**Washington State University**

**MAJOR CURRICULAR CHANGE FORM - - COURSE**
(Submit original signed form and ten copies to the Registrar's Office, zip 1035)

<table>
<thead>
<tr>
<th>Future Effective Date: 08/01/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>(effective date cannot be retroactive)</td>
</tr>
</tbody>
</table>

- **☐** New course
- **☐** Temporary course
- **☐** Drop service course
- **☐** There is a course fee associated with this course (see instructions)

- **☐** Variable credit
- **☑** Increase credit (former credit: 2)

- **☐** Number (former number)
- **☐** Crosslisting (between WSU departments) (Must have both departmental signatures)

- **☐** Conjoint listing (400/500)
- **☐** Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)

- **☐** Request to meet GER in ____________ (Must have GenEd Committee Approval)
- **☐** Professional course (Pharmacy & Vet Med only)
- **☐** Graduate credit (professional programs only)

- **☐** Other (please list request)

<table>
<thead>
<tr>
<th>NURS 536</th>
<th>Theory of Nursing Science I</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>course prefix</th>
<th>course no.</th>
<th>title</th>
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<table>
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<tr>
<th>3</th>
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<tbody>
<tr>
<td>credit lecture hrs</td>
<td>lab hrs</td>
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<tr>
<td>per week</td>
<td>per week</td>
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</tbody>
</table>

**Description (20 words or less)**

<table>
<thead>
<tr>
<th>Instructor: Roxanne Vandermause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone number: (509) 324-7281</td>
</tr>
<tr>
<td>Email: <a href="mailto:rvandermause@wsu.edu">rvandermause@wsu.edu</a></td>
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<table>
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<tr>
<th>Contact: Eileen Swalling</th>
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<tbody>
<tr>
<td>Phone number: (509) 324-7297</td>
</tr>
<tr>
<td>Email: <a href="mailto:eswalling@wsu.edu">eswalling@wsu.edu</a></td>
</tr>
</tbody>
</table>

**Campus Zip Code: 5291**

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

**Chair/date**

**Dean/date**

**General Education Com/date**

**Chair (if crosslisted/interdisciplinary)**

**Dean (if crosslisted/interdisciplinary)**

**Graduate Studies Com/date**

**All-University Writing Com/date**

**Academic Affairs Com/date**

**Senate/date**

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.*
NURS536

This course was expanded to broaden the course assignments for the scholarship of discovery in a renewed curricular revision, adding an additional credit and relevant assignments.
Course: N536 Nursing Theory: Foundations for Knowledge Development  
Syllabus Repository File: N536 Theory and Science of Nursing I  

Note: If this is a new course indicate the proposed course number and proposed course name in the Syllabus Repository File text box.

### College Internal Changes

<table>
<thead>
<tr>
<th>Current Course Objective</th>
<th>Proposed Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze theory development strategies.</td>
<td>Click here to enter text.</td>
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<tr>
<td>2. Critique existing theories.</td>
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<tr>
<td>3. Evaluate philosophical paradigms and the impact on nursing theory and knowledge development.</td>
<td>Click here to enter text.</td>
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<td>4. Demonstrate using theory to guide knowledge development.</td>
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<td>5. Click here to enter text.</td>
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### Graduate School Minor Changes

<table>
<thead>
<tr>
<th>Current Course Title:</th>
<th>Proposed Course Title: Nursing Theory: Foundations for Knowledge Development</th>
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<tbody>
<tr>
<td>Proposed Course Title:</td>
<td>N536 Theory and Science of Nursing I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Catalog Description (Max 20 Words): Theory development analysis; theory critique; nursing knowledge examination; impact of theory on nursing science, applied to student’s phenomenon of interest.</th>
<th>Proposed Catalog Description (Max 20 Words): Click here to enter text.</th>
</tr>
</thead>
</table>

| Current Course Description: Critical aspects of nursing’s theoretical heritage and key concepts in theory development will be studied. Concept development strategies and the role of concept analysis will be evaluated. Students will gain knowledge and skills to analyze theory development strategies, critique theories, and modify existing theories from a nursing perspective. Nursing domains and patterns of knowing and their respective influence on theory and knowledge development will be examined. Concept analysis and theory development strategies will be applied to a nursing phenomenon of the student’s interest within the context of the | Route Completed Document to the Office of the Associate Dean of Graduate Programs |
Graduate Curriculum & Progression Committee

