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DEC 29 2011

If you wish to submit a new course, please login

COLLEGE OF GRADUATE STUDIES

The University Of Toledo NEW COURSE PROPOSAL

* denotes required fields

Level (check one)* Will this course impact program requirements? Type of course (check all that apply):

1. College*: Nursing Department*: College of Nursing

2. Contact Person*: Susan Sochacki Phone: 418-383-5806 Email: susan.sochacki@utoledo.edu

3. Alpha/Numeric Code (Subject area - number)*: NURS - 7400

If this is a renumbering, please request an electronic copy of the old course approval through the Register's Office at x4865, and attach it to #15 in this form.

4. Proposed title*: See attached THEORETICAL FOUNDATIONS OF ADVANCED NURSING PRACTICE. TIM Proposed effective term: F 2012

5. Planned enrollment per section: 10 per term: 10

6. Is the course cross-listed with another academic unit? Is the course offered at more than one level?

Administrative Use Only Code: Approved (senate or Grad Council) Effective Date: CIP Code: Sub: Prog: Level:

Approval of other academic unit (signature) Name and title

If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level.

7. Credit hours*: Fixed: 2 or Variable: to

8. Delivery Mode: Primary* Secondary Tertiary

1/12/12 JS 1/12/12 AS

a. Activity Type* * Lecture * 2 b. Minimum Credit Hours * 2 Maximum Credit Hours * 2 c. Weekly Contact Hours * 2

† Choices are: Lecture, Recitation, Seminar, Regular Lab, Open Lab, Studio, Clinic, Field, Independent Study, Workshop, Computer Assisted Instruction, Other

9. Terms offered: [X] Fall [] Spring [] Summer Years offered: [X] Every Year [] Alternate Years

10. Are students permitted to register for more than one section during a term? May the courses be repeated for credit? 2 Maximum Hours

11. Grading System*: Undergraduate Graduate

- Normal Grading (A-F,PS/NC,PR, I)
- Passing Grade/No Credit (A-C, NC)
- Credit/No Credit
- Grade Only (A-F, PR, I)
- Audit only
- No Grade
- Normal Grading (A-F,PS/NC,PR, I)
- Grade Only (A-F)
- Satisfactory/Unsatisfactory (G only)
- Audit only
- No Grade

12. Prerequisites (must be taken before): a. - b. - c. -

PIN (Permisson From Instructor) PDP (Permission From Department)

Co-requisites (must be taken together): a. - b. - c. -

13. If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?

	Course to be removed from inventory	Final Term to be offered (YYYYT. i.e. use 20064 for Fall'06)
a.	<input type="text"/> - <input type="text"/>	<input type="text"/>
b.	<input type="text"/> - <input type="text"/>	<input type="text"/>
c.	<input type="text"/> - <input type="text"/>	<input type="text"/>
d.	<input type="text"/> - <input type="text"/>	<input type="text"/>

14. Catalog description* (30 words Maximum)

15. Attach an electronic copy of a complete outline of the major topics covered.

Syllabus: *

Additional Attachment 1:

Additional Attachment 2:

16. Where does this course fit in the University/College/Department curriculum? (Be specific by course level, if applicable). Indicate prospective demand.

17. If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication. (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the manner in which this course will differ).

18. If the course is intended to meet a University Undergraduate Core requirement, complete the following and submit a course syllabus using the *template*:

Please explain how this course fulfills the general education guidelines. (*Guidelines* are available in *Faculty Senate Website*)

Course Approval:

Department Curriculum Authority: Date / /

Department Chairperson: *Deanne Smuler, Ph.D., RN* Date / /

College Curriculum Authority: Date Month / Day / Year

College Dean: Date Month / Day / Year

After college approval, submit the original signed form to the Faculty Senate (UH 3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

Faculty Senate Undergrad. Curriculum Comm.: Date Month / Day / Year

Faculty Senate Core Curriculum Comm.: Date Month / Day / Year

Graduate Council: Date Month / Day / Year

Office of the Provost: Date Month / Day / Year

Registrar's Office: Date Month / Day / Year

You will see a confirmation page after you press the "Submit" button. If you do not see the confirmation page, please call x 4320 or send an email to ProvostWebMaster.utoledo.edu. Thanks.

**University of Toledo College of Nursing
BSN to DNP Program
Syllabus**

NURS 7400 - Theoretical Foundations of Advanced Nursing Practice

COURSE CREDIT & CONTACT HOURS

2 Credit Hours: 2 theory hours

PRE-REQUISITES:

Admission to the BSN-DNP program

FACULTY: TBA

COURSE DESCRIPTION:

Explores nursing as science and art. Identifies practice theory in the context of the nursing metaparadigm, grand and middle range theory with emphasis on analysis/evaluation of selected nursing theories.

