Your competence will be assessed as you complete the NFT2 performance assessment for this course of study.

**Introduction**

This course of study is aligned to the NFT2 performance assessment. The same study materials are utilized in the NGC2 objective assessment. If you have previously completed the NGC2 assessment, then you should have already completed the required study activities found in this course of study. You may wish to review the assignments here, but you are not required to repeat these activities. If you have not yet completed the NGC2 assessment, then please proceed through this course of study in full.

**Overview**

This course of study will begin with navigating 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. Patricia Benner's (1984) 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 practice role.

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 other theories 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.

Watch the following introduction video for this course:

**Outcomes and Evaluation**

There are 4 competencies covered by this course of study; they are listed in the "Competencies for Evidence Based Practice & Nursing Theory (NFT2)" page.

**Nursing Dispositions Statement**

Please review the Statement of Nursing Dispositions.

You will complete the following assessments as you work through the course of study.
Performance Assessment
You will complete the following performance assessment in TaskStream:

- NFT2

Previews of task instructions and rubrics for this assessment are available in via the 'Assessment Preparation' box in the online course of study.

Preparing for Success

The information in this section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies in order to gain competency in the indicated areas and prepare yourself to pass the final assessments.

Your Learning Resources

The learning resources listed in this section will be required to complete the activities in this course of study. Follow the instructions provided to access these resources as early as possible in order to give yourself time to become familiar with them.

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow.


Note: These e-texts are available to you as part of your program and tuition fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Other Learning Resources

You will use the following learning resources for this course of study.

Sitzman Text Companion Website

Throughout this course of study you will be directed to the companion web site for the Sitzman text, "Theory Art Gallery".

This companion site provides additional information, activities and opportunities to test your knowledge.

Finding Information on the Internet: A Tutorial

Log on to "Finding Information on the Internet: A Tutorial (UC Berkeley - Teaching Library Internet Workshops)."
You will work through this tutorial in the first part of this course of study on using the Internet effectively.

**WGU Library E-Reserves**

This course of study utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "Accessing WGU Library E-Reserves" page.

The following e-reserves materials will be used in this course of study:


**Additional Preparation**

There are many different learning tools available to you within your course of study in addition to the learning resources already discussed. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

**Message Boards, Learning Communities, Study Notes, FAQs**

Message boards, learning communities, study notes, and FAQs are available in every course of study.

Use the "Additional Learning Tools" document to review these tools.

**The WGU Central Library**

The [WGU Central Library](#) is available online to WGU students 24 hours a day. The library offers access to a number of resources, including over 60,000 full-text e-books; articles from journals, magazines, and newspapers; course e-reserves; and tutorials on how to use these resources and the library. The library also includes a reference service for help with research questions or navigating the library.

For more information about using the WGU Library, view the "WGU Library: Finding Articles, Books & E-Reserves" video in the Student Resources Section of the [WGU Channel](#).

**Course Instructor Assistance**
Course instructors are available to help you. Their job is to aid understanding in areas where you need to improve and to guide you to learning resources. Request their help as needed when preparing for assessments.

Course instructors cannot provide reviews of entire assessments. If you fail assessment attempts, review the provided feedback first, then ask the course instructor specific questions about what you can do to meet the competency standard. Request course instructor assistance as necessary in preparing for second attempts at objective assessments or performance task revisions. Mentors cannot guarantee you pass as they do not evaluate assessments; however, they can provide the assistance and advice necessary to help you succeed.

**Nursing Standards**

You will be able to access Nursing Professional Standards as they apply to your program through the WGU Library. Please access these documents at the following website:

- [Nursing Standards E-Reserves](#)

**Internet Searches**

Consider the following questions:

- 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 Internet and database searches.

- What did you access?
- Why did you access specific information?
- How did you conduct your searches?

Case Study

Read the scenario "Part I-Drug Resistant TB on the Rise."

Review the questions at the end Part I. Based on those questions, look through the list of resources and click on the link to those that might help you answer the following 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 "Part II-The Challenge of Public Health in an Age of Immigration."

Review the questions at the end of Part II. Based on those questions, look through the list of resources and click on the link to those that might help you answer the following questions.

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

Read the scenario "Part III-Preventing the Development of MDR TB."

Review the questions at the end of Part III. Based on those questions, look through the list of resources and click on the link to those that might help you answer the following 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.

Note: The links within this case study REFERENCE LIST do not open to the WGU Library. If you want to read the articles within the Case Study Reference List, please go to the WGU Library and search for these items to evaluate.

Using Search Engines

Log on to the University of South Carolina Bare Bones 101: A Basic tutorial on Searching the Web. Complete the following tutorials:
Lesson 1: Search Engines
Lesson 2: Metasearchers
Lesson 3: Subject Directories

Accessing the WGU Library

Access the WGU Library E-reserves and read, and evaluate the following articles:


What have you learned from these articles?

