

## MNUR 513 – Advanced Theory of Nursing Practice

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# **MNUR 513 – Advanced Theory of Nursing Practice**

## **Instructor Contact Information**

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**Instructor:**

**Phone:**

**E-Mail:**

**Best time to contact:**

## **Instructor Email Response Policy**

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Any course related email sent to the instructor will have a response either by email, phone, or through the LMS within 48 hours.

## **Course Description and Credit Hours**

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(3 credit hours) This course explores the theoretical foundations for nursing education and nursing administration. Application of nursing theory to practice and research is analyzed. This course has the equivalent of 4 hours of class for 7 weeks, offered in 2 formats - hybrid and online format.

## **Program Student Learning Outcomes (PSLOs)**

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At the completion of the program, the student should:

1. Exhibit nursing judgment and effective decision making in the academic, administrative, and/or clinical settings that promotes excellence in holistic patient/family-centered care.
2. Facilitate effective communication and collaboration in the academic, administrative, and/or clinical settings.
3. Appraise safety and continuous quality improvement that facilitates optimal functioning in the academic, administrative, and/or clinical setting.
4. Create evidence-based practice/research in the academic, administrative, and/or clinical settings.
5. Integrate nursing informatics to support quality improvement, enhance communication, and inform nursing judgment in the academic, administrative, and/or clinical settings.
6. Model nursing behaviors of leadership and professionalism that exemplify legal and ethical standards in the academic, administrative, and/or clinical settings.

## Course Student Learning Outcomes (CSLOs)

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

1. Describe the effect of nursing theory development upon nursing judgment and decision making in the academic, administrative and/or clinical settings. (PSLO 1 & 6)
2. Communicate, using various modalities, the influence of nursing, educational, administrative and borrowed models upon quality improvement and safety for patients. (PSLO 1 & 4)
3. Compare selected frameworks to the Christian worldview.
4. Evaluate leadership models exemplifying ethical standards in the academic, administrative and/or clinical settings. (PSLO 6)

## Topical Outline

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- Nursing philosophy
- Nursing theories
  - Grand
  - Mid-range
  - Practice
- Theories from other disciplines
- Theories applicable to nursing education
- Theories applicable to nursing administration
- Theories applicable to nursing leadership
- EBP models
- Analysis of nursing theories from a Biblical worldview
- Develop a personal nursing philosophy

## Required Textbook / Materials

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- McEwen, M., & Wills, E. M. (2014). Theoretical basis for nursing (4th ed.). Philadelphia, PA: Lippincott, Williams, and Wilkins.
- Other resources: current journals, Bethel Library, Internet resources, and databases.

Textbooks and other required course materials can be purchased from the [online campus bookstore](#). Use APA format to cite.

## Course Requirements

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Each student is expected to attend all classroom sessions and or participate in all online discussions. See attendance policy in the School of Nursing Graduate Student Handbook.

Each student is expected to complete all required readings prior to class and assignments as specified in this syllabus.

1. The student is to complete all required readings and assignments specified in the syllabus prior to class.

2. Late Assignment Policy –Assignments are to be submitted at the assigned date/time. Late assignments will be accepted subject to a 5% deduction per day late (24 hour period), up to a period of 7 days. This does include weekends. No assignments will be accepted after 7 days late and receive a zero (0) grade.
3. Students are responsible to read the clinical course packet that corresponds to this class and adhere to all requirements and assignments contained in it.
4. Student Handbook-The student should be familiar with the policies located in the [School of Nursing Student Handbook](#). Students will sign a Verification of Reading form and turn it in to the school.

### **Late Assignment Policy:**

Assignments (excluding discussion questions) will be accepted late, subject to a **10% deduction off the earned grade per day late (24 hours period) for up to 3 days**. No assignments will be accepted after 3 days late.

Discussion posts and responses that are not posted by the due date **will receive “0” points**, and are **not** accepted late. Discussion questions will be discussed in class for the face-to-face classes and are online for the classes that meet online. The expectation is that you will have read the required assignment prior to participating in class so you are able to contribute to the discussion.

The online discussion questions are expected to be substantive with a minimum of 250 words. You are expected to cite resources from the required readings from the course and outside resources that support your post. The original posts are due by 11:59 pm on Wednesday. Two replies are required for all online discussion posts. These are also expected to be meaningful. I also encourage use of cited resources to support or defend your position. The two responses are due by 11:59 pm on Saturday.

All work must be completed and submitted by the end of Week 7 of the course. **No work will be accepted after the last day of the course.** The course contains some required ungraded assignments, including potential make-up assignments for absenteeism. All required assignments must be submitted, otherwise, the student will receive an Incomplete (i) grade for this course. After 30 days the Incomplete (I) will default to a C minus (C-) grade as a highest possible grade, or a lower earned grade by the student.

