# Existing Graduate Course Modification Form

**University of Toledo**

**Contact Person:** Cheryl Gies  
**Phone (XXX-XXXX):** 419-383-5862

**Email:** cheryl.gies@utoledo.edu

<table>
<thead>
<tr>
<th>Present</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College:</strong></td>
<td>Nursing</td>
</tr>
<tr>
<td><strong>Dept/Academic Unit:</strong></td>
<td>Health Promotion/Outcomes/Systems/Policy</td>
</tr>
<tr>
<td><strong>Course Alpha/Numeric:</strong></td>
<td>NURS 7011</td>
</tr>
<tr>
<td><strong>Course title:</strong></td>
<td>Theoretical Basis for Evidence-Based Practice</td>
</tr>
<tr>
<td><strong>Credit hours:</strong></td>
<td>Fixed 3</td>
</tr>
</tbody>
</table>

**Cross Listings:**

- NURS7400 Theoretical Foundations of Advanced Nursing Practice
- NURS7410 Ethical Foundations of Advanced Nursing Practice
- NURS7740 Advanced Health Assessment

**Prerequisites(s) (if more than 50 characters, please place it in Catalog Description):**

- NURS7400 Theoretical Foundations of Advanced Nursing Practice
- NURS7410 Ethical Foundations of Advanced Nursing Practice
- NURS7740 Advanced Health Assessment

**Co-requisites(s) (if more than 50 characters, please place it in Catalog Description):**

**Catalog Description (only if changed) 75 words max:**

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**Cross Listings:**

**Prerequisites(s) (if more than 50 characters, please place it in Catalog Description):**

- NURS7400 Theoretical Foundations of Advanced Nursing Practice
- NURS7410 Ethical Foundations of Advanced Nursing Practice

**Co-requisites(s) (if more than 50 characters, please place it in Catalog Description):**

**Catalog Description (only if changed) 75 words max:**
Rational for revision:

The proposed changes to the prerequisites and or co-requisites are recommended to meet the plan of study needs of students, in particular those students who are enrolled as part-time students.

This course will be offered in the fall, spring and summer terms.

Proposed Effective Term: 2015 Spring

List any course(s) to be deleted

Date

Attach new syllabus reflecting course modifications.
Attach additional documents if necessary.

Course Approval

Department Curriculum Authority: [Signature]
Date: 5/28/2014

Department Chairperson: Huey-Shys, Chen, PhD, RN, MCHES, FAAN
Date: 5/28/2014

College Curriculum Authority or Chair: Cheryl Gies, DNP, MSN, CNP
Date: 4/30/2014

College Dean: [Signature]
Date: 10-7-2014

Graduate Council: [Signature]
Date: 10-7-2014

Dean of Graduate Studies: [Signature]
Date: 

Office of the Provost: [Signature]
Date: 

For Administrative Use Only

Effective Date: 

CIP Code: 

Subsidy Taxonomy: 

Program Code: 

Instruction Level: 

Theoretical Basis for Evidence-Based Practice - ONLINE
The University of Toledo
College of Nursing - BSN to DNP Program
NURS 7011 Syllabus
3 credit hours

FACULTY: Jane E. Ransom, PhD, RN
OFFICE HOURS: Tuesdays: 11-12 noon
LOCATION: CB3320
OFFICE PHONE: 419-383-5844
TERM: Fall Semester 2013
PLACEMENT: Semester 4 of program
COURSE SITE: https://blackboard.utdl.edu
CONTACT: Course E-mail or UTAD account
AND by appointment on campus or via telephone

Course Description

This 3-credit course examines the inter-relationship between theory, research, and practice along with the nature of scientific knowledge development in nursing. Focus is on critical analysis and evaluation of theory and its use for designing evidence-based practice protocols.

Student Learning Outcomes (SLOs)

1. Describe the DNP nursing role in the delivery and evaluation of health care and in relation to the use of theory for practice development
2. Describe, analyze, and evaluate middle-range theory and practice theory within nursing as basis for practice
3. Analyze the philosophical and theoretical foundations of nursing science.
4. Examine the inter-relationship between theory, research, and practice within nursing.
5. Analyze components of theory relevant to nursing practice, using specific methodology.
6. Develop or apply theory to frame approaches for linking evidence to a practice problem/issue.

