

## **COURSE SYLLABUS**

### **SEMESTER: 2018 Spring**

<b>COURSE NUMBER:</b>	NGR6811
<b>COURSE TITLE:</b>	Philosophical and Theoretical Foundations of Advanced Nursing Practice Roles
<b>COURSE FORMAT:</b>	Fully online
<b>CREDIT HOURS:</b>	3
<b>COURSE SCHEDULE:</b>	Fully online in Canvas
<b>PREREQUISITES:</b>	NGR 6110 or permission of department
<b>COREQUISITES:</b>	None

**COURSE DESCRIPTION:** Focuses on the evolution of philosophical and theoretical foundations of nursing in nursing research and theory guided practice. Theory development and evaluation include an emphasis on middle range theories and their use in advanced nursing roles across multiple settings

**COURSE OBJECTIVES:** Upon completion of NGR6811, the student will be able to create caring nursing responses in: \*

#### **Becoming competent**

1. Understand how roles in advanced nursing practice emerges from nursing theories (Essentials VII, VIII)

#### **Becoming compassionate**

2. Analyze development of grand, middle range, and practice theories and their levels of abstraction
3. Evaluate nursing theories relevant to integration of advanced nursing practice in complex situations
4. Demonstrate the advanced nursing practice role as guided by theory (Essentials III, IV, V, VI)

#### **Demonstrating comportment**

5. Apply nursing theories to guide advanced nursing practice in multiple settings (Essentials VIII, IX)

#### **Becoming confident**

6. Articulate the central ideas of scholarly inquiry in nursing (Essential I)
7. Analyze historical roots of nursing ideas (Essential I)
8. Describe the relationship of the phenomena central to nursing to research and practice (Essentials I, IV)
9. Analyze philosophies that influence nursing knowledge (Essentials I, VIH)
10. Compare and contrast theories of nursing from the perspective of various philosophies (Essentials I, VIII)
11. Articulate the relationship among philosophy, theory, research and practice (Essentials I, IV, VIII)

**Attending to conscience**

12. Analyze the influence of theory-guided practice on globalization, health care disparities, and cultural relevance in advanced nursing practice.
13. Explore advanced nursing practice responses to calls for nursing in nursing situations (Essential IX)

**Affirming commitment**

14. Demonstrate an understanding of theory-guided nursing practice (Essential II)
15. Identify concepts which are significant to nursing as a discipline of knowledge and a professional practice (Essentials I – IX)
16. Demonstrate an understanding of nursing concepts as foundational to development of theories of nursing (Essentials I – IX)
17. Compare nursing concepts with those of other disciplines (Essentials I – IX)

*\*The 6 subjectives based on Roach's (2002) work organize the course objectives.*

**TEACHING LEARNING STRATEGIES:**

Group presentations, introduction section draft, individual paper with draft for quality writing check using Turnitin and final paper with quality writing check with Turnitin, writing center consultation, class discussion posting with a response posting, learning activities, audio-video clips, mini-lectures, and readings.

**GRADING AND EVALUATION METHODS:**

Activity	Points	Percentage of Course Grade
Biosketch Posting	5	5%
Learning Quizzes	25	25%
Writing Center for Excellence	10	10%
Theory Application Individual Paper	35	35%
Midrange Theory Nursing Situation Group Presentation	25	25%
<b>Total</b>	<b>100</b>	<b>100%</b>

**GRADING SCALE:**

Grade below C is not passing in the Graduate Program.

93 - 100 = A  
 90 - 92 = A-  
 87 - 89 = B+  
 83 - 86 = B  
 80 - 82 = B-  
 77 - 79 = C+  
 73 - 76 = C  
 70 - 72 = C-  
 67 - 69 = D+  
 63 - 66 = D  
 60 - 62 = D-  
 0 - 59 = F

**REQUIRED TEXTS:**

Cody, W. (2013). Philosophical and theoretical perspectives for advanced practice nursing. Boston: Jones & Bartlett. ISBN 9780763765705

Peterson, S.J. & Bredow, T.S. (2017). *Middle range theories application to nursing research*. (4th ed.). Philadelphia: Wolters Kluwer. ISBN 9781608318001

## RECOMMENDED TEXTS:

- Alligood, M. & Tomey, A. (2009). *Nursing theorists and their work* (7<sup>th</sup> ed.). St. Louis: Elsevier Health Sciences.
- Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring*. Boston: National League for Nursing.
- Butts, J. B. & Rich, K. L. (2011). *Philosophies and theories for advanced nursing practice*. Boston: Jones and Bartlett.
- Davidson, A., Ray, M. & Turkel, M. (2011). *Nursing, caring, and complexity science*. New York: Springer Publishing Company.
- Nightingale, F. (1969). *Notes on nursing*. New York: Dover Publications, Inc.
- Parker, M.E., & Smith, M.C. (2010). *Nursing theories and nursing practice* (3rd ed.). Philadelphia: FA Davis. ISBN 080362168X
- Ray, M. (2009). *Transcultural caring: The dynamics of contemporary Nursing*. St. Louis: Elsevier Health Sciences.
- Rogers, M. (1990). Nursing: Science of unitary, irreducible human beings: Update 1990. In E.A.M. Barrett (Ed.), *Visions of Rogers' science-based nursing* (pp. 5-11). New York: National League for Nursing.
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## TOPICAL OUTLINE:

### Module 1

1. Scholarly Inquiry in Nursing
2. History of ideas in nursing – how did ideas evolve?
3. How do ideas in nursing influence research and practice?
4. Philosophical Foundation of Theories
5. Paradigms and Worldviews
6. Nursing's worldviews
7. Evolution of Nursing theories – why theories *of* nursing?

