Grambling State University
School of Nursing
Graduate Nursing Program

Syllabus
NUR 501
Advanced Nursing Science Theory

Faculty
Dr. Rhonda Hensley

Department Code 37
Fall 2009
Grambling State University School of Nursing
NURSING 501—Advanced Nursing Science Theory

CREDIT: Three (3) semester hours

PLACEMENT: First Semester

PREREQUISITE: Admission to the School of Nursing Graduate Program

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Course Description

This course is designed to critically examine the concepts of nursing, human beings, health and the environment as the basis for the practice of advanced nursing in a variety of health care settings. Major theories of nursing, the nature of nursing theory, the process of theory construction, the implications of theoretical formulations for nursing practice are evaluated and reflected in the development of a conceptual model for use in practice.

Course Objectives:

Upon completion of this course, the graduate student will be able to:

1. Explain the nature of knowledge, science, concepts, models, theories, and truth
2. Investigate the history of theory development in nursing
3. Examine the process of theory development, evaluation, and testing in clinical nursing practice
4. Examine the different strategies used in the development of nursing theories and the consequences of the use of each theory
5. Integrate the accepted criteria used to analyze and critique theory
6. Develop a conceptual model for use in practice that reflects personal values and beliefs and incorporates a valid and reliable concept or theory of nursing

Teaching methods

Methods used include group discussion, assigned and self generated readings, seminar participation, written assignments, class presentations, and computer based assignments. A semester calendar sets forth the reading assignments, presentations, projects, and written assignments for the course.
Evaluation

Debate activities in class  40%
Article review/critique  20%
Concept/empirical relevance paper  40%

1. APA format is to be used in completing all written assignments
2. Written assignments should be stapled at the top left corner
3. Students are responsible to make a copy of their assignment prior to submission for grading.
4. Late assignments will result in a loss of 5 points from the grade for each day late after the posted due date.

Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
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<td>85-92</td>
<td>B</td>
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<td>80-84</td>
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<td>70-79</td>
<td>D</td>
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<td>0-69</td>
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Course Textbook

Marriner-Tomey Nursing Theorists and Their Work (5th ed.). Elsevier Science/Mosby
## Fall 2009 Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Classroom Activity</th>
<th>Learner Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>8-14-09</td>
<td>Course overview</td>
<td>Marriner p 3-49</td>
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<tr>
<td></td>
<td>History of nursing theory</td>
<td>Definitions</td>
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<tr>
<td>8-21-09</td>
<td>Nursing knowledge/theory</td>
<td>Marriner 50-64</td>
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<tr>
<td>9-4-09</td>
<td>Theory &amp; Research Links</td>
<td>Marriner 250-260; 336-360; 212-225; 418-429</td>
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<td></td>
<td>Evidence Based Practice Issues</td>
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<tr>
<td>9-25-09</td>
<td>Theory Debates</td>
<td>Marriner 299-360; 189-211; 145-164; 560-583</td>
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<tr>
<td>10-2-09</td>
<td>Theory Debates</td>
<td>Marriner 226-249; 624-640; 269-298; 610-623; **Research/theory critique due</td>
</tr>
<tr>
<td>10-30-09</td>
<td>Theory Debates</td>
<td>399-417; 527-559; 379-398; 430-442</td>
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<tr>
<td>11-13-09</td>
<td>Theory Debates</td>
<td>65-83; 98-111; 501-526; 584-609</td>
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<td>11-20-09</td>
<td>Theory Debates</td>
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<tr>
<td>12-4-09</td>
<td>**Concept/empirical relevance paper due</td>
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## Nursing Theorist Debate Teams

<table>
<thead>
<tr>
<th>Date</th>
<th>Team A</th>
<th>Team B</th>
<th>Team C</th>
<th>Team D</th>
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<tbody>
<tr>
<td>9-25</td>
<td>Johnson</td>
<td>Orem</td>
<td>King</td>
<td>Levine</td>
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<tr>
<td>10-2</td>
<td>Watson</td>
<td>Wild Card</td>
<td>Neuman</td>
<td>Mishel</td>
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<tr>
<td>10-30</td>
<td>Wild Card</td>
<td>Pender</td>
<td>Rogers</td>
<td>Roy</td>
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<tr>
<td>11-13</td>
<td>Orlando</td>
<td>Parse</td>
<td>Wild Card</td>
<td>Nightingale</td>
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<tr>
<td>11-20</td>
<td>Henderson</td>
<td>Leinenger</td>
<td>Benner</td>
<td>Wild Card</td>
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**Team Members:**

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**Wild Card Days:** the debate team may select a theorist of their own choice for presentation. Theorist may be nursing or from a closely related field (social science, behaviorist, etc). Do not select a theorist who is already represented on the calendar.

**Examples:** (this list is not exhaustive)

**Nursing**

- Huth/Moore- Pain Management
- Ulbrich- Exercise as Self Care
- Barnard’s Child Interaction
- Ruland/Moore- End of Life
- Younger’s Mastery of Stress
- The Complexity Integration Nursing Theory (Sell & Kalofissudis)

**Social Science**

- Fishbein/Ajzen Theory of Reasoned Action
- Osgood, Tannebaum Congruity Theory
- Festinger- Cognitive Dissonance Theory
- Sherif/Havland- Social Judgment/Involvement
- Anderson- Information Integration Theory
- Petty/Cacioppo- Elaboration Likelihood Model
Concept Paper/Empirical Relevance

A concept analysis is an exercise designed to make the researcher as familiar with the concept (variable) with which he/she is working as is possible. A concept is usually one, no more than two words in length which conveys a meaning, a feeling, or an understanding between and among individuals within the same discipline. Examples of concepts might include: health, parenting, health care, sorrow, quality assurance, joy, pain, patient teaching, maternal bonding, sorrow, learning, etc. The concept analysis is the first step in communicating these meanings, feelings, or understandings to others.