Teaching Strategies

This fully online course is designed to stimulate student learning through the web-based delivery of readings and video, asynchronous discussion and presentation, and scholarly papers reflecting understanding of the theoretical basis for evidence-based practice. An initial on-campus meeting will be required.

Work Week

For this online course, weeks run from Mondays (12:01 AM Monday morning) through Saturdays (11:59 PM on Saturday night). All assigned work for any week is to be completed by
the end of Saturday in that week. Faculty intends to post the materials for each week no later than Monday morning (or earlier) to the Discussion Area weekly folder. Begin each week on Monday by checking the Weekly Schedule and assignments and/or readings related to the topics for the week. Any detailed guidelines will be so indicated in the weekly folder.

Plan to post your responses to the discussion directions by Thursday evening, latest. Faculty will strive to respond to the student’s postings by the end of the week. You are expected to respond to faculty responses before or concurrent with posting for the new week.

Pre-Requisites

NURS7400 Theoretical Foundations of Advanced Nursing Practice
NURS7410 Ethical Foundations of Advanced Nursing Practice

Required Textbooks


Recommended Textbooks and Resources


Technology Requirements

**Browser check page.** Students need to have access to a properly functioning computer throughout the semester. The Browser Check Page will enable you to perform a systems check
on your browser, and to ensure that your browser settings are compatible with Blackboard, the
course management system that hosts this course:
http://www.utdl.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html

**Software.** Student computers need to be capable of running the latest versions of plug-
ins, recent software and have the necessary tools to be kept free of viruses and spyware. The
computer needs to run the following software, available in the Online Learning Download
Center at http://www.utoledo.edu/dl/main/downloads.html:

- **Microsoft** Word Processing Software
- Adobe Acrobat Reader
- Apple QuickTime Player
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Mozilla Firefox Browser - **Recommended**

**Internet service.** High-speed Internet access is recommended as dial-up may be slow
and limited in downloading information. While a minor part, this course does contain streaming
audio and video content.

**Academic Standards/Policies**

1. 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

2. Students must use Microsoft Word in PC format for all papers.

3. All papers are expected to reflect accurate style of format according to APA guidelines
   with rules of grammar and spelling followed. The APA Manual is cited as a
   recommended text, the APA Web page also has tips online, and *Write on!* is another
   source with explanations and examples of APA formatting style.

   Please watch for common mistakes leading to plagiarism. For example, quotation marks,
   along with the reference source, year, and page number, must be used for any direct
   quotes. Direct quotes of longer than 40 words must be typed as a fully indented
   paragraph (indent both left and right margin). Paraphrasing must reflect the student’s
   own interpretation of the information (do not just change a couple of words) and must
   be referenced, with page number, or it will be counted as plagiarism. Material
   downloaded from the Internet must be properly cited, referenced in the reference list,
   and must come from a *reputable* web site. Wikipedia cannot be cited as a professional
   source.
4. Papers and assignments are due on the date identified unless the student contracts with the instructor for an extension. A firm deadline must be agreed to in writing. Points will be deducted from the total grade received for late papers/assignments if faculty is not contacted prior to the due date.

5. All course work must be:
   a. Submitted electronically according to the assignment due dates,
   b. Supported by current literature,
   c. Accepted by faculty as satisfactory.

6. The faculty reserves the right to change the course requirements in exceptional circumstances with fair notice to students.

7. Official Communication will occur through the Blackboard course site for e-mail communication and posting of papers. Faculty will also retrieve and return papers online. All official e-mail from the graduate office and faculty will be routed to your UT e-mail address.

Assessment of Student Outcomes

Students with learning issues, test anxiety or personal matters are urged to seek assistance from the UT Academic Enrichment Center. Contact via e-mail at AcademicEnrichmentCenter@UToledo.Edu, website at http://hsc.toledo.edu/depts.aec, and telephone, 419-383-6118/4274, Offices in Mulford Library Building, Rooms 506/507.

The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and are in need of academic accommodations but have not yet registered with the Office of Academic Access (OAA) (Rocket Hall 1820; 419.530.4981; TTY: 419.530.2612; officeofacademicaccess@utoledo.edu), please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations. I also encourage students with disabilities receiving accommodations through OA to discuss these with me during office hours or by online appointment, so that I may be better informed on how to assist you during the semester. All accommodations must be processed through the Office of Academic Access.

