UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING 2016

COURSE NUMBER NGR 7124 – Section 3064

COURSE TITLE Theory Development in Nursing

CREDITS 3

PLACEMENT Variable: Required Core Course

PREREQUISITES NGR 7115: Philosophy of Nursing Science

FACULTY Ann L. Horgas, PhD RN, FAAN, Associate Professor

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Office hours: Tuesday morning, 8:30-10:30 am, or by appointment

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COURSE DESCRIPTION This course provides the student with the opportunity to examine the nature of scientific explanation and inquiry including historical evolution of knowledge in nursing science and deductive and inductive approaches to theory development. The emphasis is on the critical evaluation of extant theories, concepts and models including testability and utility. Focus is on the present state of theory development in nursing with exploration of future directions.

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

1. Discuss the process of theory construction.
2. Evaluate the current state of theory development in nursing.
3. Analyze inductive and deductive approaches to theory development.

4. Critique the contribution of middle range theories to nursing knowledge development.

5. Analyze the relationship between middle range and grand theories for nursing.

6. Compare and contrast properties of extant nursing theories.

7. Propose concepts or themes for further theory development.

COURSE SCHEDULE

Section Day Time Room

3064 Tuesday 1:00 – 3:40 pm G112 GVL

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <https://lss.at.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

# TOPICAL OUTLINE

1. The evolution of ways of knowing

2. Process of theory construction, differentiate between theory of nursing and theory for nursing

1. Levels of extant theories and their applicability to practice and research
2. Methods to derive and test theories: deductive, inductive
3. Interdisciplinary theories and their contribution to knowledge, philosophy and development of nursing science such as critical theory, chaos theory, and feminist theory

6. Paradigm shifts and the effect on knowledge and theory development

7. Conceptual and theoretical frameworks from a goal model to resource driven models as related to the evolution of nursing theory, practice and research

8. Middle range theories as building blocks to grand theories

9. Criteria to determine and evaluate extant theories including cultural implications

10. New age paradigms and their linkage to nursing science and theory building

11. Potential themes and concepts for theory development

TEACHING METHODS

Lecture, discussion, reading, small group activities, and written assignments.

LEARNING ACTIVITIES

Readings, participation in discussion, critical analysis of theories, class papers, and presentations.

EVALUATION METHODS/COURSE GRADE CALCULATION

This course is taught as a seminar. Each student is expected to (1) comprehensively read and critically analyze materials assigned for each class topic, (2) actively participate in weekly discussions of class topics, and (3) successfully complete all assignments. Evaluation will be based on the achievement of these criteria.

The elements that contribute to the final course grade and their relative weights are as follows:

All feedback will be given on the web via E-Learning (Canvas), including grades and comments on assignments, and via occasional direct emails. Assignments are due on the date assigned by **11:59 pm**. **Feedback on assignments will be returned within 10 working days of the due date.**

Assignment % of Final Grade

Participation in class discussion & activities 25%

Paper #1: 20%

Paper #2 20%

Quiz 10%

Work in progress presentation/discussion #1 10%

Work in progress presentation/discussion #2 15%

100%

MAKE UP POLICY

Students are expected to be present for all classes, other learning experiences and examinations. Students who have extraordinary circumstances preventing attendance should explain these circumstances to the course instructor prior to the scheduled class or as soon as possible afterwards. Instructors will make an effort to accommodate reasonable requests. A grade penalty will be assigned for late assignments or make-up exams. A grade penalty of 2 points per day will be assigned for late assignments, unless prior approval is obtained. Papers will not be accepted if more than 2 days late, unless an exception is arranged in advance. Students are responsible for responding to online assignments, as applicable, as part of their attendance.

GRADING SCALE/QUALITY POINTS

A 95-100 (4.0) C 74-79\* (2.0)

A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

B 84-90 (3.0) D 64-69 (1.0)

B- 82-83 (2.67) D- 62-63 (0.67)

C+ 80-81 (2.33) E 61 or below (0.0)

\* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#grades>

University and College of Nursing Policies:

Please see the College of Nursing website for a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Attendance

Academic Honesty

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

REQUIRED TEXTBOOKS

Glanz, K., Rimer, B. K., & Viswanath, K. (2015). *Health behavior: Theory, research, and practice* (5th ed.). San Francisco: Jossey-Bass

Walker, L., & Avant, K. (2011). *Strategies for theory construction in nursing* (5th ed.)

New York: Prentice Hall.