Critiquing Information From Internet and Database Searches

Log on to the University of South Carolina Bare Bones 101: A Basic tutorial on Searching the Web. Complete the following Tutorials:

- Lesson 5: Evaluating Web Pages
- Lesson 6: Creating a Search Strategy
- Lesson 7: Basic Search Tips
- Lesson 8: Searching with Boolean Logic and Proximity Operators

Log into the American Psychological Association Tutorial for Basics of APA and click on "Begin the Tutorial". Be sure to pay particular attention to citing references beginning with slide number 13.

Using the WGU Library

Sign in to the WGU Library. Click the link to the “federated database search”. At the top of the page click “databases A-Z” and put a checkmark next to Cinahl plus with full text, Health Business Elite, and Medline. Click continue at the top or bottom of the page. This will redirect you to the EBSCO search screen. 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?

Watch the following video for additional information on peer reviewing:

- What Does Peer-Reviewed Mean?

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

Consider the following questions:

- 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?

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. You can access Cinahl through either the federated database search, or the individual database search links located on the library homepage:


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**

Consider the following questions:

- 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?

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.

**Nursing Theories**

Modern nursing changes led to the recognition of nursing as an academic discipline and profession rather than a vocation or skilled labor position. Moving to a theory-based science makes nursing more meaningful and significant. In order to continue to reflect contemporary practice, nursing practice focuses on being a knowledge- and research-based profession 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 emerge from research and inquiry 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 the following in the *Understanding the Work of Nurse Theorists* text:

- chapter 1 ("What is Nursing Theory")
- chapter 2 ("Why Are Theories Important in Nursing")
- chapter 3 ("The Development of Nursing Theories")

**Differentiating Between Nursing Theories and Nursing Models**

Access the *Nursing Theory* website. Address the following prompts:

- Differentiate between nursing theories, mid-range theories, and nursing models.
- 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?

Complete the following:
Discuss this in the appropriate discussion thread on the message board
Perform an Internet search on Patricia Benner's three apprenticeship model.
Access the WGU Student Handbook to search for and examine the WGU Nursing Conceptual Model.
Relate how Benner's work is reflected in this model.
Discuss this in the message board.

**Comparison of Nursing Theories**

Compare and contrast nursing theories from early to later theories, focusing on individuals versus populations or health and wellness applications.

Review the following sections of the [Current Nursing](#) website:

- [Introduction to Nursing Theories](#)
- [Development of Nursing Theories](#)
- [Nursing Theories: An Overview](#)
- [Epistemology of Nursing](#)

Explore your first experiences with nursing theory in your BSN program and how you now view the value and application of theory in nursing.

**Critiquing Nursing Theory**

Read the following in the [Understanding the Work of Nurse Theorists](#) text:

- chapter 4 ("Evaluating A Theory")

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**

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 "[Theory Art Gallery](#)".

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

Nursing bases our knowledge of people and environments upon social, developmental, and learning theorists from other sciences.

Consider the following questions:

- As you care for individuals and populations, did you ever realize how fluidly you interact and assess with others through your knowledge of behavioral and social theories?
- As you studied the nursing theorist, did you see how their theories and views of the world come from behavioral and social theorists?
- How do you use theory in your own professional practice?

One theory that comes to mind when you care for diverse populations is Maslow's Hierarchy of Need. This theory explains that when an individual cannot meet their most basic of needs, they are challenged to care for themselves or for others. When we care for those most vulnerable, we are faced with meeting their basic needs as well as the needs of their healthcare crisis.

In this section, you will explore the basics of the social and behavioral theories that support nursing practice.

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.

Social and Behavioral Theories

Answer and discuss in the message boards the following questions about how nursing theories and practice are based from social and behavioral studies:

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

Non-Nursing Theorists and Their Work

Review these theories through articles posted in the WGU e-reserves (in the "Nursing Theory" folder) and Current Nursing website. Explore how these theories incorporate into nursing theory
and into nursing practice.

- **Systems Theory by von Bertalanffy**

- **Change Theory and Force Field Analysis by K. Lewin**

- **Planned Change Theory**

- **Behavioral Theory in Nursing**

- **Bandura’s Self-Efficacy Theory**

- **Roger's Diffusion of Innovation Theory**

- **Empiricism 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.

**Final Steps**

Congratulations! You have completed the course of study on Evidence Based Practice & Nursing Theory. 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.

**Assessment Information**

The activities in this course of study have prepared you to complete the NFT2 performance assessment. If you have not already completed the assessments, you will do so now.

**Accessing Performance Assessments**

You should have completed the following tasks as you worked through this course of study. If you have not completed the tasks in TaskStream, do so now.

- NFT2: 711.1.1-04-06; 1.2-07; 2.2-09

For directions on how to receive access to performance assessments, see the "Accessing Performance Assessments" page.

**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](#)