Evaluation Strategies

Student work will be assessed as follows. Specific guidelines, grading criteria and a timeframe will be provided with each assignment. The guidelines for the online postings, the concept analysis paper, proposition paper, scientific foundation paper, and student online presentation are posted under Assignments.
1. Weekly Online Discussions. ............... 15%
2. Concept Analysis Paper ................. 25%
3. Proposition Paper ....................... 25%
4. Framework Paper .......................... 25%
5. Scientific Foundations Presentation ...... 10%

Grading Scale
A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%

**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. Faculty *may* modify late assignment deductions if a student negotiates for a change in deadline with faculty *in advance*. **Ask questions as soon as possible by email or by phone if you do not understand an assignment.**

**Communication Guidelines**

**Email.** Students are expected to check the course email account frequently for important course information. This class is being taught for you, so if you are having trouble understanding any aspect of it, please let me know. I am here to help, and will do my best to respond to email within 24 to 48 hours.

**Discussion.** In this online course, your weekly postings and interaction with faculty are vital to your success. Your active engagement is crucial to learning. If you wish to engage with faculty on campus rather than in the Discussion Area or occasionally, we can negotiate those changes as much as possible. Online, to earn full credit, you must post your reply according to the weekly guidelines by Wednesday at 11:59 PM and respond to the postings of faculty by Saturday at 11:59 PM. Please see the Grading Rubric for Online Discussions for complete grading criteria. Faculty randomly selects postings to read and respond to; in other words, every posting by every student will not be graded.

**Netiquette.** It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the “dos" and "don’ts" of Internet etiquette:
http://www.albion.com/netiquette

**Technical Support**

If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day. The UT Online Help Desk website is available at: http://www.utoledo.edu/dl/helpdesk/index.html
Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's IT Help Desk at (419) 530-2400 or ithelpdesk@utoledo.edu. The IT Help Desk website is available at http://www.utoledo.edu/it/CS/HelpDesk.html.

Learner Support

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

**eLibrary services portal.** The eLibrary is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard. Learn more at: http://www.utoledo.edu/dl/students/elibrary.html

**Counseling center.** The Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies. Learn more at: http://www.utoledo.edu/studentaffairs/counseling/

**Services for online students.** Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the link below to learn more about the wide range of services for online students. Learn more at: http://www.utoledo.edu/dl/students/student_serv.html

**General Expectations for all Papers (5%)**

**Formatting.** Use a title page, double-spaced, including in this order (in Assignments area, too): 1) University of Toledo College of Nursing, 2) NURS7011 Theoretical Foundations of Advanced Nursing Practice, 3) Faculty name (Dr. Ransom), 4) content title for assignments; 5) date of submission, 6) your name last.

Include a Running head, which becomes the header on the next pages. Use a hard page return after typing all the title page information, so the second page begins at the top margin (Ctrl + Enter keys together).

Use at least two levels of headings for assignments greater than 2 pages double-spaced or 1 page single-spaced (Level 1, 2 and 3, APA-style). Convert discussion questions or topics into concise headings and subheadings no longer than 1-5 words.

Use a consistent font style and size (10 or 12 only). Use one-inch margins all around.
Indent the first line of each paragraph (no block paragraphs). Single or double-space paragraphs, but always double-space between paragraphs.

All direct quotes must have quotation marks and page numbers. Do not quote or just rearrange more than a few words from your sources. (NOTE: Quotes do not count toward discussion points in discussions or in papers.)

Use in-text citations for all sources, including those assigned. Include full double-spaced citations at the end of all papers for sources used under the heading, References. Note that when an author cites other sources, it is not appropriate to cite the second sources, only the source you are actually reading. [Example: Smith (1965) wrote that all nurses use theory (as cited in Ellis, 1969).]

Communication of thoughts. A well-written paper conveys thoughts in a well-organized manner and demonstrates an in-depth consideration of ideas from credible sources. Communicate your thoughts clearly using professional language and writing style (terminology, grammar, spelling, sentence construction, and word usage.

