

**Wright State University-Miami Valley
College of Nursing and Health
Fall 2012**

COURSE NUMBER: Nursing 7004 online

COURSE TITLE: Theoretical Basis of Nursing Practice

PLACEMENT IN CURRICULUM: Master's Program

FACULTY: Bobbe Ann Gray, PhD, RN

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COURSE LOCATION AND CLASS TIME: On-line course offering

CATALOG DESCRIPTION

Analysis of nursing and other selected concepts, models, and theories as related to nursing practice, administration, and education in development and application of nursing science.

CREDIT ALLOCATION: 3 credit hours

COURSE OBJECTIVES: Upon completion of Nursing 7004, the student will:

1. Critique the components of theory development and analysis.
2. Analyze selected nursing and other concepts, models and theories.
3. Apply selected nursing and other concepts, models and theories to nursing education, administration and clinical practice.
4. Examine the relationship between theory development, nursing research, and nursing practice.

TEXTBOOKS

Required

APA. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Meleis, A. I. (2007). *Theoretical Nursing. Development & Progress* (4th ed.). Philadelphia: Lippincott Williams & Wilkins.

Walker, L. O. & Avant, K. C. (2005). *Strategies for theory construction in nursing* (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Recommended Textbooks:

Tomey, A. & Alligood.(2006). *Nursing theorists and their work* (6th ed.). St. Louis: Mosby.

READINGS

There will be additional reading assignments during the quarter. The assignments will either be available in pdf form and posted with weeks assignments or on electronic reserve.

Videotapes of Nurse Theorists (available in library; not on reserve). These videotapes are an excellent resource for students when doing their group presentations. These are from the ANA series and are actual interviews with the theorists about their work (except Nightingale of course).

Series titled: PORTRAITS OF EXCELLENCE

<u>Title</u>	<u>Call Number</u>
Madeleine Leininger	WY 86 M181 1990
Florence Nightingale	WY 86 F632 1990
Myra Levine	WY 86 P8531 1987
Hildegard Peplau	WY 86 P853p 1988
Dorothea Orem	WY 86 P8530 1988
Jean Watson	WY 86 J43 1989
Betty Neuman	WY 86 P853n 1989
Dorothy E. Johnson	WY 86 P853j 1988
Margaret Newman	WY 86 M327 1990
Reva Rubin	WY 86 P863r 1988
Virginia Henderson	WY86 P853h 1988
Rosemarie Parse	WY 86 R812 1988
Martha E. Rogers	WY 86 M377 1987
Callista Roy	WY 86 S623 1988
Imogene King	WY 86 P853i 1988
Ida Orlando Pelletier	WY 86 i18 1988

TEACHING STRATEGIES: Lecture, discussion, videotapes, group interaction, simulation activities, experiential learning

ACADEMIC STANDARDS:

1. A computer program called “turnitin.com” will be used in this course. This program is a plagiarism detection program which highlights any areas which are quoted from other material in the data bank and provides the instructor with the reference source. **Student papers will be automatically submitted to Turnitin.com when they put the paper into the**

dropbox. Students must use Microsoft Word in PC format for all papers. Quotation marks, along with the reference source, year, and page number, must be used for any direct quotes. Direct quotes of longer than 40 words must be typed as a fully indented paragraph (indent both left and right margin). Paraphrasing must reflect the *student's own interpretation* of the information (do not just change a couple words) and must be referenced with the page number or it will be counted as plagiarism. Material downloaded from the Internet must be properly cited, referenced in the reference list, and must come from a *reputable* web site. DO NOT USE WIKIPEDIA. Style of format used for all papers is APA (6th edition).

