### Department: Nursing  
**Effective Session:** Fall 2009

**INSTRUCTIONS:** Please check the items below which describe the purpose of this request.

1. New course with supporting documents (complete proposal form)  
2. Add existing course offered at another campus  
3. Expiration of a course  
4. Change in course number  
5. Change in course title  
6. Change in course credit/total  
7. Change in course attributes  
8. Change in instructional hours  
9. Change in course description  
10. Change in course requisites  
11. Change in semesters offered  
12. Transfer from one department to another

#### PROPOSED:

- **Subject Abbreviation:** NUR  
- **Course Number:** 521  
- **Long Title:**  
- **Short Title:**

#### EXISTING:

- **Subject Abbreviation:** NUR  
- **Course Number:**  
- **Long Title:**  
- **Short Title:**

#### TERMS OFFERED:

- Summer  
- Fall  
- Spring

#### CAMPUS(ES) INVOLVED:

- Calumet  
- N. Central  
- Ft. Wayne  
- Tech Statewide  
- Indianapolis  
- W. Lafayette

### CREDIT TYPE

<table>
<thead>
<tr>
<th>1. Credit: Cr. Hrs.</th>
<th>2. Variable Credit: Min. Cr. Hrs.</th>
<th>3. Equivalency Credit: Yes/No</th>
<th>4. Thesis Credit: Yes/No</th>
</tr>
</thead>
</table>

### COURSE ATTRIBUTES:

|-----------------------|-------------------------------------|-----------------------------------------------|-------------------------|

### Instructional Type

- Lecture
- Recitation
- Presentation
- Laboratory
- Lab Prep
- Studio
- Distance
- Clinic
- Experiential
- Research
- Ind. Study
- Pract/Observe

### Percentage of Credit

- % of Credit Allocated:  

### Delivery Method

- Delivery Method (Asyn. Or Sym.):  

### Delivery Medium

- Delivery Medium (Audio, Internet, Live, Text-Based, Video):  

### Cross-Listed Courses:

#### COURSE DESCRIPTION (INCLUDE REQUISITES):

Theoretical constructs in nursing and related theories from behavioral and natural sciences are examined in relation to theory development, historical perspectives, nursing research, and theory-based practice. The scholarship of discovery is emphasized as students identify philosophical bases for nursing's knowledge, review and critique appropriate literature, and consider nursing's nature of scientific explanation and inquiry.

### Signatures:

- **Calumet Department Head:**  
- **Calumet School Dean:**  
- **Calumet Undergrad Curriculum Committee:**  
- **Calumet Undergrad Curriculum Committee:**

- **Fort Wayne Department Head:**  
- **Fort Wayne School Dean:**  
- **Fort Wayne Chancellor:**

- **Indianapolis Department Head:**  
- **Indianapolis School Dean:**

- **North Central Department Head:**  
- **North Central Chancellor:**

- **West Lafayette Department Head:**  
- **West Lafayette College/School Dean:**

- **Graduate Area Committee Convenor:**  
- **Graduate Union:**

### Office of the Registrar
To: Purdue University Graduate Council  
From: Faculty Member: Dr. Susan L. Ahrens  
Department: Nursing  
Campus: IPFW  
Date: April 8, 2009  
Subject: Proposal for New Graduate Course-Documents Supporting Registrar's Form 40  

Name: Dr. Susan L. Ahrens  
Phone Number: 260-481-6278  
E-mail: ahrense@ipfw.edu  
Course Number: NUR 521  
Campus Address: Neff B50-U  
Course Title: Theoretical Constructs in Nursing  

A. Justification for the Course  
Explain how this course relates to other courses offered in the department or other departments and how this course fulfills a recognized need.  

This course is intended primarily for students  
Choose one:  

B. Level of the course:  
\[\text{Justify request for graduate course level by indicating anticipated enrollments of undergraduate and graduate students.} \]  
Anticipated Undergraduate Student Enrollment:  
Anticipated Graduate Student Enrollment:  

C. Prerequisites: (If none, please explain reasons for absence)  

D. Course Instructor:  
Instructor's Name  

E1. Course Outline:  
(An outline of topics to be covered and an indication of the relative emphasis or time devoted to each topic is necessary. If laboratory or field experience is involved, the nature of this component should be explained as well).  

