Course Number and Title: GNUR 401: The Discipline of Nursing Conceptual and Theoretical Bases

Number of Credits: 3 Semester hours

Meeting Schedule: This course will be taught online. Go to the Sakai site: www.luc.edu, click Loyola Links and click Sakai, type in your user ID and password on the top of the page. The course is listed on the top; you may need to click more sites.

Faculty: Lisa Burkhart, PhD, RN

Faculty Contact Information: eburkha@luc.edu, office hours on Mondays from 5p.m.-6p.m. over adobeconnect. To access adobeconnect, go into the course in Sakai and click adobeconnect on the left side. I will hold office hours on Monday, January 13th for those who want a live introduction to the course, but that is not required. In addition to office hours, one-on-one meetings are by appointment. Muddy Waters forum on Sakai is also available for posting questions—many times students have similar questions and posting the answers in Muddy Waters is a convenient place to have questions answered. Also, many times your fellow classmates will respond to your questions—this is encouraged. I will view Muddy Waters twice a day: in the early morning and late afternoon every day. Please contact me through Muddy Waters or by e-mail through Messages in Sakai with questions or to request a synchronous meeting.

Pre-requisites: none

Co-requisites: none

Course Description:

This course introduces the learner to the development and use of disciplinary knowledge as applied to advanced practice nursing. Basic philosophical assumptions undergirding nursing are presented, conceptual thinking and the process of concept development are introduced, and an overview and critique of nursing’s conceptual models and mid-range theories applicable to advanced practice nursing are provided. The interrelationships among theory, research, and practice are explored, with an emphasis on implementing theory-based practice.

This course provides an introduction to critical thinking, theoretical thinking, and clinical judgment about the discipline of nursing and nursing practice. The course offers future advanced practice nurses an introduction to the evaluation of current nursing knowledge and its application to nursing practice.

The materials on this course website are only for the use of students enrolled in this course for the purposes associated with this course and may not be retained or further disseminated.

Course Outcomes:

1. Demonstrate an understanding of nursing as a discipline.
2. Discuss basic philosophical assumptions that undergird nursing knowledge.
3. Demonstrate beginning skills in the evaluation of frameworks, models, and theories used in nursing practice.
4. Demonstrate the process of concept development.
5. Understand the major concepts and relationship among these concepts in selected nursing frameworks/theories.
6. Identify mid-range theories used in advanced nursing practice.
7. Interpret the conceptual framework of the graduate nursing program and its relationship to the Jesuit philosophy of education and the philosophy of the Marcella Niehoff School of Nursing.

Teaching methods:
On-line courses are different than face-to-face courses. This course requires on-going work and monitoring throughout the week, rather than meeting for one class period a week. It is the student’s responsibility to navigate the Sakai site, request assistance as needed, take advantage of office hours, and submit assignments on-time. Resources are here to help you, but we do not know if you have a problem unless you ask for help. Resources include Muddy Waters forum in the discussion board, faculty e-mail, phone or adobe connect meetings, and IS technical support.

Announcements appear on the entry page. When beginning the course, review Course Orientation information—that link includes the syllabus, course outline and information in navigating the Sakai site. Your first week’s assignment is to review this information.

Weekly assignments are listed in the Learning Modules and the calendar. There are weekly modules. Each module includes activities and assignments, which can include the following:
- Assigned readings
- Asynchronous PowerPoint lectures
- Web activities/videos
- Discussion board post (due Wednesday) and discussion response with classmates (Friday)
- Blogs (due Wed) and groupmate comments by on Friday.
- Library assignment
- Synchronous discussions over adobeconnect (group and 1-1)
- Concept analysis presentation
- Concept analysis paper

Evaluation:

1. Concept analysis paper 30%
2. Blogs (see rubric) 25%
3. Weekly Discussion Board (see rubric) 25%
4. Presentation of concept analysis 10%
5. Library search strategy assignment 5%
6. Synchronous discussion week 8 5%

Grading Scale

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<tr>
<th>Point Based Scoring</th>
<th>Letter Grade</th>
<th>Holistic Scoring</th>
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<tr>
<td>94-100</td>
<td>A</td>
<td>4.00</td>
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Final course grades will be rounded using standard rounding procedures. For example, if your grade calculates to a 93.5, you will receive a 94 or A in the course. If your grade calculates to a 93.4, you will receive a 93 or A- in the course.

Required Course Materials:


Recommended Resources:


Recommended Journals

- Advances in Nursing Science
- The Journal of Nursing Scholarship
- Journal of Advanced Nursing
- Journal of Nursing Measurement
- Journal of Theory Construction and Testing
- Nursing and Philosophy
- Nursing Research
- Nursing Science Quarterly
- Research in Nursing and Health
- Research and Theory for Nursing Practice

Course Evaluation Expectation:

It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement.

