**NURS 6301: Theoretical Evolution in Science**

Fall 2014

**Instructor(s):** Dr. Jennifer Gray, RN, PhD, FAAN

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**Office Hours:** By appointment

**Section Information:** NURS 6301-002

**Time and Place of Class Meetings:** 1 to 3:50 PM, Pickard Hall 205; Class will meet in person on the following dates:

August 22

August 29

September 12

September 26

October 3

October 24

October 31

November 14

November 21

**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; and
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.

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

**Descriptions of major assignments and examinations:**

The grading criteria and components of these assignments are found later in the syllabus.

*Papers and other assignments are due by midnight on the due date.*

|  |  |  |
| --- | --- | --- |
| **Date Due** | **Assignment** | **% of Course Grade** |
| 8/30 | Mini-Paper on Vulnerable Population | 5 |
| 9/6 | Philosophy of Science Handout | 10 |
| 9/20 | Mini-Paper on Philosophy of Science Application | 10 |
| 10/11 | Conceptual and Operational Definitions in 5 Research Reports with Critique | 20 |
| 11/8 | Critique Theories and Propositions in Research Reports- Annotated Expanded Bibliography- 5 Research reports | 25 |
| 12/6 | Theory Paper- Description, Evaluation, and Application of Selected Theory to Research Topic | 30 |
|  |  | 100 |

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect attendance at all class meetings. If a student is ill or has a conflict, I prefer to be contacted with the pertinent information prior to the beginning of the class. Much of the learning in a doctoral program occurs through discussion with colleagues. Failure to attend classes decreases the student’s exposure to these opportunities.

**Other Requirements:** Students are expected to come to class prepared to discuss the scheduled topic. Respectful consideration of others’ opinions is an expectation as well. During the weeks when there is no class meeting, the instructor will initiate on asynchronous, online discuss in Blackboard. The quality and extent of participation in the discussion board will not be graded but reflect on the student’s commitment to learning and the standards of scholarship. Lunch seminars are scheduled through the semester to facilitate socialization to the role of a scholar and promote interaction among students.

**Grading**: Each assignment will be evaluated by a pre-determined rubric that is provided in this syllabus. The grade on each assignment will be weighted based on the designated percentage of the course grade.

Each student has one ‘free’ pass to submit an assignment up to one week late during the semester. After the free pass has been applied, the grade on additional late assignments will be decreased by 5 points per day.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

**GRADING:**

A = 92 ‑ 100

B = 83 ‑ 91

C = 74 ‑ 82

D = 68 ‑ 73

**Expectations for Out-of-Class Study**: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 to 12 hours per week of their own time in course-related activities, including reading required materials, completing assignments, and writing papers.

**Grade Grievance:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. <http://catalog.uta.edu/academicregulations/grades/#graduatetext>.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. 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. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

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/phd/forms>;(2) obtain faculty signature and current course grade; and (3) submit the form to your assigned academic advisor .
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/phd/forms> or Graduate Nursing office room 512; (2) obtaining faculty signature for each course enrolled and current course grade; (3) Submitting the resignation form to your assigned academic advisor and (4) The department office will send resignation form to the office of the Registrar.

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.uta.edu/nursing/phd/> at the Student Handbook link.

**Late date to drop this course is:** October 29, 2014, 4 PM

**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.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

"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."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

**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/plagiarism/index.php>

**Student Support Services**:UT 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. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**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 is located at either end of the hall. Proceed down the stairs and exit outside. When exiting the building during an emergency, one 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 individuals with disabilities.

**Librarian to Contact:** Peace Williams; [peace@uta.edu](mailto:peace@uta.edu)

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

**UTA 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 Dr. Mary Schira, Associate Dean, Department of Advanced Practice Nursing. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**Confidentiality Agreement:**You signed a Confidentiality Form in orientation and were provided a copy of the form. Please take your copy of this Confidentiality Form with you to your clinical sites. Please do not sign other agency confidentiality forms. Contact your faculty if the agency requires you to sign their confidentiality form.

**Graduate Student Handbook:**Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at: <http://www.uta.edu/nursing/phd/>.

**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/phd/> .

**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/student-resources/scholarship> 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.

**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.***

**Writing Center:** The English Writing Center, Room 411 in the Central Library, provides support to UT-Arlington undergraduate and graduate students and instructors. Undergraduate and graduate student consultants in the Writing Center are trained to help student writers at any stage in their writing processes. Consultants are trained to attend to rhetorical and organizational issues that instructors value in student writing. Although consultants will assist students in identifying and correcting patterns of grammatical or syntactical errors, they are taught to resist student entreaties to become editors or proofreaders of student papers.

