WALDEN UNIVERSITY

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NURS 6001: *Foundations of Graduate Study*

Course Schedule

This Course Schedule outlines the assignments and due dates for the course. For full assignment details and directions, see each corresponding area in the left navigation bar.

Week 1	Foundations of MSN Study at Walden
Resources	**Readings** • Walden University Student Readiness Orientation • Discussion Rubric (in the **Course Information** area) • Week 5 Application Assignment Rubric (in the **Course Information** area) • **Document:** Discussion Posting Exemplars (Word document) • Walden University. (2011). Student publications: Vision, mission, and goals. Retrieved from http://catalog.waldenu.edu/ • Walden University. (2012a). Master of Science in Nursing. Retrieved from http://catalog.waldenu.edu/ • Walden University. (2012b). Walden University: Academic integrity for undergraduates. Retrieved from http://writingcenter.waldenu.edu/1022.htm • Walden University College of Health Sciences. (2012). About the school. Retrieved from http://www.waldenu.edu/colleges-schools/school-of-nursing/about • **Document:** APA Basics Checklist: Citations, Reference List, and Style (PDF document) **Media**

	• Laureate Education, Inc. (Executive Producer). (2012f). *Welcome to Walden.* Baltimore, MD: Author. Optional Resources are listed in the Week 1 Learning Resources.
Discussion	**Mission, Vision, and Personal Goals** **Post on or before Day 3** a description of one or more significant ways in which Walden's and the School of Nursing's perspectives (i.e., vision, mission, social change message, and outcomes) relate to your professional and academic goals and to your becoming a scholar-practitioner. Include how you plan to incorporate social change into your professional and academic goals. **Read** a selection of your colleagues' responses. **Respond on or before Day 6** to at least **two** of your colleagues **on two different days**. See the **Week 1 Discussion** area for details.
Quiz	**Walden's Student Readiness Orientation** The Readiness Check includes 15 questions in various format: true/false, multiple choice. **If you score 12 or below, please retake the exam.** You may retake the exam as many times as you would like in order to achieve the desired score. Your highest score will be recorded. Please complete the Quiz by **Day 7** of this week.

Week 2	**Success in Online Learning**
Resources	**Readings** • Walden University. (n.d.). Help with technology. Walden e-Guide. Retrieved from http://academicguides.waldenu.edu.ezp.waldenulibrary.org/waldeneguide/eguidehelpwithtech2#computer This section of the e-Guide provides useful information about the technical aspects of your online learning environment. Review the sub-sections to learn more about the classroom environment, online learning, technical support resources, and technical requirements.

- Walden University. (n.d.). Academic & Community Support Resources. Walden e-Guide. Retrieved from http://academicguides.waldenu.edu.ezp.waldenulibrary.org/friendly.php?s=eguidesupport2

  This section of the e-Guide provides useful information about academic resources and other support resources. Focus on the **Success Strategies** sub-section for guidance on such things as time management to help you maximize your online learning experience. Also focus on the **Discussions**, **Grading**, and **Scholarly Writing** sub-sections to learn more about completing your coursework, following course requirements, and writing for the online environment. Explore any other sections that you think will be useful.

- **Document:** 10 Steps to Becoming a Successful Online Learner (Word document)

- **Document:** Technology Contingency Plan Template (Word document)

- **Document:** Technical Tips for Learning at Walden (Word document)

- **Document**: Walden University School of Nursing Faculty. (2012). Annotated School of Nursing sample paper. (PDF document)

- Walden University. (2012c). Walden University: Active and passive voice. Retrieved from http://writingcenter.waldenu.edu/487.htm

- Walden University. (2012f). Walden University: Proofreading and revising. Retrieved from http://writingcenter.waldenu.edu/872.htm

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- Laureate Education, Inc. (Executive Producer). (2012e). *Tips for effective online composition and communication*. Baltimore, MD: Author.

Discussion	**Online Learning Strategies**
	Post on or before Day 3 a description of at least one strategy for each of the following areas related to online success: planning, time management, communication, and technology use. Explain how/why you think use of each strategy will contribute to your success as an online learner.
	Read a selection of your colleagues' responses.
	Respond on or before Day 6 to at least **two** of your colleagues **on two different days**.
	See the **Week 2 Discussion** area for details.

