Theoretical Foundations and Role Development for the Advanced Practice Nurse
NUR 802 Sections 731-735
3 Credits
Fall 2014

Catalog Course Description: Integration of theories from nursing and related disciplines to provide a foundation for the graduate student to transition into the advanced practice role.

Course Objectives: At the end of this course, students will:

1. Analyze theoretical concepts that support advanced nursing practice.
2. Integrate theoretical perspectives from nursing and related sciences to enhance, modify or support holistic healthcare patterns of clients within healthcare delivery systems by addressing primary, secondary, and tertiary health needs.
3. Analyze Advanced Practice Nursing roles and interdisciplinary collaboration to expand, advocate and disseminate culturally competent healthcare.
4. Evaluate quality indicators related to Advanced Practice Nursing role within the health care systems.
5. Demonstrate ethically sound leadership and care competencies throughout the decision making process from a theoretical, personal, and organizational framework.
6. Develop teaching, counseling, and conflict resolution strategies based on a theoretical framework, to empower groups of varied racial and ethnic backgrounds to attain maximal functional wellness.

Additional Course Objectives: In the course content each week, the student will be provided with specific class objectives.

Prerequisites: None

Co-requisites: None

Professional Standards & Guidelines: The curriculum is guided by the following documents:

Faculty:

Lorraine B. Robbins, PhD, RN, FNP-BC
Associate Professor
Office: Bott Building for Nursing Education and Research, Office C-245
Phone: 517-353-3011 (office)
E-mail: robbin76@msu.edu
Office Hours: Tuesday - 8:30 to 10:30 a.m. and by appointment

Jill F. N. Kilanowski, PhD, RN, FAAN
Associate Professor
Office: Bott Building for Nursing Education and Research, Office C-249
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Email: kilanow6@msu.edu
Office Hours: Thursday – 1300 to 1500 or as scheduled by appointment

Telephone communication: Please conduct telephone communications during regular office hours when possible or by appointment for times other than regular office hours.

Email communication: Email communication for this course is preferred when possible. Instructors will be using student msu.edu email addresses. Our goal will be to respond to your questions within 72 hours between 8am and 5pm, as a general rule.

Course website: This is an on-line course that can be accessed through the Desire2Learn course management system (https://d2l.msu.edu). You can log into this site using your MSUNetID name and password. The NUR 802 web site includes the course syllabus, and weekly course objectives, readings, and activities. Please see Part B of the syllabus for more details.

Please contact us by phone as soon as possible if you need particular accommodations due to a disability so that we can make suitable arrangements.

Instruction:

a. Methodology: NUR 802 uses an online format which serves as a web-based classroom. The classroom includes many important areas including Power Point presentations, class notes/handouts, readings, group discussion forums, drop boxes for assignments, a midterm and final exam, and other activities.

b. Writing Requirements: Personal Practice Theoretical Framework Paper. The recommended length for this paper is 6 pages. Please use APA (6th ed.) format to cite your sources. The Personal Practice Theoretical Framework Paper is worth 25% of the course grade, or 100 points. Please refer to paper criteria and rubrics for grading.

c. Required Texts: All required materials can be obtained from Spartan Bookstore located in the basement of Fee hall on campus (http://www.msu.edu/dig/msumap/fee.html); on the web at http://www.spartanbook.com; by phone at 517.353.9560; by fax at 517.353.9827; by email at ccasec@msu.edu.


American Nurses Association (2010). Nursing Scope and Standards of Practice<http://catalog.lib.msu.edu/record=b8270966%7ES39a%20> (2nd ed.). Silver Spring, MD


(Note to Students: Access these e-books through the MSU Libraries Catalog or the Nursing E-book page: http://libguides.lib.msu.edu/nursingebooks. These e-books allow unlimited concurrent users.)

**Required Resources, References, and Supplies:**

This online course uses a system called Desire2Learn course management system (D2L; https://d2l.msu.edu). To learn the D2L online system, in addition to tips for being a successful online student, please check out the Self-paced Training Modules by:

* clicking on https://d2l.msu.edu. See the Need Help area on left side of the page.
* clicking on the D2L Help Site prior to logging into D2L, clicking on the Learner box and completing any sections of interest.

