This course supports the assessment for NGC2. The course covers 4 competencies and represents 2 competency units.

Introduction

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

Overview

This course 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 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:

Competencies

This course provides guidance to help you demonstrate the following 4 competencies:

- **Competency 711.1.1: Internet Searches**
  The graduate can conduct Internet and database searches and critique and evaluate articles/materials acquired from these searches.
- **Competency 711.1.2: Incorporate Data Into Practice**
  The graduate can use articles/materials acquired from Internet and database searches to improve nursing practice.

- **Competency 711.2.1: Nursing Theories**
  The graduate can critique, evaluate, and utilize nursing theories/models as they relate to nursing practice.

- **Competency 711.2.2: Relevant Theories**
  The graduate can critique, evaluate, and utilize relevant theories from non-nursing disciplines.

**Nursing Dispositions Statement**
Please review the [Statement of Nursing Dispositions](#).

**Course Instructor Assistance**
As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you’re studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

**Automatically Enrolled Resources**

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

**VitalSource E-Texts**
The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.

Note: This e-text is available to you as part of your program and tuition fees, but you may purchase a hard copy 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.

**Sitzman Text Companion Website**
Throughout this course 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 on using the Internet effectively.

**WGU Library E-Reserves**
This course 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:


**Additional Preparation**

**Nursing Standards**
You will be able to access Nursing Professional Standards as they apply to your program
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?

This topic addresses the following competency:

- **Competency 711.1.1: Internet Searches**
  The graduate can conduct Internet and database searches and critique and evaluate articles/materials acquired from these searches.

**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."

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.

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 "Part II-The Challenge of Public Health in an Age of Immigration."

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

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

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. 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.

This topic addresses the following competency:

- **Competency 711.1.2: Incorporate Data Into Practice**
  The graduate can use articles/materials acquired from Internet and database searches to improve nursing practice.

**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?

**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.

This topic addresses the following competency:

- **Competency 711.2.1: Nursing Theories**
  The graduate can critique, evaluate, and utilize nursing theories/models as they relate to nursing practice.

**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 *Understanding the Work of Nurse Theorists*:

- 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*
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.

This topic addresses the following competency:

- **Competency 711.2.2: Relevant Theories**
  The graduate can critique, evaluate, and utilize relevant theories from non-nursing disciplines.

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**
  - "Systems Theory in Nursing"

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

- **Planned Change Theory**

- **Behavioral Theory in Nursing**
  - "Johnson’s Behavior System Model"

- **Bandura’s Self-Efficacy Theory**
  - "Self Efficacy Theory (SET)"
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.

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 on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete the assessment, schedule and complete your assessment now.

The WGU Library

The WGU Library is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on The WGU Channel:

Introducing the WGU library

Note: To download this video, right-click the following link and choose "Save as...": download
video.

Searching the WGU library

Note: To download this video, right-click the following link and choose "Save as...": download video.

Center for Writing Excellence: The WGU Writing Center

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

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