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501-03 Theoretical Bases for Nursing Practices

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XAVIER UNIVERSITY
COLLEGE OF PROFESSIONAL SCIENCES,
SCHOOL OF NURSING
FALL SEMESTER 2018

Course Number, Section, and Title: NURS 501-03 Theoretical Bases for Nursing Practices

Number of Credit Hours: 3 graduate hours

Number of Theory Hours: 3 (50 min hours) x 15 weeks = 45 theory hours

Prerequisite: Graduate Standing

Course Description:

This course explores the importance of theory in the development of a scientific knowledge base for the discipline and practice of nursing. The impact of personal and professional values, societal influences, and culture on theory development and use is examined. The relationships between theory, practice, and research are emphasized. Selected nursing theories are examined regarding their strengths and limitations in guiding holistic, evidence based nursing practice and implementing policy change in an interprofessional healthcare environment.

Course Objectives:

1. Analyse the theory-research-practice connection in building the body of scientific nursing knowledge.
2. Analyse the historical milestones that have contributed to the development of theory in nursing.
3. Examine how social, political, and cultural forces influence theory development and theory evolution.
4. Explore the impact of worldviews on theory development and use.
5. Analyse the strengths/limits of nursing theories regarding their contribution to the science of nursing.
6. Examine the contribution of theories from other disciplines in the development of a scientific knowledge base for nursing.
7. Explore theory construction including phenomena identification, concept analysis, and relational statement development.
8. Analyse nursing theory use in guiding practice interventions and policy changes for improving health outcomes for individuals, families, communities and populations.

Program Objective/SLO

1: Synthesizes theoretical and empirical knowledge from the humanities and sciences, including nursing, and evaluates it for its use in guiding nursing research and practice.

Time: Wednesday, 4:30 pm – 6:55 pm
Location: Cohen Center 187

Faculty: Linda Bova, MSN, RN, CNL, CMSRN, ONC
Office: Cohen Room 188C
Phone: 513-745-3844
E-Mail: boval@xavier.edu (preferred)
Office Hours: Monday and Wednesday 2:00-4:00 pm and by appointment

Faculty Biographical Data

Linda Bova is full-time faculty at the Xavier University School of Nursing. Ms. Bova teaches in both the undergraduate and graduate programs. She received her Masters of Science in Nursing (MSN) from Xavier University's MIDAS program with a focus on the clinical nurse leader role. Ms. Bova was a second degree entry nursing student; she received her Bachelors of Arts in Social Work and Sociology from Thomas More College. She brings eight years of nursing experience that includes medical/surgical nursing and practice as a clinical nurse leader. Ms. Bova is a member of Sigma Theta Tau International and the Clinical Nurse Leader Association.

Required Textbooks:

American Psychological Association. (2009). *Publication manual of the American psychological association*. (6th ed.). Washington, DC: Author. ISBN-10: 1433950618; ISBN-13: 978-1433805615

McEwen, M. & Wills, E. (2019). *Theoretical basis for nursing*. (5th ed.). Philadelphia, PA: Wolters Kluwer Health. ISBN-10: 1-4963-5120-7; ISBN-13: 978-1-4963-5120-3

Recommended Textbooks:

Strunk W. & White, E. B. (1999). *The elements of style, 1979* (4th ed.). Pearson. ISBN-10: 020530902X; ISBN-13: 9780205309023 (there are different publishers with same book)

Other readings as posted on Canvas

Suggested resources:

http://currentnursing.com/nursing_theory/nursing_theorists.html
<http://www.fitne.net.nocdbproxy.xavier.edu/vlrc/user/user-program-index.jsp>
<http://www.nursing-theory.org/theories-and-models/>
<https://www.sandiego.edu/nursing/research/nursing-theory-research.php>

For APA: see Canvas and Atomic Learning site. Students will be held accountable for APA style in references and paper.

Teaching Strategies:

Class discussion, written assignments, reading assignments, reflection and creative exercise, handouts, and student presentations.

Evaluation Methods:

Discussion guides (use in discussion)	20 %
Middle range theory critique – Group Presentation	18 %
Grand theory paper and model	35 % 7 %
Grand theory critique and discussion (group)	<u>20 %</u>
Total:	<u>100%</u>

Grading:

94 and up	=	A	80-82	=	B-
90-93	=	A-	76-79	=	C+
87-89	=	B+	70-75	=	C
83-86	=	B	Below 70	=	F

Student Responsibilities:

Students are responsible for:

1. Reading and critically reflecting on material related to class content.
2. Discussing and analysing theory for implications for nursing practice and research.
3. Attending all classes and preparing prior to class in order to share insights and experiences concerning assigned readings and use of theories.
4. Bringing reading materials to class for reference.
5. Submitting all written material on time and according to requirements.
6. Notifying the professor as needed for assistance in facilitating understanding of course content or any concerns/problems.