<table>
<thead>
<tr>
<th>Proposed Course Description:</th>
<th>state of the science. Class discussion and debate using a community of science approach will facilitate critical thinking about theory and knowledge development</th>
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<tr>
<td>Current Course Credits:</td>
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<tr>
<td>Proposed Course Credit Reduction:</td>
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</tr>
<tr>
<td>Current Course Pre-Requisites:</td>
<td></td>
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<tr>
<td>Proposed Course Pre-Requisites:</td>
<td></td>
</tr>
<tr>
<td>Rationale for Proposed Changes:</td>
<td>This course was expanded to broaden the course assignments for the scholarship of discovery in a renewed curricular revision, adding an additional credit and relevant assignments.</td>
</tr>
</tbody>
</table>
WSU College of Nursing (CON)
Response to WSU Catalogue Initial Review of Four Syllabi for PhD in Nursing
November 5, 2014

To: Marc Evans, Professor of Statistics
From: Mel Haberman, Professor of Nursing, Acting Director of PhD in Nursing Program

**NURS 536: Theory and Science of Nursing I. (3 credits), Fall 2015**

**Course Specific Comments:**
NURS 536 – The course is currently listed in the catalog as Nursing Theory: Foundation for Knowledge Development, whereas the major curricular change form lists the course as titled Theory of Nursing Science I. Which to you want? Please put the class meeting times on the first page of the syllabus. If you don’t know the actual times and days, please put in an example set of times and days. Course assignments need to be developed further; please provide sufficient depth of explanation so that a student is clear on what is required of them.

**CON Response:** The course has been retitled to NURS 536: Theory and Science of Nursing I. Page 1 has added “office hours,” “meeting times and dates,” and “meeting location.” A class meeting schedule is included, course map, class assignments are developed in detail (See Appendices 1-6).
COURSE TITLE: Theory and Science of Nursing I  
COURSE NUMBER: NURS 536  
COURSE CREDITS: 3 semester hours  
COURSE DATE: Fall 2015  
COURSE FACULTY: Martin Schiavenato PhD, RN  
Associate Professor  
509-324-7239  
Office Hours: By appointment  
martin.schiavenato@wsu.edu  

LOCATIONS: SNRS 401, 08/29, 09/5, 09/12, 09/19, 09/26, 10/3, 10/10, 10/17, 10/24, 10/31, 11/7, 11/14, 11/21, 12/5, 12/12 [Example only]  
CLASS TIME: Thursday, 2:30-5:30 PM PST. [Example only]  

CATALOGUE DESCRIPTION: Theory development strategies are analyzed, existing theories are critiqued, nursing knowledge structure is examined, and the impact of theoretical thinking on nursing science is explored with specific application to each student’s phenomenon of interest.  

COURSE DESCRIPTION: Critical aspects of nursing’s theoretical heritage and key concepts in theory development will be studied. Concept development strategies and the role of concept analysis will be evaluated. Students will gain knowledge and skills to analyze theory development strategies, critique theories, and modify existing theories from a nursing perspective. Nursing domains and patterns of knowing and their respective influence on theory and knowledge development will be examined. Concept analysis and theory development strategies will be applied to a nursing phenomenon of the student’s interest within the context of the state of the science. Class discussion and debate using a community of science approach will facilitate critical thinking about theory and knowledge development.  

STUDENT LEARNING OUTCOMES:  
The student will be able to:  
1. Analyze theory development strategies.  
2. Critique existing theories.  
3. Evaluate philosophical paradigms and the impact on nursing theory and knowledge development.  
4. Demonstrate using a theory to guide knowledge development.  