Academic Integrity Statement:

Academic honesty is an expression of an ethic of interpersonal justice, responsibility, and care applicable to Loyola University faculty, students, and staff that demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is characterized by the failure to apply this ethic, i.e., any action whereby faculty, student or staff misrepresents the ownership of academic work submitted in his or her name. Student failure to practice academic honesty will, depending on the seriousness of the misconduct, result in a sanction ranging from the grade of “F” for the assignment to expulsion from the university.

Two specific areas where dishonesty is most common is cheating on tests and misrepresenting one’s written work assignments as their own (plagiarism).

It has been my experience that examples of student plagiarism do occur, but usually in an unknowing way. The student was simply not aware of the proper way to cite sources and material. To assist students in evaluating whether their paper is in danger of breaching academic integrity policy, students will submit their paper to the TurnItIn software prior to final submission to the instructor. The links are provided on BB. Papers reaching 20% repetition are in danger of plagiarism. Please evaluate your own paper before submitting the paper to me. Once you enter TurnItIn, you will see the percent repetition on the right side. If your paper has over 5% of repetition from any one source, please do review it. You probably need to paraphrase more. I will post a VoiceThread later in the semester. Please know that I also have access to your TurnItIn evaluation page.
TurnItIn®, a software program, will be used by the course instructor to evaluate your course assignments for problems related to academic integrity. The instructor will provide you with more detailed instructions on its use, interpretation and implications.

Assignments

VoiceThread Comment
During the first week of class, please post a comment on the Introductory VoiceThread and include a picture of yourself for your icon. Please tell us how far you are along in the program, where you work, hobbies – anything you would like others to know about you. This assignment is not graded. It both provides an introduction and tests your ability to use VoiceThread.

Library Assignment
This assignment will assist you with your skills in searching online library databases and will provide an important foundation in developing your paper. Please complete the assignment through the link in the module.

Concept Analysis Paper
You will write a concept analysis paper, which is a research paper. Please see course schedule for the due date and see Sakai assignment for a detailed description of the paper and rubric. Papers are due on the last day of class. Please keep in mind that your writing needs to be clear and based on APA format.

Weekly Discussion Board Participation
Students are expected to participate in the discussions for each weekly module as posted. Discussion board posts are due by Wednesday 6p.m and comments to group member’s posts are due by Friday 6p.m. Late discussion board posts will receive a “0” grade. The discussion board is critical to successful learning and requires total group participation. Missing an assignment not only limits your learning, but also limits your colleagues’ learning. The Discussion Board grading rubric is posted here, and both initial posting and comments on others’ posts will be graded. Please treat the initial posting as a “paper” (perhaps think of it as a 5 paragraph essay, referencing your points from the readings using APA format. You need to include an introduction to your post, summarizing your main points, and you need to include a conclusion to your post. This is where you demonstrate that you understood the readings and could apply the information. If you do not understand content, let me know and I will help you through Muddy Waters, during office hours, or by appointment. Please check Muddy Waters first—I may have already addressed your questions. I recommend that you read the assigned chapters the weekend before the assignment is due—Wednesday sneaks up fast. The first week assignment will help introduce you to the class and your groupmates.

Posted comments in response to your fellow group members’ initial postings also need to demonstrate critical thinking and understanding. Pay close attention to the rubric. I will grade each week’s postings directly on the rubric. Your grade and a detailed comment sheet for your weekly assignment is posted under Assignments. Your grade average is posted under Gradebook.

A word about writing and APA format: This course will not only teach academic content, but will also hone your writing skills. Two chapters in the APA book discuss writing style and grammar and are assigned the first week. Many find writing to be a challenge and link that writing ability to their self esteem. Please know I understand that fear and have experienced it myself early in
my professional life. This is just a skill that you must learn. I am here to help you develop that skill. The Shrunken and White *Elements of Style* book is a classic if you feel you need more resources. The Writing Center is also available to students on-line: http://www.luc.edu/writing/. It requires an on-line request for an appointment and you will be notified when your appointment is scheduled. If you know that writing is challenge for you, please plan enough time into your schedule to receive help, particularly with your paper. I will provide on-going detailed assistance on your discussion board postings, as well, to help identify strengths and areas that need improvement. Appointments through the Writing Center are with other writing experts within the University. As for APA format, you will be held to APA format, as described in the grading rubric. Please use the APA book throughout the semester to help strengthen your writing skills as well as learn APA format. You will be using that format throughout graduate school—best to learn it now.