For additional questions, please contact the:

**IMPORTANT: D2L HELP LINE**

**Local:** (517) 355-2345 (24 hrs./day, 7 days/week)

**Toll Free:** (800) 500-1554 (North America & Hawaii) (24 hrs./day, 7 days/week)

www.d2l.msu.edu (Help link on left side of the page)

**IMPORTANT:** Always check with the D2L Help Line first for any technical/computer problems before contacting a faculty member! D2L staff members are specifically trained to help you resolve any technical/computer problems.

To avoid technical problems during an exam, please ask a D2L staff member to check your computer settings in advance. Firefox or Chrome is recommended for accessing the online D2L course.

**Course Evaluation:**

a. **Learning Assessments and Grading:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Highest Number of Points (Equivalent to 100%)</th>
<th>Percentage of Course grade</th>
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<tbody>
<tr>
<td>Discussion Forums</td>
<td>100</td>
<td>25%</td>
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<tr>
<td>Midterm</td>
<td>100</td>
<td>25%</td>
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<tr>
<td>Final Paper</td>
<td>100</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>25%</td>
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b. Course Grading Scale: The standard College of Nursing grading scale will be utilized.

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
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<tr>
<td>94 – 100</td>
<td>4.0</td>
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<tr>
<td>93-87</td>
<td>3.5</td>
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<tr>
<td>86–80</td>
<td>3.0</td>
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<td></td>
<td>(Minimum passing grade)</td>
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<tr>
<td>79 – 75</td>
<td>2.5</td>
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<tr>
<td>74 – 70</td>
<td>2.0</td>
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<tr>
<td>69 – 65</td>
<td>1.5</td>
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<tr>
<td>60 – 64</td>
<td>1.0</td>
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<tr>
<td>Below 60</td>
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Please note: Final Course Grades will not be rounded.

Course Policies:

Technology Requirements
In order to fully participate in the online course experience, it is important that you have the appropriate technology available. Please contact D2L HELP at 1 800-500-1554 with concerns or questions about the technological requirements.

Course Content, Textbook Readings, & Course Activities
All lesson objectives, readings, and course activities (including the Power Point presentations, presentation slides for printing, discussion forums or assignments, and other relevant activities) will be outlined weekly. Each week, you will see an opening page with a brief overview of the week’s content, followed by links to objectives for the week, readings for the week, and activities for the week.

Class Availability
You can access the class by going to [http://d2l.msu.edu](http://d2l.msu.edu) Once you are enrolled in the course and have activated your MSU email account, you will be able to log on and find the Nur 802 course. Click on the course and you will be taken to the lessons for each week. Make sure to spend some time getting oriented to the course site during the first week. Familiarity with navigating the site and D2L will save you time in the long run. You can check your mail or send mail to faculty or other students by using the communication tab. Again, check the site and class of the week frequently.

Check in a few times during the week because the course site will be used to: make announcements about readings, new websites, and changes in the schedule; answer course-related questions, etc.

If you find new websites, articles, or current topics of interest related to the advanced practice nurse role that you think others would like to see, please send them to the course faculty member via D2L email as attachment in PDF format or as a direct link to the source if possible.

Consultants/Guest Speakers
The course may include some content developed by faculty members other than those formally assigned to the course. Faculty contributors or guests will be acknowledged in the appropriate area of the course.

SPECIFIC ASSIGNMENT INFORMATION

Midterm Examination

The midterm exam will be a 2 ½ hour exam covering material to date. The midterm exam may include both multiple choice (majority of exam) and some true/false questions. The exam will be open for 48 hours (12:01 am to 11:59 pm or 2359 - Eastern Time) on the dates specified on the course schedule. You may take it for any continuous 2.5 hour time period during the exam days. **It is not an open-book exam. You are NOT**
allowed to download or print the exam. D2L clearly shows whether anyone has downloaded or printed. This activity is considered "academic dishonesty." A grade of zero will be assigned for failure to take and complete the midterm exam by the due date and time. Please refer to the Examinations and Academic Dishonesty and On-Line Examination Guidelines below.

The midterm exam accounts for 100 points, or 25% of the course grade.

