This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Foundations of Advanced Nursing Practice. The course of study is expected to take five weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Your competence will be assessed as you complete a series of performance tasks and an objective exam. The tasks are listed sequentially in this course of study at the points in which you should have covered the learning necessary to successfully complete the task and examination. Once the tasks and the examination are completed at the appropriate level of competence, you will receive a “Pass” on your AAP for Foundations of Advanced Nursing Practice. Completing your assessments within the required timeline keeps you on pace for SAP and completion of your program.

Introduction

This course of study will begin with traversing the Internet as you search for evidence-based, scholarly bodies of nursing research and theory that you can apply to your role as an advanced practice nurse. You also will add to your knowledge on evidence-based nursing practice because research is not an add-on to nursing—it is a defining characteristic. As you know, Patricia Benner’s three apprenticeship model is incorporated into the WGU Department of Nursing’s unifying theme, theory, and conceptual model. The work you complete on nursing and other relevant theories will create an awareness of the thoughts and ideas organized in a theoretical framework that can impact your professional commitment as an advanced practice nurse.

In one hospital, a team of nurses and doctors studied the rate of postoperative infections that was occurring in patients who had been shaved prior to surgery. When they looked at the research, they found that shaving appeared to increase the patient’s risk of infection because of small abrasions on the skin. The staff then decided to discontinue the practice and has since seen a decrease in postoperative infections.

Research conducted for evidence-based practice can significantly contribute to safe, quality nursing practice. More and more nurses are being asked to gather data to learn the answers to questions that affect their day-to-day interaction with patients. This use of nursing research and the evidence gained is being utilized to shape and guide nursing practice.

This course of study will expose you to nursing theory and principles of scientific inquiry that are used in the study of nursing problems. Some of the reasons knowledge of evidence-based practice and nursing research is important are that it allows you to become familiar with data sources, research findings, and related information to help improve your nursing practice and patient care delivery outcomes; that society is driven by scientific inquiry; and that you will learn how to locate and evaluate published research.

Competencies
The following competencies are covered in this course of study.

**Competency: Internet Searches**
The graduate can conduct Internet and database searches and critique and evaluate articles/materials acquired from these searches.

**Competency: Incorporate Data Into Practice**
The graduate can use articles/materials acquired from Internet and database searches to improve nursing practice.

**Competency: Nursing Theories**
The graduate can critique, evaluate, and utilize nursing theories/models as they relate to nursing practice.

**Competency: Relevant Theories**
The graduate can critique, evaluate, and utilize relevant theories from non-nursing disciplines.

**Required Learning Resources**


**E-Reserves**


**Preparing for Success**

You will need the appropriate learning resources to successfully complete the activities in this course of study. You should also prepare a calendar to schedule time devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.
Acquire Learning Resources

Arrange to obtain the learning resources listed in the "Required Learning Resources" section so there will be no delays in your studies. These items are essential for you, and this document will guide you in the use of these materials.

Purchase Textbook


Note: The WGU Bookstore has this book available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.

Download WGU Library E-Reserves

The WGU Library has an electronic reserve or e-reserve of selected articles available for this course of study. Access the library from your AAP, select e-reserves, and search by author for the articles below. Download and print each article:


Participate in the Course of Study Message Board

In the lower right-hand corner of the course of study screen there is a message board area. Throughout your studies, you will want to follow the questions, observations, and responses of the other students and the expert advice of the course instructor. If you have questions of your own, do not hesitate to use this resource to get those answered as you develop your competencies.

The message boards are an important part of the WGU experience. This is your place to engage with other students, ask questions, participate in chats and web conferences, and go to the office hours held by the course instructor. Regular discussion threads are posted on the
message board and are referred to in this document.

You are required to participate in the message board as directed. As you complete work on a specific topic, you will be referred to the message board to post questions or comments and to respond to the posts of other students. This is an important part of your learning.

If you find you have questions that are not addressed in a regular discussion thread, you may post a new discussion thread.

You should complete all of the activities and readings as you work through this course of study in order to develop a thorough understanding of Foundations of Advanced Nursing Practice.

Evaluation

At the end of your course work, you will take a scheduled, proctored comprehensive objective exam at a secure testing center.

