**San José State University**

# School of Nursing N202, Theoretical Foundations, Fall, 2018

## Course and Contact Information

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| Instructor: | Chia-Ling Mao |
| Office Location: | HB 411 |
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| Office Hours: | Monday/Tuesday 2-5pm by appointment |
| Class Days/Time: | Wednesday 4-9 pm (some days are on line) |
| Classroom: | HB 401 |
| Prerequisites: | Admission into graduate nursing program |
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## Course Format

### Technology Intensive, Hybrid, and Online Courses(Required if applicable)

N202 is a hybrid course. The class will meet 6-8 times face-to-face on campus during the semester. Most of the lectures, class activities and discussions will be posted online through Canvas, university learning management system. Quizzes and assignments will be required to submit on Canvas. You will need reliable access to computer and connectivity.

## Course Description (Required)

Course addresses the theoretical underpinnings of nursing practice and research, including a wide range of theories from nursing and other disciplines. Students develop and apply relevant criteria in evaluating theory for practice and research with individuals, families, and communities, and apply theory to their own area of research or clinical interest.

### Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Discuss the history of theory development as it relates to nursing science.

2. Identify the various sources (ways of knowing) and structures of theory.

3. Discuss the development and usefulness of nursing metaparadigms.

4. Identify relevant criteria for evaluating theories and apply these criteria in critiquing theories orally and in writing.

5. Demonstrate, by presentation and in a scholarly paper, an understanding of the inter-relationship of theory, practice, and research.

## Required Texts/Readings (Required)

### Textbook

American Psychological Association. (2001). Publication manual of the American Psychological Association (7th ed,). Washington, DC: Author. (9781557988102)

This book is required for the entire nursing program. All of your papers will need to follow this format.

Butts, J. B., & Rich, K. L. (2018). Philosophies and theories for advanced nursing practice. Sudbury, MA: Jones & Bartlett.

### Other Readings

Chinn, P. L., & Kramer, M. K. (2015). Knowledge development in nursing: Theory and process. Elsevier (978-0-323-31652-1). http://evolve.elsevier.com/Chinn/knowledge/

Masters, K. (2015). *Nursing Theories: A framework for professional practice.* Sudbury, MA:

Jones & Bartlett.(978-1-284-04835-3)

Shultz, S., & Hand, M.W. (2015). Usability: A concept analysis. *Journal of Theory Construction & Testing,* 19(2), 65-70. <http://discover.sjlibrary.org:50080/ebsco-w->b/ehost/pdfviewer/pdfviewer?sid=bc3895ec-6cc3-4b46-a48b-5ec48d94b915%40sessionmgr102&vid=1&hid=102

## Library Liaison

Ms. Geetali Basu is our library liaison for students and faculty with library research questions. Her contact information is: Martin Luther King, Jr. Library, San Jose State University,, One Washington Square, San Jose, California 95128-0028.

Phone: 408-808-2651   
Email: geetali.basu@sjsu.edu.

## Course Requirements and Assignments

* Active participation in class and online discussion board of Canvas.
* One in-class group presentation on a theory used in nursing
* A scholarly integrative paper on an area of research interest, describing theoretical underpinnings of previous work in this area and how a selected theoretical perspective would guide the student’s advanced practice, research, or education; and critiquing the theory using criteria developed throughout the course
* Informal presentation of integrative paper may be adapted for brain storming purposes
* The integrative paper is done in two parts, with the paper “building” as the semester progresses. Please review the calendar at the end of this greensheet for due dates.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Standards**

This course meets the AACN Essentials of Master’s Education for Advanced Practice Nursing for theoretical foundations of nursing practice. Students explore the broad range of theories applicable to nursing practice and research, including theories developed by nurses and theories from other disciplines used in research and practice. Students demonstrate their understanding the interrelationship of theory, practice, and research in an integrative paper: identifying various theoretical approaches to their clinical area of interest, applying a selected theoretical perspective by describing how it would guide advanced practice or research, and evaluating theory using criteria developed through course activities and reading.