Attendance and Participation Policy

Attendance and participation are expected at all class meetings. Learning is an active process and participation is part of that process. Reading materials, class preparation, and class activities and discussions are meant to be complementary, not repeat each other. Students should bring reading materials and discussion guides to class. If a student is unable to attend a class, the responsibility of missed class content is the sole responsibility of the student. Assignments may include content covered in class or in assigned readings. For further information regarding attendance, see the Graduate Student Handbook, “School of Nursing Attendance Policy.”

Written Assignments: All written assignments should be submitted prior to or on the day assigned. Late papers will have points deducted. Unless otherwise noted or permission is received from the faculty member, **turning assignments in late will result in 10 points being deducted from the final grade of the assignment.** Late assignments will not be accepted a week past due. Written assignments should be presented in a professional manner and in APA format when appropriate. The final paper will be submitted thru TurnItIn in Canvas for plagiarism check. For more information through online xu.tutor tutorials go to <http://www.xavier.edu/library/xu-tutor/index.cfm> for [Preventing Plagiarism](#) and [Understanding Copyright](#). Links will be provided in Canvas as well.

Discussion Guides are to be submitted to Canvas before class. Students should also bring a hard copy to class to aid in the discussion.

Academic Honesty: (XU Policy)

“The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record, including letters of recommendation.

All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include a zero for that assignment or test, an "F" in the course and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test or course. If disputes of interpretation arise, the student, faculty member and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.”

In addition to the Academic Honesty Policy of Xavier University, the American Nurses’ Association’s Code of Ethics includes provisions which hold nurses accountable for demonstrating integrity, knowledge development and competency to promote personal and professional growth. Students are expected to work toward meeting these standards throughout their coursework.

Social Media:

Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Face book, Myspace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behavior undermines not only the nursing student’s reputation, but may also have negative implications for Xavier University, and the profession of nursing. Certain violations in the use of social media may expose the offender to criminal and civil liability. Refer to your student handbook for more information and to view the Social Media Policy at: <http://www.xavier.edu/nursing/current-students.cfm>

Professionalism:

Refer to Student Handbook. Class members are expected to participate in an atmosphere of collegiality in the class setting. **Cell phones, laptops/pads will be put away and silenced during class, unless needed for a specific classroom activity.** Should you be on-call or have personal issues that you need to receive a call or text, let the instructor know before class.

Students with Disabilities:

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Office of Disability Services at 745-3280 or email jonesc20@xavier.edu to coordinate reasonable accommodations.

Office of Academic Support:

The Office of Academic Support offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or danielss3@xavier.edu. The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

Caveat: Due to unforeseen circumstances, the schedule and expectations of this course may vary.

MIDDLE RANGE THEORY CRITIQUE and APPLICATION PRESENTATION

Students will be assigned work in groups of 3 for this project and presentation. Each team will receive a Middle Range Theory to apply to a specific situation. It is important to go to the primary source, which is the original article/book where the author of the theory first disseminated the theory. The team will research the theory and use the **primary source** and at least 3 other scholarly sources needed to become knowledgeable about this theory and how to apply it (note: you are looking at this theory, not the topic).

The groups will be a mix of RNs and MIDAS students. Each team will need to plan for this presentation through communicating on Canvas group discussion. Each student should plan to check in the discussion 3 times per week. Resources on team work are available on Canvas. Each team member will evaluate the team members (including self) at the end of the assignment using the supplied rubric. On the day of the presentation, the group will submit a **hard copy** of each to the instructor before presentation (except #3):

1. The presentation (6 slides per sheet if PowerPoint)
2. The reference page using APA (6th edition) in a word document.
3. Peer evaluations handed in individually (after presentation)

Presentation and reference page should also be uploaded to **Canvas** in assignments (Only one group member needs to submit.)

Your team has the opportunity with this assignment to be creative. Each presentation will be allotted a 30-minute period (25 minutes for presentation followed by time for questions and discussion). The student's grade will be calculated in the following fashion:

1. Group presentation (92%)
2. Peer evaluation (8%)

Pertinent information that needs to be included in the presentation:

See the following rubric for grading criteria (also p. 101 in M&W textbook). Each group will present a case study and explain the application of the theory through that case study. It is advised to begin with the case study, then critique the theory. Following the case study and critique, apply the theory to the case study. Case studies can be historical or hypothetical. (If case is a real life encounter, do not try to fit the theory to what you did. Rather, how would the theory guide your future practice?)