If the student needs help with basic writing skills the Writing Center in the basement of the Academic Center in the Computer lab is strongly recommended. The can be reached at: <https://www.bethelcollege.edu/academics-programs/center-for-academic-success/learningcommons/tutoring-services.html> or call (574) 807-7788.

You can also schedule an appointment for tutoring at [tutoring@bethelcollege.edu](mailto:tutoring@bethelcollege.edu) This is part of the Learning Commons and is located in the basement of the Academic Center in the Huffman Building.

### **Disability Clause**

In accordance with the provision of the Americans with Disability Act, if a student requires any special assistance or adaptation in a course, the student is to contact the professor at the beginning of each course.

## Grading Methods

A. The grading scale from the School of Nursing Graduate Student Handbook will be used:

1. The grading scale is consistent for each (NUR) course and is as follows:

Letter Grade	Percent
A	100% - 95%
A-	< 94.9% - 93%
B+	< 92.9% - 90%
B	< 89.9% - 86%
B-	< 85.9% - 84%
C+	< 83.9% - 81%
C	< 80.9% - 78%
C-	< 77.9% - 75%
D+	< 74.9% - 72%
D	< 71.9% - 69%
D-	< 68.9% - 66%
F	< 65.9% and below

2. Grades are not rounded up to the next whole number.

B. Overall course average of 84% is required to pass the course.

C. Grade breakdown; computation of the final grade will be based on the following:

## Grade Distribution

Assignment	Points	Total Points
Online Discussions	6 @ 12 points each	72
Nursing Theorist Paper	1 @ 75 points	75
Presentation of Theorist	1 @ 28 points	28
APA Papers	5 @ 10 points each	50
Total		225

D. Students are expected to review their papers for APA format and citations. If you have questions, use the APA textbook or use the Purdue OWL website. Use the "Review" tab on your top ribbon to do a spell and grammar check. This does not catch all errors, but is very helpful. Ignore the warning of "past tense" - it is expected with APA.

APA format writing is typically in third person. Unless the assignment is a personal reflection, use third person. Please proof read your paper out loud for grammatical errors e.g. incomplete sentences, inappropriate use of words, less than three sentences per paragraph, & run-on paragraphs. Please note that the examples given are not all-inclusive.

E. The worksheets have a score of 50 points each. Application of thoroughness, depth of thought, as well as completeness of each worksheet lends towards completion of the final paper. Worksheet rubrics include the 'mechanics of writing' for 10 points. This declares the importance of grammar, spelling, and following APA formatting.

F. Late papers will have a 5-point deduction per day late. This does not include work sheets with suggestions for improvement. Suggestions on worksheets are suggestions for change and or improvement. They should not be returned for a better grade; however, the suggestions should be included in the final paper.

G. The grade assigned for any test, paper, or assignment where plagiarism or academic dishonesty occurs will be zero.

To prepare for this class the student **must complete** the [Plagiarism Tutorial](#) the results will be posted in the assignment drop box. This will be due by start of class on January 15th, 2019.

To prepare for selecting a change project complete the [tutorial for Evidence Based Practice](#). It would be highly recommended that you do this before you come to the first class.

Read Chapter 1 of Porter-O'Grady & Malloch Quantum leadership: A New Landscape for Leadership: Changing the Health Script in an Age of Value will be a valuable resource for your paper and for class discussions. This book is a practical easy read. It would be well to browse the first couple of chapters.

## Netiquette Policy

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In an online course, almost all your interactions with other people will be through the internet. This netiquette policy applies to all your interactions with the instructor and your fellow students, and you are expected to follow the guidelines outlined below.

Respect other people and be willing to share your ideas and thoughts in a respectful way. Simply, respect others' views. You may disagree with someone, but do so graciously and constructively. Pause before writing emails or posts when you are angry, and reread what you wrote carefully before clicking 'send.' Treat others the way you wish to be treated—with respect.

Do not post or communicate offensive or hateful content. Bethel University does not permit discussions that are obscene, harassing, sexually explicit, or derogatory toward individuals or groups. These will be deleted, and repeat offenders may be barred from future participation.

Do not post or share personal information. Do not post or share information such as addresses, telephone numbers, etc., and do not post or share someone else's personal information.

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## Online Discussion Class Participation

In the event of classroom meeting cancelation due to a campus scheduled holiday or severe weather, the scheduled class session will continue online. The following requirements are for online discussions:

The student will submit an initial discussion post per discussion topic. This initial discussion is a minimum of 250 words. This initial discussion post must include a level of detail, analysis and reflection related to the discussion topic. The student is expected to cite references to support their opinion. Any use of references must be properly cited using APA format.