### Final Examination or Evaluation

## Grading Information

A letter grade is earned by meeting the course objectives through participating in seminars and completing the required course activities:

|  |  |  |
| --- | --- | --- |
| Assignments | Points/Percentage | CLO |
| Discussion Boards | 50 / 25% | 1,2,3 |
| Group theory presentation | 50 / 25% | 4 |
| Integrative paper\* | 100/ 50% | 5 |
| Total | 200/ 100% |  |

\*Individual integrative paper- part I & II– Identify the phenomenon you are interested in and focus more on concept analysis. Part III – apply the theory into practice which may include education, administration, and research domain

**Determination of Grades**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Point Spread | Percentages | Grade | Point Spread | Percentages |
| A | 187 – 200 | 94 – 100% | A minus | 179 – 186 | 90 – 93% |
| B+ | 173 – 178 | 87 – 89% | B | 165 – 172 | 83 – 86% |
| B minus | 159 – 164 | 80 – 82% | C+ | 153 – 158 | 77 – 79% |
| C | 145 – 152 | 73 – 76% | C minus | 139 – 144 | 70 – 72% |
| D+ | 133 – 138 | 67 – 69% | D | 125 – 132 | 63 – 66% |
| D minus | 119 – 124 | 60 – 62% | F | 118 & below | ≤ 59% |

Percentages calculated to the nearest .5% and rounded up (145/200 = 72.5%).

In addition to the paper submitted to the instructor, papers will be submitted to turnitin.com to be checked for plagiarism. Plagiarism will not be accepted. You will find it very helpful to do the library tutorial at: <http://tutorials.sjlibrary.org/plargiarism/index.htm>

## Classroom Protocol

This is a hybrid course. The class does not meet on campus every week. All students are expected to show up on time when the class meets on campus. Teaching strategies include lecture, group discussion, extensive reading and information seeking, presentation, and structured written assignments. Collegial approaches are encouraged between students, and between student and faculty so that learning is a joint endeavor.

## University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at http://www.sjsu.edu/gup/syllabusinfo/”

**N202/ Theoretical Foundations, Fall, 2018; Course Schedule**

Course Schedule ( *the schedule is subject to change with advance notice)*

| **Week** | **Date** | **Topics, Readings, Assignments, Deadlines** |
| --- | --- | --- |
| 1 | 8/22 | Introduction to the course  Definition of theory  Relationships among theory, research, practice, and education  Ppt. |
| 2 | 8/29 | Knowing Vs. knowledge  Read: Chinn & Kramer (2015), Ch 1: Fundamental patterns of knowing  Questions:  1. Why develop nursing’s patterns of knowing?  2. What is your value about nursing knowledge  3. Why theory study is important? |
| 3 | 9/ 5 | Knowledge development in nursing  Read: Chinn & Kramer (2015), Ch 2: History of knowledge development  Questions:  1. Is nursing knowledge unique or borrowed?  2. How does the history and antiquity influence nursing knowledge  development?  3. What impress you the most in the history of nursing theory development?  Pick up theories you are interested to explore  Think about a phenomenon of interest that you would like to research and be  prepared to discuss in the next classes or share in the discussion board |
| 4 | 9/12 | Theories and models - ppt  Read Butts & Rich Ch. 6  Questions:  1. Is it important to distinguish how the knowledge base of nursing differs from  other disciplines? Explain your answer.  2. How do the metaparadigm concepts of nursing influence research and theory  development |
| 5 | 9/19 | Analysis and Evaluation of Nursing Theories – ppt  Butts & Rich Ch 3-4  Questions:  1. How does theory guide research and practice  2. How to choose theory |
| 6 | 9/26 | Evidence based practice and middle range theory -ppt  Read Butts & Rich Ch. 24  Questions:   1. What is the scientific underpinning for practice 2. What are analytical methods for evidence-based practice |
| 7 | 10/3 | Concept analysis  Read Shultz, S., & Hand, M.W. (2015). Usability: A concept analysis. Journal of Theory Construction & Testing, 19(2), 65-70.  Based on the phenomenon you have interested in and try to answer the following questions   1. Define the phenomenon 2. What is the antecedents and consequences 3. Describe a model case, borderline case, related case and/or a contrary case 4. List the empirical references   Group presentation on theory -1 |
| 8 | 10/10 | Interdisciplinary Theories  Read Ch. 6  Questions:   1. How does a paradigm of complexity fit into the holistic paradigm of nursing 2. What is the impact of scientific development/evolution on nursing science |
| 9 | 10/17 | Ethics related theories  Read Ch. 8-9  Questions:   1. What theory could be used to guide a project focused on your phenomenon of interest? Explain your rationale   Done with post of Integrative paper part I for feedback  Group presentation 2 |
| 10 | 10/24 | Theory focused on nursing goals and function  Read Ch. 17.  Questions:   1. Discuss one significant similarity between the theories of Henderson, Nightingale, and Johnson 2. Explain why you have picked the theory to guide your project focused on your phenomenon of interest. |
| 11 | 10/31 | Theory focused on competencies and skills  Read Ch. 20.  Questions:   1. What did Benner mean when she stated that caring is the basis of nursing practice? 2. Which characteristics listed in the AACN synergy model do you believe is the most critical? Explain your answer. 3. How has Benner’s novice to expert classification influences education research or the provision of care in your place of work   Integrative paper part I due |
| 12 | 11/7 | Cultural competent care -ppt  Theory focused on Culture  Read Ch.22  Questions   1. Define cultural competence and with examples   Group presentation 3 |
| 13 | 11/14 | Theory focused on Health Promotion  Read Ch. 11, 17  Questions:   1. How do perceived susceptibility, perceived severity, perceived barriers, and perceived benefits shape behavior change? Illustrate your answer with a clinical example 2. Compare and contrast the health belief model, the theory of reasoned action, the theory of planned behavior, the chronic care model, and the transtheoretical model   group presentation 4 |
| 14 | 11/21 | Thanksgiving holiday |
| 15 | 11/28 | Theory testing and evaluation  Read Ch. 24.  And Karriainen, et al. (2011). Testing and verifying nursing theory by confirmatory factor analysis.  Questions:   1. Why middle range theories can be empirically tested and other theories are not? 2. What is the challenges associated with use of confirmatory analysis to test nursing theories   Based on table 24-2 of Butts & Rich’s book, which of the evaluation criteria are most important? Explain your answer.  Group presentation 5 |
| 16 | 12/5 | Final Evaluation |
| Final Exam |  | TBA |

