**NURS 6301: Theoretical Evolution in Science**

Ph.D. Program

College of Nursing

The University of Texas at Arlington

Fall 2013

**Instructor(s):** Dr. Donelle M Barnes PhD, RN, CNE

**Office Number:** Pickard Hall, 521

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**Office Hours:** Thursdays, 1 to 4 p.m., and by appointment

**Section Information:** NURS 6301-001

**Time and Place of Class Meetings:** Fridays, 1 to 3:50 p.m.; Pickard Hall, Room 205.

**Description of Course Content:** Philosophies of science and epistemologies, their influence on knowledge development for nursing practice, and strategies for theory development and analysis

**Student Learning Outcomes:**

1. Critique the utility of knowledge building in nursing from the perspective of its historical evolution.
2. Analyze selected models/ frameworks for research in health care to
3. link the underlying philosophy of science to selected model/framework
4. derive propositions that need to be evaluated to refine the model
5. operationalize the concepts inherent in the propositions.
6. Critique theories related to culturally diverse and vulnerable populations

**Required Textbooks and Other Course Materials:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Meleis, A. I. (2012). *Theoretical nursing: Development and progress* (5th ed.)*.* Philadelphia, PA: Lippincott Williams & Wilkins. ISBN: 9781605472119

**Recommended Textbooks**

Walker, L.O., & Avant, K.C. (2011). *Strategies for theory construction in nursing* (5th ed.)*.* Upper Saddle River, NJ: Pearson Education. ISBN: 0132156881

**Course Topics:**

**Unit I: Philosophies of science and epistemologies**

History of science

Logical empiricism

Historicism

Postmodernism

Pragmatism

Constructivism

**Unit II: Nursing Science**

History of the nursing profession and science

Nursing’s theoretical heritage

Grand nursing theories

Middle range theories

Linkages among theory, research, and practice

**Unit III: Analysis of concepts, statements, and theories**

Different methods of concept analysis

Types of relationships among concepts

Theory evaluation for application with vulnerable populations; validity and social congruence of theories

**Unit IV: Theories of related professions**

Population health theories- vulnerability

Cultural care models

Health behavior theories/ frameworks

**Unit V: Theory construction**

Methods from sociology

Theory derivation and synthesis

**Teaching Methods/Strategies:**

In class lecture, seminars, and presentations; Online modules and discussion boards within Blackboard; Reading, reflection on practice and readings, preparation of course products

**Descriptions of major assignments and examinations with due dates:**

|  |  |
| --- | --- |
| **Major Assignments** | **Points** |
| Population and health problem paper | 10 |
| Philosophy of Science paper | 20 |
| Theory Presentation and Discussion with Peers on Assigned Week | 15 |
| Participation in Class | 15 |
| Theory Framework Paper | 40 |
| Total | 100 |

**Grading Policies**: Grades will be based on a 100-point scale with the each assignment weighted as described in the major assignments section.

Assignments are to be submitted in Blackboard by 11:59 pm on the due date. The presentation is done in class on the assigned day.

There is no extra credit toward the course grade.

There is a penalty for late work. Work is considered late if it is received after the scheduled due date and time. **Five percent** will be deducted from the final assignment grade **for each day** the work is late. Graded late work is not guaranteed to be returned at the same time on-time assignments are returned.

**Exception:** If you become ill or have an accident or family emergency and do not believe you can complete an assignment on time, you should phone or email the instructor immediately - BEFORE the due date and time. The instructor may postpone the deadline without penalty, depending on the circumstances. After the due date, points will be deducted for late work regardless of the excuse.

The final course grade will be calculated per the scale below:

**GRADING:**

A = 92.00 – 100 %

B = 83.00 – 91.99 %

C = 74.00 – 82.99 %

D = 65.00 – 73.99 %

F = Below 65.00 %

**Attendance Policy:** Regular class attendance and participation is expected of all students. Students are responsible for all missed class information, and should consult with a fellow student if a class period is missed. Students will earn 1% point toward the course grade for every week that they are present in class and participate in the discussion. If they have not done the readings for the week, no participation credit will be given.

**Exception:** If you become ill or have an accident or family emergency and do not believe you can attend class, you should phone or email the instructor immediately - BEFORE the class session. The instructor may give the student an alternate assignment without penalty, depending on the circumstances. After the class session, credit cannot be earned regardless of the reason.