The Writing Center offers tutoring for any assigned writing during enrollment at UT-Arlington. During Spring 2013, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 2 p.m., Friday; and 2 p.m. to 6 p.m. Sunday. Individuals may schedule appointments online by following directions available at [www.uta.edu/owl](http://www.uta.edu/owl), or by visiting the Writing Center.

The Writing Center Director, Assistant Director, or tutors are available to make classroom presentations describing Writing Center services. The Writing Center also offers workshops on topics such as documentation and will design specialized workshops at the request of instructors. To schedule a classroom visit or inquire about a workshop, please e-mail or call Tracey-Lynn Clough, Writing Center director, at [clought@uta.edu](mailto:clought@uta.edu) or 817-272-2517.

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.

**Non-Emergency Phone Number for the UTA PD:** 817-272-3381

**Course Schedule.**

“*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Dr. Jennifer Gray”*

A course schedule with weekly objectives and assigned reading for each topic is found in the Blackboard site for this course.

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| --- | --- | --- | --- | --- |
| **Unit I- Knowledge Development-** Course Objective 1 | | | | |
| **Week** | **Dates** | **Topic** | **Class Format** | **Reading and Other Assignments** |
| 1 | 8/21- 8/23 | Introduction to Course  Becoming a Scholar  Finding the Theory in Research Reports | On Campus  8/22 | Meleis- Chapter 2 |
| 2 | 8/24-8/30 | Philosophies of Science | On Campus  8/29 | DiBartolo (1998)  Magnus (2013)  *8/30- Mini-Paper on Vulnerable Population* |
| 3 | 8/31-9/6 | Knowledge Development and Science | Online | Walker & Avant- Chapter 3  Meleis- Chapter 3  *9/6 Philosophy of Science Handout* |
| 4 | 9/7-9/13 | Nursing Theory: From Then to Now  Grand Theories  Middle Range Theories | On Campus  9/12 | Walker & Avant- Chapter 1  Meleis- Chapters 4, 5,6, 11, 12, and 13 |
| 5 | 9/14-9/20 | Health-Related Theories | Online | Chilton, Haas, & Gosselin (2013)  Pineles & Parente (2013)  Samuel et al. (2014)  *9/20- Mini-Paper on Application of Philosophy of Science* |

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| --- | --- | --- | --- | --- |
| **Unit II- Theory and Its Role in Knowledge Development-** Course Objectives 2 and 3 | | | | |
| **Week** | **Dates** | **Topic** | **Class Format** | **Reading and Other Assignments** |
| 6 | 9/21-9/27 | Role of Theory in Research  Explicit and Implicit Theory in Research Reports  Linking Findings to Theory | On Campus  9/26 |  |
| 7 | 9/28-10/4 | Concept Development:  Basis for Concept and Construct Validity | On Campus  10/3 | Walker & Avant- Chapters 4, 7, and 10  Meleis- Chapter 15 |
| 8 | 10/5-10/11 | Identifying Relational Statements  Analyzing Relational Statements | Online | Walker & Avant- Chapters 5, 8, and 11  *10/11- Definitions of Concepts Assignment* |
| 9 | 10/12-10/18 | Approaches to Analyzing and Evaluating Theories | Online | Walker & Avant- Chapter 12 and 13  Meleis- Chapter 10 |
| 10 | 10/19-10/25 | Social Determinants of Health and Theory Validity | On Campus  10/24 | Airhihenbuwa et al. (2014)  Greer-Williams et al. (2014)  Hean et al. (2013) |
| 11 | 10/26-11/1 | Application of Theory Evaluation Strategies | On Campus  10/31 | Fawcett (2005)  Parse (2005) |
| 12 | 11/2-11/8 | Application of Theory Evaluation Strategies | Online | 11/8-Theories and Propositions Paper |
| 13 | 11/9-11/15 | Theory Refinement and Development | On Campus  11/14 | Meleis- Chapters 16 and 17 |
| 14 | 11/16-11/22 | In-Class Presentations of Selected Theories | On Campus  11/21 | Each student has 20 minutes to present theory |
| 15 | 11/23-11/29 | Thanksgiving Holiday | Online |  |
| 16 | 11/30-12/6 | Preparation of Final Paper | Online- | *12/6- Theory Description, Analysis, and Evaluation Paper* |

**Reference List for Readings**

Airhihenbuwa, C., Ford, C., & Iwelunmor, J. (2014). Why culture matters in health interventions: Lessons from HIV/AIDS stigma and NCDs. *Health Education & Behavior, 41* (1), 78-84. DOI: 10.1177/1090198113487199

Chilton, J., Haas, B., & Gosselin, K. (2013). The effect of a wellness program on adolescent females. *Western Journal of Nursing Research, 36* (5), 581-598. DOI: 10.1177/0193945913508844

DiBartolo, M. (1998). Philosophy of science in doctoral nursing education revisited. *Journal of Professional Nursing,14* (6), 350-360.