Students will be divided up into smaller groups of around 4-6 students each. Groups are posted in the Announcements section. Students will participate in their assigned group for the discussion board. It is expected that these smaller groups will promote more meaningful discussions than a larger group. There will be a link from the Learning Module to the Discussion Board or you can go directly into the discussion board and post within your group, under the appropriate Learning Module. Discussion topics are described in each weekly module description. Up to 40 points (see grading rubric) will be given weekly for discussion posts.

Discussion board rubric:

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<tr>
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<th>Exceptional (9-10 pts)</th>
<th>Good (6-8 pts)</th>
<th>Needs Improvement (3-5 pts)</th>
<th>Inadequate (1-2 pts)</th>
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<tr>
<td>Completeness of assigned discussion questions (due Wednesday)</td>
<td>Assigned discussion questions are completely answered with considerable detail, elaboration, and justification.</td>
<td>Assigned discussion questions are completely answered.</td>
<td>Assigned discussion questions are partially answered.</td>
<td>Assigned discussion questions are not answered.</td>
</tr>
<tr>
<td>Writing ability, APA format, and references. (Due Wednesday)</td>
<td>Readings and other resource materials are used to support comments using APA format. Post is written well without grammatical errors.</td>
<td>Some reference to readings and other resource materials is included in comments using APA format. Occasional grammatical/spelling errors.</td>
<td>Little if any reference is made to readings or other resources.</td>
<td>Readings and resources are not mentioned</td>
</tr>
<tr>
<td>Frequency (due Friday)</td>
<td>Responded to all group mates</td>
<td>Responded to most group mates</td>
<td>Responded to some group mates</td>
<td>No response to groupmates.</td>
</tr>
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</table>
### Quality of response to Peers (due Friday)

<table>
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<tr>
<th>Substantial and detailed response are made to address another student’s post</th>
<th>Moderately detailed response is made to address another student’s post</th>
<th>Brief responses made to address another student’s post</th>
<th>No responses are made to address another student’s post</th>
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**Blogs**

You will also have blogging assignments. Blogging supports knowledge construction and critical thinking. This is the place to share your thoughts and experiences in response to a prompt. The prompt will relate to the readings, but your response is your opinion and is based on your personal experiences. Blogs do not require APA reference to the readings; it is more like a journal entry. However, it does need to be well written and clear and justified based on your experience. Because blog entries are viewable by your classmates, they support the development of communication skills in a "public" arena of your course. Class members can provide comments to blog postings; however, blogs are not intended to elicit an active dialogue like discussion boards. Again, blogs are expected to be posted by 6 p.m. on the due date; 5 points per day will be deducted for late postings.

Blog rubric:

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<tr>
<th>Blog (40 points total score)</th>
<th>Accomplished (9-10 pts)</th>
<th>Competent (6-8 pts)</th>
<th>Developing (3-5 pts)</th>
<th>Novice (1-2 pts)</th>
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<tr>
<td>Comprehension and completeness of response</td>
<td>Clearly understood guidelines and responded clearly providing elaboration and justification based on examples from own experience</td>
<td>Expressed understanding of guidelines. Responded with some ideas with some examples from own experience as justification</td>
<td>Commented on guidelines but did not respond with ideas or minimal give examples from own experience</td>
<td>Entered a comment, however the comment did not relate to the guidelines and provides no examples from own experience</td>
</tr>
<tr>
<td>Clarity and organization expressed</td>
<td>Ideas clearly written, well organized and stated. No errors in spelling, punctuation, or grammar</td>
<td>Ideas are presented however they may not be clear; minor errors is spelling grammar and punctuation</td>
<td>Ideas are presented but lack organization; several errors in spelling, grammar, or punctuation.</td>
<td>There are brief comments entered but they are not organized. Consistent errors in spelling, or punctuation.</td>
</tr>
<tr>
<td>Frequency (due Friday)</td>
<td>Responded to all group mates.</td>
<td>Responded to most group mates.</td>
<td>Responded to some group mates.</td>
<td>Did not respond to group mates.</td>
</tr>
<tr>
<td>Response to Peers (due Friday)</td>
<td>Substantial and detailed response are made to address another</td>
<td>Moderately detailed response is made to address another</td>
<td>Brief responses made to address another student’s post</td>
<td>No responses are made to address another student’s post</td>
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Concept Analysis Presentation