**Drop Policy:** Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information. The last day to drop a course is listed in the Academic Calendar available at [http://www.uta.edu/uta/acadcal.](http://www.uta.edu/uta/acadcal)

1. A student may not add a course after the end of late registration.
2. A student dropping a graduate course after the Census Date but on or before the end of the 10th week of class may, with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must: (1) complete a Course Drop Form (available online <http://www.uta.edu/nursing/MSN/drop_resign_request.pdf> or Graduate Nursing office rooms 512 or 606); (2) obtain faculty signature and current course grade; and (3) submit the form to Graduate Nursing office rooms 512 or 606.
3. A student desiring to drop all courses in which he or she is enrolled is reminded that such action constitutes withdrawal (resignation) from the University. The student must indicate intention to withdraw and drop all courses by completing a resignation form in the Office of the Registrar or by: (1) Completing a resignation form (available online <http://www.uta.edu/nursing/MSN/drop_resign_request.pdf> or Graduate Nursing office rooms 512 or 606; (2) obtaining faculty signature for each course enrolled and current course grade; (3) Submitting the resignation form in the College of Nursing office room 512 or 606; and (4) The department office will send resignation form to the office of the Registrar.
4. In most cases, a student may not drop a graduate course or withdraw (resign) from the University after the 10th week of class. Under extreme circumstances, the Dean of Graduate Studies may consider a petition to withdraw (resign) from the University after the 10th week of class, but in no case may a graduate student selectively drop a course after the 10th week and remain enrolled in any other course. Students should use the special Petition to Withdraw for this purpose. See the section titled Withdrawal (Resignation) From the University for additional information concerning withdrawal. <http://www.grad.uta.edu/handbook>

**Census Date: September 9, 2013**

**Last Day to Drop or Withdraw: October 30, 2013**

**Americans with Disabilities Act:**  The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:**  It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. According to the UT System Regents’ Rule 50101, §2.2, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

**Plagiarism:** Copying another student’s paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/tutorials/Plagiarism>

**Student Support Services Available**: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit [www.uta.edu/resources](http://www.uta.edu/resources) for more information.

**Electronic Communication Policy:** The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which are located at the three corners of this triangular building (Pickard Hall). When exiting the building during an emergency, you should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Librarian to Contact:**

Antoinette Nelson, *Nursing Librarian*

Phone: (817) 272-7433

E-mail: [nelsona@uta.edu](mailto:nelsona@uta.edu)

[**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing)

**College of Nursing additional information:**

**Status of RN Licensure:** All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify their Associate Dean for the MSN Program, Department of Advanced Practicum Dr. Gray/Dr. Schira. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**Student Code of Ethics:** The University of Texas at Arlington College of nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: <http://www.uta.edu/nursing/handbook/toc.php>

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link: <http://www.uta.edu/nursing/scholarship_list.php> would be an appropriate way to recognize a faculty member’s contribution to your learning.  For information regarding Scholarship Funds, please contact the Dean’s office.

**Course Evaluation:**

Course evaluation is a continuous process and is the responsibility of both the faculty and the students. Ongoing feedback (formative evaluation) is the only way to improve the course and to assure that it meets your needs and those of the discipline of nursing. It is your responsibility to give immediate, constructive feedback regarding class structure and process.

Formal evaluation of the course and the instructor occurs at the end of the course. You will receive instructions at your University of Texas at Arlington e-mail address about how to complete the course evaluations online. Your ratings and comments are sent to a computer not connected to the College of Nursing, and faculty members do not receive the results until after they have turned in course grades.

**Bomb Threats:**

If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

**Online Conduct:** The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature.

It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTACON Student Handbook for more information.

