MICHIGAN STATE UNIVERSITY
COLLEGE OF NURSING

NUR 803

Conceptual and Theoretical Frameworks For Advanced Practice Nurses

COURSE SYLLABUS
Fall – 2002
Section 001 – Campus
Section 701 – Grand Rapids
Credits: 3
Thursday 1:15 PM - 4:05 PM

Faculty: Gwen Wyatt, R. N., Ph.D.
(o) 517-353-6672; gwyatt@msu.edu
Office: A230 Life Sciences Building
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COURSE DESCRIPTION
This course presents core conceptual and theoretical frameworks for all advanced practice nurse students. Basic philosophical tenets are used to examine the applicability of the frameworks for advanced nursing practice. Selected frameworks, models and theories congruent with primary care and derived from nursing and other disciplines are used as exemplars. They will enable the student to examine personal practice assumptions currently used, and identify others consistent with practice and research as an advanced practice nurse.

COURSE OBJECTIVES
At the conclusion of the course the student will be able to:
1) Articulate the language, use and function of conceptual and theoretical frameworks.
2) Evaluate selected conceptual frameworks, models and theories using appropriate criteria.
3) Compare and contrast the major concepts, assumptions, utility and relevance to primary care.
4) Formulate an initial conceptual/theoretical framework for personal practice and research as an advanced practice nurse.

PREREQUISITES
This course is open to graduate students in the nursing major.

INSTRUCTIONAL METHODS
A variety of methods will be used, e.g., lecture, seminar discussion, student presentations, films, the initiation of a personal professional portfolio, papers, readings, interviewing, and exam.

REQUIRED TEXTS


Course Required Reading Packet

RECOMMENDED TEXTS


EVALUATION/GRADING
Student grades for the course will be based on the following:

POSSIBLE COURSE POINTS = 1000

The grading scale is:

940-1000 = 4.0
875-939 = 3.5
810-874 = 3.0
750-809 = 2.5
700-749 = 2.0
650-699 = 1.5
600-649 = 1.0

ASSIGNMENTS INCLUDE

1. PROFESSIONAL PORTFOLIO (200 points):
   * Personal Practice Philosophy - Draft
   * Personal Practice Philosophy and History Form - Final Version

2. CLASS PARTICIPATION (50 points):
   * Guidelines to be discussed at first scheduled class.

3. ASSESSMENT AND ANALYSIS (200 points):
   * Genogram

4. THEORY APPLICATION TO A CONTEMPORARY ISSUE / FILM (150 points):
   * Paper & Class Presentation

5. MIDTERM EXAMINATION (200 points):

6. FINAL EXAMINATION (200 points):
   * Final Exam will:
     Be held during designated class time (day and hours) during final exam week.
     Be a two-hour comprehensive exam.