Grading Criteria for Online Discussions (15%)

Weekly Discussions

Take the initiative to share your understanding about each discussion topic in relation to the discussion questions provided or those you determine. Include at least two direct references to the required readings in your own words to the best of your understanding. Explain the significance of these references and be sure to include the authors whose ideas you are using. Use these references to demonstrate how you might integrate what you have read into your thinking and/or practice as a nurse.

Two Postings most Weeks

New learning (3 points). Share your understanding about the readings as indicated in the week’s discussion guide. Include at least two direct references to the required readings in your own words to the best of your understanding. Explain the significance of these references and be sure to include the authors whose ideas you are using. Use these references to demonstrate how you might integrate what you have read into your thinking and/or practice as a nurse.

Response (1 point). Reply to faculty when possible within the same week or concurrent with the next week’s postings. If faculty does not post a response, then this requirement is not expected. First, restate the faculty’s position as you understand it. Then, comment on at least one point, using information gleaned from one of the assigned readings. Identify the author whose information you are using (author, date). Your agreement or disagreement does not
constitute a “reply” that counts toward discussion points. You may also choose to add questions about what you do not understand, but include your understanding as clearly as possible.

**Writing style and English usage (1 point).** Provide *in-text*, APA-style citations with each reference you refer to. Write your postings in term-paper style using APA format. This is a graduate level course, and these are opportunities for you to write at this level and to improve your abilities.

<table>
<thead>
<tr>
<th>Abbreviated Rubric for Weekly Online Discussion</th>
<th>(Refer to details above.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New postings:</strong></td>
<td>3 points</td>
</tr>
<tr>
<td><strong>Responses to faculty:</strong></td>
<td>1 point</td>
</tr>
<tr>
<td><strong>Writing &amp; English usage:</strong></td>
<td>1 point</td>
</tr>
</tbody>
</table>

**Specific Guidelines for Papers and Scientific Foundations Presentation**

You will find the specific guidelines for the papers in the content folder labeled, Assignments, and guidelines for the scientific foundations presentation under "Resources" online.

**Weekly Schedule follows next. . .**
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>DNP Roles and Expectations for Theory and Research –part 1</td>
<td>Chism, 2013 - chapter 4</td>
</tr>
<tr>
<td>August 19–24</td>
<td>· Overview of Philosophy, Science, and the Discipline of Nursing: Part 1</td>
<td>Reed and Shearer, 2012 - chapters 2, 9</td>
</tr>
<tr>
<td>Unit 1</td>
<td></td>
<td>Smith and McCarthy, 2010</td>
</tr>
<tr>
<td>Week 2</td>
<td>· Overview of Philosophy, Science, and the Discipline of Nursing: Part 2</td>
<td>Meleis, 2012 - chapters 2, 3, 7, 8</td>
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<tr>
<td>August 26 -31</td>
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<tr>
<td>Unit 2</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>· Identification of Phenomena: Concept Analysis</td>
<td>Meleis, 2012 - chapter 15</td>
</tr>
<tr>
<td>Sept. 3–7</td>
<td></td>
<td>Walker and Avant, 2010 - chapter 10</td>
</tr>
<tr>
<td>Unit 3</td>
<td></td>
<td>Reed and Shearer, 2012 - chapters 31, 32</td>
</tr>
<tr>
<td>Week 4</td>
<td>· Knowledge Development, Politics &amp; Evidence-Based Practice</td>
<td>Reed and Shearer, 2012 - chapters 24, 25, 30</td>
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<td>Sept. 9–14</td>
<td></td>
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<tr>
<td>Unit 4</td>
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<tr>
<td>Week 5</td>
<td>· Identification of Propositions: Statement Analysis</td>
<td>Meleis, 2012, p. 386-387* (review); p. 458</td>
</tr>
<tr>
<td>Sept. 16–21</td>
<td></td>
<td>(Summary of Jacox article).</td>
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<tr>
<td>Unit 5</td>
<td></td>
<td>NOTE: Check &quot;propositions&quot; in index for examples of propositions - optional.</td>
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<tr>
<td>Week 6</td>
<td>· Philosophical Issues in Development of Nursing Science and Progress in the Discipline</td>
<td>Walker and Avant, 2010 - chapter 11</td>
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<tr>
<td>Unit 6</td>
<td></td>
<td>Meleis, 2012 - chapter 18</td>
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<tr>
<td>WEEK 7</td>
<td></td>
<td>Reed and Lawrence, 2008</td>
</tr>
<tr>
<td>Week of Sept. 30</td>
<td>Fall Break: Monday, Sept. 30, and Tuesday, Oct. 1st</td>
<td>Reed and Shearer, 2012 – chapter 49</td>
</tr>
<tr>
<td>Week 8</td>
<td>· Analysis of selected phenomenon</td>
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<tr>
<td>Oct. 7–11</td>
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<tr>
<td>Week 9</td>
<td>· Theoretical Foundations in Nursing</td>
<td>Meleis, 2012 - chapters 6, 10, 16, 17</td>
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<tr>
<td>Oct. 14–19</td>
<td></td>
<td>Walker and Avant, 2010 - chapter 12</td>
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<tr>
<td>Unit 7</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>Role of Nursing Theory in Interprofessional Practice*</td>
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</tbody>
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| **TUESDAY, OCT. 22**
| 12:30 - 3 pm
| Lunch provided
| CB1000A/B
| **Assignment** |