***For this course Blackboard communication tools, discussion boards, and UTA MAV email will be used extensively and should be checked often.***

**Departmental Office/Support Staff**

**Department of MSN Administration, Education, and PhD Programs**

**Jennifer Gray,** RN, PhD

Associate Dean and Chair, Graduate Advisor

Email: [jgray@uta.edu](mailto:jgray@uta.edu)

**Vivian Lail-Davis**, Administrative Assistant II

Office # 512-Pickard Hall, (817)-272-1038

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**Felicia Chamberlain**, Administrative Assistant I

Office # 515- Pickard Hall (817)-272-0659

Email: [chamberl@uta.edu](mailto:chamberl@uta.edu)

**Suzanne Despres**, AP Program, Assistant Graduate Advisor

Office # 512A- Pickard Hall (817)-272-1039

Email: [sdepres@uta.edu](mailto:sdepres@uta.edu)

**Course Assignments and Grading Criteria**

**Description of population and health issue:**

In two to three pages, describe a population and a health problem that could be studied in nursing research. Purpose of the assignment: to articulate your potential population of interest and phenomenon of concern for research. This will become the topic that you use to search for and apply a theory framework in future assignments.

|  |  |  |  |
| --- | --- | --- | --- |
| Description | Evaluative Standard | Possible Points | Your Points |
| Introduction (no heading for introduction) | A paragraph that gives an overview of the entire paper, briefly describing the content | 20 |  |
| Population of interest | Describe the population you plan to study: gender, ages, ethnicities, and socioeconomic status. Include the number of people in this population in Texas and in the U.S. If the study is international in nature, then give the global numbers. | 30 |  |
| Health problem or phenomenon of concern | Describe the health problem including rate of disease (morbidity and/or mortality). | 30 |  |
| Format | APA format for citations in the text and a reference list.  Correct grammar, punctuation, and spelling.  Clarity and conciseness of written expression.  Organized and logical flow of ideas. | 20 |  |
|  |  | 100 |  |

**Philosophy of Science Paper:**

In a 5-page paper, excluding title page and reference list, analyze the work of one philosopher, whose philosophical tenets have implications for nursing science.

|  |  |  |  |
| --- | --- | --- | --- |
| Description | Evaluative Standard | Possible Points | Your Points |
| Philosopher’s background | Provide brief bio of the philosopher with emphasis on life events that shaped the philosophy. | 20 |  |
| Ontological principles | What did the philosopher write about reality and being? | 20 |  |
| Epistemological principles | What did the philosopher write about truth and scientific methods? | 20 |  |
| Implications for nursing science development | What are the implications of the philosopher’s work for nursing research? | 20 |  |
| Format | APA format for citations in the text and a reference list.  Correct grammar, punctuation, and spelling.  Clarity and conciseness of written expression.  Organized and logical flow of ideas. | 20 |  |
|  |  | 100 |  |

**Theory Presentation:**

Purpose of the assignment:

* Work collaboratively with peers to expand knowledge of a specific nursing or related theory.
* Deepen knowledge of a broad range of theories.

For this assignment, grand nursing theories or middle-range theories will be assigned in collaboration with the student. Student(s) will conduct a 30-minute presentation on that theory, and then lead a class discussion of approximately 90 minutes.

| **Section** | **Description** | **Points** | **Your Points** |
| --- | --- | --- | --- |
| Theory Description | Describe the theory, why it was developed, the concepts within it, and the relationships between concepts. Provide a diagram of the theory.  Give examples of research studies where the theory has been used, particularly in vulnerable populations if they exist. | 60 |  |
| Theory Discussion | In discussion with the class, cover the theory’s logical adequacy, usefulness, generalizability, parsimony, and testability. | 40 |  |
|  |  | 100 |  |

Examples of theories:

|  |  |  |
| --- | --- | --- |
| Grand nursing theorists  Johnson  King  Neuman  Nightingale  Orem  Parse  Rogers  Roy  Watson | Theorists addressing cultural care  Giger & Davidhizar  Leininger  Purnell  Spector | Theorists addressing health behavior  Ajzen  Bandura  Cameron & Leventhal  Pender  DiClemente and Prochaska |
| Theorists addressing population health  Aday  Flaskerud & Winslow  Nyamathi et al. |

**Theory Framework Paper:**

The purpose of this paper is to describe a specific theory or theory framework applicable to nursing research, and to apply that theory to your population of interest and phenomenon of concern. Length: 10 to 12 pages of text, excluding title page and reference list.