### Module 2

1. Overview of Theory
2. Knowledge development
3. Patterns and Ways of Knowing
4. Circle of knowledge
5. Historical overview
6. Concept Analysis and Development
7. Overview of concept analysis and development
8. Strategies for concept analysis and development

### Module 3

1. Theory Development and Evaluation
2. Overview of theory development
3. Component of theory
4. Purpose of theory evaluation
5. Comparisons of methods
6. Synthesized methods of theory evaluation

### Module 4

1. Theories Guide Disciplines
2. Identify overlapping and unique domains of knowledge among healthcare disciplines

3. Compare theoretical perspectives between nursing and another healthcare discipline
4. Analyze current initiatives regarding interdisciplinary collaboration in the United States healthcare system
5. Discuss interdisciplinary practice guidelines from professional nursing groups

#### Module 5

1. Overview of Grand Nursing Theories
2. Categorization of conceptual frameworks and grand theories
3. Specific categories of models and theories for grand theories
4. Analysis criteria for grand nursing theories

#### Module 6

1. Overview of Middle Range Nursing Theories
2. Purpose of middle range theory
3. Concepts and relationships for mid range theory
4. Categorizing mid range theory
5. Development of med range theory
6. Analysis and development of mid range theory

#### Module 7

1. Application of Theory in Nursing
2. Relationship between theory and practice
3. The theory-practice gap
4. Evidence-Based Practice
5. Application of theory in nursing practice

#### Module 8

1. Future in Nursing Theory
2. Future issues in nursing science
3. Future issues in nursing theory
4. Theoretical perspectives of future issues in nursing practice, research and education
5. Emerging ideas/questions for the future of nurse caring and health care in a complex world

### **COURSE ASSIGNMENTS:**

All assignments, including the written paper assignment, are due on the date specified in the course schedule and must be submitted via the course website's 'Assignments' link. Late assignments will not be accepted without PRIOR approval of the faculty member. A grade penalty may result from late submission, even with prior approval (e.g., 10 percent reduction in grade for each day late).

#### **Biosketch (5%)**

A biosketch posting is required for the following three aims: (a) provide an introduction to your class community, and (b) share any nursing theory you have used in your nursing practice or have been used as a practice philosophy in your agency.

#### **Learning Quizzes (25%)**

There are five learning quizzes in this course comprised of 5 points each. The learning quizzes are multiple choice. These are open book/open unit quizzes intended to support your learning in the course.

#### **University Center for Excellence in Writing (UCEW) Consult (10%)**

The UCEW supports and promotes writing for all members of the FAU community. Consultants help students at any point in the writing process (i.e., brainstorming, drafting, revising) and with papers for courses and much more. The focus is to provide writing aid rather than an editing service.

This assignment entails a two-fold purpose: (a) Active engagement by the learner with UCEW services for writing your paper from start to finish, and (b) Basic knowledge of all of the UCEW resources.

In this assignment, you are required to schedule an online or face-to-face appointment with a UCEW consultant for review of

the Theory Application Individual Paper and review the content of the UCEW webpage (Link is located under the Scholar-to-Be Button in the course).

Points are earned with completion of the online 10 point quiz that measures your understanding of UCEW resources, APA style, and providing a paragraph about what you gained in the meeting with the UCEW consultant in the Discussion area.

### **Theory Application Individual Paper (35%)**

The theory application individual paper involves using theory to guide nursing actions in a clinical scenario. First, the paper involves determining the phenomena with its concepts. Secondly, the paper provides in-depth analysis of the theory and its concepts. Finally, the paper will allow the learner to apply the theoretical concepts to a nursing situation in a clinical environment. In addition, this paper supports your personal and professional development as a scholar in the nursing discipline.

The purpose of this assignment is to:

1. Identify and apply theoretical principles from a middle range nursing theory to the concepts of a phenomenon or situation in one's clinical practice
2. Conduct a comprehensive library database search using appropriate controlled vocabulary and limiters and expanders to locate scholarly references related to the theory and phenomenon; and
3. Critically analyze and apply the theoretical principles to a nursing situation in a clinical environment.
4. Engage in writing to learn as a means to strengthen the written presentation of concepts and ideas essential to nursing scholarship.

Begin by identifying an area of specialty interest. From this interest recall an observation from your practice experience and write a short summary or scenario describing the nursing phenomenon or situation. Specify the concepts of the phenomena. **Select one middle range theory** that pertains to or explains the phenomenon identified. Next, specify the concepts of the theory that pertain to the phenomena.

Search a selected bibliographic database in the library to locate references pertaining to the concepts of the phenomena and theory and retrieve the most appropriate articles to reference in the discussion of the nursing situation. The body of the paper demonstrates a refined understanding of the nursing situation in light of the information from the journal articles and the theory. Primary sources are to be accessed.

The assignment concludes with a discussion of the concept, phenomenon, theory, and how it applies to his or her practice. The paper content should be nearly 5-7 pages (excluding the title page, reference page, and appendix) and prepared in APA style (levels of headings, double spaced, in-text citation, and references).