COURSE OBJECTIVES

1. Synthesize knowledge regarding the structure of the discipline and the nature of theory, research, and practice knowledge developed within nursing.
2. Analyze the three levels of nursing theory that are the basis for practice: grand theory, middle range theory, and practice theory.
3. Analyze the inter-relationships among nursing theory, practice, and research.
4. Apply selected concepts from nursing theory to advanced nursing practice.

University of Toledo
NURS 7400 - Theoretical Foundations of Advanced Nursing Practice
Term Year

SYLLABUS

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4. Apply selected concepts from nursing theory to advanced nursing practice.

Required Textbooks

Alligood, M. R. (2010). *Nursing theory: Utilization & application* (4th ed.). St. Louis: Mosby.
ISBN: 978-0-323-05640-3

American Psychological Association. (2010). *Publication manual* (6th ed.). Washington, DC:
American Psychological Association. ISBN: 978-1-4338-0561-5

Recommended

Ransom, J. (2010). *Write on! An abbreviated guide to APA format for writing college papers*.
Toledo, OH: The University of Toledo College of Nursing.
[Posted online under "Resources."]

Course Requirements: Expectations of students

1. Successful completion of the course requires students' active participation in class discussions, satisfactory completion of written and oral projects, and completion of the nursing theory application papers.
2. Students are expected to use the required readings in original critical analysis of theoretical issues in nursing for both written and oral discussions.

3. All papers are expected to reflect accurate use of APA guidelines (i.e. term-paper style) for papers and citing resources within text and in reference lists. The APA Manual is cited as a required text, the APA Web page also has tips available online, and *Write on!* is another source with explanations and examples of APA formatting style (posted on Blackboard).
4. Students are expected to abide by UT CON Academic Honesty Policies in the Graduate Student Handbook. The handbook and other CON graduate resources are available at http://www.utoledo.edu/nursing/grad_nursing_resources.html
5. The faculties reserve the right to change course requirements in exceptional circumstances with fair notice to students.

Grading criteria

Grading Scale	
90 – 100	A
80 - 89	B
70 - 79	C

Assessment of Learning

- Class Participation 20%
- Group Presentation of Grand Theory 35%
- Individual Practice Change Paper 20%
- Application of Middle-Range Theory to Selected Concept 25%

Teaching/Learning Strategies: lecture/discussion, case studies, class activities, presentations, discussions, personal reflection papers, audiovisual media, internet activities, scholarly writing.

Classroom Procedures: Expectations of classroom behaviors

Participation: Graduate learning is based on class participation where one articulates one's understanding about new ideas and concepts. Participation requires thoughtful reflection. This course offers opportunities to express yourself and to expand the depth and breadth of that understanding based on consideration of the writings of the scholars in the discipline. Classmates benefit from hearing your perspective whether they agree or not. Acceptance or rejection of those ideas requires critical thinking on your part and integrating that understanding into a broader perception of nursing and your practice world. You are expected to take the risk to initiate verbalizing your understandings, to respect peers and to help them clarify their ideas. Because class discussions support your learning, you are expected to attend and share in the discussions at all classes. Missing more than one class will seriously compromise your learning and your satisfactory completion of this expectation. If your opinion differs from those expressed in the assigned articles, try to identify how your opinion developed and why it may not agree with these scholars. In other words, it is ok to disagree with these writers, but you need to thoughtfully consider why nursing scholars are proposing a contrasting perspective. If you agree, what "fits" for you and why?

Discussion Grading Criteria: Agreeing and disagreeing do not mean just voicing one's opinion. The focus of the discussions should remain on the ideas posed in the readings. Agreeing and disagreeing mean making scholarly arguments from the literature that may support your own ideas. Faculty expects you to support your ideas from the readings or similar scholarly writing about the topic in nursing literature. Always cite your source(s).

Respect for Each Other and Faculty: Some of the class discussions will challenge personal values. Each person has the right and responsibility to examine his or her own thinking in the context of the readings and discussion. Faculty expects each to verbalize those insights *without risk of censure from others in the class*. Conflicting ideas are expected and respected. Responding to another's different perspective in constructive ways is part of using empathy and practicing how to respond to patients whose views and choices may differ from yours. Practice what we advocate! Lack of respect for differences of values and expression will not be tolerated. Please feel free to disagree with each other, gently and respectfully.

Respect for each other is reflected in one's choice of words and how one shares one's interpretation of the readings, perhaps differently than expressed by a peer. Respect means that one values another's interpretation in relation to the discussion as an opportunity to understand a different "take," rather than defending one's position. Class discussions offer an opportunity to support each other's growth. Often, defensiveness results when one feels threatened. New ideas may occasionally feel threatening, but discussions are intended to be a safe forum for expressing what one understands, based on the student's genuine attempt to add to the discussions based on the assigned readings.