PLEASE NOTE:
Assignments are due at the beginning of class time. Five points will be deducted for each day late.
Do not exceed maximum number of pages for assignments.
Exam may include short essay, short answer, matching and/or multiple choice.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29/02</td>
<td>COURSE OVERVIEW&lt;br&gt;REVIEW OF BASIC THEORETICAL COMPONENTS (Nursing &amp; Related Frameworks)</td>
</tr>
<tr>
<td>2</td>
<td>9/5/02</td>
<td>DEVELOPMENTAL FRAMEWORKS&lt;br&gt;Application of Developmental Frameworks to novel, “The Good Husband”&lt;br&gt;<strong>Personal Practice Philosophy - Draft</strong></td>
</tr>
<tr>
<td>3</td>
<td>9/12/02</td>
<td>SYSTEMS FRAMEWORKS&lt;br&gt;Application of Systems Frameworks to novel, “The Good Husband”</td>
</tr>
<tr>
<td>4</td>
<td>9/19/02</td>
<td>STRESS/CRISIS/COPING FRAMEWORKS&lt;br&gt;Application of Stress/Crisis/Coping Frameworks to novel, “The Good Husband”</td>
</tr>
<tr>
<td>5</td>
<td>9/26/02</td>
<td>REVIEW OF NURSING DIAGNOSIS: Individual, family and group&lt;br&gt;Application of Nursing Diagnosis and Frameworks to novel, “The Good Husband”. Guest Lecturer: Brigid Warren, R.N., MSN and Guest Lecture: Linda Keilman, R.N., MSN.</td>
</tr>
<tr>
<td>6</td>
<td>10/03/02</td>
<td>IN-CLASS FILM: As context for application of developmental, systems, and stress/crisis/coping frameworks. <strong>Genogram Due.</strong></td>
</tr>
<tr>
<td>7</td>
<td>10/10/02</td>
<td>SMALL AND LARGE GROUP DISCUSSION OF FILM with application to frameworks. <strong>Concept Exam (Midterm)</strong></td>
</tr>
<tr>
<td>9</td>
<td>10/24/02</td>
<td>CHANGE FRAMEWORKS:&lt;br&gt;Adoption of positive health behavior, and/or modifying problem health behavior.</td>
</tr>
<tr>
<td>10</td>
<td>10/31/02</td>
<td>CHANGE FRAMEWORKS (Continued)</td>
</tr>
<tr>
<td>11</td>
<td>11/7/02</td>
<td>STUDENT PRESENTATIONS Related to Films: Groups 1 and 2&lt;br&gt;<strong>Issue Paper due</strong></td>
</tr>
<tr>
<td>12</td>
<td>11/14/02</td>
<td>STUDENT PRESENTATIONS (Continued): Groups 3 and 4</td>
</tr>
<tr>
<td>13</td>
<td>11/28/02</td>
<td>STUDENT PRESENTATIONS (Continued): Groups 5 and 6</td>
</tr>
<tr>
<td>14</td>
<td>11/21/02</td>
<td>THANKSGIVING RECESS (No Class)</td>
</tr>
<tr>
<td>15</td>
<td>12/5/02</td>
<td>DISCUSSION OF STUDENTS’ PERSONAL PRACTICE PHILOSOPHIES (include change models). <strong>Personal Practice Philosophy Paper - Final Due.</strong></td>
</tr>
<tr>
<td>16</td>
<td>12/12/02</td>
<td><strong>FINAL EXAM</strong></td>
</tr>
<tr>
<td>Class</td>
<td>Date</td>
<td>REQUIRED READINGS</td>
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<td>-------</td>
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<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>

*Readings from REQUIRED TEXT.*
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>REQUIRED READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The National Institute of Aging published a booklet that can be found at this web site. Read about the “secrets of aging” including the theories of aging. <em><a href="http://www.nia.nih.gov/health/pubs/secrets%2Dof%2Daging/pl.htm">http://www.nia.nih.gov/health/pubs/secrets%2Dof%2Daging/pl.htm</a></em></td>
</tr>
</tbody>
</table>

*Readings from REQUIRED TEXT*
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>REQUIRED READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>10/10/02</td>
<td>Mid-term Exam &amp; Concept Discussion based on film.</td>
</tr>
</tbody>
</table>

*Readings from REQUIRED TEXT.*
ADDITIONAL INFORMATION ABOUT COURSE ASSIGNMENTS:

THE PROFESSIONAL PORTFOLIO

The professional portfolio is introduced as part of NUR 803 and altered at intervals as the student progresses throughout the program and its courses. The portfolio fulfills a variety of goals:

1) It is a mechanism which will enable the student to convey personal achievements to faculty in the current and succeeding courses.
2) It provides an opportunity for the student to demonstrate conceptual progression of APN practice.
3) It can result in a product or marketing tool which the student can provide to prospective employers.

For program purposes each student is advised to purchase a standardized folder which can be used throughout their graduate program. An example will be available for review at the first class session. The desired portfolio characteristics include:

* the use of quality white paper for all items
* materials are clean copies
* materials are presented in an organized fashion
* materials are complete.

The primary item contributed by NUR 803 to the Professional Portfolio is the Personal Practice Philosophy - Final Version.

THE PERSONAL PRACTICE PHILOSOPHY: (200 Possible Points)

* A Personal Practice Philosophy - Draft which describes the student’s current view of the conceptual underpinnings of his/her practice upon entry to the graduate program (domains, concepts) (1 page). Definitions of patient/client, environment, nurse, and health care within the domains of bio-psycho-social-spiritual being. Draft a diagram of concepts and domains.

* A Personal Practice Philosophy - Final Version (200 Points) which further expands material included in Draft; it includes the student’s projected view of the conceptual underpinnings of practice reflecting personal selections of assumptions and concepts (from development, systems, stress, and change related to 4 nursing concepts and 4 domains of being (maximum 4 pages plus diagram). Attach assessment questions to match your practice framework, with rationale. Cited references required (based on course content).
CLASS PARTICIPATION (50 Possible Points)

Participation will be assessed over the semester. The following criteria will be utilized in awarding the points at the semester’s conclusion.

