

SUL ROSS STATE UNIVERSITY RIO-GRANDE COLLEGE
RN TO BSN NURSING PROGRAM

COURSE TITLE: NURSING THEORIES AND CONCEPTS
COURSE NUMBER: NURS 3303
CREDIT HOURS: 3 Semester Credit Hours
FACULTY: Geraldine M. Goosen, PhD, CNS-BC, CCRN

COURSE DESCRIPTION:

Exploration of nursing theories and concepts that provide the foundation for and guide nursing interventions. Analysis of bio-psycho-socio-cultural concepts that apply to selected populations across the life span.

This course introduces students to theories and concepts that have been utilized to guide the direction of nursing education and nursing practice. Beginning understanding of the philosophic approach utilized by authors of selected theories will provide insight into professional nursing roles in a changing health care environment. Critique/evaluation of theories and concept analysis is a process that can be applied to many aspects of the field of nursing. Utilization of these processes will enhance the art and science of nursing.

FACULTY INFORMATION:

NAME: Geraldine M. Goosen, RN, PhD, CNS-BC, CCRN
CONTACT INFORMATION: Phone or Sul Ross e-mail
Address: 646 Private Road 4323
Hondo, TX 78861
OFFICE HOURS: 8 a.m. to 8 p.m.
PHONE NUMBER: 830-931-4371
UNIVERSITY E-MAIL: ggoosen@sulross.edu

OBJECTIVES:

Upon successful completion of activities in this course, the student will be able to:

1. Discuss the development of nursing theory from Nightingale to the present.
2. Differentiate between grand nursing theory, middle-range nursing theory, nursing practice theory, and population-focused theory.
3. Describe the interrelationships among and between nursing theory, nursing research, and nursing practice.
4. Describe the importance of nursing theory to the practice of nursing in various settings.
5. Apply selected aspects of a nursing theory to the nursing care of a patient in an identified life span.
6. Utilize appropriate terminology when discussing components of theories and concepts.
7. Discuss the value of theory and concept analysis to varying levels of nursing education.
8. Follow a sequential protocol when analyzing selected physical, biological, social, and behavioral sciences.

COURSE ASSIGNMENTS:

REQUIRED TEXTBOOK & RESOURCES: Alligood, Martha Raile. (2014). *Nursing theory: utilization & application*. (5th Edition). Elsevier/St. Louis.

RECOMMENDED RESOURCES:

FACULTY BIOGRAPHY:

I was born and raised on a farm in mid-Missouri with my parents and 4 older siblings. I attended a parochial school for 12 years and was accepted to attend a diploma school of nursing in Springfield, MO. My best friend graduated from the same diploma program two years prior to my graduation in 1959. After 10 years of marriage I became a single mother for one son, Michael. After graduating from a BSN program that was not league accredited, I returned to Kansas State University, a national league accredited program, where I graduated with a BSN. In 1972 I graduated from Texas Woman's University as a Clinical Nurse Specialist with a clinical focus on patients' with burns and/or trauma. I was offered a faculty position at TWU where I developed a graduate program for burn clinical nurse specialists that became nationally recognized. In 1985 I graduated from the University of Arizona in Tucson with a PhD in Nursing and a minor in neuro-psychology. In addition to my son, a significant highlight in my life was an invitation to the annual international burn meeting in Melbourne, Australia where I presented results from my dissertation research on Beta-endorphin Levels in Burn Injured Patients.

In 2016 I will have been an active participant in nursing education and nursing practice for 60 years. I have held faculty positions at all levels of nursing with locations at Joplin, MO, Dallas, TX, Tucson, AZ, Columbia, MO, Galveston, TX, San Antonio, TX, and Uvalde, TX. Faculty positions were combined with clinical positions which included burn units and critical care units. The joy of nursing for me has always been associated with direct patient care as well as education of bright, young individuals wishing to care for patients that have difficulty caring for themselves. A combination of clinical practice and education was dedicated to a ten year interval as a clinical nurse specialist (CNS-BC) in critical care units for the Methodist Healthcare System in San Antonio, TX. In 2012 I retired from my week-end staff nursing position at University Health Systems in the Cardiac and Medical ICU after twelve years.

In an effort to retire, I started a new associated degree nursing program at Southwest Texas Junior College in 2008 and an RN to BSN Nursing Program at Sul Ross State University Rio-Grande College in 2014. My second endeavor will be owner/proprietor of a Bed and Breakfast north of Hondo, TX with my two year old boxer, Bruno. Riding my John Deere tractor around the ranchette to see turkey, deer, hogs, observe and smell a myriad of flowers, and listen to a host of birds singing remains my best mode of relaxation.