Fawcett, J. (2005). Criteria for evaluation of theory. *Nursing Science Quarterly, 18*, 131-135. DOI: 10.1177/0894318405274823

Greer-Williams, N., Enoch, K., Booth, B., Starland-Davenport, A., Sarto, Gl, & Kieber-Emmons, T. (2014). Rural African American women and breast cancer: Social determinants of health shape ability to conceptualize health in the Arkansas Delta. *Journal of Rural and Community Development, 9* (2), 51-66.

Hean, S., O’Halloran, C., Craddock, D., Hammick, M., & Pitt, R. (2013). Testing theory in interprofessional education: Social capital as a case study. *Journal of Interprofessional Care, 27,* 10-17. DOI: 10.3109/13561820.2012.737381

Magnus, P. (2013). Philosophy of science in the twentieth-first century. *Metaphilosophy, 44* (1-2), 48-52.

Parse, R. (2005). Parse’s criteria for evaluation of theory with a comparison of Fawcett’s and Parse’s approaches. *Nursing Science Quarterly, 18*, 135-137. DOI: 10.1177/0894318405275860

Pineles, L., & Parente, R. (2013). Using the theory of planned behavior to predict self-medication with over-the-counter analgesics. *Journal of Health Psychology, 18* (2), 1540-1549. Doi:10.1177/1359105312465912

Samuel, L., Commodore-Menash, Y., & Himmelfarb, C. (2014). Developing behavioral theory with the systematic integration of community social capital concepts. *Health Education & Behavior, 41* (4), 359-375. DOI: 10.1177/1090198113504412

**Course Assignments and Grading Criteria**

**Mini Paper on Health Issue in a Vulnerable Population**

**Due 8/30, 11:59 pm**

**5% of course grade**

Purposes of the assignment

* Articulate research topic.
* Provide opportunity for faculty to assess writing and library skills.

|  |  |  |  |
| --- | --- | --- | --- |
| Description | Evaluative Standard | Possible Points | Your Points |
| Introduction (no heading for introduction) | Sentence to introduce the topic  Organizing sentence for the paper | 5 |  |
| Significance of problem | Describe the health problem in the specific vulnerable population.  Number of people affected  Cost to individuals and society | 25 |  |
| Personal connection | What are the personal and professional reasons for your interest in this topic? | 10 |  |
| Gap in knowledge | What specific aspects of the research problem need further study? | 20 |  |
| References | Citations provided to support facts and views presented in the paper | 20 |  |
| Format | 600-word limit on body of paper  Correct grammar, punctuation, and spelling  References cited correctly  Reference list correct according to APA | 20 |  |
|  |  | 100 |  |

**Philosophy of Science Handout**

**Due 9/6, 11:59 pm**

**10% of course grade**

Purposes of the assignment

* Learn about the work of one philosopher, whose philosophical tenets have implications for nursing science.
* Summarize key points

|  |  |  |  |
| --- | --- | --- | --- |
| Description | Evaluative Standard | Possible Points | Your Points |
| Philosopher’s background | Brief description of the philosopher’s background. | 10 |  |
| Main ideas | Using short sentences or phrases in a bulleted list, summarize key ideas of the philosophy | 30 |  |
| Related research methods | Provide at least one research approach, design, or method congruent with this philosophy, | 20 |  |
| Example of a study that is consistent with the philosophy | Describe the study in less than 5 sentences.  Provide rationale for selection of the study | 10 |  |
| References | Citations provided, including at least one primary source  APA format of references | 20 |  |
| Format | May use single space  2 pages  Correct grammar, punctuation, and spelling | 10 |  |
|  |  | 100 |  |

**Mini Paper for Philosophy of Science Application**

**Due 9/20, 11:59 pm**

**10% of course grade**

Purpose of the assignment

* Demonstrate ability to apply a philosophy of science to a research question

|  |  |  |  |
| --- | --- | --- | --- |
| Description | Evaluative Standard | Possible Points | Your Points |
| Introduction (no heading for introduction) | Sentence to introduce the philosophy and research question  Organizing sentence for the paper | 5 |  |
| Rationale | Why is this philosophy appropriate for addressing this question? | 15 |  |
| Research methods (design, data collection) | Identify one study design consistent with the philosophy.  Describe plan for data collection. | 25 |  |
| Use of knowledge generated by the proposed study | In the context of the selected philosophy, how would the results of the study be interpreted and applied? | 15 |  |
| References | Citations provided to support facts and views presented in the paper  Includes at least one primary source | 20 |  |
| Format | 600-word limit on body of paper  Correct grammar, punctuation, and spelling  References cited correctly  Reference list correct according to APA | 20 |  |
|  |  | 100 |  |

**Conceptual and Operational Definitions in Research Reports**

**Due 10/11, 11:59 pm**

**20% of course grade**

Purposes of the assignment

* Extract theoretically-based definitions for concepts/variables in quantitative studies.
* Identify operational definitions in the studies
* Critique congruence of conceptual and operational definitions

Select 5 quantitative studies in your research area.