Week 3	**Academic Integrity**
Resources	**Readings**

	• American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author
	
	    ○ Chapter 1, "Writing for the Behavioral and Social Sciences"
	        ▪ Section 1.10, "Plagiarism and Self-Plagiarism"
	    ○ Chapter 3, "Writing Clearly and Concisely"
	    ○ Chapter 4, "The Mechanics of Style"
	    ○ Chapter 6, "Crediting Sources"
	    ○ Chapter 7, "Reference Examples"
	
	• **Document:** Introduction to Scholarly Writing: Plagiarism and Academic Integrity (Word document)
	
	• **Document:** APA Basics Checklist: Citations, Reference List, and Style (PDF document)
	
	• **Document:** Citing a Discussion Posting in APA Style (Word document)
	
	• **Document:** Citing a Laureate Video in APA Style (PDF document)
	
	• **Document:** Common APA Style and Formatting Challenges (PDF document)

	• Purdue University. (2012). *The Purdue Online Writing Lab (OWL): APA style*. Retrieved from http://owl.english.purdue.edu/owl/section/2/10/ • Walden University. (2012d). Walden University: APA style. Retrieved from http://writingcenter.waldenu.edu/APA.htm • Walden University. (2012e). Walden University: Plagiarism. Retrieved from http://writingcenter.waldenu.edu/63.htm • Walden University. (2012i). Walden University writing center. Retrieved from http://academicguides.waldenu.edu/writingcenter/grammarly ○ Grammarly **Media** • Laureate Education, Inc. (Executive Producer). (2012a). *Effective online communication: Scholarly writing in online discussion*. Baltimore, MD: Author. • Laureate Education, Inc. (Executive Producer). (2012b). *Introduction to scholarly writing: Plagiarism and academic integrity*. Baltimore, MD: Author.
Discussion	**Discussion: Scholarly Writing and Plagiarism** **Post on or before Day 3** a description of your experience of using Grammarly, and share at least one insight you gained about paraphrasing and avoiding plagiarism as a matter of academic integrity. Recommend at least one other online resource that supports scholarly writing, and explain your rationale. Lastly, share two APA formatting rules with the class and a specific page number in the APA manual where this rule can be located. **Read** a selection of your colleagues' responses. **Respond on or before Day 6** to at least **two** of your colleagues **on two different days**. See the **Week 3 Discussion** area for details.

Week 4	Scholarship and the Walden Library
Resources	**Readings** • Cornell University Library. (2010). Distinguishing scholarly journals from other periodicals. Retrieved from http://guides.library.cornell.edu/scholarlyjournals • Eaton, S. E. (2010). *Reading strategies: Differences between summarizing and synthesizing.* Retrieved from http://drsaraheaton.wordpress.com/2010/09/29/reading-strategies-differneces-between-summarizing-and-synthesizing/ • Walden University. (2012g). Walden University: Scholarly writing. Retrieved from http://writingcenter.waldenu.edu/312.htm • Walden University. (2012h). Walden University webinar archive. Retrieved from http://writingcenter.waldenu.edu/26.htm o "Writing at the Graduate Level" • Walden University Library Links and Resources o Introduction to the Walden University Library o Searching and Retrieving Materials in the Research Databases o Identifying and Evaluating Online Resources o The Walden Library and Your Total Information Network • **Document:** Introduction to Scholarly Writing: Finding a Scholarly Voice (PDF document) • **Document:** Introduction to Scholarly Writing: Purpose, Audience, and Evidence (PDF document) • **Document:** Introduction to Scholarly Writing: Tips for Success (PDF document) • **Document:** Stages in Critical Reading of Research Articles (Word document) • **Document:** APA Basics Checklist: Citations, Reference List, and Style (PDF document) **Media**

	• Laureate Education, Inc. (Executive Producer). (2012c). *Introduction to scholarly writing: Purpose, audience, and evidence.* Baltimore, MD: Author.
	• Laureate Education, Inc. (Executive Producer). (2012d). *Introduction to scholarly writing: Tips for success.* Baltimore, MD: Author.
Discussion	**Using the Walden Library** **Post on or before Day 3** a brief summary of your peer-reviewed article, the database you located your article in, your database searching experience, key words utilized in the search, and analysis of the strengths and weaknesses of the article. Read a selection of your colleagues' responses. **Respond on or before Day 6** to at least **two** of your colleagues **on two different days**. See the **Week 4 Discussion** area for details.