E2. Method of Evaluation or Assessment:  

F. Reading List:  
A reading list or bibliography should be limited to material the students will be required to read in order to successfully complete the course. It should not be a compilation of general reference material.
Course Subject Abbreviation and Number: NUR 521

Course Title: Theoretical Constructs in Nursing

A. Justification for the Course:

1. Explanation of the need for the course: Required of all graduate nursing students to address credentia ling agency stipulations (American Academy of Colleges of Nursing; National League of Nursing). This course is one of the introductory courses for all programs in graduate nursing.

2. Contribution of the course to existing fields of study: This course provides the theoretical basis for advanced nursing practice and is one of the core, foundational courses of the graduate nursing programs. All students must take this course.

3. This course is intended primarily for students (choose one):
   - [ ] From within this department OR [ ] From other departments

B. Learning Outcomes and Method of Evaluation or Assessment:

*Describe the course objectives and student learning outcomes that address the objectives.*

Upon successful completion of this course, the student is able to:

1. Discuss the evolution and application of the scientific process in nursing and other disciplines.

2. Apply the philosophical constructs found in epistemology and ontology to the scholarly development of nursing knowledge in the role of the advanced practice nurse.

3. Articulate the evolution of nursing theory and its relationship to scientific inquiry in the role of the advanced practice nurse.

4. Demonstrate ability to use scholarly language, constructs, and critical thinking when discussing nursing practice.

5. Discriminate between metaparadigm concepts, grand theory, and mid-range nursing theory and their application to advanced nursing practice.

6. Synthesize relevant literature in developing a concept analysis relevant to the specialty concentration.

7. Use current nursing theory in the development of a professional practice model appropriate for an advanced practice nurse in area of specialization.

8. Integrate nursing and related theories for health promotion and disease prevention in healthcare delivery models.
Outcomes:

Describe the methods of evaluation or assessment of student learning outcomes.

**Participation/Discussion Questions:** 130 points. Participation and response to the discussion questions is worth 10 points per week. Weeks that you attend class via adobe connect or in the classroom, you need only complete discussion questions to gain points for the week.

**Theory Critique:** 100 points
A variety of texts are available which provide guidelines for theory critique or evaluation, with the suggested theory critique guides provided being drawn from several well-accepted sources. If the student chooses a theory critique guide or criteria other than the ones supplied, the student should consult the course faculty prior to deciding on a different critique criteria. The paper should be written in narrative form, rather than providing answers to specific questions. The expected paper length is 5 to 7 pages, not including title page and references. The theory critique paper should address the major questions and areas of concern identified in the guidelines. Theory selection requires instructor approval. Betty Neuman is not a possible choice.

**Concept Analysis Paper:** 200 points
The guidelines for this paper can be found on the web site. The paper should be 10-15 pages in length not including title page and references.

**Concept Analysis Presentation:** 70 points
In addition to the paper, each student will create a presentation of a concept that is posted on the discussion board for fellow students to review.

1. Identify methods of instruction

   ☑ Lecture
   ☐ Recitation
   ☐ Presentation
   ☐ Laboratory
   ☐ Lab Prep
   ☐ Studio
   ☑ Distance
Clinic

Experiential

Research

Ind. Study

Practicum/Observation

Seminar

A. Level of the Course:
1. Justify the level of the proposed graduate course including statements on, but not limited to, the target audience, rigor of the course, and expected learning outcomes. Designed as a graduate level course, students are required to understand nursing theory and philosophical perspectives at an advanced level. Students will study knowledge building processes as a part of developing theory for practice. They will be required to write a professional practice model using theory as the basis for their practice.

2. Indicate the anticipated number of undergraduate and graduate students who will enroll in the course. 15-25

B. Prerequisites:
1. List prerequisite courses by subject abbreviation, number, and title. Admission to the graduate nursing program or in the final semester of the undergraduate program with a GPA 3.0.

2. List other prerequisites and/or experiences required. Graduate of an accredited nursing program with a 3.0 GPA; Licensed to Practice in Indiana;

3. If no prerequisites-This is one of the first courses in the graduate program.

C. Course Instructor
1. Name, Rank, and department/program affiliation
   Susan Ahrens, Associate Professor, Nursing

2. Is the instructor currently a member of the Graduate Faculty? _x___yes _____no
   (If no, indicate when it is expected that a request will be submitted.)

D. Reading List:
1. Required primary reading list.


E. **Library Resources:** Students will be writing a scholarly paper and may need assistance. There will be several reserve express articles/book chapters.