*Note: You need a minimum of two weeks to schedule this exam, so please plan ahead.*

Internet Searches

What opportunities have you had to conduct Internet searches? Perhaps when you were looking up evidence-based information for your job? Or when you were looking up the effects of a new drug or treatment? How did you go about it? Did you depend on a Google search? Do you know about Google Scholar? What other search engines and databases do you know about?

Knowledge is being produced almost faster than it can be written about. Information in textbooks is at least five years old when the textbook is printed. More extensive information is readily available on the Internet. Handheld devices enable nurses to download the most recent information regarding drugs and treatments. Nurses in advanced practice need to have knowledge about conducting Internet and database searches.

Conducting and Critiquing Materials Resulting From Internet and Database Searches

The ability to conduct an Internet search is vital as a nursing leader. You need to identify how you have accessed information in the past and why using the Internet to obtain timely information is imperative in your practice.

- How confident do you feel in your ability to conduct an Internet search?
- What experience and proficiency do you already have in this vital component of advance nursing practice?
- Why is it important?

Initial Concept Mapping

Construct a concept map to describe your past experiences with conducting Internet and database searches. What did you access, why did you access specific information, and how did you conduct your searches?
Case Study

URLs:

MDR Tuberculosis Part I

MDR Tuberculosis Part II

MDR Tuberculosis Part III

Read the scenario on the "MDR Tuberculosis Part I" website above, "Part I-Drug Resistant TB on the Rise," and review the questions at the end. Based on these questions, look through the list of resources and click on the link to those that might help you answer the questions.

- Are the resources listed appropriate for researching the topic?
- Do they help you look at the TB question from a professional perspective?
- Do they help you make decisions such as the one asked in question 9?

Read the scenario on the "MDR Tuberculosis Part II" website above, "Part II-The Challenge of Public Health in an Age of Immigration," and review the questions at the end. Based on these questions, look through the list of resources and click on the link to those that might help you answer the questions.

- Are the resources from legitimate sources?
- Do they help inform the case?

Read the scenario on the "MDR Tuberculosis Part III" website above, "Part III-Preventing the Development of MDR TB," and review the questions at the end. Based on these questions, look through the list of resources and click on the link to those that might help you answer the questions.

- Did the resources help you answer the questions?
- Were you able to form a professional decision about preventing MDR TB based on the information?

Think about how using the right resources in an investigation of a topic area can affect important nursing decisions.

Using Search Engines

URLs:

How Search Engines Work
Boolean Searching on the Internet
http://www.internettutorials.net/boolean.asp

Recommended Search Engines
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SearchEngines.html

Go to the websites above to read the associated articles.
Accessing the WGU Library

Access the WGU Library and the appropriate search engine to retrieve, read, and evaluate the following articles:


What have you learned from these articles?
Critiquing Information From Internet and Database Searches

URL: http://www.library.cornell.edu/olinuris/ref/research/skill26.htm

Evaluate the sources accessed at the website above for credibility. Use the following guide at the "Critically Analyzing Information Sources" web page above to assess the value of the information you found.

- Based on your assessment, was the formation valid enough to use in writing a paper or applying it to your practice?

Manuscript Peer Review

URL: http://www.medscape.com

Use the link above to register at Medscape and access the following article: "Manuscript Peer Review -- A Guide for Healthcare Professionals."

Using the WGU Library

Sign in to the WGU Library. Retrieve and read three articles on a nursing topic of interest to you.

- How can you know if they are peer reviewed or not?
- Why does this matter?

Final Concept Map and Reflection

Consider the following questions:

- Have your views about Internet searches changed?
  - If so, how would you change or add to your concept map?
- How did you feel about the search experiences?
Were your search methods time-efficient or not?
Was the information you gathered sufficient to answer your questions or complete your assignments?
How did you decide if the information was credible or not?
Now what are your thoughts about evaluating Internet and database materials?
How have your perceptions changed since performing these exercises?

Go back to your initial concept map and add to or modify it. On the message board, discuss what you have learned from this activity. What will you take into practice?

Incorporate Data Into Practice

Have you ever had a hunch in your nursing practice? Have you ever felt that just because something has always been done a certain way, your idea was actually the right way? How would you go about seeing if others might have had the same thoughts and if there might be evidence to support your hunch? Do you have the skills to be the "nurse as detective" and seek out the evidence?