50 = Class presentations clearly reflect information/ideas from the required readings.
35 = Class presentations are pertinent to the discussion and reflect thoughtful consideration of materials.
25 = Class presentations reflect primarily own ideas rather than readings.
12 = Class presentations reflect limited knowledge of issues.
0 = Does not contribute to class.
THE GENOGRAM  (200 Possible Points)

The genogram includes the "structure" of the family from a three generational perspective. In addition, to the structure of the family, an assessment and interpretation of the data from each generation is important in order to understand the functioning of the unit and the generational influences.

OBJECTIVES:

* To acquire familiarity with the family assessment instrument, the Genogram, by conducting a family assessment using the genogram.

* To identify the strengths and limitations of the use of this family assessment instrument.

* To gain experience in the analysis and interpretation of family data.

* To convey the results of the analysis to the family and other health professionals through both written and verbal communication.

PROCESS:

1) Select a family (OTHER THAN YOUR OWN) composed of individuals from three generations including an individual 65 years of age or older.

2) Conduct one or more interviews with at least two family members representing different generations to gather the data. Consider individual vs joint interview. Refer to the “Interview Guidelines” which follow.

3) Complete the genogram assignment (MAXIMUM OF 2 PAGES OF TEXT) using the following criteria.

4) Submit completed assignment according to the class calendar.

5) After receiving the graded genogram assignment, conduct a final interview with the family members who were interviewed to discuss the genogram.

6) Do not use the family name in the text or on the genogram use only the first names.

7) Keep a copy of your paper as well as a copy of the genogram.

CRITERIA FOR GENOGRAM

1. Prepare a three generational family genogram by identifying family members by first names, nicknames, and family labels.
   a. DIAGRAM the demographic data (include legend on the genogram) Include: 1) Dates of birth/deaths; ages, 2) Education, 3) Occupation, 4) Religion, 5) Ethnicity, 6) Urban/Rural, 7) Health conditions

2. Select two major family themes and cite evidence from your data that supports the significance of the themes across the three generations. Include the similarities and differences in the generations.

Family Themes - are defined as subjects or topics of verbal or nonverbal communication that are repeated over time and influence the behavior of family members. The following are examples of topics which might be family themes: work; leisure; education; roles; orientation toward adults, children, or both; time (future, present, past); money; independence/dependence; culture (norm, traditions, rituals perpetuated, etc.); health issues; and social patterns.

Required Reading:

ASSIGNMENT: GENOGRAM

<table>
<thead>
<tr>
<th>CRITERIA OF EVALUATION</th>
<th>Possible</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THREE GENERATIONAL GENOGRAM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Diagram with legend (Dates of births/deaths, ages, education, occupation, religion, ethnicity, urban/rural, health conditions)</td>
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</tr>
<tr>
<td><strong>MAJOR FAMILY THEME WITH EVIDENCE</strong> (50 Points)</td>
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<tr>
<td>A. Themes (Identity two themes that cross generations)</td>
<td></td>
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<tr>
<td>B. Evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Use first names to identify people in genogram &amp; text</td>
<td></td>
<td></td>
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<tr>
<td><strong>UTILITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Neatness (typed vs handwritten)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Ease of reading and interpreting</td>
<td></td>
<td></td>
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<tr>
<td>C. Brief key with most information next to person in genogram.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. APA format at (12 pt font, double spaced)</td>
<td></td>
<td></td>
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<tr>
<td><strong>COMMENTS:</strong></td>
<td></td>
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</table>

Total 200
**INTERVIEW GUIDELINES**

- Take time to establish a comfortable rapport with the individual(s) who agreed to be interviewed before asking them questions for the purpose of the assignment(s).

- Explain the purpose of your interview(s) as related to the assignment(s). Let the person you are interviewing know that they are helping you to learn more about individuals and families and that you are interested in them.

- Be alert for signs of fatigue while you are conducting the interview(s). At the beginning of each interview it is helpful to tell the person(s) that they should let you know if they are getting tired. Terminate the interview and schedule another visit if you find the person(s) is becoming tired.