MIDDLE-RANGE THEORY PRESENTATION RUBRIC

Middle Range Theory _____ Team members _____

Content of MR theory	Points	Comments
Presentation of Case Study	/5	
<u>Description of MR theory</u> <ul style="list-style-type: none"> • Background data of Theorist/s • Purpose / type of middle range theory • Definition of major concept/s • Description of major theoretical statements/ propositions • Description of major assumptions 	/20	
<u>Analysis of the MR theory</u> <ul style="list-style-type: none"> • Theoretical and operational definitions of concepts • Theoretical and operational definitions of statements • Logic of the theory • Consistency of the theory • Model /diagram and its usefulness 	/20	
<u>Evaluation of the MR theory</u> <ul style="list-style-type: none"> • Congruency with nursing standards and current therapeutics • Shows linkage between the theory and research • Evidence to support theory (or not) • How has theory been used? • Applicability, relevancy, and contribution to nursing 	/20	
Application of the MR theory to the case study <ul style="list-style-type: none"> • Uses the theory to guide what therapeutic interventions might be appropriate. • Shows linkage between the theory and the practice application 	/15	
Subtotal	/80	
<u>Presentation of the MR theory</u>		
<u>Professional and Scholarly</u> <ul style="list-style-type: none"> • Guidelines followed (see Canvas) • Professionally dressed and engaged • Did not read simply slides or notes • Engaged audience with questions/activity • Primary source was used and cited • Three additional sources were used and provided support for presentation (and cited) • References submitted (APA format) 	/12	
Peer review	/8	
TOTAL SCORE	/100	

Peer Evaluation Rubric: Use the following table to record peer evaluation grid on next page

Category	3 points	2 points	1 points	0 point
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. <u>A leader who contributes a lot of effort.</u>	Usually provides useful ideas when participating in the group and in classroom discussion. <u>A strong group member who tries hard!</u>	Sometimes provides useful ideas when participating in the group and in classroom discussion. <u>A satisfactory group member who does what is required.</u>	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Attitude	Is never publicly critical of the project or the work of others. <u>Always has a positive attitude about the task(s).</u>	Is rarely publicly critical of the project or the work of others. <u>Often has a positive attitude about the task(s).</u>	Is occasionally publicly critical of the project or the work of other members of the group. <u>Usually has a positive attitude about the task(s).</u>	Is often publicly critical of the project or the work of other members of the group. <u>Is often negative about the task(s).</u>
Focus on the task	Consistently stays focused on the task and what needs to be done. <u>Very self-directed.</u>	Focuses on the task and what needs to be done most of the time. <u>Other group members can count on this person.</u>	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on task.	Rarely focuses on the task and what needs to be done. <u>Lets others do the work.</u>
Responsiveness	Consistently responds to communication in a timely manner; keeps members aware of findings and gets information/ assignment in on time.	Usually responds to communication in a timely manner; keeps members aware of findings and gets information/ assignment in on time.	Is inconsistent in responsiveness of communication/and getting in contributions to the group	Is unresponsive to the group in communication and late in submission of materials
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Peer Evaluation Form for Middle Range and Grand Theory Group work

Topic of Presentation: _____

	(Self)			
Names				
Contributions				
Problem-solving				
Attitude				
Focus on the task				
Responsiveness				
Working with Others				
Total				

NURS 501 Evaluation of Grand Theory Paper & Model

Purpose:

The purpose of this assignment is to encourage students to articulate their beliefs about nursing. This assignment contains two parts: a written personal philosophy paper and the construction of a model that depicts the major elements of the philosophy.

Part 1: Written Philosophy

Each student will write a personal philosophy of nursing in a maximum of **10 pages** using **APA** (6th ed.). Submit the paper through TurnItIn in Canvas. You may want to do a trial run so that you can address any similar passages and change, if plagiarized. Use references to support your thoughts, and appropriately cite those references (APA). Refer to writing resources in Canvas and library, the “APA Guidelines Form,” and “Writing Style Comments” discussed in class. Also **closely follow the rubric** on which you will be evaluated. The following components should be addressed:

- I. Personal Values & Beliefs** (This section *only* can be written in first person format).
 1. Discuss what a philosophy is *in your own words* and the importance of articulating a personal philosophy of nursing.
 2. Discuss your overall enduring values and beliefs that brought you to nursing.
 3. Describe how your values align with the values important to nursing.
 4. Describe philosophical perspectives, religious views, and/or writings/works of scholars (**other than nurse theorists**) that have served as guides for formulating your beliefs.
(NOTE: Support your thinking from literature for 1, 3, and 4)

- II. Views Regarding Nursing’s Major Concepts**
 1. Define and describe in detail your beliefs about each of the four concepts of nursing’s metaparadigm (worldview): Person, Environment, Health, and Nursing.
 2. Address how the four metaparadigm concepts interrelate.
 3. Considering your philosophical perspective, are the four metaparadigm concepts adequate? Discuss any additional concept(s) that you believe may be appropriate to add to the metaparadigm of nursing. Explain.
(NOTE: Support your thinking from literature)

- III. Connection with a Nursing Theory**
 1. Describe how your philosophical views align with a *nurse* theorist’s view (you may incorporate more than one nurse theorists).

- IV. Connection with Jesuit educational themes/values**
 1. Discuss how the Jesuit educational themes in the Kolvenbach & the values discussed in “Lighting the Way” will impact/can be integrated into your philosophy of nursing (Kolvenbach and “Lighting the Way” found on Canvas).

NOTE: Late papers will have an automatic 10% reduction and *will not* be accepted beyond 1 week post due date.

Part 2: Model Construction

Creativity and symbolism can add clarity and new dimensions to our understanding. Each student will construct a model depicting his/her philosophy of nursing. **It is important that your model reflects what you have written in your personal philosophy paper. In other words, the model should flow from the paper.** This model can be done in a variety of formats such as a power point diagram, a 3-dimensional model, etc. Be creative. The model must be professional in appearance. Models will be shared during the last class of the semester. Bring your models to class and be ready to talk about the aspects of your model. If your model is visual, take pictures of the model and submit those to canvas along with the written explanation.

This model must include the following components:

1. A depiction of each of the 4 metaparadigm concepts (person, environment, health, nursing).
2. A depiction of an additional concept that, from your philosophical perspective, could be added to the metaparadigm of nursing (as noted in your written work).
3. Clear relationship is depicted between concepts in the model.

Submit to canvas with pictures of model:

4. A brief written explanation of the model:
 - A. Brief definition of each concept.
 - B. Brief description of relationships depicted.(This explanation must be typed and must be attached to your model in some manner)

NURS 501 Evaluation of Philosophy Paper & Model Student:

Criteria for Philosophy Paper	Points	
Discussed what a philosophy is and why it is important to articulate a personal philosophy of nursing	/6	
Discussed personal enduring values and beliefs that brought you to nursing	/6	
Described how personal values connect with the values of import to nursing	/6	
Described philosophical perspectives, religious views, and/or writings/works of scholars (other than nurse theorists) that have served as guides for formulating beliefs	/6	
Defined and described in detail beliefs regarding the metaparadigm concepts (person, environment, health, nursing)	/16	
Described how the 4 metaparadigm concepts interrelate	/6	
Discussed any additional concept(s) that may be appropriate to add to the metaparadigm of nursing. Explain.	/6	
Described how personal philosophical view aligns with a <i>nurse</i> theorist's	/12	
Discussed how Kolvenbach's & Spencer's Jesuit educational themes will impact/can be integrated into personal nursing philosophy	/12	
Accurate use of APA (APA guidelines form & manual, study guide #3, and class discussion regarding APA will all be used in grading)	/12	
Used appropriate grammar, sentence structure, spelling, organization (writing guidelines form used in class and class discussion regarding writing style will be used in grading)	/12	
Total	/100	

Criteria for Model	Points Earned	Comments
Each (4) metaparadigm concepts clearly displayed	/18	
Additional concept to be added to metaparadigm clearly displayed	/14	
Relationships between concepts clearly depicted	/16	
Description attached with explanation of concepts & relationships in model	/18	
Professional appearance; Creative	/18	
Model flows from written paper	/16	
TOTAL FOR MODEL	/100	

GRAND THEORY *DISCUSSION* RUBRIC

Student will choose a grand theory from the list (five students per theory max) for this assignment. Each group will be responsible to lead the discussion on their selected Grand Theory. The students will research the theory and use the primary source and at least 3 other *scholarly* sources needed to become knowledgeable about this theory and how to apply it. (Refer to Grading Criteria on page 12.)