**PROPOSITION PAPER DUE - Oct. 25**

Dottie Hussain Distinguished Lectureship Series:
*Interdisciplinary Model for the Management of Individuals with Pancreatic Cancer* (free).

All students are expected to attend. More information at:
http://www.utoledo.edu/nursing/occne/

*Write a reflection about the relevance of topic to anticipated interprofessional practice as DNP. Write and turn in to faculty before you leave lecture site. (Handwritten)*

<table>
<thead>
<tr>
<th>Week 11</th>
<th>The Application of Theory to Practice</th>
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<tbody>
<tr>
<td><strong>Concept Analysis of 2nd phenomena in proposition</strong></td>
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<table>
<thead>
<tr>
<th>Week 12</th>
<th>Characteristics of Theory: Midrange Theory &amp; Theoretical Substruction</th>
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</thead>
</table>

| Week 13  | Theoretical Framework that Supports Practice Proposition |

**FRAMEWORK PAPER DUE - Nov. 15**

[No Discussion Activity]

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Theoretical Implications in the Art of Nursing: Perspective &amp; Domain</th>
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<tr>
<th>Week 15</th>
<th>Issues Impacting the Implementation &amp; Evaluation of Nursing Actions</th>
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<tr>
<th>Week 16</th>
<th>Future Directions for Nursing Theory</th>
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<tbody>
<tr>
<td><strong>Conclusions</strong></td>
<td></td>
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<table>
<thead>
<tr>
<th>Week 16</th>
<th>Future Directions for Nursing Theory</th>
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</table>

*SCIENTIFIC FOUNDATIONS PRESENTATION*
Post by Tuesday, Dec. 3
Theoretical Basis for Evidence-Based Practice - ONLINE
The University of Toledo
College of Nursing - BSN to DNP Program
NURS 7011 Syllabus
3 credit hours

FACULTY: Jane E. Ransom, PhD, RN
OFFICE HOURS: Tuesdays: 11-12 noon
LOCATION: CB3320
OFFICE PHONE: 419-383-5844
TERM: Fall Semester 2013
PLACEMENT: Semester 4 of program
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- Microsoft Word Processing Software
- Adobe Acrobat Reader
- Apple QuickTime Player
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Mozilla Firefox Browser - Recommended

**Internet service.** High-speed Internet access is recommended as dial-up may be slow and limited in downloading information. While a minor part, this course does contain streaming audio and video content.

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Assessment of Student Outcomes

Students with learning issues, test anxiety or personal matters are urged to seek assistance from the UT Academic Enrichment Center. Contact via e-mail at AcademicEnrichmentCenter@UToledo.Edu, website at http://hsc.toledo.edu/depts.aec, and telephone, 419-383-6118/4274, Offices in Mulford Library Building, Rooms 506/507.

The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and are in need of academic accommodations but have not yet registered with the Office of Academic Access (OAA) (Rocket Hall 1820; 419.530.4981; TTY: 419.530.2612; officeofacademicaccess@utoledo.edu), please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations. I also encourage students with disabilities receiving accommodations through OA to discuss these with me during office hours or by online appointment, so that I may be better informed on how to assist you during the semester. All accommodations must be processed through the Office of Academic Access.