| **Section** | **Description** | **Points** | **Your Points** |
| --- | --- | --- | --- |
| Introduction | Provide an overview of the paper, introducing the theory and the population to which it will be applied. | 5 |  |
| Review of a theory | Describe a theory or theory framework, including:  a. The main concepts within the theory,  b. The relationships between the concepts (propositions), and  c. How each concept can be measured.  Provide a diagram that depicts the theory and all concepts.  Provide a table with all concepts and the measures that exist to measure each concept. | 25 |  |
| Examples from the literature | Describe the origins of the theory: what prompted its development, and what evidence supports the concepts within it. | 10 |  |
| Evaluate the theory | Comment on the logical adequacy, usefulness, generalizability, and parsimony of the theory. | 20 |  |
| Application to your population | Apply the theory or framework to your population of interest and phenomenon of concern. Describe how it could be used to guide a research study. | 10 |  |
| Fit with Culturally Diverse and Vulnerable Populations | Discuss to what extent the theory’s assumptions are congruent with vulnerable populations, and to what extent it has been used with culturally diverse and vulnerable populations (if any). | 10 |  |
| Format | APA format for citations in the text and a reference list.  Correct grammar, punctuation, and spelling.  Clarity and conciseness of written expression.  Organized and logical flow of ideas. | 20 |  |
|  |  | 100 |  |

**Suggested Readings**

Cazzell, M. (2008). Linking theory, evidence, and practice in assessment of adolescent inhalant use. *Journal of Addictions Nursing, 19,* 17-25. DOI: 10.1080/10884600801896835

Cornally, N., & McCarthy, G. (2011). Help-seeking behavior: A concept analysis. *International Journal of Nursing Practice, 17*, 280-288. doi:10.1111/j.1440-172X.2011.01936.x

Cronin, P., Ryan, F., & Coughlan, M. (2010). Concept analysis in healthcare research. *International Journal of Therapy and Rehabilitation, 17 (2),* 62-68.

D’Antonio, P., Connolly, D., Wall, B. M., Whelan, J. C., & Fairman, J. (2010). Histories of nursing: The power and the possibilities.  *Nursing Outlook, 58,* 207-213. doi:10.1016/j.outlook.2010.04.005

Dressler, W., Oths, K., & Gravlee, C. (2005). Race and ethnicity in public health research: Models to explain health disparities. *Annual Review of Anthropology, 34,* 231-252.

Embree, J. L., & White, A. H. (2010). Concept analysis: Nurse-to-nurse lateral violence. *Nursing Forum, 45* (3), 166-173.

Flaskerud, J. H., & Winslow, B. J. (1998). Conceptualizing vulnerable populations health-related research. *Nursing Research, 47*(2), 69-78.

Frohlich, K., & Potvin, L. (2008). The inequality paradox: The population approach and vulnerable populations. *American Journal of Public Health, 98*(2), 216-221.

Hilton, P. A. (1997). Theoretical perspectives of nursing: A review of the literature. *Journal of Advanced Nursing, 26*(6), 1211-1220.

Holzemer, W. L. (2007). Towards understanding nursing science. *Japan Journal of Nursing Science, 4,* 57-79.

Markus, H. R. (2008). Pride, prejudice, and ambivalence: Toward a unified theory of race and ethnicity. *American Psychologist, 63* (8), 651-670.

McCabe, J. L., & Holmes, D. (2007). Nursing research and vulnerable populations: The contributions of humanism. *International Journal of Human Caring, 11* (4), 17-23.

McKenna, H. P. (1997). Theory and research: A linkage to benefit practice. *International Journal of Nursing Studies, 34* (6), 431-437.

Mock, V., St. Ours, C., Hall, S., Bositis, A., Tillery, M., Belcher, A., et al. (2007). Using a conceptual model in nursing research- Mitigating fatigue in cancer patients. *Journal of Advanced Nursing, 58*(5), 503-512.

Moore, J. (2010). Philosophy of science, with special consideration given to behaviorism as the philosophy of the science of behavior. *The Psychological Record, 60,*  137-150.

Nyamathi, A., Koniak-Griffin, D., & Greengold, B. (2007). Development of nursing theory and science in vulnerable populations research. In J. Fitzpatrick, A. Nyamathi, & Koniak-Griffin (Eds.). *Annual Review of Nursing Research: Vol. 25. Vulnerable populations* (pp.3-25)*.* New York: Springer.

Pigliucci, M. (2008). The borderlands between science and philosophy: An introduction.  *The Quarterly Review of Biology, 83* (1), 7-15.