On November 22, each group will submit to the instructor for posting on Canvas:

- a. A scholarly article for the class that represents the grand theory well with a good overview and possibly an application/research.
- b. At least two discussion guide questions to guide their reading.

Use the content of the posted article to help you in formulating your discussion. You will add information and insight at the discussion, but be aware of what your classmates have read.

On the day of the discussion, the students will submit to Canvas:

1. A reference page using APA (6th edition); hard copy and e-copy to Canvas
2. Any handouts or audio-visuals, if used; hard copy and e-copy to Canvas
3. Peer evaluations (handed in individually to instructor following discussion)

Each discussion will be allotted up to 30 minutes (major points need to be covered at this time). Any needed audio-visuals should be discussed with the professor or video technician for compatibility. However, **this is not just a presentation**. While you may wish to present background or application, this is to be an engaging discussion with the class. All group members should be able to field questions on any aspect of the theory, analysis, or evaluation.

The group will lead the discussion by providing additional information as needed, and engaging the class in all of the following topics:

1. Biographical sketch of the theorist and method of theory generation
2. Description of philosophical underpinnings and theory assumptions
3. Definitions of metaparadigm concepts
4. Description of major components of the theory
5. Explanation/description of the model depicting theory (if one exists)
6. Explanation of how theory has changed/evolved over time
7. An application of the theory to a specific practice situation

***For actual grading means refer to scale on next page.**

GRAND THEORY Discussion RUBRIC

Theorist _____ Group members _____

Content of Grand theory to discuss	Points	Comments
<u>Theory beginnings</u> <ul style="list-style-type: none"> • Background of the theorist • Philosophical underpinnings of the theory • Method of theory development 	/20	
<u>Analysis of the Grand Theory</u> <ul style="list-style-type: none"> • Definitions of metaparadigm concepts * • Major components of the theory/ relationships • Model /diagram and its usefulness • Changes in the theory over time * 	/30	
<u>Evaluation of the Grand theory</u> <ul style="list-style-type: none"> • Congruency with nursing standards and current therapeutics • Evidence to support theory (or not) • Usefulness for <ul style="list-style-type: none"> ○ Education? Practice? Administration? • Testability <ul style="list-style-type: none"> ○ Generated theories that are testable? ○ Have MR theories been generated? • Parsimony • Value to extending nursing science/ relevancy 	/25	
Subtotal	/75	
<u>Leadership and professionalism</u>		
<u>Professional</u> <ul style="list-style-type: none"> • Engaged audience with questions/activity Professionally dressed and engaged • Did not read simply slides or notes 	/10	
<u>Scholarly</u> <ul style="list-style-type: none"> • Primary source was used and cited • Three additional sources were used in informing the discussion (and cited if appropriate) • References submitted before discussion (APA format) 	/10	
Discussion total	/95	
Participation in discussion of other theories	/5	
TOTAL SCORE	/100	

***Only these portions can be quotes/copied & pasted, must have appropriate citation**

Discussion Guides

This is a graduate level course and assumes the student is an active learner. The faculty's role is to facilitate learning and self-discovery.

Discussion guides are designed to help the student reflect on the readings in preparation for class discussion. Student is expected to complete and submit discussion guides to Canvas before the beginning of class. The student should also bring a hard copy of the guide and the readings to class to facilitate the discussion.

Grading discussion guides will be based on submission of completed guide that demonstrates thoughtful reflection of the questions. Views and conclusions should be supported by the readings or other sources, as appropriate. Quotes should be minimal and only as support for the student's answers. Answers should be written in APA formatting (there is no need for an APA front page); the purpose of this is to assess writing skills and give formative feedback that will help with the writing of the final paper.