- Try to appear relaxed and unhurried as you conduct the interview(s). Give the person time to tell their stories and guide them toward the information you need by using cues that they give you.

- Be willing to share yourself with the person you are interviewing. You are asking them for a good deal of personal information and you may find that they will be interested in learning about you and your background too.

- Don’t make judgments about the person(s) you are interviewing. Each person has a history which is the reality of their life. It is important that you not give the impression that you find the information to be “inaccurate” or “the wrong way to do something”.

- Enjoy the time you spend with the person(s) who agrees to be interviewed.
THE FILM ANALYSIS PAPER

Four films depicting current issues impacting today’s families have been selected as the approach for the application of the various categories of frameworks included in the NUR 803. Please review each description and determine which films are of special interest to you. A sign-up sheet has been developed for each film; each student will indicate a preference for one of films on a sign-up sheet. A small group of students will be matched with each film.

FILMS SELECTED FOR NUR 803

ULEE’S GOLD
This movie focuses on the efforts of a father (grandfather) to hold his family together through drug addiction, jail time and helping raise teenage grandchildren.

MARVIN’S ROOM
A story about a chronically ill father and the relationships with and between his two daughters during a time of crisis for both.

AS GOOD AS IT GETS
A diverse group of individuals who create unique family structures and learn to appreciate diversity.

GRAND CANYON
A story of existential experiences for multiple characters who are on the surface living a routine American life.

<table>
<thead>
<tr>
<th>Film</th>
<th>Violence /Crime</th>
<th>Alternative Family Structure</th>
<th>Chronic Illness</th>
<th>Substance Abuse</th>
<th>Mental Health Issues</th>
<th>Aging</th>
<th>Spiritual/Existential Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ulee’s Gold</td>
<td>GST HBM</td>
<td></td>
<td>TTM Bereavement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marvin’s Room</td>
<td>Fam. Dev. Sym</td>
<td></td>
<td></td>
<td></td>
<td>Lifespan ABC-X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As Good As It Gets</td>
<td>Orem ABC-X</td>
<td></td>
<td>Neuman SCT X</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Grand Canyon</td>
<td>X Epi Resilreng</td>
<td></td>
<td></td>
<td></td>
<td>Rogers Fowler</td>
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</table>
**ISSUE PAPER FILM ANALYSIS**

**INDIVIDUAL STUDENT RESPONSIBILITIES  (100 Possible Points)**

* View each of the films prior to the film's discussion in class.

* For the film you selected, the paper will include:
  - An introduction which describes the significance and current societal status of the issue and why it is significant to the APN (use citations for statistics).
  - An analysis of the issue by comparing/contrasting two frameworks. Provide a systematic application of the components of two frameworks (e.g., assumptions, concepts, strengths/limitations when applied to the issue).
  - 2 Nursing Diagnoses (1 family and 1 individual)
    A. 1 Potential Diagnoses
    B. 1 Actual Diagnoses
  - Paper not to exceed 3 pages

**GROUP RESPONSIBILITIES  (50 Possible Points)**

* Each group will have approximately 60 minutes of class time to facilitate a class discussion about the application of theories to their film. (50% of time for presentation and 50% of time for interactive application)

* As part of the discussion the group will analyze one issue utilizing 2 theoretical perspectives.

* Creative strategies for promoting class participation are encouraged.

* No film clips are to be used (everyone is to view all films)

* Class grades presentation (peer) 25 Points Possible
  - Average Score

* Faculty grades presentation 25 Points Possible
<table>
<thead>
<tr>
<th>CRITERIA OF EVALUATION</th>
<th>Possible</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>The introduction described the significance and current societal status of the issue with citations &amp; statistics.</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Analysis of the issue by comparing/contrasting two of the frameworks.</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>The systematic application of components of two framework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g., assumptions, concepts, strengths/limitations)</td>
<td></td>
<td></td>
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<tr>
<td>Nursing diagnosis statements describing an individual and family diagnosis for both an actual and a potential health issue (2 diagnostic statements).</td>
<td>20</td>
<td></td>
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<tr>
<td>Correct use of APA Format</td>
<td></td>
<td>5</td>
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<tr>
<td>COMMENTS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
THEORY APPLICATION TO A CONTEMPORARY ISSUE: GROUP EVALUATION