Evaluation Strategies

Student work will be assessed as follows. Specific guidelines, grading criteria and a timeframe will be provided with each assignment. The guidelines for the online postings, the concept analysis paper, proposition paper, scientific foundation paper, and student online presentation are posted under Assignments.
1. Weekly Online Discussions ................ 15%
2. Concept Analysis Paper .................. 25%
3. Proposition Paper ....................... 25%
4. Framework Paper .......................... 25%
5. Scientific Foundations Presentation ...... 10%

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
</tr>
</tbody>
</table>

**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. Faculty *may* modify late assignment deductions if a student negotiates for a change in deadline with faculty *in advance*. *Ask questions as soon as possible by email or by phone if you do not understand an assignment.*

**Communication Guidelines**

**Email.** Students are expected to check the course email account frequently for important course information. This class is being taught for you, so if you are having trouble understanding any aspect of it, please let me know. I am here to help, and will do my best to respond to email within 24 to 48 hours.

**Discussion.** In this online course, your weekly postings and interaction with faculty are vital to your success. Your active engagement is crucial to learning. If you wish to engage with faculty on campus rather than in the Discussion Area or occasionally, we can negotiate those changes as much as possible. Online, to earn full credit, you must post your reply according to the weekly guidelines by Wednesday at 11:59 PM and respond to the postings of faculty by Saturday at 11:59 PM. Please see the Grading Rubric for Online Discussions for complete grading criteria. Faculty randomly selects postings to read and respond to; in other words, every posting by every student will not be graded.

**Netiquette.** It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of Internet etiquette:

http://www.albion.com/netiquette

**Technical Support**

If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day. The UT Online Help Desk website is available at: http://www.utoledo.edu/dl/helpdesk/index.html
Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's IT Help Desk at (419) 530-2400 or ithelpdesk@utoledo.edu. The IT Help Desk website is available at http://www.utoledo.edu/it/CS/HelpDesk.html.

Learner Support

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

eLibrary services portal. The eLibrary is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard. Learn more at: http://www.utoledo.edu/dl/students/elibrary.html

Counseling center. The Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies. Learn more at: http://www.utoledo.edu/studentaffairs/counseling/

Services for online students. Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the link below to learn more about the wide range of services for online students. Learn more at: http://www.utoledo.edu/dl/students/student_serv.html

General Expectations for all Papers (5%)

Formatting. Use a title page, double-spaced, including in this order (in Assignments area, too): 1) University of Toledo College of Nursing, 2) NURS7011 Theoretical Foundations of Advanced Nursing Practice, 3) Faculty name (Dr. Ransom), 4) content title for assignments; 5) date of submission, 6) your name last.

Include a Running head, which becomes the header on the next pages. Use a hard page return after typing all the title page information, so the second page begins at the top margin (Ctrl + Enter keys together).

Use at least two levels of headings for assignments greater than 2 pages double-spaced or 1 page single-spaced (Level 1, 2 and 3, APA-style). Convert discussion questions or topics into concise headings and subheadings no longer than 1-5 words.

Use a consistent font style and size (10 or 12 only). Use one-inch margins all around.
Indent the first line of each **paragraph** (no block paragraphs). Single or double-space paragraphs, but *always* double-space between paragraphs.

*All* direct *quotes* must have quotation marks and page numbers. Do not quote or just rearrange more than a few words from your sources. (NOTE: Quotes do not count toward discussion points in discussions or in papers.)

Use in-text *citations* for all sources, including those assigned. Include full double-spaced citations at the end of all papers for sources used under the heading, **References**. Note that when an author cites other sources, it is not appropriate to cite the second sources, only the source *you are actually reading*. [Example: Smith (1965) wrote that all nurses use theory (as cited in Ellis, 1969).]

**Communication of thoughts.** A well-written paper conveys thoughts in a well-organized manner and demonstrates an in-depth consideration of ideas from credible sources. Communicate your thoughts clearly using professional language and writing style (terminology, grammar, spelling, sentence construction, and word usage.