Week 5	**Looking Ahead**
Resources	**Readings** • View the Program of Study (POS) Template appropriate for your specialization located at the Walden Master of Science in Nursing (MSN) Forms site: http://inside.waldenu.edu/c/Student_Faculty/StudentFaculty_5495.htm • Casey, D., & Egan, D. (2010). The use of professional portfolios and profiles for career enhancement. *British Journal of Community Nursing, 15*(11), 547–552. • Smith, L. S. (2011). Showcase your talents with a career portfolio. *Nursing, 41*(7), 54–56. • Thompson, T. (2011). Electronic portfolios for professional advancement. *Clinical Nurse Specialist: The Journal For Advanced Nursing Practice, 25*(4), 169–170. • Registered Nurses Association of Northwest Territories and Nunavut. (n.d.). *Continuing competence: My professional development plan (PDP)—Information*. Retrieved from http://www.rnantnu.ca/?page_id=28

	• **Document:** Professional Development Plan Study Guidance PDP) (PDF document) • **Document:** PDP Sample Paper (Word document) • **Document:** APA Basics Checklist: Citations, Reference List, and Style (PDF document)
Application	**Professional Development Plan** Write your PDP using scholarly writing, correct grammar, and proper APA citations. This document should represent your best professional effort. See the **Week 5 Assignment** area for an enhanced description of the assignment and the specific rubric used to grade the assignment, which can be located in the Course Information area. Your completed Assignment is due by **Day 7** of this week

Week 6	**Critical Thinking, Reading, and Analysis**
Resources	**Readings** • Berkow, S., Virkstis, K., Stewart, J., Aronson, S., & Donohue, M. (2011). Assessing individual frontline nurse critical thinking. *Journal of Nursing Administration, 41*(4), 168–171. • Jenkins, S. (2011). Cross-cultural perspectives on critical thinking. *Journal of Nursing Education, 50*(5), 268–274. • Marchigiano, G., Eduljee, N., & Harvey, K. (2011). Developing critical thinking skills from clinical assignments: A pilot study on nursing students' self-reported perceptions. *Journal of Nursing Management, 19*(1), 143–152. • Zori, S., Nosek, L. J., & Musil, C. M. (2010). Critical thinking of nurse managers related to staff RNs' perceptions of the practice environment. *Journal of Nursing Scholarship, 42*(3), 305–313. • Kaminski, J. (2010). Theory applied to informatics—Novice to expert. *Canadian Journal of Nursing Informatics, 5*(4). Retrieved from http://cjni.net/journal/?p=967

	• Current Nursing. (2011). *Nursing theories: A companion to nursing theories and models: From novice to expert*. Retrieved from http://currentnursing.com/nursing_theory/Patricia_Benner_From_Novice_to_Expert.html • SGNA (n.d.). Expanded content level definitions. Retrieved May 29, 2013 from http://www.sgna.org/ContentLevelDefinitions.aspx • Walden University. (2012j). Walden University writing center: Critical reading. Retrieved from http://writingcenter.waldenu.edu/454.htm • Walden University. (2012k). Walden University writing center: Paper templates. Retrieved from http://writingcenter.waldenu.edu/57.htm • Walden University Writing Center. (2010). What is critical thinking? Retrieved from http://writingcenter.waldenu.edu/Documents/Scholarly-Writing/Critical_Thinking_(Final).pdf • **Document**: Walden University School of Nursing Faculty. (2012). Annotated School of Nursing sample paper. (PDF document)
Discussion	**Critical Thinking** **Post on or before Day 3** your observations on how critical thinking is used in clinical practice (provide examples); how you employ critical thinking strategies to improve clinical competence; and your thoughts on the connections between critical thinking, scholarship, and practice. **Read** a selection of your colleagues' responses. **Respond on or before Day 6** to at least **two** of your colleagues **on two different days**. See the **Week 6 Discussion** area for details.
Course Evaluation	Complete the Course Evaluation by **Day 7**.