<table>
<thead>
<tr>
<th>CRITERIA OF EVALUATION</th>
<th>Possible</th>
<th>Awarded</th>
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</thead>
<tbody>
<tr>
<td>1) The Group kept within the time frame when facilitating the discussion about the film.</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>2) As part of the discussion, the group analyzed in depth one issue drawing upon two frameworks covered in class.</td>
<td>10</td>
<td></td>
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<tr>
<td>3) Creative strategies which promoted class participation were utilized.</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

COMMENTS:
Theory 1:
Theory 2:

Total 25
# PERSONAL PRACTICE PHILOSOPHY EVALUATION FORM

<table>
<thead>
<tr>
<th>CRITERIA OF EVALUATION</th>
<th>Possible</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction with citations for theories used</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Definitions of concepts (Nurse, Patient, Health, Environment)</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Integration of concepts (definitions)</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Health History Items added (3-6 questions), and rationale in relation to philosophy (cite theory &amp; concept)</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Diagram match with text</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>APA Format</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>-Use of headings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Citations in text &amp; Bib. list</td>
<td></td>
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</tbody>
</table>

**COMMENTS:**

**TOTAL** 200
<table>
<thead>
<tr>
<th><strong>FRAMEWORK FORM</strong></th>
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<tbody>
<tr>
<td><strong>TITLE:</strong></td>
</tr>
<tr>
<td><strong>GENERAL DESCRIPTION:</strong></td>
</tr>
<tr>
<td><strong>ORIGIN:</strong></td>
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<tr>
<td><strong>KEY CONCEPTS:</strong></td>
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<tr>
<td>FRAMEWORK FORM</td>
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<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>BASIC ASSUMPTIONS:</strong></td>
</tr>
<tr>
<td><strong>STRENGTHS AND LIMITATIONS</strong></td>
</tr>
<tr>
<td><strong>ASSESSMENT QUESTIONS FOR PRIMARY CARE (i.e., variables)</strong></td>
</tr>
<tr>
<td><strong>USEFULNESS TO APN IN PRIMARY CARE?</strong></td>
</tr>
</tbody>
</table>
QUESTIONS TO CONSIDER WHEN EVALUATING THEORETICAL & CONCEPTUAL FRAMEWORKS:

* What values are explicit and/or implicit in the framework?
* Are the words or terms of the framework defined to promote reader understanding?
* Are the words or terms of the framework applicable to all persons or specific groups?
* Are the words or terms of the framework applicable across time and place?
* Is the internal structure of the framework logically consistent?
* Are the links between the concepts clear?
* Is there a schematic representation? Is it supported by the text?
* Does the framework reflect logical translation of diverse perspectives?
* Is the framework socially congruent, and promote social change or lead to nursing activities that meet social expectations?
* Can testable hypotheses be derived from the framework?
* Does the framework help define nursing goals?
* Does the framework assist in identifying the appropriate recipient of nursing care?
* Does the framework reflect the four essential concepts of nursing, i.e., human, environment, health & nursing?
* Does the framework define the source of difficulty or area of need for nursing intervention?
* Does the framework direct attention to the consequences of nursing intervention?
* Does the framework provide a means of communicating about nursing practices with other nurses?
# Top 20 Primary Care Conditions

(Diagnosis Clusters that Make up the Majority of Non-referred Ambulatory Visits to US Office-Based Physicians, NAMCS, 1989-1990)