NURS 501-03 Course Calendar
Fall 2018

Week/ Date	Topic	Reading	Assignment/ Activity
1/ Aug 22	<p>Introductions</p> <ul style="list-style-type: none"> • Syllabus/Calendar • HIPAA • Canvas • APA and presentation material <p>What is theory?</p>	<p>APA grid – Canvas</p> <p>McEwen/Wills: Ch. 2 p. 23-25; table 2-1</p>	
2/ Aug 29 Obj: 2 & 4	<p>Historical development of theories</p> <p>Nursing perspective/ domain/definitions Nursing as a discipline</p> <p>Types of theories</p>	<p>McEwen/Wills: Scan Ch. 1, especially pp. 2-5 and Key Points, p. 20 Read Ch. 2 Read: Articles by:</p> <ul style="list-style-type: none"> • Ingram • Fawcett • Cody • Donaldson <p>Look at:</p> <ul style="list-style-type: none"> • ANA code of ethics • http://www.nursingworld.org/MainMenuCategories/EthicsStandards • Lachman code of ethics 	Due: Discussion Guide #1 – Canvas
3/ Sept 5 Obj: 2, 3, & 4	<p>How do we know?</p> <ul style="list-style-type: none"> • As individuals? • As a discipline? 	<p>Read: Articles by</p> <ul style="list-style-type: none"> • Carper • Munhall • Jackson • Chinn • Palmer <p>Look at:</p> <ul style="list-style-type: none"> • Jesuit articles (Kolvenbach and Lighting the Way) 	Due: Discussion Guide #2
4/ Sept 12 Obj: 6 & 7	<p>Concept development and analysis</p> <p>Self-care</p> <p>Why does it matter?</p> <ul style="list-style-type: none"> • For research • For practice 	<p>McEwen/Wills: pgs 25-28; Ch. 3</p> <p>Concept articles posted to Canvas</p> <ul style="list-style-type: none"> • Richard • Wilkinson 	Due: Discussion Guide #3

Week/ Date	Topic	Reading	Assignment/ Activity
5/ Sept 19 Obj: 1, 5, & 7	Theory development Evaluation of theories	McEwen/Wills: Ch. 4 & 5 <ul style="list-style-type: none"> • McCullagh chapter on Health Promotion 	Due: Discussion Guide # 4
6/ Sept 26 Obj: 1, 2, 4, 5, 6, 7, & 8	Nursing theories – of a grand nature Refining who we are as a discipline...	McEwen/Wills: Ch. 6 – 9 <ul style="list-style-type: none"> • Tourville article • Theory table • ANA statement on nursing • Holistic standards 	Due: Discussion Guide # 5 Due: Sign up for grand theory discussion
7/ Oct 3 Obj: 7 & 8	Middle range theories Situation-specific/practice theories	McEwen/Wills: Ch. 10 & 11 <ul style="list-style-type: none"> • Cody article • Liehr chapter • Riegel articles on self-care and CHF 	Due: Discussion Guide #6
8/ Oct 10 Obj: 1, 2, 3, 4, 5, 7, & 8	Middle range student presentations	To be determined	Student Presentations
9/ Oct 17 Obj: 1, 2, 3, 4, 5, 7, & 8	Middle range student presentations	To be determined	Student Presentations
10/ Oct 24 Obj: 1, 5, & 8	Situational/practice theories Evidence-based practice & nursing theory	McEwen/Wills: Ch. 12 Articles by: <ul style="list-style-type: none"> • Im article • Team-STEPPS Links are on Canvas	Due: Discussion Guide #7
11/ Oct 31 Obj: 2, 4, & 6	Borrowed theory <ul style="list-style-type: none"> • Sociology • Behavioral • Biomedical 	McEwen/Wills: Ch. 13, 14, & 15 Briefly review <i>Theory at a Glance</i> on Canvas	Due: Discussion Guide #8
12/ Nov 7 Obj: 2, 4, & 6	Theory and practice <ul style="list-style-type: none"> • Leadership & management • Learning theories 	McEwen/Wills: Ch. 17 & 18	Due: Discussion guide #9 DUE: Grand Theory Paper

Week/ Date	Topic	Reading	Assignment/ Activity
13/ Nov 14 Obj: 3, 5, & 8	Theory, practice, & research Future issues in nursing theory	McEwen/Wills: Ch. 23 Depending on your area of focus read: CNLs/FNPs – Ch. 19 General Studies – Ch. 20 Admin/Mgt – Ch. 21 Education – Ch. 22 • Cody article – on MR theory	Due: Discussion Guide #10 Activity: Be ready to discuss how your MR and grand theories are useful to practice (or not).
Nov 21	THANKSGIVING!	NO CLASS	DUE: email article and 2 discussion questions for grand theorist discussion. Send to Prof. Bova by 11/21
14/ Nov 28 Obj: 1, 2, 3, 4, 5, 6, & 8	Grand theory presentations Reminder: Course Feedback on canvas	Posted article for theorist discussion Grand theory presentations	Three student–led discussions Due Discussion Guide for presentations If some would like to present model early, there will be a short time to share.
15/ Dec 5 Obj: 1, 2, 3, 4, 5, 6, & 8	Grand theory presentations Sharing Models Reminder: Course Feedback on Canvas	Posted article for theorist discussion Grand theory presentations	Two student–led discussions Due: Discussion Guide for presentations DUE: Grand theory model <i>Be prepared to share model with class</i>