Consider the following scenario. As you take on a leadership role in the healthcare setting, you notice that certain practices are a routine, but they do not appear to be current practice. When you ask the nurses why they perform these practices, you are told that it is just the way it has always been done. It appears no one has ever questioned the practices, no one knows how they started, and no one thinks about changing them. As a nurse executive, you see an excellent opportunity to engage a team in searching out the best practices and recommending change.

The ability to search for answers involves not only knowing how to use the Internet but also being able to master the computer and to value the journey in finding meaningful information. It also entails investigating and collecting data on the healthcare practice so that you will be able to make informed decisions. All nurses engaged in advanced practice need to be able to understand what a researchable problem is, and be able to use research in the practice setting. In this section, you will learn more about evidence-based practice and draw on your own experiences in clinical nursing.

Improving Nursing Care Through Evidence-Based Practice (EBP)

Evidence-Based Practice (EBP) is investigation and integration of the best available evidence, coupled with clinical expertise. This allows nurses to address healthcare questions with an evaluative and qualitative approach. They assess current and past research, clinical guidelines, and other information resources in order to identify relevant literature while differentiating between high-quality and low-quality findings.

Initial Concept Map

Develop a concept map of your past experience with evidence-based practice.

- Have you implemented research-based information in past clinical practice?
- If not, what were the barriers to doing so?
- What is meant by "evidence-based practice" (EBP)?
• How could you approach a clinical issue using EBP in your clinical setting?
• Do you think EBP can improve clinical outcomes in your setting? Explain.

Accessing Evidence-Based Practice in Nursing

Access and read the following articles through CINAHL in the WGU Library:


Select one of the articles to discuss on the message board.

Application of Evidence-Based Practice in the Clinical Practice Area

Trace the history and effectiveness of the evidenced-based practice of your past experience that you used to develop your concept map.

• Explain any changes that needed to be made.
• Why and how were they decided upon?

Final Concept Map and Reflection

Reflect on what you have learned.

• How have your ideas changed about evidence-based practice?
• Would you be willing to initiate the evidence-based practice you created in the exercise?
• Would you feel confident in knowing how to gain the appropriate information as a result of this course of study?

Nursing Theories

What was the nursing theory of your undergraduate program? How did it drive your program? Are you ever reminded of the theory as you practice currently? How do you think knowledge of nursing theory might enhance your advanced nursing practice?

“Educating the development of the individual as a nurse to be socialized into the nursing profession requires the individual understand the interlocking language, concepts, relationships, structured ideas, disciplined inquiry, and outcomes of nursing practice which forms a comprehensive umbrella for multiple practice applications within the profession of nursing” (Van
Nursing theory supports nursing practice, which is drawn from knowledge in a number of interconnected areas. Nursing theories look at the global nature of nursing as the nurse works within the healthcare system. Models of nursing care stem from nursing theory, but it is important that nurses have the language and socialization necessary to communicate with others about the practice of nursing. In this section, you will investigate nursing theories. You were probably introduced to theorists such as Henderson and Orem. But new theories have emerged that impact today’s practice, such as Van Sell’s theory of nursing knowledge and nursing practice and Kalofissudis’s holistic conceptual development model of nursing science, which are now combined into the complexity nursing theory. Therefore, as you draw on past knowledge of nursing theory, be open to new theories that you will use in your new role as a nursing leader.

Reference

Nursing Theories
In the last century, nursing has made changes that have led to the recognition of nursing as an academic discipline and a profession, rather than a vocation or skilled laborer position. Moving to a more theory-based practice is thought to make nursing more meaningful and significant. However, in order to continue to reflect contemporary practice, there needs to be a knowledge-base that guides professional nursing practice. Therefore, it is important that nurses recognize how theories of nursing have impacted the profession, and how new theories of nursing must emerge in order for the profession to stay current and move with changes in healthcare.

Initial Concept Map and Reflection
Construct a concept map concerning your thoughts and feelings about nursing theory in general and about using it in your practice.

- After completing this activity, describe your general approach to using nursing theory thus far in your career and some instances where you have applied it.
- Describe everything you know about nursing theories.
- What do you know about parts of a theory?
- What do you think should be included in a theory?