Final Examination

The final exam will be a 2½ hour comprehensive exam. The final exam may include both multiple-choice (majority of exam) and some true/false questions. The exam will be open for 48 hours (12:01 am to 11:59 pm or 2359 - Eastern Time) on the dates specified on the course schedule. You may take it for any continuous 2.5 hour time period during the exam days. It is not an open-book exam. You are NOT allowed to download or print the exam. D2L clearly shows whether anyone has downloaded or printed. This activity falls under the heading of "academic dishonesty." A grade of zero will be assigned for failure to take and complete the final exam by the due date and time. Please refer to the Examinations and Academic Dishonesty and On-Line Examination Guidelines below.

The final exam accounts for 100 points, or 25% of the course grade.

Examinations and Academic Dishonesty

Lectures, quizzes and examinations must remain the property of the College of Nursing and must not be copied or saved in any form for use with others. A quiz or exam should never be printed. Any of these activities indicate academic dishonesty. According to University policy, consequences for academic dishonesty may include failure of the course, expulsion from the major, or expulsion from the university. You are advised to complete and submit your own work. Exams are NOT group projects and must not be shared with other students in any way.

Online discussions and other course activities are confidential and should not be shared or discussed with others who are not enrolled in the class. The course provides an opportunity for each course participant to express his/her ideas and all are expected to do so. All ideas need to be respected in discussions and exercises. In any “group projects” (that are required), individual work remains a minimal expectation, and your individual work will be graded.

On-Line Examination Guidelines

Unless there is an unexpected personal or family emergency, EVERYONE is expected to take the exam during the scheduled time on the scheduled exam days (a family vacation, need to work, etc. does not constitute an unexpected emergency). You NEED TO PLAN far in advance to be free from any work or family responsibilities for that time!

Once you log onto the exam, you must complete it. Be sure to carefully check your answers before submitting the exam.

You have ample time for the exam. Usually, with a multiple-choice test, one minute is recommended for each question. You are being given enough time to deal with a technical problem if one arises and/or to carefully review your exam answers before submitting. Please contact D2L HELP to check your computer settings prior to the exam to try in advance to avoid technical problems. Always keep the HELP LINE phone numbers visible and readily available during the exam in case needed.

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Small Group Discussion Participation

Class participation is critical to a successful graduate-level course. Each student is expected to prepare in advance to participate in on-line small group discussions and activities as assigned. Students are responsible for all materials covered in on-line lectures, assigned readings, and small group activities. Participation in small group discussions and activities is mandatory.

Throughout the semester, each student will be working in an assigned team to complete 7 discussion forums. Two of the discussion forums will be included in introductory activities to the class (Weeks 1 and 3) with no grade being assigned. The remaining 5 discussion forums will take place within your assigned groups and will be graded. Groups will be assigned by the third week of class. The “Activities” section of the corresponding content week will include a description of the small group discussion activity. Each discussion is worth 20 points, or 20% of the discussion forum grade. The grade for all of the discussion forums (total of 100 points possible) is worth 25% of the final course grade. Each team member is required to contribute to the discussion by posting his or her own substantive individual member responses to only the team’s discussion forum. The final comprehensive individual member response postings must be supported with at least 2 current journal article references in APA format (published within last 5 years and not included in the reading list for the week). Any additional references may include your textbook or any required readings, such as journal articles, listed in the course. The team discussion will close at 11:59 PM or 2359 (Eastern Time) on Tuesdays so please post your comprehensive Final Member Response before this time. The team leader for each week will lead the discussion, synthesize the team’s discussion (individual posts and responses), and post a Final Team Response (Word document) by 11:59 PM or 2359 (Eastern Time) on Thursday of the assigned week into a dropbox. A grade of zero will be assigned for failure to submit a response by the due date and time.

The team leader for the week will receive a grade for the team summary (Final Team Response), and individual members will receive a grade for their substantive individual contributions to the discussion. Points will be allocated after each team member submits a comprehensive answer for each assignment, and the team leader submits the Final Team Response. Maximum points will be given for a comprehensive response that adheres to the above criteria. Grading will also be based on the student’s ability to demonstrate integrated knowledge of the readings and slideshow content and provide a thorough rationale supporting responses. Students are advised to use the rubric described below as a guide.

To give students the weekend to get a start on the next assignment, new class material will open at 0700 on the preceding Friday.