INSTRUCTIONAL STRATEGIES: Both interactive and self-directed activities will be used to facilitate learning. Interactive classes will be held either via Polycom or on the Spokane campus and will be in seminar format. Students are expected to engage each other and myself in scholarly dialogue in interactive and online settings, using both informal as well as formal peer-review exercises.
TEXTBOOKS & READINGS:

Required


Recommended

Electronic Reserve Readings*


PLAGIARISM PREVENTION SOFTWARE:
We will be using *Turn It In* software as an anti-plagiarism tool. Please upload all three assignments (minus your peer-reviews which will be uploaded on the course website) by their respective deadlines (see Class Schedule below) at https://www.turnitin.com/newuser_type.asp?lang=en_us You will need to create a "Student Account.” You will also need the following information: CLASS ID: 8479727 and the CLASS ENROLLMENT PASSWORD: NURS536
EVALUATION PROCEDURES (see specifics and rubrics in Appendix below):

**Linking Theory to Research**: You will explore the connections between your research phenomenon of interest, important and defining principles (concepts) associated with this phenomenon, and relevant theories. The paper will be due before 5:00 pm on the day before class. A fact sheet on this assignment can be found in the Appendix below. **Assignment submission on Turn it In website.**  
**POINTS: 20**

**Concept Analysis Draft**: You will begin your work on a concept analysis in an attempt to clarify and advance related theoretical underpinnings of your phenomenon of interest. A fact sheet on this assignment can be found in the Appendix below. **Assignment submission on Turn it In website.**  
**POINTS: 20**

**Concept Analysis Final**: Building on the previous assignment, you will further develop your concept analysis paper by integrating my feedback and that of your peers. A fact sheet on this assignment can be found in the Appendix below. **Assignment submission on Turn it In website.**  
**POINTS: 30**

**Concept Analysis Presentation**: Students will disseminated their “Concept Analysis Final” work via a presentation (e.g. “PowerPoint”) in front of their peers. Students will be expected to expound upon their concept analysis, defend their conclusions and field questions and/or critiques from the audience. A fact sheet on this assignment can be found in the Appendix below. **Assignment submission on Turn it In website.**  
**POINTS: 20**

**Class Participation**: You are expected to provide courteous, honest, thoughtful and critical input throughout the course, both online and in face to face interactions. There will be 4 formal online discussion assignments; guidance for them will be shared when the topics are released, see “Class Schedule” below. Class participation will be graded based on your promptness/attendance, communication skills (written and oral), and quality of involvement in class, online and as feedback/participation to your peer’s presentations.  
**POINTS: 10**

**TOTAL: 100 POINTS**

**Policy on Late Assignments**: All written assignments will be delivered electronically to me, either by email or the course website according to my directions. **All deadlines are firm and late assignments will not be accepted or given partial credit.** Extenuating circumstances (e.g. a family or personal emergency) affecting your ability to deliver assignments on time must be negotiated at least 24 hours prior to deadline and must be properly documented.

The WSU grading scale will be utilized.

<table>
<thead>
<tr>
<th>WSU Grading Policy</th>
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<tbody>
<tr>
<td>95-100%</td>
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<tr>
<td>90-94%</td>
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<td>86-89%</td>
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<td>65-60%</td>
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<td>=/&lt; 59%</td>
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</table>
COURSE COMMUNICATIONS:
The most efficient way for us to communicate outside of scheduled classes will be via email. I will usually be very prompt with a response but please allow up to 48 hours if it is not an emergency, and allow up to the next business day during weekends and holidays. Please use your official WSU email for all communication, as I may not identify or respond to emails originating from private account names.

ACADEMIC INTEGRITY
As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty.

Academic integrity violations include actions defined as “cheating” in the Washington State University Standards of Conduct for Students. See Washington Administrative Code 504-26-010. Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. In some cases, the violation also may lead to the student’s dismissal from the WSU College of Nursing and the University.
http://conduct.wsu.edu/

DISABILITY STATEMENT
Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Washington Building, Room 217, Pullman). Please stop by or call 509-335-3417 to make an appointment with a disability specialist http://www.drc.wsu.edu.

Vancouver Disability Services is located in VMMC, Lower Level. 360-546-9138
TriCities Disability Services is located in the Student Services Department, West Bldg. Room 262, 509-372-7352.

Spokane and Yakima Disability Services information can be accessed at this website:
http://spokane.wsu.edu/students/current/studentaffairs/Disability.html
Distance students may wish to access information at this website:
http://drc.wsu.edu/default.asp?PageID=1799
CAMPUS SECURITY
The Campus Safety Plan, which can be found at http://safetyplan.wsu.edu contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The University emergency management web site is located at http://oem.wsu.edu/emergencies. Information about emergencies can be found on the WSU ALERT site – http://alert.wsu.edu. All students should go to myWSU portal at http://my.wsu.edu and register their emergency contact information for the Crisis Communication System.

Vancouver students may wish to access the following campus specific sites:
http://www.oem.wsu.edu/emergencies and http://safetyplan.vancouver.wsu.edu

TriCities students may wish to access the following campus specific site:
http://wwwtricity.wsu.edu/safetyplan/

Spokane Washington State University Spokane is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. The Safety and Security web link provides information about security information for the Spokane campus - http://spokane.wsu.edu/services/Facilities/Safety_Security/security.html. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, http://spokane.wsu.edu/services/Facilities/campus-safety-plan. It is highly recommended that you visit this web site as well as the University emergency management web site at http://spokane.wsu.edu/services/facilities/safety_security/emergency to become familiar with the information provided.
Washington State University College of Nursing
NURS 536 Fall 2016
Appendix

1. Class Schedule
2. Course Map
3. Linking Theory to Research
4. Concept Analysis Draft
5. Concept Analysis Final
6. Concept Analysis Presentation
# Washington State University College of Nursing

**NURS 536 Fall 2016**

## 1. Class Schedule

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings/Due Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1*</td>
<td>Course Introduction, Nursing Phenomena, On Peer Review</td>
<td></td>
</tr>
<tr>
<td>Week 2#</td>
<td>Nursing’s Theoretical Heritage, Terms and Definitions</td>
<td>Meleis Chapters 1-6</td>
</tr>
<tr>
<td>Week 3</td>
<td>Philosophical Paradigms and their Impact on Nursing Thought</td>
<td>Rodgers and Knafl Chapter 2</td>
</tr>
<tr>
<td>Week 4</td>
<td>Theory vs Conceptual Models vs Frameworks</td>
<td>Meleis Chapters 7, 8, Weaver &amp; Olson (2006); Online Discussion 1</td>
</tr>
<tr>
<td>Week 5</td>
<td>Reviewing and Critiquing Nursing Theories</td>
<td>Meleis Chapters 9, 10; 11-13, 19, 20 (as needed). Linking Theory due this week</td>
</tr>
<tr>
<td>Week 6#</td>
<td>Continued Review/Critique of Nursing Theories; Other Sources of Theory</td>
<td>Web resource handout</td>
</tr>
<tr>
<td>Week 7</td>
<td>Theory Development</td>
<td>Meleis Chapters 14, 16, 17. Peer Review for Linking due this week.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Key Concepts in your Phenomenon of Interest</td>
<td>Meleis Chapter 15; Online Discussion 2</td>
</tr>
<tr>
<td>Week 9*</td>
<td>Concept Analysis: Introduction and Wilsonian technique</td>
<td>Rodgers and Knafl, Chapters 1, 4, 5</td>
</tr>
<tr>
<td>Week 10</td>
<td>Concept Analysis: Walker and Avant, Evolutionary perspective</td>
<td>Rodgers and Knafl, Chapters 6, 7; Campbell-Yeo (2008), Jenkins &amp; Warren, (2012), Kalmakis &amp; Chandler (2013), Concept Analysis Draft due this week (11/5)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Concept Analysis: Hybrid Model, other tools</td>
<td>Rodgers and Knafl, Chapters 9-11; Montoya &amp; Lobo (2011), Penrod &amp; Hupcey (2005); Online Discussion 3</td>
</tr>
<tr>
<td>Week 12</td>
<td>State of the Science: Reassessing the Role of Theory in Your Research Journey</td>
<td>Risjord (2008) (read first), Duncan, Cloutier and Bailey (2009)/ Peer Review for Draft due this week</td>
</tr>
<tr>
<td>Week 13</td>
<td>Challenges and Future of Nursing Theory</td>
<td>Concept Analysis Final due this week (12/10); Online Discussion 4</td>
</tr>
<tr>
<td>Week 14#</td>
<td>Student Presentations</td>
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<tr>
<td>Week 15#</td>
<td>Student Presentations</td>
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* Face to Face Spokane Meeting

# Polycom meeting
## Course Map

<table>
<thead>
<tr>
<th>PhD Program Outcome</th>
<th>Student Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advances nursing science through clinical research and dissemination of dissertation study and other research projects</td>
<td>Demonstrate using a theory to guide knowledge development</td>
<td>Concept Analysis Draft/Final Concept Analysis Presentation</td>
</tr>
<tr>
<td>Demonstrates ability to analyze, construct, or test theoretical frameworks that guide nursing research design, methodology, data analyses, and the transfer of new knowledge into practice.</td>
<td>Analyze theory development strategies</td>
<td>Linking Theory to Research Concept Analysis Draft/Final Concept Analysis Presentation Class Participation</td>
</tr>
<tr>
<td>Collaborates with interdisciplinary scholars in research and transfers evidence-based knowledge into best clinical practices through dissemination processes.</td>
<td>Critique existing theories</td>
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</tr>
<tr>
<td>Synthesizes knowledge from a variety of disciplines to create research designs and methods for nursing science and to address ethical, social, cultural, political, and professional issues.</td>
<td>Analyze theory development strategies</td>
<td>Linking Theory to Research Concept Analysis Draft/Final Concept Analysis Presentation</td>
</tr>
<tr>
<td></td>
<td>Critique existing theories</td>
<td></td>
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<tr>
<td></td>
<td>Evaluate philosophical paradigms and the impact on nursing theory and knowledge development</td>
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</tr>
<tr>
<td>Implements proven and emerging technologies to enhance nursing research and education.</td>
<td>Demonstrate using a theory to guide knowledge development</td>
<td>Class Participation</td>
</tr>
<tr>
<td>Implements innovative research designs, methodologies, leadership skills, health education, and/or lifestyle modifications techniques to address the health care needs of vulnerable populations and disparities in the access to or delivery of health care.</td>
<td>Demonstrate using a theory to guide knowledge development</td>
<td>Concept Analysis Draft/Final Concept Analysis Presentation</td>
</tr>
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</table>
NURS 536 Nursing Theory: Foundation for Knowledge Development

3. Linking Theory to Research

The goal of this assignment is to help you explore the connections between your research phenomenon of interest (presumably the reason for you pursuing a PhD), important principles (concepts) associated with this phenomenon, and relevant theories to it. The goal of the assignment is not to "commit" or "choose" a particular research question, but rather to help you begin to define and specify your research interests and their connections to broader explanatory frameworks. Please address the following:

- Maximum 8 pages (not including title page and references) in APA style. Other formal citation styles (e.g. Citing Medicine, MLA, etc.) may be used as long as the paper is consistent throughout.
- Use a narrative and cohesive format in your paper; i.e. tell me a story. Use subheadings where appropriate (e.g. Introduction, Relevant Concepts, Theoretical Context, Conclusion etc.).
- Describe your research phenomenon of interest. Include points like the origin for your interest (why is this interesting to you?), its relevance to nursing, and current "knowns" and "unknowns."
- Discuss at least 3 important principles (concepts) relevant to your phenomenon. For example, think of terms that are key to defining your phenomenon, your population of interest, think of competing interventions, or currently used measurement techniques surrounding your phenomenon. Briefly describe how these 3 concepts impact your phenomenon or questions of interest.
- What are the competing theories (theory?) surrounding your phenomenon of interest and how do they differ in explaining it? Think of conceptual models or other explanatory frameworks used to illuminate your phenomenon of interest. You do not need to delve into the specifics of the theory(ies) but rather attempt to critique/evaluate its application to your particular interest, e.g. how has it helped/hindered to frame questions; how has it answered or failed to answer questions? Be critical!
- If you cannot identify theories or explanatory models (nursing or from other disciplines), then please explain the atheoretical approach(es) taken and identify weakness/strengths in this approach. Can the phenomenon be better explored based on theory; if so, which theory/model might contribute? Again, be critical and focus on the connection (or lack thereof) of theory to your phenomenon of interest.
- Conclude by summarizing your discussion above.

This assignment is worth 30 points to be graded as follows:
- Proper citation/style usage, proper grammar/spelling 20%
- Paper content addressing issues outlined above 70%
- Review of your peer's work 10%

The paper will be due before 5:00 pm on the day before class. You will receive your peer's paper to review the following day in class and your peer review will be due the following week by 5:00 pm. Check syllabus for key dates and policy on late assignments.
Prior to writing your dissertation, you will need (as a minimum!) to develop methodological skills (e.g. in research design and statistical techniques), and thorough expertise in a subject area i.e. your “phenomenon of interest.” This expertise should extend to a mastery of both clinical/practical implications of your work, as well as to a good understanding of its related theoretical underpinnings. We will spend the better part of the semester learning about concepts, their relation to theory, and their role in the research process. Specifically, we will delve into various approaches to concept analysis in an effort to more precisely define significant principles related to your phenomenon of interest.

The goal of this assignment is to further aid you in your exploration of a key concept that is critical to framing, explaining, and clarifying your phenomenon of interest. This is, ultimately, an exercise in language; how we use it, our understanding of it, and the assumptions that underlie its meaning. For this assignment you are asked to:

- Based on your readings and class discussions, select a concept analysis approach to guide this work.
- Select a concept to analyze, perhaps one of the three from your first assignment. Be strategic about your choice i.e. think about how this will serve your overall journey into this program and your exploration of your phenomenon of interest.
- Structure your paper with rational subheadings e.g. Introduction, Methods, Results/Findings, Discussion, etc.
- Be sure to include the following:
  - Rationale, why is an analysis of this concept significant or necessary?
  - Be explicit about your approach and its methods, and attempt to properly apply them.
  - Discuss your results and findings based on the chosen method of concept analysis.
  - In your discussion or conclusion, include implications for future research and/or theory development.
- Maximum 10 pages (not including title page and references) in APA style. Other formal citation styles (e.g. Citing Medicine, MLA, etc.) may be used as long as the paper is consistent throughout.

This assignment is worth 30 points to be graded as follows:
- Proper citation/style usage, proper grammar/spelling 15%
- Paper content addressing issues outlined above 70%
- Review of your peer’s work 15%

The paper will be due before 5:00 pm on the day before class. You will receive your peer’s paper to review the following day in class and your peer review will be due the following week by 5:00 pm. Check syllabus for key dates and policy on late assignments.
NURS 536 Nursing Theory: Foundation for Knowledge Development

5. Concept Analysis Final

This paper is aimed to build on your previous work this semester by delivering a manuscript for knowledge development in nursing worthy of submission for publication, or as close to it as you can. For this assignment you are asked to:

- Incorporate the feedback from me and your peers into a “polished” manuscript.
- Include a structured abstract. Find a journal where you would potentially publish the manuscript and base the abstract and paper (including citation style) according to that journal’s submission guidelines. Please mention the journal name in parenthesis on the cover page of your manuscript.
- Maximum 10 pages (not including title page and references) in the style of your chosen journal.

This assignment is worth 30 points to be graded as follows:

- Proper citation/style usage, proper grammar/spelling 20%
- Paper content addressing issues outlined above 80%

The paper will be due before 5:00 pm on the day before class. Check syllabus for key dates and policy on late assignments.

NURS 536 Nursing Theory: Foundation for Knowledge Development

6. Concept Analysis Presentation

Publicly presenting in front of your peers is an exercise in time-management; it is meant to sharpen your rhetoric and your skill to “think on your feet.” These are important in your career as a scientist and educator. This exercise requires you to transform your Concept Analysis Final piece from a written work into a condensed “elevator speech” meant to persuade your audience of the soundness of your work.

Your objective is to present your work in concept development to include the following:

1. Background: What is your interest in this concept, how does it relate to your phenomenon of interest, how is it relevant to nursing science/research/practice?
2. Methods: What were your search strategies and methods for analyses?
3. Findings: What were your results?
4. Discussion: What are your conclusions and implications of this work?

Presentation criteria:

- Maximum of 10 slides
- Presentation maximum of 10 minutes
- Five minutes for Q & A

This assignment is worth 20 points to be graded as follows:

- Presented within time and slide constraints 15%
- Persuasive presentation of sound work 70%
- Properly addressed audience questions and concerns 15%

All presentations will be performed over the last two days of class. A presentation schedule will be generated (random order) and shared prior to the last two days of class.