Middle Range (substantive) theories:

Where and how to find them

N202

You will find excellent introductions to a variety of middle range theories in your main textbook. You can then search a general library database to find other sources for more detailed information (or check the reference list in the back of the textbook).

Try this Nursing Theory website: http://www.nursingtheo~.net!index.html

Here are MORE middle range theories to choose from, in addition to those in the books or article above:

Diabetes Self-monitoring (eg. Martha Price)

Uncertainty in families/children with cancer (Marsha Cohen)

Chronic Care Model

Quality Caring Model (Duffy)

Family Stress & Coping (Family Resiliency Theory) (McCubbin)

Infertility (eg. Olshansky or Sandelowski)

Cancer fatigue (Piper)

Social support (eg. Norbeck)

Transcultural Reciprocity (Dobson)

Pinwheel model of Bereavement (Solari- Twadell et al.)

Hardiness; caregiver burden; caregiver strain

Stress & Coping (Lazarus and Folkman)

Maternal Role Theory (eg. Rogan et al.)

**History of Nursing Science, Knowledge, and Theory**

Dr. Susan Murphy

1860’s Florence Nightingale: Focused on nursing, environment, health/illness, and person.

Rofaida Al-Islamiah: (Islamic wars) also focused on hygiene and environment.

1873 First schools of nursing in United States—diploma programs based in hospitals.

1893 First national gathering of nurses.

1900 *American Journal of Nursing,* first publication for nurses.

1903 First licensing laws in 3 states—permissive, not mandatory until 1950’s

1909 Univ. of Minn. College of Medicine, first program associated with a university; still a diploma program, not academic, and taught by physicians.

1900-1950 Diploma schools served as the major source of nurses.

1916 First BS programs, task oriented, nursing still seen as technical, requiring manual dexterity, programs met with concerns about “over-training” nurses.

1920’s First MS program, Columbia, nursing education still seen as “How to.”

1920's-1930's Research: Case studies.

1933 First doctoral program: Teacher’s college.

1934 Second doctoral program: New York University

1930’s Trend from simply technical “how to,” to What knowledge do nurses need in order “to do?”

1935 Social Security Act brought funds to develop state and local Public Health Services and funds for training PHN’s

1940’s Research focused on nursing practices: hand washing, disinfecting, etc.

1948 Established of Division of Nursing Resources, US PHS.

Esther Lucille Brown’s *Nursing for the Future* recommending BS, MS, academic nursing prog.