2. Refer to the University Student Handbook under Academic Dishonesty and Disruption for university policies related to academic dishonesty, including plagiarism (see above). Academic dishonesty will result on a **zero** for that assignment (which will probably result in a course failure) and referral to the University Judicial Affairs Department for a formal review regarding academic dishonesty. The results of this review will be documented in the student's record. Papers or assignments done for another nursing course or by another student will not be accepted for credit
3. Papers and assignments are due on the date identified. A 10% penalty will be deducted from the total grade received for late papers if an extension is not contacted **prior** to the due date. Contracts for an extension *must* include a specific date when the paper is to be turned in.
4. **Students with Disabilities:** Any student with any type of disability (physical, emotional, learning, etc.) is expected to accept responsibility for seeking whatever accommodation is necessary to meet the objectives of the course. *Please see your faculty member at the earliest possible point in the quarter to discuss your issues.* Accommodation requests will be discussed among course faculty, the student, CONH administration, and WSU Disability Services (as needed). Type of accommodation will be determined on an individual basis depending on the nature of the disability and the objectives to be met.
5. Students will be expected to either use their **Pilot** e-mail. You may have this email forwarded to their preferred e-mail account. Students sending an e-mail to the instructor using their personal email account must clearly state on the "Subject" line that the e-mail refers to a 708 question. Students using a non-WSU e-mail account should consider the professionalism of their e-mail address. Addresses that are "cute" or "colorful" are often suspected to be viruses or spam. Instructors are under no obligation to open anything that looks suspicious.
6. **Online Etiquette:** It is important that we respect one another as we work and learn together. Our goal is to be collaborative, not combative. Innocent remarks in the online environment can be easily misunderstood. Comments should be constructive, informative, and diplomatic. Before you send off a message, check carefully for writing style, grammar, spelling, etc. *These will be evaluated.*

COURSE REQUIREMENTS:

CONCEPT PAPER (5-8 pages maximum)

Each student will select a nursing concept that is relevant to their area of interest. The concept should be one that the student foresees to be useful for their clinical specialty. These concept papers will likely provide the basis for work done in your research class and in your research utilization/project/thesis class.

Criteria for evaluation:

- An introduction is provided wherein the concept is clearly identified. (5%)
- Use of appropriate reference sources when describing the concept. (5%)
 - Select at least one recent textbook that focuses on the concept.
 - Select at least three recent **nursing** articles that relate to the concept from a nursing perspective.
- Include other resources, as needed, *to define the concept*, i.e. dictionary, encyclopedias, articles/books outside of nursing.
- Literature review is informative and focused on the concept. (10%)
 - Identify any surrogate names used for this concept in the literature.
 - Are all names used in the same contexts?
 - Are there subtle differences in how the surrogate names are defined?
- Description and definition of the concept (20%)
 - Identify all typical defining features or characteristics you find associated with the concept. Consider physical, psychosocial, values, etc.
 - Determine which of the defining characteristics are most essential to the meaning exemplified by your potential thesis/project/scholarly activity.
 - Based on the above, select or develop a definition that includes all the characteristics or dimensions you are most interested in or that most pertains to your potential thesis/project/scholarly activity.
- Cases are clear and demonstrate understanding of the concept (and understanding of the three types of case). (3 cases x10=30%)
 - Based on this definition, create a model example of the concept that includes all of the properties ("If this isn't it, nothing is.").
 - Create a contrary case—an example that does not include any of the properties of the concept.
 - Create a borderline case—an example that includes some but not all of the properties of the concept.
- A concluding section is providing connecting the defined concept with its importance to nursing. (5%)
- Communication of thoughts: (10%)
 - Thoughts are well organized and demonstrate depth of thinking.
 - Thoughts are clearly communicated using professional language and writing style (terminology, grammar, spelling).
- Formatting: (10%)
 - The paper is formatted using APA (6th edition) format in terms of headers, running heads, citations, captions, quotations, etc.
 - The reference list is properly formatted using APA (6th edition) format.

PROPOSITION PAPER (5-8 pages maximum)

Each student must develop a proposition statement containing at least two concepts. One concept will have been discussed in the concept paper. These concepts must be linked together in a logical sentence that can be substantiated by research.