**Grading Criteria for Online Discussions (15%)**

**Weekly Discussions**

Take the initiative to share your understanding about each discussion topic in relation to the discussion questions provided or those you determine. Include at least **two** direct references to the required readings *in your own words to the best of your understanding*. Explain the significance of these references and be sure to include the authors whose ideas you are using. Use these references to demonstrate how you might integrate what you have read into your thinking and/or practice as a nurse.

**Two Postings most Weeks**

**New learning (3 points).** Share your understanding about the readings as indicated in the week’s discussion guide. Include at least **two** direct references to the required readings *in your own words to the best of your understanding*. Explain the significance of these references and be sure to include the authors whose ideas you are using. Use these references to demonstrate how you might integrate what you have read into your thinking and/or practice as a nurse.

**Response (1 point).** Reply to faculty when possible within the same week or concurrent with the next week’s postings. If faculty does not post a response, then this requirement is not expected. First, restate the faculty’s position as you understand it. Then, comment on at least one point, using information gleaned from one of the assigned readings. Identify the author whose information you are using (author, date). *Your agreement or disagreement does not*
constitute a "reply" that counts toward discussion points. You may also choose to add questions about what you do not understand, but include your understanding as clearly as possible.

Writing style and English usage (1 point). Provide in-text, APA-style citations with each reference you refer to. Write your postings in term-paper style using APA format. This is a graduate level course, and these are opportunities for you to write at this level and to improve your abilities.

<table>
<thead>
<tr>
<th>Abbreviated Rubric for Weekly Online Discussion</th>
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<tbody>
<tr>
<td>(Refer to details above.)</td>
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<tr>
<td>New postings:</td>
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<tr>
<td>Responses to faculty:</td>
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<td>Writing &amp; English usage:</td>
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<td></td>
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<tr>
<td>3 points</td>
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<td>1 point</td>
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Specific Guidelines for Papers and Scientific Foundations Presentation

You will find the specific guidelines for the papers in the content folder labeled, Assignments, and guidelines for the scientific foundations presentation under "Resources" online.

Weekly Schedule follows next. . . .
## WEEKLY SCHEDULE

Refer to Weekly Discussion Guidelines for Details and Complete Citations of Readings.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>August 19–24</strong></td>
<td>· DNP Roles and Expectations for Theory and Research –part 1</td>
<td>· Chism, 2013 - chapter 4</td>
</tr>
<tr>
<td><strong>Unit 1</strong></td>
<td>· Overview of Philosophy, Science, and the Discipline of Nursing: Part 1</td>
<td>· Reed and Shearer, 2012 - chapters 2, 9</td>
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<tr>
<td></td>
<td></td>
<td>· Smith and McCarthy, 2010</td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td><strong>August 26 -</strong></td>
<td>· Overview of Philosophy, Science, and the Discipline of Nursing: Part 2</td>
<td>· Meleis, 2012 - chapters 2, 3, 7, 8</td>
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<tr>
<td><strong>31</strong></td>
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<tr>
<td><strong>Unit 2</strong></td>
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<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td><strong>Sept. 3-7</strong></td>
<td>· Identification of Phenomena: Concept Analysis</td>
<td>· Meleis, 2012 - chapter 15</td>
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<tr>
<td><strong>Unit 3</strong></td>
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<td>· Walker and Avant, 2010 - chapter 10</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>· Knowledge Development, Politics &amp; Evidence-Based Practice</td>
<td>· Reed and Shearer, 2012 - chapters 31, 32</td>
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<tr>
<td><strong>Sept. 9-14</strong></td>
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<tr>
<td><strong>Unit 4</strong></td>
<td>· Identification of Propositions: Statement Analysis</td>
<td>· Reed and Shearer, 2012 - chapters 24, 25, 30</td>
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<tr>
<td><strong>Week 5</strong></td>
<td></td>
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<tr>
<td><strong>Sept. 16-21</strong></td>
<td>· Identification of Propositions: Statement Analysis</td>
<td>· Meleis, 2012, p. 386-387* (review); p. 458 (Summary of Jacox article).</td>
</tr>
<tr>
<td><strong>Unit 5</strong></td>
<td></td>
<td>· Walker and Avant, 2010 - chapter 11</td>
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<tr>
<td><strong>Week 6</strong></td>
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<tr>
<td><strong>Unit 6</strong></td>
<td></td>
<td>· Meleis, 2012 - chapter 18</td>
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<tr>
<td><strong>WEEK 7</strong></td>
<td></td>
<td>· Reed and Lawrence, 2008</td>
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<tr>
<td><strong>Week of</strong></td>
<td></td>
<td>· Reed and Shearer, 2012 – chapter 49</td>
</tr>
<tr>
<td><strong>Sept. 30</strong></td>
<td></td>
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<tr>
<td><strong>Week 8</strong></td>
<td>· Analysis of selected phenomenon</td>
<td></td>
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<tr>
<td><strong>Oct. 7-11</strong></td>
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<tr>
<td><strong>Week 9</strong></td>
<td>· Theoretical Foundations in Nursing</td>
<td>· Meleis, 2012 - chapters 6, 10, 16, 17</td>
</tr>
<tr>
<td><strong>Oct. 14-19</strong></td>
<td></td>
<td>· Walker and Avant, 2010 - chapter 12</td>
</tr>
<tr>
<td><strong>Unit 7</strong></td>
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</tbody>
</table>