1950 ANA started 5 year study of nursing profession.

1950’s Research focused primarily on nursing itself: nursing education and nursing activities and role.

1952 First research journal: *Nursing Research.*

1954 First doctoral program in nursing: University of Pittsburgh

ANA established: Committee on Research and Studies

(later called: Council of Nurse Researchers).

Early attempts in theorizing, but not necessarily labeled as such

1950’s-1960’s Nursing Theory Development: focused on nurse-patient relationship and interaction.

1952: Peplau, Interpersonal relations in nursing

1955: Henderson, Principles and practices of nursing

1959: Johnson, A philosophy of nursing

1959: Hall, A philosophy of nursing

1960: Abdellah, Patient-centered approaches to nursing

1961: Orlando, The dynamic nurse-patient relationship

1964: Travelbee, Interpersonal aspects of nursing

1964: Wiedenbach, Clinical nursing: A helping art.

1966: Levine, Conservation model

1956 Health Amendments Act: Title II traineeships: Traineeships for graduate study in nursing. Effort to create nurse-scientists. Concern re: elitism, separating practice and science.

1960’s Research trend away from studying nurses, toward studying patient care.

1963 *Nursing Science* (journal)

1964 Nurse Training Act established: Continuing source for traineeships today

UCSF opened Doctoral program in nursing

International Journal of Nursing Studies

1965 ANA statement encouraging theory development in the profession.

1967 *Journal of Nursing Scholarship* (known as IMAGE until 2000)

Catholic University: Doctoral program in nursing

Case Western Reserve Symposium: *Theory Development in Nursing.*

1968 First Annual WCHEN *Communicating Nursing Research* conference*.*

1970 Only 5 Doctoral programs in nursing

Seriously inadequate supply of MS prepared Faculty for BS programs

1970’s saw major efforts to expand doctoral preparation in nursing

1972 NLN Council of Baccalaureate and Higher Degree Programs, required that curricula be based on theory/conceptual framework; criterion revoked in 1983.

1970's Research trends of this decade (1970's) toward:

--more collaborative research.

--less emphasis on studying nursing and nursing education, and more emphasis on

clinical studies.

1970-1975: 27% of studies were clinical in focus.

--less emphasis on illness in nursing, and growing emphasis on wellness and

prevention.

Since 1970’s Theory: Increasing emphasis on theoretical base of nursing.

Larger view of nursing and health: wellness, systems, adaptation, behavior.

1970: Rogers, An introduction to the theoretical basis of nursing

1970: Roy, Adaptation: A conceptual framework for nursing

1971: King, General concepts of human behavior

1971: Orem, Nursing: Concepts of practice, Self Care deficit

1972: Neuman, The Betty Neuman health-care systems model

1976: Patterson & Zderad, *Humanistic nursing*

1979: Newman, Health as expanding consciousness

1981: Parse: Theory of human becoming

1985: Leininger, Theory on culture care diversity and universality

1988: Watson, Theory of human caring

1989: Benner & Wrubel, *Primacy of caring*

1978 Research in Nursing and Health

*Advances in Nursing Science.* First issue dedicated to development of nursing science and development of theory.

Publication of Carper’s *Patterns of Knowing*

1979 Western Journal of Nursing Research

1980’s Emphasis on nursing science, preparation of nurse scholars and researchers.

Identification of metaparadigm concepts in nursing: *Person, environment, health, nursing*.

Clearer explication of relationships among theory, research, & practice.

1980’s to Present Increasing paradigmatic shift in nursing toward phenomenological views.

Research: Emphasis on triangulation, use of multiple methods.

1986 Est.: National Center for Nursing Research [NCNR}, NIH

1993 NCNR became National Institute of Nursing Research [NINR] (see latest priorities)

1988 *Nursing Science Quarterly,* journal dedicated to nursing theory

46 Doctoral programs in nursing

1999 69 Doctoral programs in 35 states; 49% programs were in 10 states

More collaboration with other disciplines in academia;

Asking: What is essential nursing knowledge?

1990-present: Continued publication of metatheoretical journal articles and metatheoretical dialogue at conferences. Diversity of views concerning:

--philosophies of science appropriate for nursing

--expanding epistemology and non-empirical knowing.

--new paradigms: feminist and critical social theories, postmodernism

--interdisciplinary collaboration in new knowledge development

Growth in development of middle range