Criteria for evaluation:

- An introduction is provided wherein the proposition statement is clearly identified. (5%)
- Identify the type of proposition you are stating and explain why you selected this particular category. (10%)
 - Specify whether you are using Meleis or Walker and Avant's method.
 - Correctly uses the above stated method appropriately
- Clearly identify, describe and define each concept within the proposition. (15%)
- Provide a brief description and definition of your concept previously addressed in your concept paper.
- Provide a more in-depth description and definition of your additional concept(s).
- Conduct a literature search to substantiate this proposition. (20%)
- Include at least three current nursing research articles.
- Include at least two classic (older, often cited) articles or books (may be nursing or from other field).
- Use the information contained within the literature review to defend your proposition. (15%)
- Is this proposition accurate according to existing research?
- What part(s) of this proposition are well supported in the literature?
- What part(s) of this proposition are not well supported in the literature?
- If your proposition is not supported or minimally supported, describe how you could modify your proposition for use in your thesis/project/utilization activity.
- Provide a concluding section that relates your proposition to its importance to nursing. (15%)
- Communication of thoughts: (10%)
 - Thoughts are well organized and demonstrate depth of thinking.
 - Thoughts are clearly communicated using professional language and writing style (terminology, grammar, spelling).
- Formatting: (10%)
 - The paper is formatted using APA (6th edition) format in terms of margins, spacing, headers, running heads, headings, citations, captions, etc.
 - The reference list is properly formatted using APA (6th edition) format.

THEORETICAL FRAMEWORK PAPER (5-8 page maximum)

Each student should select a theory to frame their proposition. Mid-range theories are preferred, but not required. For example, if your focus is pain, look at pain theories. If you choose stress, look at stress theories. If you choose a practice issue, look at practice theories. Management issues might reflect a management theory. Try to find a nursing theory; however, you do not need to stay within the nursing literature

Criteria for evaluation:

- Provide an introduction that identifies your proposition (from your proposition paper) and your selected theoretical framework. Your propositional relationship should be clearly reflected in the framework. (5%)
- Provide a brief description of how the theory has been used in the past that makes you believe it relates to your proposition. (5%)
- Include a pictorial display (this would be Figure 1) of this theory based on the original author's description. (5%)
- Identify and define all the **major** concepts included in the framework. (15%)
- Identify and describe the **major** relationships within the framework. (15%)
- Examine whether the definitions of each concept in your proposition are consistent with the concept definitions in this theory. (10%)
 - If not, would you need to modify your definitions?
 - Why or why not?
- State whether the specific relationships between concepts in your proposition are consistent with relationships between similar concepts in this theory. (10%)
 - If not, would you need to modify your relationships?
 - Why or why not?
- Identify how your proposition "fits" with this theory. (5%)
 - Would you need to use all or part of the concepts/relationships in this theory to support your proposition?
 - If not, what could be discarded?
 - Does anything need to be added?
- Develop a second pictorial display (this would be Figure 2) which includes your specific proposition and excludes any irrelevant parts of the theory. (5%)
- Provide a concluding section relating the usefulness of this modified framework to your thesis/project/scholarly activity. (5%)
- Communication of thoughts: (10%)
 - Thoughts are well organized and demonstrate depth of thinking.
 - Thoughts are clearly communicated using professional language and writing style (terminology, grammar, spelling, etc.).
- Formatting: (10%)
 - The paper is formatted using APA (6th edition) format in terms of margins, spacing, headers, running heads, headings, citations, captions, etc.
 - The reference list is properly formatted using APA (6th edition) format.

GROUP PRESENTATION OF A SELECTED THEORY (30-40 minutes)

Students will work in groups of 2 or 3 to develop and conduct a group presentation on a nursing theorist. Theories may be grand, mid-range, or practice theories. Presentations will be in voice-over power point format. Each student will have a total of 10 minutes to present their portion of the presentation. Each student must present. You cannot delegate one student to put together the power point while the other two do the voice over. This presentation should describe the theory and illustrate the application of that theory to nursing practice, education and administration.