Exploring Nursing Theories
Read Part I, chapters 1 through 3 of the *Understanding the Work of Nurse Theorists* textbook.

Artistic Representations of Selected Nursing Theories

URL: [http://nursing.jbpub.com/sitzman/artGallery.cfm](http://nursing.jbpub.com/sitzman/artGallery.cfm)

Access the Theory Art Gallery website above and review the artistic representations of the selected nursing theories.
Choose one theory that interests you.
Read about it in the text and view the artistic representation on the website.
Describe the relationship between the written description of the theory and the art.
  o Do they match? If so, explain how; if not, explain why not.
Write your reflections on the message board.

**Differentiating Between Nursing Theories and Nursing Models**

**URL:** [http://www.sandiego.edu/academics/nursing/theory/](http://www.sandiego.edu/academics/nursing/theory/)

Access the "Nursing Theory Page" at the website above and address the following prompts:

- Differentiate between nursing theories, mid-range theories, and nursing models.
  o Choose one theory or model from each of these categories and explain how you can apply them to situations in your clinical practice.
- Has the emphasis in nursing shifted from grand theories to mid-range theories in the past two decades? Explain your answer.
- What would be the benefit of such a shift?
- Discuss this in the appropriate discussion thread on the message board.

Perform an Internet search on Patricia Benner's three apprenticeship model.

- Examine the WGU Nursing Department conceptual model.
- Relate how Benner's work is reflected in this model.
- Discuss this in the message board.

**Comparison of Nursing Theories**

Consider how contemporary nursing theories differ from earlier theories by choosing one of each to compare and contrast.

- What is your conclusion about early and contemporary nursing theories' applicability to nursing practice in today's world?

**Critiquing Nursing Theory**

Read chapter 4 of the *Understanding the Work of Nurse Theorists* textbook.

- Choose one grand nursing theory and one mid-range nursing theory.
- Critique both of them according to the criteria on pages 17 and 18 in the text.
- What are your conclusions concerning the theories you have chosen to critique?
- Does either theory require further development? Explain why or why not.

**Final Concept Map and Reflection**

**URL:** [http://nursing.jbpub.com/sitzman/artGallery.cfm](http://nursing.jbpub.com/sitzman/artGallery.cfm)

Have your perceptions and feelings about using nursing theory changed? Explain why or why not.
Review the representations of nursing theories in the Understanding the Work of Nurse Theorists textbook and access the "Theory Art Gallery" website above.

Choose your favorite nursing theory and make an artistic representation of it.

- Explain your choice and feelings after having done so.
- Were there any surprises?
- What have you learned? How will you use it? Why does it matter?

**Relevant Theories**

As you studied nursing theory in your undergraduate program, did you ever wonder how the theorists reached the point where they were able to conceptualize the care nurses provide? Did you ever consider that they must have gone beyond the profession to understand concepts and principles that could be generalized to the nursing profession? Have you ever embraced such a theory in your own professional life? One that comes to mind is Maslow's hierarchy of need when you care for such diverse members of society. This hierarchy of need explains that many patients who cannot meet even their basic needs and might be the most challenging to care for are often the very patients who should be cared for the most.

**Relevant Theories**

Nursing theories have enabled nurses to drive and support the nursing profession. Nursing has also been able to examine and utilize non-nursing theories in the development of nursing theories. While nursing theories look at care of the individual, families, and communities, non-nursing theories can be of value in the profession as well. For example, consider using Bandura's social cognitive theory in leadership and Maslow's hierarchy of need in the nursing theory of modeling and role modeling.

**Non-Nursing Theories**

Answer the following questions on understanding, critiquing, and utilizing relevant non-nursing theories:

- Do non-nursing theories have a place in the development of nursing theory? Explain your answer.
- Does nursing weaken its professional knowledge base and lose its credibility by borrowing concepts from other disciplines? Explain your answer.
- Can nursing define itself solely through nursing theory? Explain your answer.

**Non-Nursing Theorists and Their Work**

Perform an Internet search for the following theories and review the theories. Then choose one that is incorporated into a nursing theory.

- Systems theory, by von Bertalanffy (in your search, look for "von Bertalanffy" and "systems theory")
- Force field analysis (change theory), by K. Lewin (search for "K. Lewin" and "force field analysis")
- Change theory
Behavioral theory
Bandura's learning theory

Collaboration

Give two examples of nursing theory that use non-nursing theories to underlie their assumptions.