<b>Criteria</b>	<b>Possible Points</b>
<b>Introduction (Do not put this heading in your paper)</b>	
Short paragraph to introduce the topic with demographic characteristics, prevalence and/or incidence of the patient-centered phenomenon. (1 point)	4
Specify a thesis statement (2 points)	
End this paragraph with an aim/purpose statement.(1 point)	
<b>Body (Develop a different heading)</b>	
Patient-centered phenomenon as a nursing situation is clearly described (1.5 pages)	2
One middle range theory is identified with rationale for why this theory pertains to the phenomena of interest	2
Concepts of the theory that apply to the phenomenon are explained	2
Concepts are applied related to the phenomena of interest with a short rationale/reason	2
<b>(Insert relevant level of heading(s) appropriate to paper organization)</b>	
The concepts from the theory and the phenomena are used to retrieve relevant articles (Minimum of 8 theory, theory-related research, and other data sources published within the last 5 years with exception for seminal theory articles). Content from articles are related to the topic. Content from article(s) are applied to the practice situation within the context of the selected theory	6
Nursing interventions and/or actions are identified and discussed	3
<b>Conclusion (Develop a different heading)</b>	
Summarizes purpose of paper, implications for practice, and specific recommendations for research (and health policy as appropriate)	3
<b>Scholarly Writing</b>	

<i>Argument:</i> Argument directly and fully answers prompt; is clearly stated early in the paper; is original, compelling, and logical, avoiding absolute claims	2
<i>Evidence:</i> Appropriate amount of relevant, accurate, and justifiably interpreted quotation. Quotation thoroughly introduced, explained, analyzed, and connected to argument/other texts. Possible counter arguments considered.	2
<i>Organization:</i> Paragraphs maintain argument focus, exclude extraneous information, appear in logical order, and transition smoothly. Introduction sets forth argument and the goals of essay. Conclusion opens up avenues for future research.	2
<i>Attention to the Audience:</i> Consistent, academic tone. Appropriate contextual information, anticipating audience questions. Addresses significant issues and makes them important to the audience.	2
<i>Grammar and Format:</i> Errors in grammar and spelling are limited or non-existent (appropriate sentence structure, paragraph structure). Strong introduction that specifies the paper's thesis and aim(s). Includes a body, and conclusion. Prepared in 3rd person; a writing style for most nursing journals. The paper is organized using APA format for title page, levels of headings, and includes parenthetical citations in-text. Primarily uses paraphrased content with in-text citation. Constructed an accurate and complete reference list using APA format.	3
<b>Total</b>	<b>35</b>

### **Mid Range Theory Nursing Situation Group Presentation (25%)**

The purpose of this assignment is to apply mid-range theory to a nursing situation. The approach entails use of a Functional Analysis and a brief Theory Critique (see Peterson & Bredow, 2017, pp. 40-42). A nursing situation is a shared and lived experience in which caring between the nurse and the nursed enhances personhood. The nursing situation can expand from the patient to include the family, community, and the world. It can specify the philosophy of the health care agency and its environment.

As a group specify a nursing situation. Next, select a mid-range theory and specify its application to the situation. **The middle range theory must be different from what any of the group members selected for the assigned individual paper.** Finally, identify the recommendations for practice, research, and health care policy (This can include specifying changes to the agency's mission and vision statement).

Students can self-select to a group. Up to 5 students will comprise a group (smaller groups may occur depending upon course enrollment). You can access your group under Groups. Groups will be given access to group communication, virtual collaboration, file sharing, blog, and wiki features.

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Students can self-select to a group. Up to 5 students will comprise a group (smaller groups may occur depending upon course enrollment). You can access your group under People and look for Groups tab. Groups will be given access to group communication, virtual collaboration, file sharing, blog, and wiki features.

#### **A. Guidelines for Presentation CONTENT (15 points):**

Criteria	Points
<b>Introduction (Title slide, purpose/aims slide, nursing situation, theory selected, rationale)- about 2-3 slides</b>	
1. Describe the background and development of the theory in an interesting and accurate way. 2. Identify why this theory was selected to study and present.	3
<b>Description and analysis of the theory and components- about 3-4 slides</b>	
1. Respond to Functional Evaluation #1-3. Explain the theory's concepts using textbooks and 3-4 journal articles	

or outside readings (published within the last 3 years, except for seminal articles). 2. States the relationships among the concepts 3. Uses a diagram to depict #2	5
<b>Application of the theory- about 3-4 slides</b> 1. Describes the phenomena, populations, and/or situations the theory explains. 2. Respond to Functional Evaluation #4-6. Provides a specific application of this theory to a practice situation (actual nursing situation preferred) 3. Gives an example of this theory's use in a research article including the findings.	3
<b>Summary &amp; Conclusions- about 4 slides</b> 1. Respond to Functional Evaluation #7. Describe potential outcomes of nurses actions. Summarizes what you learned 2. Provide a brief Theory Critique that considers Barnum's Clarity of the Theory, Consistency, Utility, and Complexity 3. Identifies recommendations for further development and/or application of the theory in practice, research, and health care policy 4. Provides art, poetry or video clip to illustrate theory.	4
<b>TOTAL POINTS FOR CONTENT (in both PPT and Handout)</b>	<b>15</b>