F. **Course Syllabus:** attach at this point.
Course Number and Title: NUR 521 Theoretical Constructs in Nursing

Pre- or Co requisite: Post-Baccalaureate Status or Admission to the Master of Nursing Program

Course Credits and Hours: Credits: 3  Lecture: 3  Labs: 0  Clinical: 0

Faculty: Professor
Dr. Susan Lynne Ahrens
Neff B50 U
260-481-6278 (office)
260-918-6410 (cell)

Required Textbooks:


Course Description:
Theoretical constructs in nursing and related theories from behavioral and natural sciences are examined in relation to theory development, historical perspectives, nursing research, and theory-based practice. The scholarship of discovery is emphasized as students identify philosophical bases for nursing’s knowledge, review and critique appropriate literature, and consider nursing’s nature of scientific explanation and inquiry.

Course Objectives:
By the end of the course participants will be able to:
1. Discuss the evolution and application of the scientific process in nursing and other disciplines.

2. Apply the philosophical constructs found in epistemology and ontology to the scholarly development of nursing knowledge in the role of the advanced practice nurse.

3. Articulate the evolution of nursing theory and its relationship to scientific inquiry in the role of the advanced practice nurse.

4. Demonstrate ability to use scholarly language, constructs, and critical thinking when discussing nursing practice.

5. Discriminate between metaparadigm concepts, grand theory, and mid-range nursing theory and their application to advanced nursing practice.

6. Synthesize relevant literature in developing a concept analysis relevant to the specialty concentration.
7. Use current nursing theory in the development of a professional practice model appropriate for an advanced practice nurse in area of specialization.

8. Integrate nursing and related theories for health promotion and disease prevention in healthcare delivery models.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>One and Two</td>
<td>Introduction</td>
<td>Note: Since this is an online course, you can choose to participate on September 1 or not, but you need to post three days per week and answer discussion questions.</td>
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<tr>
<td></td>
<td>Historical and Recent Philosophical Developments</td>
<td></td>
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<tr>
<td>Three Hybrid Class</td>
<td>The Origins of Nursing Science: Philosophy</td>
<td>Selection of Concept Due</td>
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<tr>
<td>Four</td>
<td>Nursing as a science; nursing as a discipline</td>
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<tr>
<td>Five Hybrid Class</td>
<td>Concept Analysis</td>
<td></td>
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<tr>
<td>Six</td>
<td>Scientific methods and the social sciences;</td>
<td>Concept Analysis Outline Due</td>
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<tr>
<td></td>
<td>Reactions to logical positivism</td>
<td></td>
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<tr>
<td>Seven Hybrid class</td>
<td>Origin of nursing science: Theorists</td>
<td></td>
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<tr>
<td></td>
<td>Contemporary nursing science</td>
<td></td>
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<tr>
<td>Eight and Nine Hybrid class</td>
<td>Introduction to Needs and Interaction Theorists</td>
<td>Since this is an online course, you can choose to participate on September 13-14 or not, but you need to post three days per week and answer discussion questions. October 20- Presence Class via Adobe Connect .or Neff B 30 Bring your papers to class for an in class writing workshop.</td>
</tr>
<tr>
<td>Ten</td>
<td>Introduction to Outcome Theorists</td>
<td>Concept Paper Due</td>
</tr>
<tr>
<td>Eleven Hybrid Class</td>
<td>Introduction to Humanistic Theorists</td>
<td>Concept Presentation Due</td>
</tr>
<tr>
<td>Twelve</td>
<td>Feminism, Science, and Nursing</td>
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<tr>
<td>Thirteen Hybrid Class</td>
<td>Mid-level Theory</td>
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</tr>
<tr>
<td>Thanksgiving Week</td>
<td>No classes this week</td>
<td></td>
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<tr>
<td></td>
<td>Work on projects/papers</td>
<td></td>
</tr>
<tr>
<td>Fourteen</td>
<td>Theory Analysis/Professional Practice Model Paper Due E-portfolio Due</td>
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<tr>
<td>Fifteen</td>
<td>Health Behavior and Health Education</td>
<td></td>
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<tr>
<td>Hybrid Class</td>
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</tr>
</tbody>
</table>

**Topical Outline: Methods of Instruction:**

**Course Requirements:**
Computer with internet access, computer account at IPFW, and system profiles as required by Distance Learning

**Evaluation Methods:**
*Participation/Discussion Questions: 130 points*, Participation and response to the discussion questions are worth 10 points per week. Weeks that you attend class via adobe connect or in the classroom, you need only complete discussion questions to gain points for the week.