<table>
<thead>
<tr>
<th>Cluster Title</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Medical Examination</td>
<td>7.2%</td>
<td>0.72%</td>
</tr>
<tr>
<td>Acute upper respiratory tract infection</td>
<td>6.2%</td>
<td>13.4%</td>
</tr>
<tr>
<td>Hypertension</td>
<td>4.4%</td>
<td>17.8%</td>
</tr>
<tr>
<td>Prenatal care</td>
<td>4.3%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Acute otitis media</td>
<td>3.5%</td>
<td>25.6%</td>
</tr>
<tr>
<td>Acute lower respiratory tract infection</td>
<td>2.7%</td>
<td>31.0%</td>
</tr>
<tr>
<td>Acute sprains and strains</td>
<td>2.7%</td>
<td>31.0%</td>
</tr>
<tr>
<td>Depression and anxiety</td>
<td>2.5%</td>
<td>33.5%</td>
</tr>
<tr>
<td>Diabetes mellitus</td>
<td>2.1%</td>
<td>35.6%</td>
</tr>
<tr>
<td>Lacerations and contusions</td>
<td>1.9%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Malignant neoplasms</td>
<td>1.7%</td>
<td>39.2%</td>
</tr>
<tr>
<td>Degenerative joint diseases</td>
<td>1.7%</td>
<td>40.9%</td>
</tr>
<tr>
<td>Acute sinusitis</td>
<td>1.6%</td>
<td>42.5%</td>
</tr>
<tr>
<td>Fracture and dislocations</td>
<td>1.6%</td>
<td>44.1%</td>
</tr>
<tr>
<td>Chronic rhinitis</td>
<td>1.5%</td>
<td>45.6%</td>
</tr>
<tr>
<td>Ischemic heart disease</td>
<td>1.4%</td>
<td>47.0%</td>
</tr>
<tr>
<td>Acne and diseases of sweat glands</td>
<td>1.3%</td>
<td>48.3%</td>
</tr>
<tr>
<td>Low back pain</td>
<td>1.2%</td>
<td>49.5%</td>
</tr>
<tr>
<td>Dermatitis and eczema</td>
<td>1.2%</td>
<td>50.7%</td>
</tr>
<tr>
<td>Urinary tract infection</td>
<td>1.1%</td>
<td>51.8%</td>
</tr>
</tbody>
</table>

The estimated number of visits for 1989-1990 (the denominator) is 1,297,334 (in thousands). This is based on 74,390 survey visits. All relative standard errors are less than 30%.

Source: Rosenblatt et al., 1995.
AUGUST 29, 2002

CLASS #1: COURSE OVERVIEW

REVIEW OF BASIC THEORETICAL COMPONENTS (Nursing & Related Frameworks)

Objective: The student will:

1. Review the goals of conceptual and theoretical frameworks of scientific thought.
2. Review the process of theory and model development and construction in nursing.
3. Examine major issues related to theory development in nursing.
4. Define the constructs of “assumption” and “concept”.
5. Evaluate selected nursing conceptual and theoretical frameworks utilizing established criteria.
6. Evaluate existing theoretical perspectives from nursing and related disciplines for APN practice and research.

Required Readings:


Supplemental References:


FRAMEWORK ANALYSIS GUIDE

September 5, 2002    CLASS # 2:  Developmental Frameworks

Objectives: The student will:

1. Evaluate selected developmental and transition frameworks (e.g., Life Span, Faith Development, Family Development Theory, The Self-Care Deficit Theory of Nursing) utilizing established criteria.
2. Apply the selected developmental conceptual and theoretical frameworks to individuals and families in the assigned novel, “The Good Husband”.
3. Analyze the impact of normative individual and family transitions, e.g., retirement, relocation, widowhood on the health and adaptation of aged persons within their cultural and ethnic environments.
4. Assess the impact of the stages of the family life cycle, the family developmental tasks, and family structures on family health status.

Activities:

* Submit “Personal Practice Philosophy” Draft
* Apply “Guideline for Framework Analysis”.
* Examine “Personal Practice Philosophy” for possible inclusion of developmental framework.

Required Readings:


Family Development Theory


Individual Development


Genogram & Ecomap


Orem’s Theory of Nursing (Self-Care Deficit Theory)
Genogram

Supplemental Readings:


September 12, 2002        CLASS # 3:  Systems Frameworks

Objectives: The Student will:
2. Apply the selected systems frameworks to families, groups and societal systems.
3. Evaluate the selected systems frameworks for APN practice and research.

Activities:
1. Apply “Guideline for Framework Analysis”.
2. Examine “Personal Practice Philosophy” for possible inclusion of systems frameworks in “Final Draft”.
3. Apply ecmap to “Good Husband.”

Required Readings:

Roger’s Theory of Nursing

Systems Theory


Supplemental Readings:


September 19, 2002       CLASS # 4: Stress/Crisis/Coping Frameworks

Objectives: The student will:
2. Examine previously reviewed developmental and systems frameworks in relation to stress/crisis/coping frameworks for the individual, family and group.
3. Evaluate the selected stress/crisis/coping frameworks for APN practice and research.
4. Apply selected stress/crisis/coping frameworks at the individual and family level apparent in the novel, “The Good Husband”.

Activities:
1. Apply “Guidelines for Framework Analysis”.
2. Examine “Personal Practice Philosophy” for possible inclusion of selected stress/crisis/coping frameworks in “Final Version”.