Each student is required to reply to a minimum of two student initial posts. The reply post is a minimum of 100 to 150 words. This post must include a level of detail, analysis and reflection.

To receive the minimum points possible for a weekly discussion requires each student to post their initial discussion response on the regular night of the class session and two student reply posts by day four of the session – unless otherwise directed by the professor.

### ***Post / Response Guidelines***

In an online classroom the majority of discussion among class members will take place in the discussion forum. Online discussion forums are designed to allow the class to engage in a healthy dialog on the lesson topic or question being presented. However, for the dialog to remain productive Bethel University requires each person to conduct themselves in a responsible manner by following the simple guidelines below. These help to maintain a collaborative and congenial environment by reminding us all that, when we communicate online, we are still engaging real people.

Stay on the discussion topic. Be respectful of participants and their time by staying on-topic and not commandeering a discussion with vague or unrelated comments. Contribute productive information when participating in a discussion by stating a complete and logical idea or concept. The goal in the discussion is to delve into a topic and “learn,” so when you post a comment stay on topic and explain your point of view.

Access the discussions several times in the weekly sessions to remain current and active in the discussion.

Do not post copyrighted material without the expressed, documented permission of the copyright holder or following proper source citation of the information, just as you would when writing an essay or term paper. Cite a source if you use it.

Contact your instructor if you have any questions.

## **Online Discussion Forums:**

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Part of your online assignment requires you to submit original posts and response posts in the discussion forums for those modules on Canvas Learning Management Systems. You can find specific instructions regarding the topic of your posts in the course content section of the syllabus.

Correct grammar and spelling are required. Cite and reference your resources in your posting. (Providing references guides fellow students to your research articles).

A post summarizes your thoughts/experiences/opinions related to the assigned topic. Once you start a post in a discussion box you cannot stop and return to finish it later. You may choose to originate your post in WORD and upload to the discussion forum when you have your post completed to your liking.

Our discussion goal is to be collaborative. Always read and re-read your responses carefully before you post them. Experience has shown that even an innocent remark in the online environment can be easily misconstrued. Be positive in your approach to others and diplomatic with your words.

You are required to read all of the postings from your classmates and respond with a comment within the module week to a minimum of 2 posts.

Your comments should add significantly to the discussion by building on others' comments, suggesting alternative solutions, pointing out problems, and constructively disagreeing. You can also validate an observation with your own experience, offer and support an opinion, share an insight from having read the colleague' posting, and offer new ideas for the colleague to explore. Just writing, "I agree" is not enough to add to a discussion, and will not count as a post. See discussion forum rubric in the syllabus. Note that each original post is worth 8 points and the two response posts are worth 4 points.

To ensure that all members of the class have sufficient time to complete the discussion, your original posts will be due on your regularly scheduled class day at 11:55 pm. Your response posts to classmates is due per the instructors due date at 11:55pm.



## Discussion Forum Rubric

Category	Meets Expectations	Needs Improvement	Does Not Meet Expectations
<b>Contribution of the Post</b>  (total possible pts = 5)	Post and responses significantly contribute to the quality of interaction & provide relevant examples, discerning ideas & stimulating thoughts.  3 pts. original 1 pt. each response	Post and responses contribute to the quality of interaction by providing basic examples, ideas & /or thoughts.  2 pts. original 1 pt. ea. response	Post & responses do little to contribute to the quality of interaction and do not stimulate thinking & learning.  1 pt. original 1 pt. ea. response
<b>Evidence of Learning</b>  (total possible pts = 5)	Posts & responses provide evidence that the student has synthesized key concepts & ideas & has an in-depth understanding of material presented. Comments show evidence of use of outside resources to support the post. References are included for supporting resources.  3 pts. original 1 pt. ea. response	Posts and responses demonstrate that the student completed the required reading and has synthesized key comments and ideas. References and in text citations are present, but contain errors.  2 pts. original 1 pt. ea. response	Posts and response demonstrate minimal perception of the concepts presented. Posts do not provide evidence that the student has synthesized at least some key ideas from materials/resources available. References are not included for supporting resources.  1 pt. original 1 pt. each response
<b>Delivery of the Post</b>	Consistently uses grammatically correct posts with 0 - 1 misspellings.  2 pts. original & responses	2-3 grammatical or spelling errors are noted in posts.  1 pt. original & responses	>3 grammatical or spelling errors are noted in posts; posts appear 'hastily' written. Zero (0) pt. original & responses

# Course Content

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## Module 1: Introduction to nursing philosophy and theories