Fall Break: Monday, Sept. 30, and Tuesday, Oct. 1st

No postings or assignments this week.

**CONCEPT ANALYSIS PAPER DUE - Oct. 10**

[No Discussion Activity]
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Oct. 21-26</th>
<th><strong>PROPOSITION PAPER DUE - Oct. 25</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Role of Nursing Theory in Interprofessional Practice*</td>
<td>Dottie Hussain Distinguished Lectureship Series: <em>Interdisciplinary Model for the Management of Individuals with Pancreatic Cancer</em> <em>(free)</em>. All students are expected to attend. More information at: <a href="http://www.utoledo.edu/nursing/occne/">http://www.utoledo.edu/nursing/occne/</a></td>
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<td></td>
<td>*TUESDAY, OCT. 22 12:30 - 3 pm Lunch provided CB1000A/B</td>
<td>*Write a reflection about the relevance of topic to anticipated interprofessional practice as DNP. Write and turn in to faculty before you leave lecture site. <em>(Handwritten)</em></td>
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<tr>
<td></td>
<td><strong>Assignment</strong></td>
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<tr>
<td>Week 11</td>
<td>Oct. 28-Nov. 2 Unit 8</td>
<td></td>
</tr>
</tbody>
</table>
|          | The Application of Theory to Practice | · Meleis, 2012 - chapters 4, 5, 9  
· Walker and Avant, 2010 - chapter 13  
· Reed and Shearer, 2012 – chapters 10 & [7 or 11, your choice] |
|          | Concept Analysis of 2nd phenomena in proposition | · Identify published concept analysis on 2nd phenomena of interest. Check nursing literature first, but not limited to nursing.  
· Share reference.  
· Identify three key questions to discuss & post. |
| Week 12  | Nov. 4-9 Unit 9 | |
|          | Characteristics of Theory: Midrange Theory & Theoretical Substruction | · Reed and Shearer, 2012 - chapters 37, 38 |
| Week 13  | Nov. 11-16 | **FRAMEWORK PAPER DUE - Nov. 15** |
|          | Theoretical Framework that Supports Practice Proposition | [No Discussion Activity] |
| Week 14  | Nov. 18-23 Unit 10 | |
|          | Theoretical Implications in the Art of Nursing: Perspective & Domain | · Meleis, 2012 - chapter 14  
· Reed and Shearer, 2012 – chapters 45, 46, plus  
· Article of student's choosing on art of nursing |
| Week 15  | Nov. 25-27 Unit 11 | |
|          | Issues Impacting the Implementation & Evaluation of Nursing Actions | · Meleis, 2012 - chapter 18  
· Reed and Shearer, 2012 – TBA |
| Week 16  | Dec. 2-6 Unit 12 | |
|          | Future Directions for Nursing Theory  
· Conclusions | · Reed and Shearer, 2012 - chapters 48, 49, plus one [50, 51, or 52] |
|          | **SCIENTIFIC FOUNDATIONS PRESENTATION**  
Post by Tuesday, Dec. 3 | |