Required Readings:

ABCX Model

Coping


Neuman’s Theory of Nursing


Resiliency Model

Bereavement Model


Supplemental Readings:


September 26, 2002  
CLASS 5:  REVIEW OF AGING THEORIES & CULTURAL CONSIDERATIONS  
APPLICATION OF THEORY TO CASE STUDIES

Guest Lecturer: Brigid Warren, R.N., MSN and Linda Keilman, R.N., MSN

Objectives: The student will:
1. Discuss why it is important to have an understanding of basic information related to theories of aging and how they relate to advanced practice nursing.
2. Identify at least one biological, developmental, sociological, and gerontological nursing theory of aging.
3. Examine the role of cultural competency in practice.

Activities:
1. Engage in small and large group discussion.
2. Examine “Personal Practice Philosophy - Draft for possible inclusion of aging content.

Required Readings:


The National Institute of Aging published a booklet that can be found at this website. Read about the “secrets of aging” including the theories of aging.

Objectives: The student will:
1. Analyze the class film using the previously reviewed frameworks.
2. Participate in presenting the analysis to other class participants.
3. Compare and contrast the application of each of the frameworks used to analyze the film.

Activities:
1. View the film through the lens of “one” of the frameworks.
2. Take selected notes to assist in the application of the assigned framework.
3. Participate in small group discussion with other class participants who viewed film using the same framework.
4. Following small group discussion, prepare with other class participants a transparency (s) which demonstrates application of the framework to the film.
5. Participate in large group discussion of all presented transparencies representing the various frameworks.

Required Readings:

Supplemental Readings:
October 17, 2002       CLASS 8: REVIEW OF HEALTH PROMOTION AND DISEASE PREVENTION
APPLICATION OF HEALTH PROMOTION AND DISEASE PREVENTION

Guest Lecturer: Joan Wood, R.N., Ph.D.

Objectives: The student will:
1. Examine epidemiological frameworks, e.g., the "web of causation," "levels of prevention" (primary, secondary and tertiary), and natural history of disease, utilizing established criteria.
2. Explore the applicability of these frameworks to the top 20 primary care conditions.
3. Discuss primary care conditions present in "The Good Husband".
4. Examine the potential relationships between these frameworks and those previously analyzed, i.e., developmental, systems, and stress/crisis/coping.

Activities:
1. Apply "Guidelines for Framework Analysis".
2. Examine "Personal Practice Philosophy." for possible inclusion of epidemiological model including, the "web of causation," "levels of prevention," and "natural history of disease."

Required Readings:


Supplemental Readings:

Objective: The student will:
1. Evaluate selected change frameworks, e.g., Social Learning (Cognitive) Theory, Health Belief Model and Health Promotion Model, utilizing established criteria.
2. Examine the applicability of these frameworks to selected case situations reflecting primary care conditions.
3. Examine relevant research applicable to advanced nursing interventions.
4. Apply the concept of mutuality to promote health behaviors in primary care situations.

Activities:
1. Small and large group discussion of:
   *Health Promotion Model as applied to diabetic teaching.
   *Variations on the Health Belief Model as applied to breast cancer screening.
2. Examine "Personal Practice Philosophy" for possible inclusion of selected change frameworks.

Required Reading:

**SCT**

**SCT & HBM**

**HBM & HPM**


Supplemental Readings:


October 31, 2001 CLASS 10: Change Frameworks (cont’d)

Objectives: The student will:

1. Examine selected learning and change conceptual and theoretical frameworks (e.g., The Transtheoretical Model) utilizing established criteria.
2. Examine the selected frameworks as a basis for developing educational approaches in primary care, including client characteristics.
3. Apply the selected frameworks to characters, families, and groups in "The Good Husband".
4. Develop behavioral approaches utilizing concepts incorporated by the frameworks, e.g., self-efficacy, adaptation).

Activities:

1. Apply "Guideline for Framework Analysis".
2. Examine "Personal Practice Philosophy - for possible inclusion of the selected frameworks in Final Draft.
3. Small and large group discussion of:
   * Transactional model (Prochaska) applied to smoking cessation or weight reduction.
   * Social learning theory (Bandura) applied to teaching in cognitive reframing and self efficacy.

Required Readings:

TTM


HBM & TTM

Supplemental Readings:


