

**University of Nevada, Las Vegas
School of Nursing
Fall 2019**

COURSE NUMBER: NURS 770

COURSE TITLE: Knowledge Development in Nursing

CREDIT HOURS: 3 credits
Online instruction

PREREQUISITES: Enrollment in nursing doctoral program

COURSE DESCRIPTION: This course offers a disciplinary context for doctoral study in nursing. The history and evolution of nursing knowledge is examined. Emphasis is on debates regarding what is known and how it is known.

Email and Faculty Response Time: Email communication must occur via WebCampus/Canvas. I will respond to email messages within 48 hours (Monday-Friday). When messages are received on a Friday, Saturday, Sunday, or holiday, please expect an email response the following day (e.g. Monday or the following day after a holiday).

COURSE OBJECTIVES	PhD PROGRAM OUTCOMES
1. Analyze and evaluate the development of thinking and debates on the nature and sources of knowledge in nursing.	1. Provide leadership for the advancement of nursing as a scientific and practice discipline through the conduct of culturally competent scholarship and identification of implications for policy, discipline and the profession.
2. Analyze the philosophical underpinnings of knowledge development in nursing.	2. Conduct original research that generates new knowledge.
	3. Develop, implement, and evaluate innovative approaches to teaching and learning.

REQUIRED READINGS AND TECHNOLOGY:

(1) Fair use law requires that permissions are sought for posting copyrighted articles to course management systems, such as WebCampus/Canvas. Fees are incurred for these permissions. Students are asked to use the UNLV Libraries system to download the articles. The sudden unavailability of these articles during the course is beyond the control of the course professor.

Required books/articles/webpages for writing:

- Chinn, P. & Kramer, M.K. (2018). *Knowledge development in nursing: Theory and process* (10th ed.). St. Louis, MO: Elsevier.
- Walker, G. E., Golde, C. M., Jones, L., Bueschel, A. C., & Hutchings, P. (2008). *The formation of scholars*. San Francisco, CA: Jossey-Bass.
- *Publication manual of the American Psychological Association* (6th ed.).
- Cholbi, M. (2007). Intentional learning as a model for philosophical pedagogy. *Teaching Philosophy*, 30(1), 35-58.
- Dexter, P. (2000). Tips for scholarly writing in nursing. *Journal of Professional Nursing*, 16, 6-12.
- Grammar Underground: <http://www.grammarunderground.com/>

Other required articles are listed per unit.

Recommended book:

- Casagrande, J. (2010). *It was the best of sentences, it was the worst of sentences*. Berkeley, CA: Ten Speed Press.

(2) Each student is expected to review and read all required textbooks, articles, course webpages, including unit pages, announcements, discussions, and emails.

(3) Each student is expected to gain access to the UNLV Libraries database. Contact the UNLV Library for information to gain access.

(4) Students are required to run their papers through iThenticate (a software anti-plagiarism software program used by the UNLV Graduate College). Your papers cannot be graded without the iThenticate summary report. Submit the summary report as a separate attachment in the assignment area (one attachment will be your assigned paper and the second attachment will be the iThenticate summary report). Set up your free iThenticate account today. More information and instructions about iThenticate are found in Canvas under Modules → Student Resources & Support → iThenticate.

(5) When citing information, the required reference style is *Publication Manual of the American Psychological Association* (APA, 6th ed.). Points may be deducted for failure to follow this style. For the online discussion, follow the style as much as possible.

TEACHING AND LEARNING METHODS:

In a cooperative learning environment, students actively participate in on-line discussions. Online discussions are central to learning and are designed to be a safe and stimulating forum for sharing knowledge, testing out new ideas, practicing new words, sharing personal perspectives, and encouraging and supporting each other's growth. Reading, rereading, writing, personal reflection, and active participation are learning methods we will use to understand classic foundations and to generate new ideas. Students have assigned reading assignments and papers, and respond to discussion stimulus related to the readings.

EVALUATION METHODS AND GRADING POLICY:

Your final course grade will be calculated from the grades you earn from the following assignments. Each assignment will be described in the corresponding unit.

Unit	Method	Points ^a
I	• Introduce Yourself (Discussion Board)	1
	• Two (2) Online Discussions	10
	• Personal Philosophy Paper	15
II	• One (1) Online Discussion	5
	• Formation of Scholars Paper	25
III	• Use of Randomization in Knowledge Development in Nursing Paper	10
IV	• Reference list	4
	• Dissemination Analysis Paper & Visualization Techniques	30
	Total points	100

^a Percentage points.

LATE ASSIGNMENTS: One point will be deducted for each *late* day.

GRADING SCALE:

The following grading scale reflects the grading policy of the UNLV School of Nursing.

100 – 93 = A	87 – 83 = B*	77 – 75 = C	67 – 63 = D
92 – 90 = A-	82 – 80 = B-	74 – 70 = C-	62 – 60 = D-
89 – 88 = B+	79 – 78 = C+	69 – 68 = D+	< 60 = F

*Please note that a **minimum of a "B" grade (83%)** is required to pass the course.

**COURSE, SCHOOL OF NURSING, AND
UNIVERSITY POLICIES**

Academic Misconduct

Academic integrity is a legitimate concern for every member of the Campus community: we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](#) is available at <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resources Center](#) (SSC-A, Room 143, <https://www.unlv.edu/drc>, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>. Which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to [the Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](http://guides.library.unlv.edu/appointments/librarian) website: <http://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](http://ask.library.unlv.edu/) questions via chat and text message at: <http://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional

information, please visit the Policy for Missed Work, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=6&navoid=531) webpage, <https://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all course work for the course.

The policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competition. Academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students, and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students

with appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

REQUIRED EQUIPMENT AND COMPUTER PROGRAMS

You will need a computer, and Microsoft Word computer program.

◆ Word Processing Program: Microsoft Word preferred. Please use most current version.

◆ Presentation Program: such as PowerPoint.

RESPONSIBILITIES OF STUDENTS

Students are expected to take responsibility for their own learning. Successful completion of this course requires participation with WebCampus/Canvas based learning, reading of required/recommended materials, and meeting on campus for scheduled clinical workshops. Each student should monitor his/her progress throughout the semester, and ask for help when necessary. Numerical averages as calculated above convert to letter grades consistent with those published in the School of Nursing Student Handbook.

RESPONSIBILITIES OF FACULTY

Students may need additional help throughout the semester. The course faculty is expected to maintain weekly office hours. Office hours will be posted on the bulletin board of the faculty member's office and they are also listed in the syllabus. Special arrangements could be made for meeting outside the documented office hours at the discretion of the instructor. Keep in mind with an online course, faculty members are available to answer questions in a different manner.

NOTE: The course faculty reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the course faculty will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course announcement board.

TEACHING EVALUATIONS

In order to evaluate the effectiveness of teaching at UNLV, it requires course evaluations to be administered at the end of each course. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained. Your evaluation of instruction is a vital part of maintaining and improving the nursing program's quality and a professional responsibility as well. Your instructors give great weight to your assessments and suggestions for course improvement. Each semester, we modify the courses based on these evaluations so that the courses are improved for the incoming class of students, a type of continuous quality improvement. Finally, the Commission on Collegiate Nursing Education bases part of its accreditation of our program on whether we make course improvements responsive to student evaluations. We appreciate your assistance with this important part of your student career.

**UNLV School of Nursing
Evaluation of Instruction Questions
Delivered on-line by the UNLV Evaluation & Assessment Center**

1. *This course increased my knowledge.*
2. *The course provided sufficient opportunity for me to learn.*
3. *The course challenged me intellectually.*
4. *The instructor made a significant impact on my understanding of course content.*
5. THE COURSE OBJECTIVES WERE CLEAR.
6. MY GRADES ADEQUATELY REFLECTED THE QUALITY OF MY PERFORMANCE IN THIS COURSE.
7. THE INSTRUCTOR'S EXPECTATIONS FOR ASSIGNMENTS WERE CLEAR.
8. THE INSTRUCTOR'S ASSESSMENTS REFLECTED WHAT WAS COVERED IN THE COURSE.
9. The instructor was well prepared for each session.
10. The instructor's explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.

Key-- color or font: *Learning Ratings* ASSESSMENT RATINGS Instruction Ratings

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COURSE SCHEDULE

Week	Unit	Topics, Paper Assignments, Due Dates	Required Readings
1	I	<ul style="list-style-type: none"> • Google Hangout, <u>September 11</u>, 11:00am-12:00pm (PST) 	
2		<ul style="list-style-type: none"> • Introduce Yourself in Discussion Board- Due <u>Sept. 12, 15</u> 	Cholbi (2007) & Walker et al. (2008) Chapters 1-2

3	I	<ul style="list-style-type: none"> Online Discussion Board Stimulus: <i>What is science? And who knows what?</i> <u>Due Sept. 24, 26, 27</u> 	Chinn and Kramer, Chapters 1-2
4		<ul style="list-style-type: none"> Online Discussion Board Stimulus: <i>Through another looking glass,</i> <u>Due Oct. 1, 3, 4</u> 	Chinn & Kramer (2018) Chapters 3-7
5-6		<ul style="list-style-type: none"> <i>Philosophy of Nursing Science</i>, Paper #1, <u>Due Oct. 13</u> 	5 articles related to Philosophy of Nursing Science, <i>Ways of Knowing</i> published in <i>Nursing</i> <i>Inquiry</i> , <i>Nursing Science</i> <i>Quarterly</i> , or <i>Nursing</i> <i>Philosophy</i>
			Chinn & Kramer (2018) Chapters 9-10, 11
			Walker et al. (2008) Chapters 1-3
7	II	<ul style="list-style-type: none"> Google Hangout, <u>Oct. 23</u>, 11:00am-12:00pm (PST) 	
		<ul style="list-style-type: none"> Online Discussion Board Stimulus: <i>What makes what I know important?</i> <u>Due Oct. 22, 24, 25</u> 	Chinn & Kramer (2018) Chapters 3-7
8-9		<ul style="list-style-type: none"> <i>Formation of Scholars</i>, Paper #2, <u>Due Nov. 3</u> 	Walker et al. (2008) pp. 1-175
10-12	III	<ul style="list-style-type: none"> <i>Randomization in Knowledge Development in Nursing</i>, Paper #3, <u>Due Nov. 17</u> 	8-10 data-based articles published between 2015 through 2019 in <i>Nursing</i> <i>Education Perspectives</i> or <i>Nursing Research</i>
13-15	IV	<ul style="list-style-type: none"> Reference list of articles <u>Due Dec. 1</u> <i>Advancing Nursing Science, Visualization Techniques - Dissemination Analysis</i>, Paper #4, <u>Due Dec. 15</u> 	8-10 articles (no more than 5 years old) <i>focused</i> <i>on research interest</i> to be selected by each student