#### **B. Guidelines for Presentation FORMAT & DISCUSSION (10 points)**

<b>Guidelines for Presentation FORMAT &amp; DISCUSSION</b>	
Content is presented in a slide show that is appropriate in length to teach the content within the timeframe for a 15 minute presentation (10-15 slides).	1
Appearance in PPT: <ul style="list-style-type: none"> <li>Title slide is correctly formatted with an accurate title and the names of presenters</li> <li>Each slide follows the "8 words x 8 lines" rule</li> <li>Text and background are attractively formatted</li> <li>Graphics, artwork, and charts add interest and are used appropriately</li> </ul>	1
Sequence of presentation is logical and coherent. Was creative, well-organized and delivered in understandable manner	2
APA style, spelling and grammar are correct	1
A handout is provided to facilitate following the presentation; includes additional content not in the PPT & reference list.	1
<b>Discussion Question</b> Develop 1 discussion question for the presentation (including assigned class readings/articles with questions). Each discussion question is assigned one leader moderator for the group. Other activities will be included as appropriate. These discussion questions should flow from the behavioral objectives identified by the group.	3
Post the discussion question in the designated discussion area. Group assigned Presenter(s) participated and effectively moderated the discussion and provided effective feedback to peers throughout the presentation.	1
<b>TOTAL POINTS FOR FORMAT</b>	<b>10</b>

#### **TOTAL POINTS for Part A & B = 25**

The purpose of this presentation assignment is to apply mid-range theory to a nursing situation. The approach entails use of a Functional Analysis and a brief Theory Critique (Peterson & Bredow, 2017, pp. 40-42). A nursing situation is a shared and lived experience in which caring between the nurse and the nursed enhances personhood. The nursing situation can expand from the patient to include the family, community, and the world. It can specify the philosophy of the health care agency and its environment.

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Students can self-select to a group. Up to 5 students will comprise a group (smaller groups may occur depending upon course

enrollment). You can access your group under Groups. Groups will be given access to group communication, virtual collaboration, file sharing, blog, and wiki features.

#### A. Guidelines for Presentation CONTENT (15 points):

Criteria	Points
<b>Introduction (Title slide, purpose/aims slide, nursing situation, theory selected, rationale)- about 2-3 slides</b>	
<ol style="list-style-type: none"> <li>1. Describe the background and development of the theory in an interesting and accurate way.</li> <li>2. Identify why this theory was selected to study and present.</li> </ol>	3
<b>Description and analysis of the theory and components- about 3-4 slides</b>	
<ol style="list-style-type: none"> <li>1. Respond to Functional Evaluation #1-3. Explain the theory's concepts using textbooks and 3-4 journal articles or outside readings (published within the last 3 years, except for seminal articles).</li> <li>2. States the relationships among the concepts</li> <li>3. Uses a diagram to depict #2</li> </ol>	5
<b>Application of the theory- about 3-4 slides</b>	
<ol style="list-style-type: none"> <li>1. Describes the phenomena, populations, and/or situations the theory explains.</li> <li>2. Respond to Functional Evaluation #4-6. Provides a specific application of this theory to a practice situation (actual nursing situation preferred)</li> <li>3. Gives an example of this theory's use in a research article including the findings.</li> </ol>	3
<b>Summary &amp; Conclusions- about 4 slides</b>	
<ol style="list-style-type: none"> <li>1. Respond to Functional Evaluation #7. Describe potential outcomes of nurses actions. Summarizes what you learned</li> <li>2. Provide a brief Theory Critique that considers Barnum's Clarity of the Theory, Consistency, Utility, and Complexity</li> <li>3. Identifies recommendations for further development and/or application of the theory in practice, research, and health care policy</li> <li>4. Provides art, poetry or video clip to illustrate theory.</li> </ol>	4
<b>TOTAL POINTS FOR CONTENT (in both PPT and Handout)</b>	<b>15</b>

#### B. Guidelines for Presentation FORMAT & DISCUSSION (10 points)

Guidelines for Presentation FORMAT & DISCUSSION	
Content is presented in a slide show that is appropriate in length to teach the content within the timeframe for a 15 minute presentation (10-15 slides).	1
Appearance in PPT: <ul style="list-style-type: none"> <li>• Title slide is correctly formatted with an accurate title and the names of presenters</li> <li>• Each slide follows the "8 words x 8 lines" rule</li> <li>• Text and background are attractively formatted</li> <li>• Graphics, artwork, and charts add interest and are used appropriately</li> </ul>	1
Sequence of presentation is logical and coherent. Was creative, well-organized and delivered in understandable manner	2
APA style, spelling and grammar are correct	1
A handout is provided to facilitate following the presentation; includes additional content not in the PPT & reference list.	1
<b>Discussion Question</b>	
Develop 1 discussion question for the presentation (including assigned class readings/articles with questions). Each discussion question is assigned one leader moderator for the group. Other activities will be included as appropriate. These discussion questions should flow from the behavioral objectives identified by the group.	3
Post the discussion question in the designated discussion area. Group assigned Presenter(s) participated and effectively moderated the discussion and provided effective feedback to peers throughout the presentation.	1
<b>TOTAL POINTS FOR FORMAT</b>	<b>10</b>