Provide full-text electronic copies of the articles to the instructor

For each article, provide the citation and a description of the study..

Complete this table for each study. Add rows as needed.

|  |  |  |
| --- | --- | --- |
| Variable | Conceptual Definition | Operational Definition |
|  |  |  |
|  |  |  |

Write a short critique of the researchers’ use of the definitions

Summarize what you learned from the assignment.

|  |  |  |  |
| --- | --- | --- | --- |
| Description | Evaluative Standard | Possible Points | Your Points |
| Study 1 | Description of study (less than five sentences)-4  Table correctly completed for variables-8  Are the definitions congruent with each other? Why or Why not?-3 | 15 |  |
| Study 2 | Description of study (less than five sentences)-4  Table correctly completed for variables-8  Are the definitions congruent with each other? Why or Why not?-3 | 15 |  |
| Study 3 | Description of study (less than five sentences)-4  Table correctly completed for variables-8  Are the definitions congruent with each other? Why or Why not?-3 | 15 |  |
| Study 4 | Description of study (less than five sentences)-4  Table correctly completed for variables-8  Are the definitions congruent with each other? Why or Why not?-3 | 15 |  |
| Study 5 | Description of study (less than five sentences)-4  Table correctly completed for variables-8  Are the definitions congruent with each other? Why or Why not?-3 | 15 |  |
| Summary | Discuss what you learned about study definitions from this assignment. | 10 |  |
| Format | Correct grammar, punctuation, and spelling  Citations for articles in correct APA format | 15 |  |
|  |  | 100 |  |

**Theories and Propositions Expanded Annotated Bibliography: Critique**

**Due 11/8, 11:59 pm**

**25% of course grade**

Purposes of the assignment

* Identify implicit and explicit research frameworks from published studies
* Identify implicit and explicit propositions from published studies

Select 5 quantitative studies in your research area (may use same 5 studies as previous assignment).

Provide full-text electronic copies of the articles to the instructor

For each article, provide the citation and a description of the study.

For each study, describe the research framework and identify the propositions.

For each proposition, identify the type of relationship between the concepts.

|  |  |  |  |
| --- | --- | --- | --- |
| Description | Evaluative Standard | Possible Points | Your Points |
| Study 1 | Description of study (less than five sentences)-3  Description of the theory or research framework-5.  Identification of the propositions-4  Identify the relationship between the concepts-3. | 15 |  |
| Study 2 | Description of study (less than five sentences)-3  Description of the theory or research framework-5.  Identification of the propositions-4  Identify the relationship between the concepts-3. | 15 |  |
| Study 3 | Description of study (less than five sentences)-3  Description of the theory or research framework-5.  Identification of the propositions-4  Identify the relationship between the concepts-3. | 15 |  |
| Study 4 | Description of study (less than five sentences)-3  Description of the theory or research framework-5.  Identification of the propositions-4  Identify the relationship between the concepts-3. | 15 |  |
| Study 5 | Description of study (less than five sentences)-3  Description of the theory or research framework-5.  Identification of the propositions-4  Identify the relationship between the concepts-3. | 15 |  |
| Conclusions | State your conclusions about the use of research frameworks in studies | 10 |  |
| Format | Correct grammar, punctuation, and spelling  Citations for articles in correct APA format | 15 |  |
|  |  | 100 |  |

**Theory Paper:**

**Due 12/6, 11:59 pm**

**30% of course grade**

The purpose of this paper is to describe and analyze a theory appropriate for the selected research topic.

| **Section** | **Description** | **Points** | **Your Points** |
| --- | --- | --- | --- |
| [Introduction] | Provide an overview of the paper and introduce the theory, |  |  |
| Population | Description of your population and health problems. | 10 |  |
| Development of the theory | Who developed the theory? When?  What theory construction method was used to develop the theory? | 15 |  |
| Analysis/ evaluation of the theory | Specify whose theory analysis criteria were used.  Using the criteria, analyze the theory. | 35 |  |
| Evaluation | What vulnerable populations were involved in the development/ testing of the theory?  What are the strengths and weaknesses of using the theory for research with the selected population? | 15 |  |
| Application of theory | Provide an example of a study that has been or could be conducted to test or validate the theory  What type of design would be helpful? | 15 |  |
| Format | Body of the paper is 10 to 25 pages.  APA format for referencing in the text and in the reference list was correctly followed.  Correct grammar, punctuation, and spelling | 10 |  |
|  |  | 100 |  |