You will need to review most of the writings of the selected theorist describing how the theory was created, developed, adapted and refined. It is important to review *the original writing* and

not just reviews of the theory written by other authors. Teach the theory to your audience. Assume they have no knowledge of this theorist. Use terminology appropriate to novice nurses.

Grading of the presentation will be a **group grade**—all students in the group will receive the same grade. In the rare event that one student in the group is not doing their share, the instructor is to be notified asap to assist in problem solving. Do not wait until the day of the presentation!!! The grade will not be adjusted to resolve issues of inadequate individual effort unless all the group members have met with the instructor and the student in question has been given notice regarding the dynamics issues.

Group presentation content and evaluation guidelines:

Voice-Over Powerpoint Presentation:

- Briefly describe why that theorist's model or theory was selected by group. (5%)
- Background of theorist as a person (education, positions, photograph, etc.) (10%)
- Theoretical sources or background of her/his ideas (philosophy and history). (10%)
- What was the original purpose of this theory? Has this purpose changed over the years? (10%)
- Provide a diagram or visual model of the concepts and relationships. (5%)
- Internal theory analysis (15%)
 - a. Definitions of conceptual components - is each concept defined?
 - b. Relative importance of concepts. Is each given equal weight?
 - c. Relationships among concepts. Are the concept dynamics adequate to bring about the phenomenon, or are further concepts needed? Explain your views.
 - d. Underlying assumptions - list them, are they explicit or implicit?
- External analysis (15%)
 - a. Semantic clarity
 - b. Structural clarity
 - c. Simplicity
 - d. Generalizability
 - e. Accessibility
 - f. How is the theory applicable to nursing clinical practice or education or administration? Strengths and weaknesses.
- G Include appropriate URLs of relevant web sites for student reference. (5%)
- G Post a brief bibliography of author's **major** written works. (5%)
- G Generate active involvement of audience members. Ask questions. Have a quiz. Play a game. Be creative. (5%)
- G Students stay within the allotted time. (5%)
- G Students share the presentation time with equal amounts of content. (ie: One student may not do only the quiz at the end to substitute for doing lecture content.) (10%)
- t Remember, a good presentation is practiced, polished, and includes adequate details for the audience to follow your points but still remains within time limit.

CUMULATIVE CLASS PARTICIPATION

Students are expected to participate in each discussion activity. Both quality and quantity of participation will be assessed. Students must be visibly present in the course and this is demonstrated by their participation on the discussion boards. Comments must be relevant, thoughtful, and backed up as needed with evidence. Links to related websites and resources are always welcome. Referencing is strongly advised. Ask questions, suggest alternative viewpoints, identify options, redirect misinformation, clarify. Be sure to answer each posted question with your own thoughts and comments. Then, be sure to respond to the answers posted by others. Last, if anyone asks you a question about your posting, be sure to answer them if appropriate. Participation credit will be given as described below:

You will need to respond to each discussion board question and comment on at least 3 of your classmate's responses. Responses are to be thoughtful. Comments such as, "I totally agree with you" or "Tell me more about that" will not be counted. The discussion boards will be open for 7-10 days, at which time they will be locked and no further comments can be posted.

Quantity	Quality	Points
Consistently participates at least 3 times on each discussion board.	Thoughtful discussion with well composed questions and responses.	10
Consistently participates at least 3 times on each discussion board.	Superficial discussion and/or vague or unformed questions and responses.	8
Participates at least 3 times on most discussion boards	Thoughtful discussion with well composed questions and responses.	6
Participates at least 3 times on most discussion boards	Superficial discussion and/or vague or unformed questions and responses.	4
Rarely participates at least 3 times on discussion boards	Thoughtful discussion with well composed questions and responses.	2
Rarely participates at least 3 times on discussion boards	Superficial discussion and/or vague or unformed questions and responses.	0

COURSE EVALUATION CRITERIA:

Concept Paper	25%
Proposition Paper	25%
Theory Paper	25%
Group Presentation	15%
Participation	10%
Total:	100%

**Note: To avoid disadvantaging any member of the class, changes to this evaluation plan may be made only with the agreement of each enrolled student. When proposed changes are

announced in class, class agreement will be assumed when no student contacts the instructor within 5 business days with concerns about the changes.