## TOTAL POINTS for Part A & B = 25

### BIBLIOGRAPHY:

- Boyer, E. (1996). Clinical practice as scholarship, *Holistic Nursing Practice*, 10(3), 1-6.
- Boykin, A. & Schoenhofer, S. (1991). Story as link between nursing practice, ontology, epistemology. *Image: Journal of Nursing Scholarship*, 23(4), 245-248.
- Boykin, A., Parker, M., & Schoenhofer, S. (1994). Aesthetic knowing grounded in an explicit conception of nursing. *Nursing Science Quarterly*, 7(4), 158-161.
- Bishop, A. & Scudder, J. (1997). Nursing as a practice rather than an art and a science. *Nursing Outlook*, 45(2), 2-85.
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- Cody, W. (1995). About all those paradigms: Many in the universe, two in nursing. *Nursing Science Quarterly*, 8(4), 144-147.
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- Flaming, D. (2003). Orality to Literacy: Effects on Nursing knowledge. *Nursing Outlook*, 51, 232-237.
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- Fry, S. (1999). The philosophy of nursing. *Scholarly Inquiry for Nursing Practice*, 13(1), 5-15.
- Giorgi, A. (2005). The phenomenological movement and research in the human sciences. *Nursing Science Quarterly*, 18(1), 75-82.
- Good, M. (1998). A middle range theory of acute pain management; use in research. *Nursing Outlook*, 46(3), 120-124.
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- Holloway, K. (2010). Editorial: Reclaiming nursing scholarship. *Whitireia Nursing Journal*, 17, 5-7.
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- Kilpatrick, K. (2008). Praxis and the role development of the acute care nurse practitioner. *Nursing Inquiry*, 15(2), 116–126.
- Kiser-Larson, N(2000). The concepts of caring and story viewed from three nursing paradigms. *International Journal for Human Caring*,26-32.
- Kitson A. (1999). The relevance of scholarship for nursing research and practice. *Journal of Advanced Nursing* 29(4), 773–775 [reprinted in 2006 in the 30<sup>th</sup> anniversary issue of the journal]
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- LaVasseur (1999). Towards an understanding of the art in nursing. *Advances in Nursing Science*, 21(4), 48-63.
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- Mayeroff, M. (1971). *On caring*. New York: Harper.
- Naidu, A. (2007). Is Scholarship an integral component of advanced nursing practice? *Whitireia Nursing Journal*, issue 14, 50-53.
- Nelson, S. & Gordon, S. (2004). The rhetoric of rupture: Nursing as a practice with a history? *Nursing Outlook*, 52,255-261.
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- Roach, S. (2002). *Caring: The human mode of being*. Ontario: CHA Press.
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- Silva, M., & Rothbart, D. (1984). An analysis of changing trends in philosophies of science on nursing theory development and testing. *Advances in Nursing Science*, 6(2), 1-13.
- Spenceley, S. (2004). Out of fertile muck: The evolving narrative of nursing. *Nursing Philosophy*, 5,201-207.
- Thorne, S., Kirkham, S., & Henderson, A. (1999). Ideological implications of paradigm discourse. *Nursing Inquiry*, 6(2), 123-131
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- Williams, K. (1988). Worldview and the facilitation of wholeness. *Holistic Nursing Practice*, 2(3), 1-8.

## **COURSE SPECIFIC LITERATURE:**

- Boykin, A. & Schoenhofer, S. (1991). Story as link between nursing practice, ontology, epistemology. *Image: Journal of Nursing Scholarship*, 23(4), 245-248.
- Boykin, A., Parker, M., & Schoenhofer, S. (1994). Aesthetic knowing grounded in an explicit conception of nursing. *Nursing Science Quarterly*, 7(4), 158-161.
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- Watson, J. & Smith, M. (2002). Caring science and the science of unitary humans: A trans-theoretical discourse for nursing knowledge development. *Journal of Advanced Nursing*, 37(5), 452-461.

## **Essential Literature on Caring**

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## COURSE POLICIES & GUIDELINES

### Philosophy of Education

My philosophy of education recognizes the experience of adult learners. With this consideration, I appreciate what ideas you bring to the course from your practice experience. For this reason nursing situations are included as they recognize and value your professional nursing care experiences. As an adult learner you are engaged in self-management and management of your everyday. As a learner in this course I recognize your choice of being responsible and accountable for all learning activities that include readings, non-graded learning activities, and group participation.

My philosophy of education is theoretically-based, just as your practice and research efforts will be developed or further developed after this course. It can be found under Welcome/Get Started Button.

### Scholar to Be

All students by the experience of graduate level study in a transformation to adopt and adapt existing skills to become a scholar. This formative process is expressed as a Scholar-to-Be. This is a new role that includes developing skills that may include library searching (for theoretical perspectives, research studies and evidence), theory appraisal, writing, and presentation skills. It takes self-care, courage, and leadership to be a scholar-to-be.

Group/team work is a typical approach to advancing objectives in the work environment and for scholarship. There are several advantages to a group process that include an opportunity to exchange ideas that may creatively develop into a better project, dividing tasks so that you have a part of the process and not the whole, exchange of literature, and opportunity to hear about various nursing situations. For this reason, a group project is an aspect of an assignment to develop a Power Point presentation that is posted in under Discussions. As a group participant, you are asked to be fully present to your group. It is important that you do your assigned part and maintain communication regularly until the end of the project. I do act upon notifications of lack of participation and lack of doing your part. When a negative notification occurs I have options of asking you to schedule a meeting with me for the purpose of identifying options for improving the situation. Such a meeting may include requiring a separate project, modifying the points by one letter grade and downward to a score of zero, and/or scheduling a learning performance meeting with the program coordinator. Fortunately, it is a rare event to have to implement the aforementioned consequences of not being a participatory group member.

