



SUL ROSS STATE UNIVERSITY
DEPARTMENT OF NURSING
RN TO BSN COMPLETION TRACK
NURS 3303 – NURSING THEORIES AND CONCEPTS
SUMMER 2021

SEMESTER HOURS: Three (3)

CONTACT HOURS: Two Class Hours Per Week in BB Collaborate on Thursday 6:00 to 9:00 pm.

CLINICAL HOURS: N/A

PREREQUISITES: Admission to the RN to BSN Completion Program

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 are introduced to assist with compressing large amounts of information that can enhance nursing knowledge.

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, Ph.D., CNS, CCRN-Emeritus

Office Hours:

Hours available via e-mail: Monday-Sunday-daytime hours.

Hours available in person in office: Thursday 4:00 pm – 7:00 pm

Hours available via cell phone: Monday-Friday 8:00 am to 8:00 pm

Phone number: 830-931-4371 (Call or Text)

University E-mail: ggoosen@Sulross.edu

STUDENT LEARNING OUTCOMES:

Each student enrolled in the course will be expected to meet course objectives that are presented within the applicable framework of the Texas Board of Nursing (TBON) Disseminated Essential Competencies of Graduates from Texas Nursing programs (DEC's), the American Association of College of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (BSN Essentials), and the Quality and Safety Education for Nurses (QSEN) Knowledge, Skills and Attitudes (KSA's) in this course. Following each outcome, standards that are met within the



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framework of the course objective will be identified in the order of DEC's, BSN Essentials, and QSEN.

At the end of the course, the student will be able to:

1. Discuss the development of nursing theory from Nightingale to the present. (DEC's, I-C5b; IVA2a)
2. Differentiate between grand nursing theory, middle-range nursing theory, nursing practice theory, and population-focused theory. (DEC's IV-A3a; IV-B2c) (BSN Essentials III-1)
3. Describe the interrelationships among and between nursing theory, nursing research, and nursing practice. (DEC's I-E7; IV-C2) (BSN Essentials VIII-6)
4. Describe the importance of nursing theory to the practice of nursing in various settings. (DEC's I-A2b; I-A1c; IV-D7; IV-D4c) (BSN Essentials VIII-6)
5. Apply selected aspects of a nursing theory to the nursing care of a patient in an identified life span. (DEC's I-Bf; I-C1b; I-C1)
6. Utilize appropriate terminology when discussing components of theories and concepts. (DEC's I-B4; I-C2a; IV-D3b) (BSN Essentials I-7)
7. Discuss the value of theory and concept analysis to varying levels of nursing education. (DEC's II-G2b; II-H7; IV-A3c; IV-D2; IV-G1) (BSN Essentials VIII-6) (QSEN EBP-2a)
8. Follow a sequential protocol when analyzing selected physical, biological, social, and behavioral sciences. (DEC's I-3) (BSN Essentials I-3)

REQUIRED TEXT AND REFERENCE:

1. Alligood, Martha Raile. (2014). *Nursing theory: utilization & application*. (5th Edition). Elsevier/St. Louis. (Acquire the most recent edition of this text)
2. Goosen, G.M. (Jan/Feb 1989). Concept analysis: A process for teaching physiologic variables. *Journal of Professional Nursing*, 5 (1).

RECOMMENDED TEXT:

1. Walker, Lorraine Olszewski, Avant, Kay Coalson. *Strategies for theory construction in nursing*. (5th Edition). Pearson
2. Sitzman, K. L., & Eichelberger, L. W. (2011). *Understanding the work of nurse theorists: A creative beginning*. (2nd. Ed.). Sudbury M.A.: Jones and Bartlett.
3. Jones, D. A., & Roy, C. (2007). *Nursing Knowledge Development and Clinical Practice*. Springer Pub. Co.: New York.



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- Vandemark, L. M. (2006). Awareness of Self and Expanding Consciousness: Using Nursing Theories to Prepare Nurse-Therapists. *Issues in Mental Health Nursing*, 27 (6), 605-615.