Late Assignments: Late papers and presentations will receive a 5% point deduction for the first day late and deductions for each day that follows without receipt of the paper. Deductions may be modified if a student negotiates for a changed deadline with faculty *in advance*. However, all late assignments will receive a grade deduction

Assessment of Student Outcomes: Students with learning issues, test anxiety or personal matters are urged to seek assistance from the UT Academic Enrichment Center at <http://www.utoledo.edu/med/depts/aec/>. (See Graduate Student Handbook.)

Official Communication will occur through the Blackboard course site for e-mail communication and posting of papers. Faculty will retrieve and return papers online as well.

Tentative Class Schedule/Activities/List of Topics Covered

Readings Activities & Discussion		
WEEK #1	Welcome and Introductions	Access syllabus. Ask questions; clarify expectations. Introductions. <i>Send picture for posting via e-mail.</i> ☺
	Philosophy of nursing; values	Reading: Alligood (2010): chapters 2, 3, pp. 47-52, 62-66 and chapter 4.
WEEK #2	Knowledge development	Reading: Alligood (2010): chapter 1, p. 7-13.
	Theory in practice	Readings: a) Ellis (1969); b) Ellis (1981); c) Hardy, Titchen, Manley, and McCormack (2006); d) Jasovsky, Morrow, Clementi, and Hindle (2010)
Week 3	Guidelines for analysis & evaluation of frameworks by Faculty	Discuss how to analyze & evaluate theories according to criteria by Fawcett (2006-book) or Fawcett (2005-article).
	View presentation by faculty on Nightingale (Nursing history & early theory)	Related readings: a) Alligood (2010) chapter 5 and b) LeVasseur (1998)
WEEK #4	Application of theory to research	Readings: a) Baken and Akyol (2007); b) Baker and Denyes (2008); c) Dobratz (2004); d) Ehrenberger, Alligood, Thomas, Wallace, and Licavoli (2002); or e) Endo, Miyahara, Suzuki, and Ohmasa (2005)
WEEK #5	Critique of theory & its usefulness.	Respond to selected readings as assigned: -a) Watson (n.d.) [Editorial.] and b) bring in news item of choice OR -"New Nursing Care Model Puts Patients, Family in Center of Care," available http://www.endonurse.com/hotnews/new-nursing-care-model.html
WEEK #6	Concepts relevant to the discipline	Reading: Mitchell, 2002. Learning to practice...

WEEK #7	Nursing theory and nursing science	<u>Readings:</u> a) Arslanian-Engoren, Hicks, Whall, and Algase (2005); b) Cody (2002a); & c) Northrup, Tschanz, Olynyk, Sakaroff, Szabo, and Biasio (2004)
WEEK #8	Presentations: Grand Theory	Class – View presentations. Respond to interaction activities identified by groups. Compare ideas with reality of current practice.
WEEK #9	Presentations: Grand Theory	Class – View presentations. Respond to interaction activities identified by groups. Compare ideas with reality of current practice.
WEEK #10	Implemented theory-based practice	<u>Readings,</u> Select one project, plus repeat – Jasovsky, Morrow, Clementi, and Hindle (2010): PROJECT ONE: a) Bournes (2006) <i>and</i> Bournes and Ferguson-Paré (2007) or b) Mitchell, Bournes, & Hollett (2006) PROJECT TWO: Bulfin (2005) PROJECT THREE: Flanagan (2009)
	Theory-based documentation	<u>Readings:</u> a) Baumann (2004) b) Karkkainen and Eriksson (2004) c) von Krogh, Dale, & Naden (2005)
WEEK #11	Presentations: Middle-range Theory	Class – View presentations. Respond to interaction activities identified by groups. Compare ideas with reality of current practice.
WEEK #12	Presentations: Middle-range Theory	Class – View presentations. Respond to interaction activities identified by groups. Compare ideas with reality of current practice.
WEEK #13	Practice/Micro/Prescriptive theory in nursing	<u>Readings:</u> 1. Fitzpatrick & Whall (2009), pp. 11-13 2. Benner, Hooper-Kryiakidis, & Stannard (1999) 3. Bishop & Scuder (4. Liaschenko & Fisher (

WEEK #14	Concept analysis & synthesis as a research and practice tool	<u>Readings:</u> 1. Compliance 2. Glaister (2001) - Healing 3. Dignity 4. Walker & Avant
WEEK #15	Conclusions about theoretical base for nursing	Share <i>two of your conclusions with in-depth supporting ideas and examples from articles</i> about nursing theory in advanced practice. <u>Reading from one (a, b, or c):</u> a) Cody (2003a) "Nursing. . ." b) Johnson (2005) c) Mitchell (2001) "Prescription" AND Cody (2003b)