COURSE EXPECTATIONS:

Learning activities for this course are divided into ten modules which contain objectives and specific directions that will lead to understanding the role that nursing theories and concepts play in the development of nursing as a science.

Assignments included in each module will be asynchronous, conducted and completed within a seven day period. Each student is required to plan required time to read, research, write out specific learning activity, and prepare assignments designated in each module. A synchronous scheduled time will be designated by students to discuss questions and issues related to assignments. The secret to success in this course is to come to discussion groups prepared to debate and critique topics delineated in each module. Faculty will serve as moderator for the discussion groups. Power points will be placed in a folder.

During the first week of class, each student must submit a snap-shot, picture of themselves with a brief personal and professional biography. This information will include highlights from each student that have led to the direction each student is taking to obtain their BSN.

Beginning the second week of the course, a discussion board format will be designed to replace the traditional classroom. Blackboard 9 will be utilized to communicate all on-line activities including e-mails. A rubric is attached that will be implemented to evaluate contributions and participation in discussion board postings. Learning, in an on-line course, requires enhanced initiative on the part of the student to read, research, question, debate, and subsequently learn valuable professional information. Missed course work, class participation grades, written documents or presentations will result in the student receiving a zero for the assignment. It is expected that students will request assistance to understand whatever is unclear; thus, taking an important step in assuming responsibility for individual learning.

EXPLANATION OF FINAL GRADE:

The final grade for this course will follow the University grading scale:

A=90-100

B=80-89

C=75-79

D=69-74

F=69 or Below

The above percentages will be derived from points that can be achieved from the following:

Participation in Discussion Board	30%
Completion of Module Activities	20%
Critique of Selected Nursing Theory (Professional Paper #1)	20%
Concept Analysis (Professional Paper #2)	30%

ACADEMIC HONESTY POLICY:

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.

9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

AMERICAN WITH DISABILITIES ACT (ADA) STATEMENT:

Any student with a documented disability needing academic adjustments is requested to speak directly to the Counseling Department as early in the semester (preferably within the first week) as possible. All discussions will remain confidential.

ONLINE COURSES:

Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work requirements—a measure generally calculated at 3 hours outside work for each hour in class.) Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays, but computers are available at the SWTJC and RGC libraries. A student who fails to participate in assignments during any one work period may be subject to being withdrawn from class and given a grade of F. Students should regularly log in to their class.

GENERAL CAMPUS REGULATIONS AND CONDUCT:

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student

Handbook and other official University publications outline specific regulations and requirements.

COURSE CONTENT LINKAGE WITH STATE AND NATIONAL GUIDELINES:

1. Applicable Differentiated Essential Competencies (DEC's) in this course
 2. Applicable Baccalaureate Essentials in this course.
 3. Applicable QSEN Knowledge, Skills and Attitudes (KSA's) in this course.
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MODULE I: INTRODUCTION TO COURSE (Week 1, June 1, 2014)

MODULE OBJECTIVES: Upon completion of this module, students will be able to:

1. Define and utilize key terms related to theory development.
2. Develop beginning knowledge of classic nursing theories that have contributed to nursing knowledge and skill.
3. Relate to a selected nursing theory that will provide the basis for future assignments in this course.
4. Understand a selected nursing theory that will provide guidance for future nursing practice.
5. Utilize selected articles from nursing literature (CINAHL) that will provide the basis for future discussions in this course.

REQUIRED READINGS: Chapters 1, 2, 3, & 4 in course textbook. It is recommended that you read as much of the textbook as possible since we will be referring to parts of the entire book in future discussions and assignments.

LEARNING ACTIVITIES TO MEASURE ACHIEVEMENT OF COURSE OBJECTIVES:

1. Define the following terms and be able accurately use these terms in future activities:

Axiom	Propositions
Concept	Construct
Antecedents	Consequence
Empirical	Assumption
Causality	Theory
Abstractness	Empirical Relevance
Empirical Referent	Paradigm
Meta-paradigm	Causality
Grand Theory	Middle-Range Theory
Practice Theory	Hypothesis
Inference	Statistical
Model Building	Role Model

2. Review the terms in the glossary of your textbook before you begin to read the chapters since this will give you a foundation for content included. In the future your ability to utilize terms, correctly, will take you to a higher level on the discussion board rubric.
3. The articles you select to use throughout this course should be referenced in the two professional papers you will be writing for the course. Accurate documentation according to APA format should be established at this time.
4. Place the activities listed above in a resource that you can access quickly, and at any time. Some of you have heard me refer to a "Jewel Book" for clinical information. I would see the value for a "Theory, Research, Concept Jewel Book" that could be extremely useful for you now and as you move up the academic ladder.
5. Review the Discussion Board Rubric so you will understand how you will be evaluated throughout this course and others.