All persons are expected to be respectful and courteous during online discussions. Failure to demonstrate respectful conduct will adversely affect the assigned grade.


1. Demonstrates excellence in grasping key concepts; critiques work of others; stimulates discussion; provides ample citations in APA format to support opinions (at least two current journal articles not listed in the required readings as references along with at least one required reading in the course from textbook or journal article); readily offers new interpretations of discussion materials. Ideas are expressed clearly and concisely in sentences with appropriate vocabulary usage and correct spelling. Response is well-written. (Best=18-20)

2. Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill to support opinions. Some signs of disorganization regarding expression; transition wording may be faulty (Better=16-17).

3. Has mostly a shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Poor language use garbles much of the message; only an occasional idea surfaces clearly; expression seems disjointed; overuse of the simple sentences and redundancy with words
4. Minimal posting of material. Shows no significant understanding of material. Language is mostly incoherent. Does not respond readily to prompting (Not so good, try again=<14)

Small group discussion participation as the team leader or member is worth 25% of the course grade (100 points).

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Personal Practice Theoretical Framework Paper
Due November 21, 2014 by 1159pm or 2359 (Eastern Time)

The Personal Practice Theoretical Framework Paper is your opportunity to formulate and defend a conceptual/theoretical framework that supports your practice as a masters-prepared nurse. In preparation for this paper, consider the personal and professional values and philosophy that guide your practice/professional role. Identify one existing or emerging nursing theory that best aligns with your values and philosophy. Please read carefully and use the “Tips for Authors” handout and APA Manual as a guide.

Prepare a paper that presents your Personal Practice Theoretical Framework, including the following elements:

1. Describe your practice setting, practice goals, or other context that will frame your Personal Practice Theoretical Framework as a masters-prepared nurse.
2. Provide statements about the personal and professional values and philosophy that will guide your practice and/or professional role as a masters-prepared nurse.
3. Identify, discuss, critique, and apply an existing or emerging nursing theory that is aligned with your values and philosophy. Include the following components:
   a. Present the rationale for selecting this theory in terms of your practice values and philosophy.
   b. Describe the concepts of the theory.
   c. Provide examples of how the theory or framework can be applied to direct clinical practice as well as one or more additional APN competencies as described in Hamric et al. (2014).
   d. Provide brief clinical examples of how the relationships among the concepts of the theory help you predict, explain, or intervene in your practice.
   e. Evaluate your theory for missing concepts, missing or different theoretical relationships, or additional concepts you would add.
4. Describe how you anticipate applying this theory as a guide to your practice/professional role.

The recommended length for the content/text section of the paper (not including the title page and references) is 6 pages and NOT beyond 6 pages. Use APA (6th ed.) format to cite all sources. An abstract is not needed.

The Personal Practice Theoretical Framework Paper is worth 25% of the course grade (100 points).

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Professionalism:

All graduate students at Michigan State University should be fully familiar with the Graduate Student Rights and Responsibilities Articles (published by the Graduate School; available at http://www.vps.msu.edu/SpLife/gradrights.htm); University guidelines for ethical research - published by the University Committee on Research Involving Human Subjects [UCRIHS]; available at http://www.msu.edu/user/ucrihs/; The MSU Guidelines for Integrity in Research and Creative Activities, http://grad.msu.edu/all/ris04activities.pdf and specific principles for informal conflict management, in the
The Graduate Student Rights and Responsibilities (GSRR) Articles address professional standards for graduate students as follows: “Each department/school and college shall communicate to graduate students, at the time of their enrollment in a degree program or course in the unit, any specific codes of professional and academic standards covering the conduct expected of them.” (Article 2.4.7). “The graduate student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards” (Article 2.3.8).

In addition to meeting academic standards included in the Academic Progression Guidelines, students and faculty in the PhD in Nursing Program have shared responsibility for adherence to the professional standards presented in the CON Doctoral Student Handbook.

Professional expectations are rooted in the maintenance of high quality working relationships with faculty, peers, research participants, staff, and all others with whom the graduate student interacts. Aspects of high quality working relationships that are addressed in the GSRR as shared faculty-student responsibilities include: mutual respect, understanding, and dedication to the education process (2.1.2); maintenance of a collegial atmosphere (2.3.7); and mutual trust and civility (2.3.1.2).