### *Module Learning Outcomes*

At the end of this module, the student will:

1. Describe what informs/Influences nursing theory?
2. Discuss nursing as a profession, science, and an academic discipline.
3. Discuss the case study on Carper's "ways of knowing."
4. Explain the terms frequently encountered in writings on theory.
5. Describe the stages of theory development in nursing.
6. Describe the classifications of theories in nursing.
7. Discuss metaparadigm
8. Discuss quantitative vs qualitative debate

### *Required Reading*

1. Chapters 1-10

### *Module Activities*

1. Readings and web resources
2. Discussion forum

## Module 2: Nursing theories and EBP models

### *Module Learning Outcomes*

At the end of this module, the student will:

1. Explore nursing theories based on Benner's competencies and skills
2. Explore nursing theories based on caring with a focus on Watson
3. Discuss the cultural aspects of nursing as indicated by Leininger
4. Describe evidence-based practice (EBP) as described in AACN's Synergy Model
5. Explore the theory of interpersonal relationships as advocated by Peplau
6. Discuss Pender's health promotion model
7. Select current nursing journals for examples of the development, analysis, or use of middle range theories in nursing.
8. Discuss trends in nursing theories based on current literature

### ***Required Reading***

1. Chapters 8, 11, and 14

### ***Module Activities***

1. Readings and web resources
2. Discussion forum
3. APA Paper #1

## **Module 3: Theories applicable to nursing education**

### ***Module Learning Outcomes***

At the end of this module, the student will:

1. Explore adult learning theory by Knowles
2. Discuss Bandura's social learning theory
3. Discuss Cognitive- field theories
4. Discuss the theory of adult learning for patient teaching in nursing
5. Discuss the use of theories from psychology and education in nursing.
6. Describe the characteristics of cognitive-field learning theories.
7. Discuss application to nursing of Bandura's theory as it relates to the health belief model and the health promotion model.
8. Discuss Knowles assumptions of adult learners.

### ***Required Reading***

1. Chapter 17

### ***Module Activities***

1. Readings and web resources
2. Discussion forum
3. APA Paper #2

## **Module 4: Theories from other disciplines**

### ***Module Learning Outcomes***

At the end of this module, the student will:

1. Discuss theory of motivation by Maslow

2. Discuss cognitive learning theory of Gagne
3. Describe information-processing theory and its application to nursing
4. Discuss Humanistic Learning Theory of Rogers
5. Apply Maslow's theory to nursing practice
6. Describe the characteristics of a self-actualized person
7. Discuss person-centered approach by Rogers and its adaptation to nursing
8. Discuss Gagne's method of nurse-patient teaching.

### ***Required Reading***

1. Chapters 14 and 17

### ***Module Activities***

1. Readings and web resources
2. Discussion forum
3. APA Paper #3

## **Module 5: Theories applicable to nursing leadership**

### ***Module Learning Outcomes***

At the end of this module, the student will:

1. Explore systems theory and complexity science as related to healthcare and education
2. Discuss the use of Neumann's systems model in nursing practice
3. Discuss transformational leadership
4. Describe transactional leadership
5. Describe the attributes of a charismatic leader
6. Discuss characteristics of authentic leadership.
7. Explore the literature for the qualities of a servant leader
8. Describe the components of visionary leadership

### ***Required Reading***

1. Chapters 13 and 20

### ***Module Activities***

1. Readings and web resources
2. Discussion forum
3. APA Paper #4

## **Module 6: Theories applicable to nursing administration**

### ***Learning Outcomes***

At the end of this module, the student will:

1. Discuss the use of theory in administration and management
2. Discuss theory use in nursing practice
3. Discuss the concepts and relationship between leadership and management.
4. Discuss the need for personal resilience in leaders during times of crisis and rapid change.
5. Discuss how nurses value EBP and probable limitations for implementation.
6. Discuss the relationship between theory and practice.
7. Discuss development of theories by and for nurses.
8. Create a draft personal theoretical model

### ***Required Reading***

1. Chapter 16

### ***Module Activities***

1. Reading
2. Discussion forum
3. APA Paper #5

## **Module 7: Presentation & Dissemination**

### ***Learning Outcomes***

At the end of this module, the student will:

1. Analyze nursing theories from a Biblical worldview
2. Discuss nursing as a ministry of compassionate care for the whole person
3. Present on a selected theorist
4. Complete an APA style paper on selected theorist
5. Discuss various methods of dissemination.
6. Answer questions on selected theorist
7. Give recommendations to class based on findings
8. Evaluate the presentations of peers

### ***Required Reading***

1. No required readings

### ***Module Activities***

1. Theorist Paper
2. Theorist Presentation

