Graduate Course Syllabus

NUR 500: Advance Nursing Concepts

Center: Online

Credits: 6

Course Prerequisites

None

Course Description

In this course, students will analyze the history and evolution of nursing conceptual models and theories. Students examine the linkages between empirical, aesthetic, ethical, personal, and sociopolitical patterns of knowing with the conceptual models and paradigms of nursing. Students will explore the components of conceptual-theoretical-empirical structures for theory—generating, theory-testing research, and application to practice.

AACN Essentials

This course meets the following AACN Essentials of Master's Education for Professional Nursing Practice:

Essentials I: Background for Practice from Sciences and Humanities

Essentials IV: Translating and Integrating Scholarship into Practice

Essentials V: Informatics and Healthcare Technologies

Essentials VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

Essentials IX: Master's-Level Nursing Practice

Course Outcomes

- Analyze the structure of knowledge in nursing, including metaparadigm, philosophies and world views, conceptual models, grand theories, and middle-range theories
- Analyze the conceptual-theoretical-empirical structures for theory-generating and theory-testing research
- Identify criteria for analysis and evaluation of conceptual models and theories
- Evaluate the application of nursing models and theories in the current healthcare delivery system using clinical practice tools

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, MBS Direct, rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC. ISBN: 9781433805615

Fawcett, J., & DeSanto-Madeya, S. (2013). *Contemporary nursing knowledge: Analysis and evaluation of nursing models and theories* (3rd ed.). Philadelphia, PA: F.A. Davis. ISBN-13: 9780803627659

Nursing Theorist Video Series
Username: NUR500
Password: NUR500

Instructor Availability and Response Time

Your class interaction with your instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be active in Blackboard at least five days a week, and you will normally communicate with your instructor in the open Blackboard discussion forum so that your questions and the instructor's answers benefit the entire class. You should send emails directly to your instructor only when you need to discuss something of a personal or sensitive nature, and in those cases your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	5	4	20
Reflection Journals	4	5	20
Case Studies	3	10	30
Final Paper	1	20	20
Individual Presentations	1	10	10
		Total Course Points:	100

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

	Total Points:	100		
Grade	**Numerical Equivalent**	**Points**	**Points Equivalent**	
			Lower	*Upper*
A	93-100	4.00	93	100
A-	90-92	3.67	90	92
B+	87-89	3.33	87	89
B	83-86	3.00	83	86
B-	80-82	2.67	80	82
C+	77-79	2.33	77	79
C	73-76	2.00	73	76
F	0-72	0.00	0	72
I	Incomplete			
IF	Incomplete/Failure			
W	Withdrawn			

*Incomplete and Incomplete/Failure: Any student requesting an "I" grade must complete a Student Petition and Contract for a Grade of Incomplete and submit it to the proper offices prior to the final day of the term/semester. The petition will specify a deadline by which the coursework must be completed. The incomplete automatically becomes an "IF" if work has not been completed and a grade has not been submitted by the specific deadline.

Grading Guides
Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignment Guidelines and Rubrics folder.

Weekly Assignment Schedule
The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. All assignments are due by 11:59 p.m. Eastern Time on the last day of the module week.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

Module	Topics and Assignments
1	The Structure of Contemporary Nursing Knowledge Fawcett & DeSanto-Madeya (2013): Chapter 1 1-1 Discussion: Is Nursing Its Own Discipline? 1-2 Reflection: Course Expectations 1-3 Course Project: Begin
2	Implementing Models and Theories in Clinical Practice, Administration, and Education (C-T-E Systems) Fawcett & DeSanto-Madeya (2013): Chapter 2 2-1 Reflection 2-2 Case Study 2-3 Course Project: Continue Work
3	Framework for the Analysis and Evaluation of Nursing Models Fawcett & DeSanto-Madeya (2013): Chapters 3 and 11 3-1 Discussion: Nursing Model/Theory 3-2 Case Study 3-3 Course Project: Patient Population Problem
4	Integrating Nursing Models, Theories, Research, and Practice Fawcett & DeSanto-Madeya (2013): Chapter 17 4-1 Discussion: C-T-E Structures 4-2 Course Project: Outline
5	King's Conceptual System and Levine's Conservation Model Fawcett & DeSanto-Madeya (2013): Chapters 5 and 6 5-1 Course Project: Feedback Review
6	Neuman's Systems Model and Parse's Theory of Human Becoming Fawcett & DeSanto-Madeya (2013): Chapters 7 and 13 6-1 Reflection: What You Have Learned So Far 6-2 Course Project: Begin Writing
7	Rogers's Science of Unitary Human Beings and Roy's Adaptation Model Fawcett & DeSanto-Madeya (2013): Chapters 9 and 10 7-1 Course Project: Source of Evidence
8	Newman's Theory of Health as Expanding Consciousness and Watson's Theory of Human Caring Fawcett & DeSanto-Madeya (2013): Chapters 12 and 16 8-1 Discussion: Watson's Theory of Human Caring 8-2 Course Project: Final Paper Review
9	Orlando Pelletier's Theory of the Deliberative Nursing Process and Peplau's Theory of Interpersonal Relations Fawcett & DeSanto-Madeya (2013): Chapters 14 and 15

	9-1 Individual Presentation: Submission
10	Leininger's Cultural Care Diversity and Universality Theory and Model
	10-1 Discussion: The Theory of Culture Care Diversity and Universality
	10-2 Case Study: Leininger's Theory
	10-3 Reflection: Leininger's Influence

Attendance Policy

Online students are required to post to the Blackboard discussion board during the first week of class. If a student does not submit a posting to the discussion board during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the full attendance policy.

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the full late assignment policy.

SNHU College of Online and Continuing Education Guide to Student Success

Review the guide to student success.

Diversity and Disability Statement

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns.

We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services. We look forward to hearing from you. Our contact information is below.

Disability Resource Center (DRC)
(877) 591-4723 (select option 4)
(877) 520-8916 (fax)
drc@snhu.edu

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the full academic honesty policy.

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the full copyright policy.

SNHU College of Online and Continuing Education Withdrawal Policy

Review the full withdrawal policy.

Southern New Hampshire University Policies

More information about SNHU policies can be found on the policy page.

Assessment Calibration and Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at assessmentcalibration@snhu.edu. See this document for more information.