University & College Policies:

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON MSN Student Handbook: [http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm](http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm)
- MSU Spartan Life Online: [http://www.vps.msu.edu/SpLife](http://www.vps.msu.edu/SpLife)
- Information for MSU Students: [http://www.msu.edu/current/index.html](http://www.msu.edu/current/index.html)
- Academic Programs: [http://www.reg.msu.edu/AcademicPrograms](http://www.reg.msu.edu/AcademicPrograms)
- Code of Teaching Responsibility and Student Assessments and Final Grades: [http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514](http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514)
- Integrity of Scholarship and Grades: [http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534](http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534)

University Policies:

**Academic integrity:** Article 2.3.3 of the [Academic Freedom Report](http://splife.studentlife.msu.edu/) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide [http://splife.studentlife.msu.edu/](http://splife.studentlife.msu.edu/) and/or the MSU Web site: [www.msu.edu](http://www.msu.edu)). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) Web site to complete any course work. Students who violate MSU rules may receive a penalty grade, including—but not limited to—a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work.

(See also [https://www.msu.edu/unit/ombudacademic-integrity/index.html#regulations](https://www.msu.edu/unit/ombudacademic-integrity/index.html#regulations})
Accommodations for students with disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu.

Attendance: Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman’s web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean’s drop for students who fail to attend class sessions at the beginning of the semester.

College of Nursing Policies: Professional Development Guidelines found in CON Student Handbooks at CON website http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm. Students are responsible for the information found in the CON (BSN, MSN, DNP, or PhD - choose one) Student Handbook.
Rubric for NUR 802 Personal Practice Theoretical Framework Paper