- Discuss your findings and the impact of non-nursing theories within nursing practice on the message board.

Final Concept Map and Reflection

Discuss any new perspectives on applying non-nursing theory directly to nursing practice.

- Create an artistic representation of a theory that you will use in practice after taking this course of study.
- Share your artistic representation with other colleagues and on the message board and assess whether it helps them see the value of using theory in nursing.

Conclusion

Congratulations! You have completed the course of study on Foundations of Advanced Nursing Practice. This comprehensive course of study provided more of the foundation for your future nursing career. You are on your way to increasing your nursing competency and skills.

Review of Major Points

You have learned to search the Internet for evidence-based, scholarly bodies of nursing research and theory, which you can apply to your role as an advanced practice nurse. You also added to your knowledge on evidence-based nursing practice because research is not an add-on to nursing—it is a defining characteristic. As you know, Patricia Benner's three apprenticeship model is incorporated into the WGU Department of Nursing's unifying theme, theory, and conceptual model. Hopefully, the work you completed on nursing and other relevant theories created an awareness of the thoughts and ideas that are organized in a theoretical framework that can impact your professional commitment as an advanced practice nurse.

Transfer and Application

The concepts you have learned will help you develop in your role as an advanced practice leader as you impart your knowledge to those you teach.

Assessments

Now that you have completed this course of study, you are ready to take the assessments.

Complete the Performance Task

URL: http://www.taskstream.com

Complete performance task 711.1.1-04-06; 1.2-07; 2.2-09: "Relating General System and Diffusion of Innovation Theories to Healthcare Delivery and Nursing Practice." To access the performance task, follow these steps:
1. Log in to your MyWGU Student Portal.
2. Go to the "My AAP" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Scheduled Date" column, click "Schedule Now."
5. A new window will come up. If there are other considerations you would like to inform the Assessment Delivery Team about, discuss them in the "Other Considerations" box that appears and then click "Continue." If not, simply click "Continue."
6. A request will be sent to your mentor for approval.
7. Once your mentor has approved your request, our Assessment Delivery Team will open the tasks required for the assessment in TaskStream. You will log in to TaskStream to receive the instructions, see the rubric, and submit your assessment for grading.

For your convenience, screenshots showing the instructions for each performance task related to this course of study are available at the links below. Please note that the instructions may change slightly from time to time. For the most up-to-date instructions, evaluation rubrics, and other related material, please log in to TaskStream. You will not have access to these tasks in TaskStream until you request them through your AAP and your mentor approves your request.

- **NFT1** Task 711.1-04, 06, 1.2-07, 2.2-09

**Complete the Objective Assessment**

At the end of your course work, you will take a scheduled, proctored comprehensive objective exam at a secure testing center.

*Note: You need a minimum of two weeks to request this assessment, so please plan ahead.*

To request this assessment:

1. Log in to your MyWGU Student Portal.
2. Go to the "My AAP" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Scheduled Date" column, click "Schedule Now."
5. In the window that pops up, click "Search."
6. A new window will come up. In this window, you can either select a previously-used site or search for a different site approved by WGU. Select the site(s) by clicking on the box beside the name. This will move your selection(s) to the "Selected Sites" box.
7. Once you have selected at least one site, click "Update."
8. You will be returned to the previous window, and the site information will now be filled in. Click "Continue."
9. Enter three different potential dates with the times you can take the assessment. Note: The dates must be at least two weeks from the day you request the assessment.
10. Click "Continue" once your potential dates and times are filled in.
11. If there are other considerations you would like to inform the Assessment Delivery Team about, discuss them in the "Other Considerations" box that appears, and then click "Continue." If not, simply click "Continue."
12. A request will be sent to your mentor for approval.
13. Once your mentor has approved your request, our Assessment Delivery Team will begin scheduling your assessment at the proctor site that you submitted. Once your assessment has been scheduled, you will receive a confirmation e-mail with the date, time, and proctor site. The status on your AAP will then change to “Scheduled.”

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- Course Feedback

ADA Policy

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU's ADA policy and process can be viewed in the student handbook at the following link:

- Policies and Procedures for Students with Disabilities