**Theory Critique: 200 points**
A variety of texts are available which provide guidelines for theory critique or evaluation, with the suggested theory critique guides provided being drawn from several well-accepted sources. If the student chooses a theory critique guide or criteria other than the ones supplied, the student should consult the course faculty prior to deciding on a different critique criteria. The paper should be written in narrative form, rather than providing answers to specific questions. The expected paper length is 5 to 7 pages, not including title page and references. The theory critique paper should address the major questions and areas of concern identified in the guidelines. Theory selection must be approved by the instructor. Betty Neuman is not a possible choice.

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**Concept Analysis Presentation: 70 points**
In addition to the paper, each student will create a presentation of a concept that is posted on the discussion board for fellow students to review.

**E-portfolio Submission: 200 points**
Select one item for inclusion in e-portfolio and write a reflective statement. Item inclusion statement will reflect a Core Competency for area of specialization.

**Paper Grading Criteria: 200 points**
Criteria and Rubrics for each paper and presentation assignment will be posted on blackboard.

**Department Announcements:**

**Communication**
The official university communication is by IPFW e-mail using the university student e-mail address. E-mail includes information sent to the nursing listserv. Students’ must maintain the mailbox, including sufficient space to receive e-mails. Students are responsible for information sent via e-mail.
Services for Students with Disabilities
If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone number 481-6658), as soon as possible to work out the details. For more information, please visit the web site for SSD at http://www.ipfw.edu/sss/

Classes in the nursing program will be canceled:
A. At all instructional sites if IPFW is officially closed by the administration of the university, or
B. At the practicum or clinic site if it is closed by officials of that institution.
Decisions to close IPFW and practicum/clinic sites are left to the chief administrators of those respective facilities. In the event of inclement weather, listen to local radio or television announcements, go to www.ipfw.edu (a notice will appear at the top of the page), or call the campus weather emergency number, 481-6050 or 481-5770 for a recorded message.

Plagiarism
According to the American Psychiatric Association (2001), plagiarism is the representation of another authors work as your own. Additional clarification of plagiarism is found in the following statements, from the American Psychological Association (2001):

Quotation marks should be used to indicate the exact words of another author. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text. The key element of this principle is that an author does not present the work of another author as if it were his or her own work (p.349).

The Plagiarism Policy of the nursing department indicates that any student who plagiarizes has committed academic dishonesty and misconduct which may lead to dismissal from the program or college. Any student, who has been identified to have plagiarized will receive a zero for that assignment.


Graduate Grading Scale:
90 – 100    A
80 – 89     B
70 – 79     C
Below 70    F

Graduate Handbook
As a student you are responsible for all policies contained in the Graduate Handbook online. These policies include:
  Student Progression
  Grade appeal
  Attendance
  Student Conduct and Attire
Confidentiality
As information changes repeatedly, frequent and regular checking is important.

Resources:
Resources available at IPFW are found on the IPFW website. A few resources are listed below.

The Writing Center at IPFW (http://www.ipfw.edu/casa/writing/)
You can improve your writing for any class by discussing your writing with a knowledgeable peer writing consultant in the Writing Center, Ketterle G19. The staff will help you brainstorm, develop, and organize your ideas, work on issues of meaning and style, and learn to polish and edit your final draft. The Center is not a proofreading service; improving your writing takes time. To get the most from your visits: (a) sign up on the board outside KT G19 for 30 or 50 minute free appointments; (b) bring assignment, due dates, questions, ideas, and draft (if you have one); come early in the writing process, and (d) come regularly.

Additional Resources for Writing
About APA Style http://apastyle.apa.org/
APA Style Tips http://www.apastyle.org/styletips.html
Electronic References http://www.apastyle.org/elecref.html

The Online Learning Environment
To participate in an on-line course you must have Internet access. Before you start your course, it is expected that you are proficient with using basic Internet functions, such as using e-mail, searching the Web and using browsers. If you do not have a home computer and access to the Internet, you may use the IPFW student labs with a proper user ID, your local public library or a designated learning center, which are located around the state of Indiana.

To know the technical needs for using the IPFW Online Learning Environment, you can access this information at: http://www.ipfw.edu/dlearning/technical.shtml