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITIES:

Students will participate in synchronous and asynchronous activities that explore concepts and theories in professional nursing and health care. Student dialogue will focus on exploring the use of related terms and phrases related to common theories and concepts. Key class activities are centered around identifying and assessing resources, analyzing nursing theories, and potential nursing concepts related to nursing theories. Students are expected to contribute to the verbal or written dialogue by using critical thinking, clinical reasoning, and clinical judgment terms that reflect exploration and concentration in assigned requirements.

Learning activities for this course are divided into five modules, with each Module spanning two weeks. Each Module contains objectives and specific directions that will lead to understanding the role that nursing knowledge, nursing theories and concepts play in the development of nursing as a science. In addition, activities are directed toward helping you see the value that theories and concepts play in your day to day nursing practice.

A detailed course schedule along with calendar dates, due dates for all graded assignments, and learning objectives are included in a Module Schedule in this syllabus. It is important to check the modular information frequently to obtain any changes that may occur to meet important needs throughout the course.

Assignments included in each module will be synchronous and/or asynchronous, conducted and completed within a fourteen-day period. Each student is expected to plan required time to read, explore, 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 time identified for synchronous meetings has been designated as Thursday evening starting at 7:00 p.m. The synchronous meetings will be recorded for students to review in the event that a student is unable to attend. If you are not able to attend the meeting, please e-mail the faculty of record prior to Thursday. The secret to success



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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 and guidelines will be placed in a folder with relevant labels.

- 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. It is expected that students will request assistance to understand whatever is unclear; thus, taking an important step in assuming responsibility for individual learning.

Rubrics used to evaluate learning activities are included at the end of the syllabus.

Class, Discussion Board & Online Seminar Participation:

Students will participate in online collaborative activities that explore concepts and theories in professional nursing and health care. Students are expected to participate in weekly discussion board or synchronic meetings, providing at least two (2) substantial comments related to learning topics that are research based each week.

Each synchronous meeting will be conducted via Collaborate. The following process will be followed to achieve the meeting: A. Blackboard; B. Course number & name; C. Meeting Room; D. Join Room; E. Unmute microphone. If you are unable to attend a synchronous meeting, please prepare the learning activities and submit in writing. Specific discussion board questions may be addressed during the meeting if time allows, if not, each student will be expected to address the issue on discussion board.

Module Activities:

Students will complete module activities to measure achievement of course objectives. Learning activities in each module must be completed within the time designated for each assignment. Discussion Board Questions that are not completed in a synchronous meeting will be addressed in the Discussion Board during the following week.



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Critique of Selected Nursing Theory:

Students will select and critique a nursing philosophy, model, or theory to develop an understanding of the analytic process that is utilized to critiques that are presented to establish a basis for nursing science and provide direction for nursing practice.

Concept Analysis: Concept analysis is a process provided to explore all aspects of a concept that will assist each student to gain a comprehensive understanding of a broad term that transcends many conditions. Clear understanding of the process and resulting content will provide key information regarding numerous conditions in which the concept occurs. Since concepts are identified as the building blocks for theories, it is understandable that information contained in the analysis will be foundational data on which to build additional learning (Chinn & Jacobs, 1976).

Documentation of How the Use of Theories and Concepts Will Guide Your Individual Nursing Practice: After exploration of a selected theory, model, and concept, gaining significant information related to each opens up new ways of processing information related to patient care. In essence, it is anticipated that information obtained in this course will provide new insights **into the nursing process. The student is expected to identify at least 5 ways** in which care delivery for their selected patient population will be altered after introduction to new ways to organize and process information regarding nursing actions..

COURSE EXPECTATIONS:

Verbal and written responses to assignments will incorporate evidence that the student has read appropriate assignments and is able to articulate information that reflects individual cognition and understanding of information. All written assignments must be presented in APA format. Any technical difficulties related to Blackboard Collaboration must be referred to the IT resources close to your home address and corrected as soon as possible. Making an appointment with the IT resource and taking your computer equipment with you to the appointment will lead to a successful learning process.

Orientation to Course:

It is expected that you attend a nursing orientation at the beginning of the semester unless you have attended a scheduled event prior to the course. Nursing orientation will be held at the beginning of each fall and spring semester and students will be notified by e-mail when we have been notified that you are enrolled in the course.



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Faculty and Student Picture and Biography:

During the first week of class, each student must submit a snap-shot or picture of themselves with a brief personal and professional biography including educational and clinical experiences and any personal information that highlights why they are choosing to seek a BSN degree.

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 subsequently accepted to attend a diploma school of nursing in Springfield, MO. After 10 years of marriage I became a single mother for one son, Michael. Over the past 25 years, the two of us enjoy living on a ranch north of Hondo, TX where we live in separate residences and enjoy the quiet environment of the country with frequent appearances of cattle, deer, wild turkey, and a variety of birds.

I received a BSN while continuing to work in intensive care units. In 1972 I graduated from Texas Woman's University as a Clinical Nurse Specialist with a clinical focus on patients with burns/trauma. I was offered a faculty position at TWU where I developed a graduate nursing program for burn clinical nurse specialists that became nationally recognized. In 1995 I graduated from the University of Arizona in Tucson with a PhD in nursing and a minor in neuro-physiology. In addition to my son, a highlight of my life was accepting an invitation to the Annual International Burn Conference in Melbourne, Australia where I presented findings from my dissertation research on beta-Endorphin Levels in Burn Injured Patients.

I have been an active participant in nursing education and nursing practice for 65 years, holding positions at all levels of nursing education at Tucson, AZ, Columbia, MO, Galveston, TX, Joplin, Mo, Galveston, TX, San Antonio, TX, Uvalde, TX and Alpine, TX. Faculty positions were combined with clinical practice positions which included burn units and critical care units. The joy of nursing has always been direct patient care as well as education of bright, young individuals aspiring to care for patients that have difficulty caring for themselves. A ten-year interval was dedicated as a clinical nurse specialist and educator position in critical care units for the Methodist Healthcare System in San Antonio, TX. In 2014 I retired from my week-end staff nursing position at University Health Care Systems in the Coronary and Medical ICU after 14 years of service.



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In 2018 I designed and directed an LVN to RN bridge program at Southwest Texas Junior College which later evolved into a generic ADN program in 2014. That same year I started an RN to BSN Completion Program at Sul Ross State University (SRSU) which was given national accreditation through the Council for Collegiate Nursing Education (CCNE) in 2016. In 2018 I answer a request to develop a BSN program at SRSU in Alpine, TX. The program is accepting their charter class in 2021.

In addition to nursing practice and education, my greatest pleasure and relaxation is spending time with my 7 year old boxer, Bruno, and observing the beauty of wild flowers known to the State Of Texas and listening to a host of birds singing in the oak trees.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.
2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize their time, learning goals, work schedules and family arrangements to fully participate in the course and assignment activities.
6. Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

STUDENT EVALUATION OF THE COURSE & FACULTY:

In addition to completing evaluation forms submitted to each of you from Sul Ross State University, please complete the evaluation form included in this syllabus. Your faculty of record will remind you of the time and importance of submitting this evaluation from your perspective. We wish to assist you with individual learning needs, as much as possible, within the framework of the objectives for the course.



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Your view of the value for this course will assist us with future changes for the program. Results from all students are reported as aggregate data to the Texas Board of Nursing and the Commission for Collegiate Nursing Education (CCNE), our national accrediting agency. We are aware of the time commitment for this activity, but your evaluation views are extremely important to the success of this program.

COMMUNICATIONS:

- **Announcements** – Check announcements each time you log onto the course.
- **Course E-mail** – All e-mail communication must be through your Sul Ross e-mail account. Check Sul Ross e-mail frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday – Friday.
- **Responses to e-mails and course postings** – Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross e-mail and if not available, mobile phone or texting between the hours of 8 am and 8 pm if possible. Messages received on the weekends or holidays will be answered by the next working day.
- **Assignments** – Assignments will be reviewed and returned with feedback/grade within 4 days of submission.
- **Writing and use of APA format** – All written assignments and discussion board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty.
<http://owl.english.purdue.edu/owl/resource/560/01>

USE OF TECHNOLOGY:

If you have any technical questions, problems or concerns with Blackboard, do not spend more than 15 minutes on any technical problem, seek help immediately.

- Contact the 24-7 Help Desk at: 1-888-837-2882.
- Uvalde OIT Department: 830-279-3045
- Eagle Pass OIT Department: 830-758-5010
- Del Rio OIT Department: 830-703-4818

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting both face to face and online.



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- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance including responding the faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, e-mail, or text as soon as possible and make arrangements to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

RULES OF NETIQUETTE:

The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It will apply primarily to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.
3. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
 - a. Use a meaningful title in the Subject line. For e-mail, include course number.
 - b. Use the person’s name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
 - c. Close the posting by writing your full name at the end of the message.



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4. Do not post anything too personal as all students in the class and your instructor will see what you write and the University archives all course materials;
5. Be courteous and respectful to students and faculty in the course.
 - a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view as it will be read by others;
 - b. Be careful with the tones of what you are communicating, sarcasm and subtle humor; one person's joke may be another person's insults;
 - c. Do not use all caps in the message box (it is considered shouting);
 - d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
6. Keep the messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point-of-view.
7. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
8. When posting a response, make sure you clarify the post to which you are responding.
9. If the topic you wish to address is already covered under an existing thread, do not start a new thread.
10. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
11. Try not to lurk, meaning you are just reading and not participating.
12. Quality of online communications/postings is important
 - a. It is not acceptable to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name, year, and the work from which the quotation is taken. If you paraphrase, use your own understanding of the work if possible and give credit to the original author by citing name, year and source of the idea.
 - b. If the posting is going to be long, use paragraphs;
 - c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms;
 - d. Just as you would proofread a formal paper, before posting;
 - i. Read what you have written for content;
 - ii. Rethink what you have written for tone;
 - iii. Reread what you have written for organization and coherence; and



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- iv. Revise what you have written for grammar, punctuation and mechanics.
 - v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
13. Don't send large files as someone in your class may have a relatively slow internet connection and be sure to check for viruses when sending files.
14. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students of faculty by e-mail, phone, or text.

ASSESSMENT OF STUDENT LEARNING:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussion boards, online reflections and observations, clinical performance when applicable, knowledge and comprehension of reading assignments and completion of course assignments. Criteria for each course activity and assignments include grading rubrics are delineated either in the syllabus or in the modules.

2. Summary of Measures for Evaluations:

The course grade is based on Discussion Board participation, Completion of Module Activities, two (2) professional papers, and Documentation of How the Use of Theories & Concepts will Guide Your Individual Nursing Practice.

<u>Course Requirements</u>	<u>Percentage</u>
1. Participation in Class Discussion or Discussion Board	20%
2. Completion of Module Activities	20%
3. Critique of Selected Nursing Theory (Professional Paper #1)	25%
4. Concept Analysis (Professional Paper #2)	25%
5. Documentation of how the use of Theories & Concepts will guide Your Individual Nursing Practice	10%
Total Points	100%

3. **Calculation of Final Grade:** The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

Grading Scale



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- A = 90 – 100
- B = 80 – 89
- C = 75 – 79
- D = 70 – 74
- F = 69 or below

4. **Late and Make-up Assignments:** To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Missed course work, class participation grades, written documents or presentations will result in the student receiving a zero for the assignment. Should scheduling conflicts and/or family emergencies arise, student should contact faculty by phone, e-mail, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up assignments can be arranged without penalty. Course work not completed at the designated time will be given a grade of zero. Five points per calendar day will be deducted for late submission of assignments.

COURSE SCHEDULE/MODULES:

Week Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Module I Week 1 June 2, & Week 2 June 7, 2021	INTRODUCTION TO COURSE 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.	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	Discussion Question: 1. Compare & contrast grand theory, middle range theory, and practice theory. 2. Identify the role that axioms and concepts play in theory development.



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	<ol style="list-style-type: none"> 3. Relate to a selected nursing theory that will provide the basis for future assignments in this course. 4. Select and review a 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. 	<p>future discussions and assignments.</p>	<p>Module 1 Learning Activities: See page 22</p>
<p>Module II</p> <p>Week 3 June 14, & Week 4 June 21, 2021</p>	<p>CONTINUED EXPLORATION OF CONCEPTS, THEORIES, AND MODELS</p> <p>MODULE OBJECTIVES: Upon completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Continue to review Part I in the textbook to enhance your foundation knowledge of nursing theories. 2. Read Part II (Chapters 5 - 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 	<p>Discussion Question:</p> <ol style="list-style-type: none"> 1. Which nursing theories appear to provide guidance for direct patient care? <p>Module II Learning Activities See page 23 of syllabus</p>



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	deductive approach for development.	model you have selected.	
Module III Week 5 June 28, & Week 6 July 5, 2021	CONTRIBUTION OF PHILOSOPHIES, MODELS, CONCEPTS, AND THEORIES TO NURSING SCIENCE MODULE OBJECTIVES: Upon completion of this module, students will be able to: <ol style="list-style-type: none"> 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 critique the philosophy, theory, or model you have selected. 4. .Articulate basic/common components which are addressed in the theory, including: <ol style="list-style-type: none"> A. Agency B. Patiency C. Framework D. Terminus E. Procedure F. Dynamics 	<ol style="list-style-type: none"> 1. Textbook: Chapters 3, 4, 21, & 22 2. Continue to read pertinent chapters in textbook that will assist you in completing learning activities. 3. Exploration of periodical literature should be ongoing to assist with learning assignments 4. SUBMIT YOUR FIRST PROFESSOPM A; PAPER NO LATER THAN JUNE 28TH AT MIDNIGHT. 	Discussion Question: <ol style="list-style-type: none"> 1. Discuss the relationship between theory based nursing practice and evidence based practice. Module III Learning Activities: See page 23 of syllabus



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<p>Module IV</p> <p>Week 7 July 12, & Week 8 July 19, 2021</p>	<p>RELATIONSHIP OF KNOWING, CRITICAL REASONING, AND CONCEPTS TO NURSING PRACTICE</p> <p>MODULE OBJECTIVES: Upon completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss how patterns of knowing influence nursing theory. 2. Differentiate between critical thinking, clinical reasoning, and clinical judgment. 3. Discuss laws, theories, and/or concepts that have been borrowed from other disciplines to develop the basis for nursing practice. 	<ol style="list-style-type: none"> 1. Textbook: Chapters 3, 21, & 22 2. Carper, B.A., (1978). Fundamental patterns of knowing in nursing. <i>Advances in Nursing Science</i>, 1 (1), 13-23 3. Walker, Lorraine Olszewski, Avant, Kay Coalson. <i>Strategies for theory construction in nursing</i>. (5th Edition). Pearson 	<p>Discussion Question:</p> <ol style="list-style-type: none"> 1. What was the purpose for assigning Dr. Carper’s article? 2. Discuss the value of the 4 ways of knowing reported in the article by Dr. Carper. 3. Summarize the overall issue that Dr. Carper was trying to address in her article. <p>Module IV Learning Activities: See page 24 of syllabus</p>
<p>Module V</p> <p>Week 9 July 26, & Week 10 August 2, 2021</p>	<p>UTILIZATION, AND ANALYSIS OF THEORETICAL AND CONCEPTUAL MODELS</p> <p>MODULE OBJECTIVES: Upon completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze a selected philosophy, theory, or model according to guidelines (rubric) provided. 	<ol style="list-style-type: none"> 1. Dabbs, A. D. V. (1994) Theory-based nursing practice: for our patients’ sake. <i>Clinical Nurse</i> 	<p>Discussion Question:</p> <ol style="list-style-type: none"> 1. Discuss the purpose of concept analysis as a process for understanding potential patient conditions.



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	<ol style="list-style-type: none"> 2. Begin to understand strengths, weaknesses, and additional development that could enhance understanding of 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. 7. Evaluate the influence that theories, and concepts can have on your nursing practice. 	<p style="text-align: center;"><i>Specialist,</i> 8(214), 220</p>	<p>2. Differentiate between clinical referents and empirical referents.</p> <p>Module V Learning Activities See page 24 of syllabus</p>
<p>Aug, 9, 2021</p>	<p>Be prepared to discuss the concept you have selected and share what you have learned in the process of searching for content related to your chosen concept.</p>		<p>Follow the grading rubric provided in the resource data.</p>



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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.



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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:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College-Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu

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



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are not open on weekends and holidays, but computers are available at the Southwest Texas Junior College and Sul Ross State University Rio Grande College 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.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smar thinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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.

DISCUSSION BOARD RUBRIC



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CRITERIA	Performance Indicators			
	Proficient	Competent	Substantive Area for Improvement	Unsatisfactory Work
<u>Content</u> Relevance of information in the posting to the assigned questions and demonstrates student learning.	Responds to discussion questions with a clear understanding of the focus of study in the module. Posting & responses meet all the requirements of the discussion instruction	Responds to discussion questions but with minor confusion about the focus of study in the module. Posting & responses meet most of the requirements of the discussion instructions	Responds to 1 or more discussion questions with major confusion about the focus of study in the module. Or Provides some answers but fails to respond to discussion questions as directed in the Forum. Posting & responses meet some of the requirements of the discussion instructions	The discussion questions are not answered Or Responses have no connection to the questions. Posting & responses meet few/none of the discussion instructions. 0 Points
	25 Points	20 Points	10 Points	



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<p><u>Scholarly Presentation</u> Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).</p>	<p>Thoughts are logically organized at the paragraph level without errors in SGP.</p> <p style="text-align: center;">15 Points</p>	<p>Thoughts are logically organized at the paragraph level with no more than 3 errors in SG</p> <p style="text-align: center;">10 Points</p>	<p>Thoughts are logically organized at the paragraph level with no more than 4 errors in SGP. &/Or Thoughts show limited logical organization between ideas.</p> <p style="text-align: center;">5 Points</p>	<p>Thoughts show no logical organization in the paragraph. &/ Or Postings contain in excess of 4 errors in SGP.</p> <p style="text-align: center;">0 Points</p>
<p><u>Engagement</u> Engages in discussion through use of thoughtful replies to the postings of other students.</p>	<p>Replies in the forum to 2 peers in a thoughtful, reflective, and respectful manner.</p> <p style="text-align: center;">20 Points</p>	<p>Replies in the forum to 1 peer in a thoughtful, reflective, and respectful manner.</p> <p style="text-align: center;">10 Points</p>	<p>Gives a limited reply to peers in a respectful manner.</p> <p style="text-align: center;">5 Points</p>	<p>No replies to any postings. &/ Or Replies are clearly disrespectful.</p> <p style="text-align: center;">0 Points</p>
<p><u>Citations/APA</u> Ideas are supported by proper citation and use of references following APA format.</p>	<p>Postings incorporate citations and references following APA format</p>	<p>Postings incorporate citations and references following APA format with no more than 2 errors.</p>	<p>Postings incorporate citations and references following APA format with no more than 3 errors.</p>	<p>Postings include three or more errors in APA format.</p>



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	with only 1 error. 20 Points	15 Points	10 Points	5 Points
<u>Literature/Evidence</u> Ideas are supported by student conducted research – outside the required course material.	Postings and replies are supported by more than <u>two</u> outside references in addition to required readings. 20 Points	Postings and replies are supported by <u>one</u> outside reference in addition to required readings. 10 Points	Postings and/or replies are <u>only</u> supported by required readings. 5 Points	Postings and replies are not supported by any evidence. 0 Points

MODULE ACTIVITIES

LEARNING ACTIVITIES TO MEASURE ACHIEVEMENT OF COURSE OBJECTIVES:

Module 1 Activity

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

Axiom

Concept

Antecedents

Empirical

Causality

Abstractness

Empirical Referent

Meta-paradigm

Grand Theory

Practice Theory

Inference

Model Building

Propositions

Construct

Consequence

Assumption

Theory

Empirical Relevance

Paradigm

Causality

Middle-Range Theory

Hypothesis

Statistical

Role Model



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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. Submit the terms in BB by the end of Week 2. In the future your ability to utilize terms, correctly, will take you to a higher level on the classroom or 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 this 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 ACTIVITY:

1. Discuss the major components of 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 that demonstrates your understanding of the nursing philosophy, model, or theory you have selected.
4. Utilize the guidelines for critique and analysis of selected philosophy, theory, or model to develop a rough draft and be prepared to discuss your draft during a synchronous class meeting.

MODULE III ACTIVITY:

- 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



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apply, but many will be utilized to assist you with the theory analysis you are preparing for professional paper #1.

2. Discuss the Theory Analysis Guidelines for clarification of questions related to the process.
3. Summarize how utilization of a philosophy, model, or theory might have assisted the learning process during your basic program.
4. Discuss how nursing philosophies, models, and theories contribute to evidence-based practice.
5. Utilize the guidelines for critique and analysis of selected philosophy, theory, or model to complete professional paper #1 and submit in BB, no later than June 28, 2020 at midnight.

MODULE IV ACTIVITY:

1. Discuss the preliminary/rough draft of your theory analysis at the scheduled class time on July 11, 2016
2. Identify some ways the nursing model you have chosen could influence your nursing practice such as:
 - A. Approach to patient assessment.
 - B. The way that questions are phrased to obtain pertinent assessment data.
 - C. How you view and utilize diagnostic data.
 - D. Direction the plan of care will follow

MODULE V ACTIVITY:

1. Identify a physiologic concept you wish to analyze to enhance understanding of your clinical practice.
2. Review the concept analysis guidelines to become familiar with the format and information you will need to complete all aspects of the analytic learning process.
3. Review the focus of the concept analysis rubric.
4. Review the concept analysis process explained by Chinn and Jacobs, 1986, and further elaborated by Avant and Walker, 2011. Professional Paper #2, your concept



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analysis must be posted the day of the scheduled final examination. The following summary provides the categories included in the concept analysis process:



Guidelines for Analysis of Selected Philosophy, Nursing Model, or Nursing Theory

Purpose: This activity is designed to provide nursing students to develop understanding of the analytic process that is utilized to critiques that are presented to establish a basis for nursing science and provide direction for nursing practice. A theory analysis is relevant only if the theory has the possibility of being useful in either an educational, clinical practice, or research setting. The theories you selected have been utilized over time and in different settings; however, you as an individual professional nurse have your own values and biases that will be reflected in each of the following categories in the analytic process. Your personal satisfaction regarding the magnitude your selection has to nursing science and nursing practice must be explored and identified. The steps utilized in the guidelines have been compiled from the works of Popper (1961, 1965), Reynolds (1971), Hardy (1974), Fawcett (1980, 1989, 2000), Chinn and Jacobs (1987), and Walker and Avant (2011).

The procedure used to analyze your philosophy, model, or theory will occur according to the following steps:

1. Identify the origins of the theory. The first step is to determine what prompted the development of the theory. In many cases the process evolved from a course assignment which progressed to a logical mechanism that takes on meaning for the author. Whether the theory is inductive or deductive in form provides basis for progression.
2. Examine the meaning of the theory. Meaning and logical adequacy is the most lengthy and valuable process in a theory analysis. Steps are to identify the concepts, examine definitions presented, identify the statements, and examine the relationships among concepts. Since concepts are the building blocks, it will be important to know and be able to apply their definitions. To assist in this process, reviewing the concept analysis process may be beneficial to completing this step (Hardy, 1974).
3. Analyze the logical adequacy of the theory. This step denotes the logical structure of the concepts and statements independent of their meaning. Development of a model that depicts the relationship of defined concepts will assist in visualization of the adequacy of the theory.



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4. Determine the usefulness of the theory. If the theory provides new insights into a phenomenon, if it helps the scientist explain the phenomenon better or differently, or if it helps the scientist make better predictions, then it is a useful theory (Berthold, 1968). The theory adds significantly to the body of nursing knowledge. Usefulness of theory thus has to do with how helpful the theory is to the scientist in providing a sense of understanding about the phenomenon in question (Reynolds, 1971).
5. Define the degree of generalizability. How widely the theory can be used in explaining or predicting phenomena reflects the criterion of generalizability or transferability (Lincoln & Gube, 1985). The wider the focus of a theory, the more generalizable it is likely to be. The more broadly it can be applied, the more generalizable it is.
6. Define the degree of parsimony. A parsimonious theory is one that very simply presents a complex phenomenon. Again, the use of a simple diagram may satisfy this step.
7. Determine the testability of the theory. A theory that is valid must be testable, at least in principle. A theory that has strong empirical evidence is a stronger theory (Reynolds, 1971).



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Point Distribution for Analysis of Selected Philosophy, Nursing Model, or Nursing Theory

Student Name: _____

Student Date: _____

Theory Analyzed:

Date Submitted: _____

<u>Topics to be Addressed</u>	<u>Points Possible</u>	<u>Points</u>
<u>Achieved</u>		
Rational for theory selection	5	
Personal application of the theory	5	
Origin of the theory	10	
Meaning of the theory	15	
Logical adequacy of the theory	10	
Usefulness of the theory	10	
Degree of generalizability	10	
Degree of parsimony	10	
Testability of the theory	10	
Grammatical Adequacy	5	
APA Format	10	

Total Points



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COMMENTS:

Course Evaluation

Course Name & Number:

Term & Year:

Faculty:

In order to provide high quality education experiences, your instructors are interested in your perceptions of this course. This form includes statements related to both didactic and clinical components (as applicable) of the course as well as faculty instruction. If there was no clinical in your course please check “*Not Applicable.*” You are encouraged to offer specific advice and constructive appraisal of your learning experiences as you answer the open-ended questions at the end of the form. Thank you for providing feedback to improve the course.

Evaluation of Theory and Didactic Course	Strongly Agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly Disagree 1	Not Applicable 0
The course orientation provided helpful information						



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about expectations for successful completion of the course.						
The introduction to Black Board, online learning, weekly learning activities and computer competency was for your learning needs.						
The course syllabus was well organized.						
Course materials were provided in sufficient time to allow you to prepare adequately for assignments.						
Assignments were helpful in acquiring a better understanding of course content.						
The use of Black Board Discussions was helpful to accomplish the course requirements.						
The course provided ample opportunities to collaborate and learn from other students in synchronous and asynchronous assignments.						



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Student responsibilities (being prepared, participation, group projects, communication etc.) were well defined in this course.						
The frequency of student & instructor interaction was adequate.						
Grading criteria and rubrics were clearly stated in the syllabus & consistent with methods used to assign grades.						
Assignment grades and/or test results were provided.						
Tests (if applicable) were directly related to assignments, Black Board discussions, and other planned activities.						
Appropriate technical assistance was readily available.						
The quality of online instruction using synchronous and asynchronous						



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methods was excellent.						
Adequate online library resources were provided.						
Course assignments were related to the focus of the course and related to the level of the program.						

Evaluation of Clinical Learning Activities and Experiences if Applicable	Strongly Agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly Disagree 1	Not Applicable 0
Students were encouraged to identify their individual clinical objectives that reflected areas of need.						
Students were encouraged to select a patient population for their clinical experience.						
Students were provided weekly guidelines for developing physical assessment skills						



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Guidelines were provided for development of a population Data Base						
Students were encouraged to suggest areas that would provide clinical experience for their patient population						
Students were an integral part in planning clinical time with their clinical preceptors						
Clinical experience was directed toward development of skill with physical assessment, relating diagnostic data to identified patient diagnoses, and linking management prescribed by the primary provider to patient needs.						
Students were encouraged to identify areas of need to enhance clinical leadership and management						
Evaluation of physical assessment techniques						



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was a meaningful learning experience						
Clinical activities were appropriate and directed to development of nursing knowledge and skill for a selected patient population						
Weekly discussion topics were relevant and stimulated identification of appropriate discussion areas						

Evaluation of Instructor	Strongly Agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly Disagree 1	Not Applicable 0
The instructor's teaching stimulated my interest in the subject.						
The instructor expressed ideas clearly.						
The instructor encouraged students to feel free to ask questions.						
The instructor thoughtfully answered all questions raised by students.						



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The instructor provided relevant & timely feedback regarding my work in this course.						
The instructor treated students with respect.						
The instructor seemed genuinely interested in my learning.						
The instructor was readily available for consultation with students online, by email and phone.						
The instructor used teaching methods that helped me understand the practical application of the course content.						
The instructor effectively used online learning systems (e.g. Blackboard) to promote learning.						
If I had academic difficulty or personal issues affecting my performance, the instructor advised me of my status and options.						



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General evaluation of the Course:

Rate the amount of work you did:

Less than assigned What was assigned More than what was assigned

Rate the level of your involvement in the activities of this course:

Limited involvement Somewhat involved Highly involved

How much practical knowledge have you gained from this course?

Minimum Some practical knowledge A great deal

General Evaluation of the Course when compared to other courses you have taken:

Poor Very poor Average Good Excellent

What are the major strengths of this course?

What are the major weaknesses of this course?

What would you suggest for improvement of this course?



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