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<thead>
<tr>
<th>Criteria</th>
<th>High Proficiency</th>
<th>Proficient</th>
<th>No/Limited Proficiency</th>
<th>Comments/Points</th>
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<tbody>
<tr>
<td>1. Introductory Paragraph (first paragraph): Begin with a general sentence or two (supported with at least one citation) to present the reader with information regarding the issue/topic or what the paper is about and/or why it is important. Then, state: The threefold purpose of this paper is to: (a) describe my anticipated practice setting and goals, (b) discuss and evaluate a selected theory aligned with my values and philosophy, and (c) provide clear examples regarding how the theory can be applied to the advanced practice nurse competencies. <strong>Suggestion:</strong> Divide your paper into 3 sub-sections based on exactly what you said the paper will address in the same order (e.g., Practice Setting and Goals; Theory, Values, and Philosophy; Application of Theory to APN competencies, etc.) 5 points</td>
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<td>2. Describe your anticipated practice setting, practice goals, or other information that will frame your Personal Practice Theoretical Framework as a masters-prepared nurse in the future. 5 points</td>
<td>Nursing practice setting, practice goal or other information that frames your Personal Practice Theoretical Framework as a masters-prepared nurse is clearly, thoroughly and concisely explained.</td>
<td>Nursing practice setting, practice goals or other information that frames your Personal Practice Theoretical Framework as a masters-prepared nurse is mostly explained.</td>
<td>Confusing, vague or contradictory explanation of the nursing practice setting, practice goals or other information that frames your Personal Practice Theoretical Framework as a masters-prepared nurse.</td>
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<td>3. Discuss your personal and professional values and philosophy that will guide your practice and/or professional role as a masters-prepared nurse. 5 points</td>
<td>Convincing and well-defined statements about your personal and professional values and philosophy that will guide your practice and/or professional role as a master’s prepared nurse are presented.</td>
<td>Acceptable statements about your personal and professional values and philosophy that will guide your practice and/or professional role as a masters-prepared nurse are presented.</td>
<td>Confusing, unclear, and vague statements about your personal and professional values and philosophy that will guide your practice and/or professional role as a masters-prepared nurse are presented.</td>
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<td>4. Discuss, critique, and apply an existing or emerging nursing theory that is aligned with your values and philosophy. 5 points</td>
<td>Clearly and effectively discusses, critiques, and applies an existing or emerging nursing theory that is aligned with your values and philosophy.</td>
<td>Discusses, critiques, and applies an existing or emerging nursing theory that is aligned with your values and philosophy but not entirely convincing.</td>
<td>Confusing, unclear and vague discussion, critique, and application of existing or emerging nursing theory that is aligned with your values and philosophy.</td>
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<tr>
<td>Criteria</td>
<td>High Proficiency</td>
<td>Proficient</td>
<td>No/Limited Proficiency</td>
<td>Points/Comments</td>
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<td>5. Present rationale for selection of the theory in terms of your practice values and philosophy. 5 points</td>
<td>Clearly presents sound rationale for selection of theory in terms of your practice values and philosophy.</td>
<td>Mostly presents rationale for selection of theory in terms of your practice values and philosophy but not entirely convincing.</td>
<td>Confusing, unclear and vague or absent rationale for selection of theory in terms of your practice values and philosophy.</td>
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<tr>
<td>6. Describe the concepts of the theory with clear and concise clinical examples regarding how the relationships among the concepts of the theory help you predict, explain, or intervene in your practice. 5 points</td>
<td>Clearly, thoroughly, and accurately describes the concepts of the theory and provides clear and concise clinical examples regarding how the relationships among the concepts of the theory help you predict, explain, or intervene in your practice.</td>
<td>Mostly describes the concepts of the theory and provides clinical examples, but not complete or clearly stated. Limited information regarding how the relationships among the concepts of the theory help you predict, explain, or intervene in your practice.</td>
<td>Confusing, unclear, and inaccurate description of the concepts of the theory with vague or absent clinical examples regarding how the relationships among the concepts of the theory help you predict, explain, or intervene in your practice.</td>
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<td>7. Evaluate your theory for missing concepts or different theoretical relationships or additional concepts you would add. 5 points</td>
<td>Clearly evaluates your theory for missing concepts or different theoretical relationships or additional concepts you would add.</td>
<td>Mostly evaluates your theory for missing concepts or different theoretical relationships or additional concepts you would add but may be blurred or one area may be missing or confusing.</td>
<td>Confusing, unclear, vague, or absent evaluation of your theory for missing concepts or different theoretical relationships or additional concepts you would add.</td>
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<td>8. Provide clear examples regarding how the theory can be applied to the advanced practice nurse competencies as described in Hamric et al. (2014), and how the relationships among the concepts of the theory help you predict, explain or intervene in your practice (3-4 pages). 40 points</td>
<td>Clearly and thoroughly provides examples regarding how the theory can be applied to each advanced practice nurse competency, as described in Hamric et al. (2014), and how the relationships among the concepts of the theory help you predict, explain or intervene in your practice. But, information could be lacking or confusing.</td>
<td>Provides some examples regarding how the theory can be applied to each advanced practice nurse competency, as described in Hamric et al. (2014), and how the relationships among the concepts of the theory help you predict, explain or intervene in your practice. But, information could be lacking or confusing.</td>
<td>Confusing, unclear, and vague or absent examples regarding how the theory can be applied to each advanced practice nurse competency, as described in Hamric et al. (2014), and how the relationships among the concepts of the theory help you predict, explain or intervene in your practice. But, some information could be lacking or confusing.</td>
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<td>intervene in your practice.</td>
<td>be more complete.</td>
<td>competencies omitted and information could be more complete.</td>
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9. Provide conclusion (last paragraph): Describe how you anticipate applying this theory as a guide to your practice/professional role. Please note: Conclusion is based on the information presented in the paper. 5 points

| | Clearly describes how you anticipate applying this theory as a guide to your practice/professional role with sound rationale provided. Conclusion is based on the information presented in the paper. | Mostly describes how you anticipate applying this theory as a guide to your practice/professional role, but may be a little blurred. Conclusion is based on the information presented in the paper. | Confusing, unclear, vague or absent description regarding how you anticipate applying this theory as a guide to your practice/professional role. Conclusion is based on the information presented in the paper. |

Mechanics: APA Format (10 points)
- References and citations
- Spacing & Margins
- Headings
- Quotations
- Title page
- Running head
- Use of tables/graphics

Font and font size (Use Times New Roman, Font size 11).

First (e.g., I, we, my) or third person (e.g., he or she; the advanced practice nurse [APN] or this student; her or his) can be used. Use active as opposed to passive voice when possible.

