week 9</td>
<td>Grand Theory</td>
<td>• Learning Module 8 8.1 Future of Nursing</td>
<td>□ Navigate <a href="http://www.watsoncaringscience.org/">www.watsoncaringscience.org</a> The articles needed are within this site. May also use additional resources found. □ Begin working on your team’s Grand Theory poster presentation. □ Participate in Discussion E as directed in Learning Module 7 □ Begin readings for Chapter 1 and Module 8</td>
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<td>10/11-10/17</td>
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<td>□ Complete readings for Learning Module 8 □ Complete activities for Learning Module 8 □ Participate in Discussion F as described in Learning Module 8 □ Continue work on Grand Theory Presentation □ Sample professional templates at makesigns.com or <a href="http://www.posterpresentations.com/html/free_poster_templates.html">http://www.posterpresentations.com/html/free_poster_templates.html</a></td>
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<tr>
<td>Week 11</td>
<td>Grand Theory Presentation</td>
<td>• Learning Module 9 9.1 Grand Theory Presentation</td>
<td>□ Complete Team Grand Theory Poster Presentation □ Due Date in Drop box: 11/01/20 □ Poster Presentation due on Discussion Forum G on 11/1/20 by m/n.</td>
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<td>Week 12</td>
<td>Grading and Feedback</td>
<td>Feedback to Team Grand Theory Poster Presentation</td>
<td>This week each student will use the Grand Theory Poster Presentation criteria to evaluate <strong>TWO</strong> different Poster Presentations according to the Discussion Rubric.</td>
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<td>11/2-11/8/20</td>
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<tr>
<td>Week 13</td>
<td>Grading and Feedback</td>
<td>Feedback to Team Grand Theory Poster Presentation (continued)</td>
<td>This week each student will use the Grand Theory Poster Presentation criteria to evaluate <strong>TWO</strong> different Poster Presentations according to the Discussion Rubric.(continued)</td>
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<td>11/9-11/15/20</td>
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<th>Week 14</th>
<th>Course Wrap Up and Grading Course Evaluations</th>
<th>Complete Course Evaluations</th>
<th>Take the POST-TEST for this course. The Pre and Post-TEST will equal 2 % toward your final grade. Take by <strong>11/22/20 by 11:59 pm</strong> to receive your grade. May not be taken any later</th>
<th>11/24/20, last day of class 11/25/20, Reading day 12/1-12/5 &amp; 12/7/20- Final Exam Week</th>
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<td>11/16-11/22/20</td>
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**Important Fall Semester Dates to Remember:**

- First class day 08/19/20 Wednesday
- Last day to late register/add a class 08/26/20 Wednesday
- Last day to drop a class for a full term 11/05/20 Thursday
- Reading Day 11/25/20
- Thanksgiving Holiday 11/26-27/20
- Last class day 11/24/20 Tuesday
- Final exams 12/01-05 & 12/07/20
- Commencement 12/12/20 Saturday