**WEEKLY CLASS SCHEDULE:**

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| --- | --- | --- | --- |
| **WK** | | **DATE** | **TOPIC / READINGS (*Additional readings posted in Canvas)*** |
| 1 | | 1/12/16 | **INTRODUCTIONS; COURSE OVERVIEW**  **HISTORICAL PERSPECTIVES ON THEORY DEVELOPMENT**  READING:  Walker & Avant (5th ed.), Chapter 1: *Theory in Nursing: Past to Present*  Walker & Avant (5th ed.), Chapter 2: *Using Knowledge Development and Theory to Inform Practice* |
| 2 | | 1/19/16 | **FOCUS OF THE DISCIPLINE AND NURSING METAPARADIGM**  **GRAND AND MIDDLE-RANGE THEORIES**  READING:  Fawcett (2nd ed.), Chapter 1:*The Structure of Contemporary Nursing Knowledge*  Fawcett (2nd ed.), Chapter 2**:** *Implementing Conceptual-Theoretical-Empirical Systems of Nursing Knowledge in Practice*  Walker & Avant (5th ed.), Chapter 3: *Approaches to Theory Development…*  Horgas, A.L.,Yoon, S.J., Nichols, A., & Marsiske, M. (2008). The relationship between pain and functional disability in Black and White Older Adults. *Research in Nursing and Health, 31*, 341-354. |
| 3 | | 1/26/16 | **STRATEGIES FOR THEORY DEVELOPMENT: DERIVATION**  READING:  Walker & Avant (5th ed.), Ch 4: *Concept Derivation*  Walker & Avant (5th ed.), Ch 5: *Statement Derivation*  Walker & Avant (5th ed.), Ch 6: *Theory Derivation*  Dunn, K.S. (2005). Testing a middle-range theoretical model of adaptation to chronic pain. *Nursing Science Quarterly, 18*(2), 146-156.  Dulock, H.L., & Holzemer, W.L., (1990). Substruction: Improving the linkage from Theory to Method. *Nursing Science Quarterly, 4* (2), 83-87. |
| 4 | | 2/2/16 | **STRATEGIES FOR THEORY DEVELOPMENT: SYNTHESIS**  **HEALTH PROMOTION MODELS (HEALTH BELIEF MODEL; HEALTH PROMOTION MODEL)**  READING:  Walker & Avant (5th ed.), Chapter 7: *Concept Synthesis*  Walker & Avant (5th ed.), Chapter 8: *Statement Synthesis*  Walker & Avant (5th ed.), Chapter 9: *Theory Synthesis*  Glanz et al., Chapter 4: *Intro to Health Behavior Theories that Focus on Individuals*  Glanz, et al., Chapter 5: *The Health Belief Model* |
| 5 | | 2/9/16 | **STRATEGIES FOR THEORY DEVELOPMENT: ANALYSIS**  **CRITIQUING THEORY**  READING:  Walker & Avant (5th ed.), Chapter 10: *Concept Analysis*  Walker & Avant (5th ed.), Chapter 11: *Statement Analysis*  Walker & Avant (5th ed.), Chapter 12: *Theory Analysis*  Walker & Avant (5th ed.), Chapter 13: *Perspectives on Theory and its Credibility*  Fawcett (2nd ed.), Chapter 11: *Framework for Analysis & Evaluation of Nursing Theories*  **QUIZ (ON-LINE)** |
| 6 | | 2/16/16 | WORK IN PROGRESS PRESENTATIONS & DISCUSSION #1 |
| 7 | | 2/23/16 | WORK IN PROGRESS PRESENTATIONS & DISCUSSION #1 |
| 8 | | 3/1/16 | **SPRING BREAK – NO CLASS** |
| 9 | | 3/8/16 | **INTERDISCIPLINARY THEORIES RELEVANT TO NURSING:**  **THEORY OF REASONED ACTION; THEORY OF PLANNED BEHAVIOR; TRANSTHEORETICAL MODEL**  READING:  Glanz, et al., Chapter 6: *The Theory of Reasoned Action & Theory of Planned Behavior*  Glanz, et al., Chapter 7: *The Transtheoretical Model and Stages of Change*  ***PAPER 1 DUE (3/7/16; 11: 59 PM)*** |
| 10 | | 3/15/16 | **INTERDISCIPLINARY THEORIES RELEVANT TO NURSING:**  **STRESS MODELS, APPRAISAL AND COPING**  READING:  Glanz, et al., Chapter 8: *Introduction to Models of Interpersonal Influences…*  Glanz, et al., Chapter 9: *How Individuals, Environments, and Health Behavior Interact: Social Cognitive Theory*  Glanz, et al., Chapter 12: *Stress, Coping, and Health Behavior.*  Horsburgh, M.E. (2000). Salutogenesis. In J. H. Rice (Ed.), *Handbook of stress, coping,*  *and health: Implications for nursing research, theory, and practice…* |
| 11 | | 3/22/16 | **BIOBEHAVIORAL MODELS**  READING:  *To be assigned* |
| 12 | 3/29/16 | | **NURSING MODELS: MODEL OF UNCERTAINTY AND OTHERS**  READING:  Mishel, M. (1988). Uncertainty in illness. *Image: Journal of Nursing Scholarship, 20 (4),* 225-232.  Mishel, M. (1990). Reconceptualization of the uncertainty in illness theory. *Image: Journal of Nursing Scholarship, 22 (4),* 256-262.  Mishel, M. H. (2007). Perceived uncertainty and stress in illness. *Research in Nursing and Health, 7* (3), 163-171.  *Other articles as assigned* |
| 13 | 4/5/15 | | WORK IN PROGRESS PRESENTATIONS & DISCUSSION #2 |
| 14 | 4/12/15 | | WORK IN PROGRESS PRESENTATIONS & DISCUSSION #2 |
| 15 | 4/19/15 | | WORK IN PROGRESS PRESENTATIONS & DISCUSSION #2  ***PAPER 1 DUE (4/20/16; 11: 59 PM)*** |