Writing is integral to nursing practice and science. All practicing nurses are expected to write with consideration to good writing expectations. In nursing practice this unfolds in many ways such as writing letters of reference, writing your personal nursing story, writing nursing situation case studies, and co-authoring manuscripts with others. As a scholar-to-be you need to declare your self as a writer. Imagine if the continuing education paper you just read did not exist because there were no nurse authors? You have something to say about nursing and the call for nursing (Sometimes with a nursing intervention that no one else conceptualized before) and caring enough to engage in authorship. Making time to publish advances the entire discipline and profession.

### Writing Intensive

NGR 6811 *Philosophical and Theoretical Foundations of Advanced Nursing Practice and Professional Roles* has been designated by the College of Nursing as a graduate writing intensive course. This course takes advantage of two teaching/learning approaches, namely Writing to Learn (WTL) and Writing in the Discipline (WID). WTL and WID activities embedded in the course are designed to enhance critical and creative thinking skills, augment discipline-specific content, and advance writing competence.

WTL embraces the value of writing as a method of learning to acquire the course content and proficiency. As applied in this course, you will be challenged to think more deeply about the underlying conceptual and theoretical basis for nursing praxis.

WID learning methods employed in this course entail revising to explore, reconsider, and strengthen the discourse of written presentation. Such revision occurs with input from the writing center, peer comments, and instructional content in the course. Nursing as a discipline has developed its own body of knowledge, distinct language, and structure of communication. Mastering written articulation of discipline-specific language and conventions prepares students to participate within the larger nursing community of scholars and with other disciplines in academic and practice environments.

Student writing outcomes will be compared across course sections to evaluate and refine writing assignments and faculty support.

Under the *Scholar-to-Be* Module, you will find information about the FAU Center for Writing Excellence, APA Style, and more.

### Communication

Communication is a matter of importance in an online course. At the beginning of a course you will likely have questions. The first step is to post under Discussions in the area for general questions. In this area, you are to respond to your student peers if you know the answer. When no answer is available, contact me and I will post a general announcement. I maintain an FAQ about the

assignments under the *Assignments*. I have provided contact information under *Welcome*.

As a reminder, you can contact me about being late for an assignment. I expect you to do so and when you do contact me, please tell me about your plan for meeting the assignment and let's negotiate a reasonable date to submit the assignment. Keep in mind, that if you are late for more than one assignment than we will need to complete a plan for learning performance improvement or decide about other choices such as and not limited to drop/add and withdrawal according to the college of nursing program and university policies.

In Email, please include NGR6811 in the subject line of the email.

### **College of Nursing Professional Statement and University Policies**

Students are reminded that the College of Nursing Professional Statement and University Policies related to academic integrity applies to all tests, written assignment, verbal communications and other course activities. All policies in the college and university catalogues apply to this course.

1. All course requirements and objectives must be met in order to obtain a passing grade.
2. The student is expected to attend each class, or for an on line class to participate in each unit. A student who misses a class/unit is **responsible for class/unit content presented during an absence. Discussions in online courses cannot be made up.**
3. All students must have an FAU e-mail address and regular access to a computer. All communication to students is through their FAU email address. If you forward emails from your FAU address to another account, you may miss important information.

## COLLEGE OF NURSING POLICIES

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Graduate Handbook located at:  
<http://nursing.fau.edu/uploads/docs/439/Graduate%20Student%20Handbook%20%20Rev%20June%202012.pdf>
- c). Florida Atlantic University's Academic Policies and Regulations  
<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and <http://www.fau.edu/regulations>

### CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see: <http://www.fau.edu/ctl/AcademicIntegrity.php>

**CON Academic Integrity:** <http://nursing.fau.edu/academics/student-resources/graduate/policies-regulations/academic-integrity-policy.php>

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

### DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures. For more information, see: <http://www.fau.edu/sas/>  
To apply for SAS accommodations : <http://www.fau.edu/sas/New.php>

### INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

### ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. **USE OF STUDENT COURSE MATERIAL** The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university. For more information, see:

<https://www.fau.edu/provost/resources/files/religious-accommodations-students-and-faculty-8-21-15.pdf>