Each student will present a 10 minute PowerPoint presentation with voice-over of their concept analysis. The purpose of this assignment is to provide the student with an opportunity to obtain feedback from their peers regarding their concept analysis prior to the final submission of their papers. PowerPoint presentations will be posted on VoiceThread. Links are available in the Module for each person's presentation. Students will provide feedback for each of their group mates' presentations via the Discussion Board. Instructions for creating a VoiceThread PowerPoint presentation are in the module. There is a link to the VoiceThread instructions under Course Orientation. The following rubric will be used to grade this assignment. Please note that comments are required for this rubric, as well as a reference list at the end of the presentation:

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<tr>
<th></th>
<th>Exceptional (9-10 pts)</th>
<th>Good (6-8 pts)</th>
<th>Needs Improvement (3-5 pts)</th>
<th>Inadequate (1-2 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation completeness</td>
<td>All requirements of presentation topic areas addressed with considerable detail</td>
<td>Most requirements of presentation addressed</td>
<td>Some requirements of presentation addressed</td>
<td>Minimal requirements of presentation addressed</td>
</tr>
<tr>
<td>Readings and resources</td>
<td>Readings and other resource materials are used to support comments</td>
<td>Some reference to readings and other resource materials are included in comments using APA format</td>
<td>Little if any reference is made to readings or other resources</td>
<td>Readings and resources are not mentioned</td>
</tr>
<tr>
<td>Frequency (due Friday)</td>
<td>Responded to all groupmates' presentations.</td>
<td>Responded to most groupmates' presentations</td>
<td>Responded to some of groupmates' presentations</td>
<td>No response to groupmates' presentations</td>
</tr>
<tr>
<td>Response to Peers (due Friday)</td>
<td>Substantial and detailed response is made to address another student’s post</td>
<td>Moderately detailed response is made to address another student's post</td>
<td>Brief response is made to address another student's post</td>
<td>No responses/ minimal are made to address another student's post (e.g., Good job!)</td>
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*Concept Analysis Paper*
You will write a concept analysis paper for this class. The concept paper topic requires my approval by the fourth week of class prior to the Library lecture. All students are required to meet with me over adobeconnect for a 10 minute meeting to discuss your concept. Sign up for meetings by clicking the Sign-up link in Sakai. Please allocate adequate time to conduct your literature search, as well as read and analyze your articles. The presentation above is designed to help you refine your paper. It is your paper outline. It is best to have a clear and complete presentation so that your colleagues’ and my comments will help you refine your paper for final submission. Please make sure you submit to TurnItIn, as well.

Criteria for Writing The Concept Analysis Paper

This is a research paper and statements require citations/references. In general, statements from the literature should be paraphrased and not quoted. Please use direct quotes from references very sparingly and only when absolutely necessary. In general, the only time you use direct quotes is for a formal definition. **Points will be taken off if more than 4 quotes are used in the paper.**

All papers will be submitted via Sakai Assignment AND through TurnIttn, a plagiarism detection software. Students will have the opportunity to view the results from TurnItIn and revise their papers accordingly up until the due date/time of the paper. You are **highly encouraged** to submit a draft of your paper or section of paper to TurnItIn at least a week prior to the due date so that you will have enough time to make revisions and contact the faculty with any questions. This draft is submitted under Assignments using the TurnItIn submission link. When you submit your final paper, I will see a final TurnItIn report. Your draft submissions will not be graded. You will be able to submit multiple drafts of your paper to TurnItIn until the due date. Please note that you will be able to review your results from TurnItIn from your first submission within minutes. However, for subsequent submissions of drafts, TurnItIn results may not be available for 24 hours. Please plan accordingly. Revisions will NOT be accepted after the due date.

Please refer to the School of Nursing Master's Student Handbook (http://www.luc.edu/nursing/pdfs/Master%27s_Student_Handbook.pdf) for more information about Academic Integrity.

Detailed information regarding plagiarism is available from the Department of English, Loyola University Chicago at the following site: http://luc.edu/english/writing.shtml#source. It is suggested that you review this information carefully.

Optional gift: If you want me to review your paper prior to submission, it must be submitted to me through messages by April 14th at 9a.m. This draft will not be graded. I will review the paper for completeness and provide general comments. This is not required, but a gift. I will provide feedback within one week.
### Grading Criteria for Concept Analysis Paper

1. Abstract 5%
2. Introduction 5%
3. Search Methods 10%
4. Definitions of Concept 10%
5. Characteristics/Attributes 10%
6. Model Case 5%
7. Contrary Case 5%
8. Related Case 5%
9. Antecedents/Consequences 5%
10. Empirical Referents 10%
11. Application to Practice 5%
12. Further directions 5%
13. APA Format/Grammar 20%