MODULE II: CONTINUED EXPLORATION OF CONCEPTS, THEORIES, AND MODELS (Week 2, June 8, 2015)

MODULE OBJECTIVES: Upon completion of activities in this module, students will be able to:

1. Differentiate between concepts, philosophies, theories, and models.
2. Discuss the potential relationship of philosophies, theories, and models to nursing education and nursing practice.
3. Discuss the value of a philosophy, theory, or model that you have selected to use in your area of practice.
4. Summarize why you have chosen your philosophy, theory, or model above other choices you have reviewed.
5. Determine if the author for your selected philosophy, theory, or model utilized an inductive or deductive approach for development.

REQUIRED READINGS:

1. Continue to review Part I in the textbook to enhance your foundation knowledge of nursing theories.
2. Read Part II (Chapters 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20).
3. Explore nursing theory resources in CINAHL for articles that address the philosophy, theory, or model you have selected.
4. Select articles that will assist you to analyze the philosophy, theory, or model you have selected.

LEARNING ACTIVITIES TO MEASURE ACHIEVEMENT OF COURSE OBJECTIVES:

1. Develop a working knowledge with the nursing philosophy, model, or theory you have selected.
2. Conceptualize how use of the nursing philosophy, model, or theory you have selected will enhance your nursing practice.
3. Discuss key thoughts during a scheduled class that demonstrates your understanding of the nursing philosophy, model, or theory you have selected.

MODULE III: CONTRIBUTION OF PHILOSOPHIES, MODELS, CONCEPTS, AND THEORIES TO NURSING SCIENCE (Week 3, June 15, 2015)

MODULE OBJECTIVES: Upon completion of activities in this module, students will be able to:

1. Discuss the major premise and concepts presented in nursing philosophies, models, and theories summarized in the textbook.
2. Continue to explore all aspects of the philosophy, theory, or model you have chosen and be prepared to apply your findings to class discussion, nursing practice, and your first professional papers.
3. Select and explore professional articles available in periodical literature that further defines, describes, and/or critiques the philosophy, theory, or model you have selected.

REQUIRED READINGS:

1. Continue to read pertinent chapters in textbook that will assist you in completing learning activities.
2. Exploration of periodical literature should be ongoing to assist with learning assignments.

LEARNING ACTIVITIES TO MEASURE ACHIEVEMENT OF COURSE OBJECTIVES:

1. Refer back to the terms you defined in Module 1 and utilize as many of the terms to describe your philosophy, model, or theory. Some terms do not apply, but many will be utilized to assist you with the theory analysis you will prepare for professional paper 1.
2. Summarize how utilization of a philosophy, model, or theory might have assisted the learning process during your basic program.
3. Discuss how nursing philosophies, models, and theories contribute to evidence-based practice.

MODULE IV

**EVALUATION, UTILIZATION, AND ANALYSIS OF THEORETICAL AND CONCEPTUAL MODELS
(Week 4, June 22, 2015)**

MODULE OBJECTIVES: Upon completion of activities in this module, students will be able to:

1. Analyze a selected philosophy, theory, or model according to guidelines (rubric) provided.
2. Begin to understand strengths, weaknesses, and additional development that could enhance the selected philosophy, theory, or model.
3. Develop a greater understanding of nursing as a profession with a body of knowledge and scientific foundation.
4. Differentiate between an apprenticeship program and a professional program.
5. Articulate some of the initial thoughts that may have prompted the authors to develop and publish the philosophies, models, or theories you have been exploring.
6. Discuss how theoretical and conceptual models will generate positive patient outcomes.

REQUIRED READINGS:

LEARNING ACTIVITIES TO MEASURE ACHIEVEMENT OF COURSE OBJECTIVES:

1. Utilize the guidelines for critique and analysis of selected philosophy, theory, or model to develop a rough draft. (This is available in Black Board and will be forwarded to you via e-mail)
2. Discuss the preliminary/rough draft of your analysis at the scheduled class time on June 27, 2015.
3. Prepare a list of questions you have regarding this course that we can discuss at the meeting on June 27, 2015.