**CON Religious Accommodation:** <http://www.fau.edu/sas/New.php>



**USE OF STUDENT COURSE MATERIAL**

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

## COURSE SCHEDULE

COURSE SCHEDULE			
<p style="text-align: center;">Spring 2018</p> <p style="text-align: center;">NGR 6811 Philosophical and Theoretical Foundations for Advanced Nursing Practice and Professional Roles</p> <p>Textbook assignments are required. Journal readings are recommended; however, just a sample of scholarly articles is included to help with your understanding of the content.</p>			
Week/ Date	Unit Content	Readings	Assignment Due
<b>Wk. 1</b>  <b>1/8-1/12</b>	Course Overview  <b>Module 1:</b> The Evolution of Philosophical and Theoretical Underpinnings in Nursing  The call to be a nursing scholar	<i>Cody, chapters 1-4; 19, 31</i> <i>Peterson &amp; Bredow, chapter 1</i>  Kitson A. (1999). The relevance of scholarship for nursing research and practice. <i>Journal of Advanced Nursing</i> 29(4), 773–775 [reprinted in 2006 in the 30 <sup>th</sup> anniversary issue of the journal]  Naidu, A. (2007). Is Scholarship an integral component of advanced nursing practice? <i>Whitireia Nursing Journal</i> , 14, 50-53.  Thoun, D. (2009). Toward an Appreciation of Nursing Scholarship: Recognizing Our Traditions, Contributions, and Presence, <i>Journal of Nursing Education</i> , 48(10), 552-556.	Read the course syllabus and note the table showing graded assignments.  Complete Orientation Quiz  <b>Post your Bio (First graded assignment)</b>  Complete the Scholar-to-Be Checklist Survey (See Scholar-to-Be Module)  Visit the Scholar-to-Be Module to orient yourself to the resources (APA style, writing support, and presentation)  Complete Module 1 Learning Activities  Sign-up for a group  <i>Motivational Prompt-</i> I can master the APA style with the support of the APA style blog, the APA manual, websites, and FAU Library APA Style bootcamp.
<b>1/15</b>	Martin Luther King Day (No class)		
<b>Wk. 2-3</b>  <b>1/22-2/26</b>	<b>Module 2:</b> Process of Theory Development	<i>Cody, chapters 5, 6, 7, &amp; 8</i>  <i>Peterson &amp; Bredow, chapter 1, DEVELOPMENT pp. 15-18</i>	Complete Unit 2 Learning Activities  <b>Sign up for a Group by 1/20</b>  <b>Complete Learning Quiz 1 (due 1/26 at 11:59P) located under Assignments area</b>  Read the Individual Theory

			<p>Paper Assignment under the Assignments area. Get started developing your nursing situation, selecting a mid-range theory, and obtaining literature from library databases.</p> <p><i>Motivational Prompt-</i> I will schedule a consultant meeting with the UCEW this week. (As needed, schedule other times to review the body and conclusion sections).</p> <p><i>Motivational Prompt-</i> I have found the LibGuides in the FAU Libraries. The Nursing LibGuide includes the APA Style bootcamp, and links for Nursing Theory, and Nursing Research.</p>
<b>Wk. 4-5</b> <b>1/29-2/9</b>	<b>Module 3:</b> Theory Development and Evaluation	<p><i>Peterson &amp; Bredow, chapter 2</i></p> <p><i>Note: The middle range theory evaluation process includes internal and external criticism, pp. 45-46</i></p> <p>Cloutier, J., Duncan, C., &amp; Bailey, P. (2007). Locating Carper's aesthetic pattern of knowing within contemporary nursing evidence, praxis and theory. <i>International Journal of Nursing Education Scholarship</i>, 4(1), 1-11.</p> <p>Kagan, P., Smith, M., Cowling, W., &amp; Chinn, P. (2009). A nursing manifesto: An emancipatory call for knowledge development, conscience, and praxis. <i>Nursing Philosophy</i> 11, 67-84.</p>	<p><b>Complete Learning Quiz 2 (due 2/9 at 11:59P)</b></p> <p><b>Writing Center for Excellence Consultation Due by 2/9. (Initial post to the Discussion due by 2/9, 11:59P; Response to another students post by 2/16, 11:59P)</b></p> <p><i>Motivational Prompt:</i> It is time that I meet with my group virtually and start planning for Mid-Range Theory Nursing Situation Group Presentations.</p> <p><i>Motivational Prompt-</i> I have discovered writing and presentation resources under the Scholar-to-Be.</p> <p><i>Motivational Prompt:</i> I am writing a strong introduction section of the Individual Paper Assignment.</p>
<b>Wk. 6-7</b> <b>2/12-2/23</b>	<b>Module 4:</b> Perspectives of Theory Guided Nursing Practice	<p><i>Peterson &amp; Bredow, Appendix- Instruments</i></p> <p><i>Cody, chapter 17</i></p> <p><i>Theory development may begin with a concept analysis.</i></p> <p>Baldwin, M. (2008). Concept analysis as method of inquiry. <i>Nurse Researcher</i>, 15(2), 49-58.</p>	<p><b>Submit DRAFT of the INTRODUCTION to Theory Application Individual Paper Due 2/16</b></p> <p><b>Collect Peer Evaluation of Introduction from 1 member of my group.</b></p> <p><i>Motivational Prompt-</i> I feel</p>