<p>| | Correct APA format. Correct sentence structure, grammar and diction; no run on sentences; paragraphs have a beginning, middle and conclusion; no slang used; terminology for variables is consistent. | Some errors, but does not detract from the content of the paper. | Formatting and structure errors that detract from the paper; difficult to follow the narrative due to errors. |</p>
<table>
<thead>
<tr>
<th>Criteria</th>
<th>High Proficiency</th>
<th>Proficient</th>
<th>No/Limited Proficiency</th>
<th>Points/Comments</th>
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<tbody>
<tr>
<td><strong>Structure (10 points)</strong></td>
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<td>• Grammar</td>
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<td>• Tense</td>
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<td>• Capitalization</td>
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<td>• Professional terminology</td>
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<td>• Sentence and paragraph structure</td>
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<tr>
<td>Week</td>
<td>Content Opens</td>
<td>Weekly content</td>
<td>Assignment</td>
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<tr>
<td>1</td>
<td>8/27</td>
<td>Introduction to the course</td>
<td>Ungraded discussion forum: class-wide introductions</td>
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<tr>
<td>2</td>
<td>8/29</td>
<td>Introduction to role of the APN</td>
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<tr>
<td>3</td>
<td>9/5</td>
<td>Review of basic theoretical components</td>
<td>Ungraded discussion forum: team introductions and organization (Submit team leader schedule by 9/15/14, 10pm or 2200 (Eastern Time))</td>
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<tr>
<td>4</td>
<td>9/12</td>
<td>Overview/comparison of nursing theorists</td>
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<td>5</td>
<td>9/19</td>
<td>Middle-range theory and conceptual models</td>
<td>Graded Discussion Forum #1: Personal practice philosophy. Final Team Response #1 due: 9/25/14, 1159pm or 2359 (Eastern Time)</td>
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<td>6</td>
<td>9/26</td>
<td>Role theory, domains and competencies</td>
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<td>7</td>
<td>10/3</td>
<td>Direct clinical practice: clinician</td>
<td>Graded Discussion Forum #2: Compare/contrast NP and PA role. Final Team Response #2 due: 10/9/14, 1159pm or 2359 (Eastern Time)</td>
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<tr>
<td>8</td>
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<td>MIDTERM exam 10/14/14-10/15/14</td>
<td>Multiple-choice and true/false questions address content from beginning of course. A study guide will be provided 2 weeks before the exam date.</td>
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<td>9</td>
<td>10/17</td>
<td>Expert coaching/guidance/teacher</td>
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<td>10</td>
<td>10/24</td>
<td>Health behavior models</td>
<td>Graded Discussion Forum #3: Health behavior models journal club. Final Team Response #3 due: 10/30/14, 1159pm or 2359 (Eastern Time)</td>
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<td>11</td>
<td>10/31</td>
<td>Models of care/practice Systems/organizational theory</td>
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<td>12</td>
<td>11/7</td>
<td>Researcher</td>
<td>Graded Discussion Forum #4: Compare/contrast PhD and DNP. Final Team Response #4 due: 10/13/14, 1159pm or 2359 (Eastern Time)</td>
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<td>13</td>
<td>11/14</td>
<td>Collaboration Consultation</td>
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<td>14</td>
<td>11/21</td>
<td>Leadership</td>
<td>Final Paper Due: 11/21/13, 1159pm or 2359 (Eastern Time)</td>
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<td>15</td>
<td>11/28</td>
<td>Ethical decision-making Culturally competent care</td>
<td>Graded Discussion Forum #5: Top 3 Insights. Final Team Response #5 due: 11/4/14, 1159pm or 2359 (Eastern Time)</td>
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<td>16</td>
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<td>FINAL exam 12/8-12/9</td>
<td>Multiple-choice and true/false questions address content from beginning to end of course. A study guide will be provided two weeks before the exam date.</td>
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</table>

The course content for each week will open at 0700 on Friday. (Please note Week 2 content will be available at 0700 on the first Friday after the opening of the Week 1 content on Wed.). You will be unable to access course content before this time. However once a class is open, it will remain open for the semester. This strategy will allow you to know that you are on target each week and also to review any material that you would like, prior to the midterm and final exams.