A concept is usually a measurable variable in a hypothesis, assumption, or proposition. For example: “what is the effect of breast feeding among primiparas who have had two methods of instruction?” “Is there a difference in parenting behaviors between lower income families and middle income families?” “Do nurses use search strategies when assessing clients for cue to formulate a nursing diagnosis?”

Select a concept with a relationship or relevance for community, society, or organization. For example if you were to do a project on “assisted living” settings, it would be useful to do a concept analysis to help understand what the term assisted living really means.

To do the concept analysis, follow these steps:

1. Introduce the concept, include what it is, the significance of the concept
2. Review the literature for definitions, clues to definitions. Develop your definition of your concept based on literature, dictionary, and other sources
3. Determine defining criteria for the concept (I’ll know it when I see it because....”). Formulate a list of characteristics or criteria which describe your concept in measurable terms so they can be understood by the empirical world.
4. Discuss antecedents and potential outcomes for the concept
5. Give real life examples in society of a model case, a contrary case, and related case
6. Identify how well the concept is addressed in the literature. Is there research validation of the concept? Are there tools available for measuring the concept as you have defined it?
7. Discuss relevant societal issues you learn about this concept. Consider you concept, at minimum, in terms of the following: ethical issues, legal issues, political issues
8. Present actual or potential implications for nursing and/or health care relevant to this concept
9. Identify and support your argument for application to a nursing theory already in existence. What are the key components of the theory and how do they apply to this concept.
10. Prepare a one page concept map which illustrates key components or your concept.
Format for paper

1. APA formal paper 10-12 pages in length
2. Minimum of 8 references from multiple disciplines

Examples concept: chair

Definition: a four legged platform with a back support and used for sitting down

Characteristics

a. Four legs of the same length
b. Flat or platform surface horizontal to the floor
c. A single back rest or support

Cases

a. Model case is a brief situational description in which your concept is used or is in evidence and must include all of the characteristics you have listed which describe and make up the concept. One must be able to say about the model case “If this is not an example of a chair, then nothing is”
Example: consider the concept of punishment: one could take the case of a person who willfully broke the law and was made to suffer at the hands of the authorities. This certainly is an example of punishment

b. Contrary case is a brief situational description in which an instance of your concept is an exactly opposite of your intended meaning. In other words “whatever the concept is, this is certainly not an instance of the concept”. It has none of the characteristics of the concept. For example: JUSTICE: the contrary case would definitely illustrate someone who was treated unjustly.

c. Related cases examine other closely related concepts. If one is looking at justice, then one might right a case examining the concept of deserving which is certainly an essential feature of justice. When we are clear about the related concept of deserving, it may be much easier to get a clear thought about the original concept of justice or punishment
Theory/Research Critique

Select a research journal article from any peer reviewed journal. Be certain that the article incorporates a theoretical framework. Read the article. Critique with the following questions.

1. Is the theoretical framework clearly identified?
2. Does the author include pertinent components of the framework in the article? If not, what pieces of the framework are excluded?
3. In your opinion, does this framework “fit” the concepts being analyzed? Explain your response.
4. What is the research design selected for this study. Briefly describe the study.
5. Was the study/procedure/design the “best” way to study the phenomena in this sample? How would you have designed the study differently to study the concepts and phenomena? Explain your responses.
6. What significant findings were identified in the study?
7. Does the theoretical framework match with the research design?
8. What are the implications for nursing practice from this study? Does the implications for practice match with the theoretical framework?
9. In your opinion, did the theoretical framework “drive” the study, or was it just an added on piece to meet the requirements of the research process? If it was “added on” how would you have designed the study to allow the theory to truly “drive” the process?

Type the reference for the article in APA format at the top of the page, then answer the questions as they are listed. Type the question, using bold face font, double space, then answer the question in your own words. Use complete sentences, cite references as appropriate. Your responses should reflect thought and scholarliness.

Attach a copy of the journal article to your paper.

Note: there are some journal articles available in the graduate resource room (black notebook). Do NOT take the article home with you, make a copy for your use in the critique, leave the original in the notebook.
Theory Debates

On the class sessions identified for theory debates, each student group will make their presentation of the assigned theorist. Include the theorist background information and their writings on the nursing paradigms of health, person, nursing, and environment.

Other items that may be covered in the debate presentation includes:

a. Explanation of the nature of the relationship between any two of the major concepts presented in the theory.
b. Relevance to nursing practice
c. Evidence of application in practice
d. Testability of conceptual framework in research
e. Adequacy for measurement of concepts or theoretical statements
f. Contribution to the discipline of nursing

Each group will present their theory information. At the conclusion of presentations, a case scenario will be presented for the entire class. Each group will be allowed a few moments to collaborate and then defend their theorist application to the scenario.

Groups are encouraged to use liberal creativity in presenting theorists information to the class. Feel free to incorporate role playing, games, songs, quizzes, food items, or any type activity to make the presentations memorable.
Brief Bibliography of Nursing Theory Texts