		<p>Risjord, M. (2009). Rethinking conceptual analysis. <i>Journal of Advanced Nursing</i>, 65(3), 684-691.</p> <p><i>The following articles are examples:</i></p> <p>Bonis, S. (2009). Knowing in nursing: A concept analysis. <i>Journal of Advanced Nursing</i>, 65(6), 1328–1341.</p> <p>Clark, C. &amp; Carnosso, J. (2008). Civility: A concept analysis. <i>The Journal of Theory Construction and Testing</i>, 12(1), 11-15.</p> <p>Embree, J. &amp; White, A. (2010). Concept analysis: Nurse-to-nurse lateral violence. <i>Nursing Forum</i>, 45(3), 166-173.</p>	<p>positive about preparing the individual paper.</p> <p><i>Motivational Prompt-</i> I am considering scheduling more time with a UCEW Writing Consultant for the body and conclusion sections of the individual paper.</p>
<b>Wk. 8</b> <b>2/26-3/2</b>	<b>Module 5:</b> Perspectives of Grand Theories	<i>Peterson &amp; Bredow, chapter 1-pp. 14-22 and note examples of grand theories in Table 1.5</i>	<p><b>Complete Learning Quiz 3 (due 3/2 at 11:59P)</b></p> <p><i>Motivational Prompt-</i> I am taking advantage of the library databases for obtaining literature for the individual paper.</p>
<b>Spring Break March 5 – March 11</b>			
<b>Wk. 9</b> <b>3/12-3/16</b>	<b>Module 6:</b> Perspectives of Middle Range Nursing Theories	<i>Peterson &amp; Bredow, chapter 1-pp. 22-28 and note examples of grand theories in Table 1.6</i>	<p><b>Submit Draft of Theory Application Individual Final Paper to TURNITIN for a writing quality check. Due 3/14.</b></p> <p><b>Obtain Peer Evaluation from 1 group member by 3/16</b></p> <p><i>Motivational Prompt-</i> Meet with your group virtually to collaborate to finalize Mid-Range Theory Nursing Situation Group Presentations</p>
<b>Wk. 10</b> <b>3/19-3/23</b>	<b>Module 7:</b> Theory Guided Practice-Applied & Evidence Based  Situation-Specific Theory	<p><i>Cody, Chapters 25, 26, 27</i></p> <p><i>Peterson &amp; Bredow, chapter 1-pp. 28-31 and note examples of grand theories in Table 1.8</i></p>	<b>Mid-Range Nursing Situation Group Presentations</b> (see People and locate your Group Title for Posting Date; Respond to each group with 1 Posting)
<b>Wk. 11</b> <b>3/26-3/30</b>	<b>Module 7:</b> Continued Application of Theory in Nursing –	<p><i>Boykin, A. &amp; Schoenhofer, S. (2001). Nursing as caring.</i></p> <p><i>Peterson &amp; Bredow, Chapter 9, 10</i></p> <p><i>Cody, Chapters 10, 13, 18</i></p>	<b>Complete Learning Quiz 4 (Due 3/30 at 11:59P)</b>

	<p>A. Theory of Caring (Swanson);</p> <p>B. Human Caring Theory (Watson);</p> <p>C. Theory of Nursing as Caring (Boykin &amp; Schoenhofer)</p> <p>D. Social Support</p>	<p>Watson, J. &amp; Smith, M. (2002). Caring science and the science of unitary humans: A trans-theoretical discourse for nursing knowledge development. <i>Journal of Advanced Nursing</i>, 37(5), p.452-461.</p>	<p><b>Mid-Range Nursing Situation Group Presentations</b> (see People and locate your Group Title for Posting Date; Respond to each group with 1 Posting)</p>
<p><b>Wk. 12</b> <b>4/2-4/6</b></p>	<p><b>Module 7:</b> Continued: Application of Theory in Nursing –</p> <p>A. Transcultural Nursing Theory (Leininger);</p> <p>B. Pain Management (Good)</p> <p>C. Uncertainty in Illness (Mishel);</p> <p>D. Theory of Comfort (Kolcaba);</p> <p>E. Theory Unpleasant Symptoms (Lenz et al.)</p>	<p><i>Peterson &amp; Bredow, chapter 3, 4, 13</i></p> <p><i>Cody, Chapters 14, 23 &amp; 24</i></p> <p>Good, M. (1998). A middle range theory of acute pain management; use in research. <i>Nursing Outlook</i>, 46(3), 120-124.</p>	<p><b>Complete Learning Quiz 5 (Due 4/6 at 11:59P)</b></p> <p><b>Theory Application Individual FINAL Paper under Assignments. The Final Paper also receives Turnitin review (Due 4/11 at 11:59P)</b></p>
<p><b>Wk. 13 &amp; Wk 14</b> <b>4/9-4/20</b></p>	<p><b>Module 7:</b> Continued: Application of Theory in Nursing – A. Self-Efficacy (Resnick);</p> <p>B. Self-Transcendence (Reed);</p> <p>C. Health Promotion (Pender)</p>	<p><i>Peterson &amp; Bredow, chapter 5</i></p> <p><a href="http://n207pamelareedself-transcendence.blogspot.com/2015/09/key-concepts-of-self-transcendence.html">http://n207pamelareedself-transcendence.blogspot.com/2015/09/key-concepts-of-self-transcendence.html</a></p> <p><i>Cody, chapter 11</i></p> <p><i>Sakraida, T. J. (2014). The health promotion model. In M.R. Alligood, Nursing theorists and their work (8<sup>th</sup> ed., pp. 396-416). St. Louis: Mosby Elsevier.</i></p>	<p><b>Mid-Range Nursing Situation Group Presentations</b> (see Group for Posting Date; Respond to Posting)</p>

	<p>D. AACN Synergy Model (AACN Corporation)</p> <p>E. Technology Competency in Caring in Nursing (Locsin)</p> <p><b>Unit 8:</b> Future of Nursing Theory &amp; Science</p> <p>Course Summary &amp; Evaluation</p>	<p><i>Peterson &amp; Bredow, chapter 19</i></p> <p><i>Cody, Chapter 21</i></p> <p><i>Cody, chapters 20, 28, 29, 30, and highlights of 31</i></p>	<p><i>Complete SPOTS</i></p> <p><i>Check your grades</i></p>
<p><b>Wk. 15</b></p> <p><b>4/23</b></p>	<p><b>Course Closure</b></p>	<p><i>Last Day of Class April 23rd</i></p> <p><i>Semester ends May 4th</i></p> <p><i>Grades submitted to Registrar's Office May 7th</i></p>	<p><i>Make a difference in your practice, research, and scholarship with applied nursing theory!</i></p>

## **Professional Statement**

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016

## **STATEMENT OF PHILOSOPHY**

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

'revised April, 2012.'