Grading Scale:

A = 90.00 and above

B = 80.00 to 89.99

C = 70.00 to 79.99

D = 60.00 to 69.99

F = 59.99 and below

Note: By college policy, final grades are not rounded up.

TENTATIVE TOPICAL OUTLINE

Lectures will be posted by Tuesday each week

(Changes to this outline may be required in order to facilitate course operations)

DATE	TOPIC	ASSIGNMENT
Class 1 Aug 28	Course overview Orientation to syllabus and course requirements Patterns of knowing and nursing knowledge What is theory, types of theory Definitions	Meleis: Ch. 3, 6 Walker & Avant: Ch 1, 2 Chinn & Kramer: Ch 1 (posted)
Class 2 Sept 4	Nursing science and the history and development of nursing theory What is a discipline The discipline of nursing Theories in nursing Epistemological issues (theoretical basis of nursing)	Meleis: Ch. 5, 7, 16, 17 Complete Discussion Question or DQ (Due on Sept 10) Students to select groups for presentations, decide on a theorist, OK theorist with instructor. After OKed, begin work on group presentation. A presentation development site will be opened for each group.
Class 3 Sept 11	Concepts and propositions Creating and structuring conceptual meaning Relationships	Chinn: Ch 3 (posted) Meleis: Ch 8 Walker & Avant: Ch 3, 4, 5, 6, 7, 8 Complete DQ (Due on Sept 17) Students to select individual concept. Write up 2 paragraphs on the concept you selected, definition, and why you selected it. Put into assignment drop box for P/F credit.
Class 4 Sept 18	Theories and their construction Barriers, forces Components of theories Strategies for theory synthesis and derivation	Meleis: Ch 4, 9, 10 Walker & Avant: Ch 9, 10
Class 5 Sept 25	No class.	Work on papers Appointments in my virtual office or WSU office available to work individually on your ideas for your papers. Concept papers due on Sept 28 at midnight

Class 6 Oct 2	Analysis and evaluation of theories Chinn's model Meleis' model Supporting theories (eg: change, communication, role, systems, etc.)	Chinn: Ch 4 (posted) Meleis: Ch 11 Walker & Avant: Ch 11 Complete DQ (Due on Oct 8)
Class 7 Oct 9	Application of nursing theory to practice, education, administration, and research	
Class 8 Oct 16	No class	Work on papers Appointments in my virtual office or WSU office available to work individually on your ideas for your papers. Proposition papers due on Oct 19 at midnight
Class 9 Oct 23	Middle range theory	Readings to be posted. Complete DQ (Due on Oct 29)
Class 10 Oct 30	Practice theory	Readings to be posted. Complete DQ (Due on Nov 5)
Class 11 Nov 6	Overview of two grand theorists (examples of theory analysis)	Readings to be posted.
Class 12 Nov 13	No class	Work on papers Appointments in my virtual office or WSU office available to work individually on your ideas for your papers. Theoretical Framework paper due on Nov 16 at midnight
Class 13 Nov 20	Group presentations	Readings: Review chapters pertaining to theorists planned for this week's presentations. Group presentations due in drop box on Monday Nov 19 at midnight for posting on Tuesday. Post power point on Pilot
Class 14 Nov 27	Group presentations Closing remarks Course evaluations Instructor evaluations	Readings: Review chapters pertaining to theorists planned for today. Group presentations due in drop box on Monday Nov 26 at midnight for posting on Tuesday. Post power point on Pilot