Nursing Knowledge Development
NUR 901
Section 001
3 credits
Tuesdays: 2:00 pm – 4:50 pm A500 West Fee Hall
Fall 2011

Catalog Course Description: Development and growth of substantive knowledge within nursing. Middle range theories. Strategies for concept development and theory testing in nursing research for understanding health status and health outcomes for individuals, families and community-based primary care.

Course Objectives: At the end of this course, students will:

1. Analyze knowledge development in nursing.
2. Compare and contrast strategies for theory development.
3. Evaluate, compare and contrast middle range theories for their relevance to nursing science.
4. Develop a concept relevant to health status and health outcomes for individuals, families and community-based primary health care.

Additional Course Objectives: In the course content each week, the student will be provided with specific class objectives.

Prerequisites: None

Co-requisites: None

Professional Standards & Guidelines: The curriculum is guided by the following documents:


Faculty:
Mildred A. Horodynski, PhD, RN, WHCNP
Office: 515 G West Fee Hall
Email: millie.horodynski@hc.msu.edu
Office Hours: Tuesdays-to be arranged
Note: Times can be arranged to accommodate student schedules.

Nancy Ambrose Gallagher, PhD, RN, APRN
Office: 415 West Fee Hall
Email: gala169@msu.edu
Office Hours: By appointment
Note: Times can be arranged to accommodate student schedules.

Telephone communication: Please conduct telephone communications during regular office hours when possible or by appointment for times other than regular office hours.

Email communication: Instructors will be using student msu.edu email addresses. Our goal will be to respond to your questions within 72 hours between 8 am and 5 pm as a general rule.

Please contact us by phone as soon as possible if you need particular accommodations due to a disability so that we can make suitable arrangements.
Instruction:

a. **Methodology:**

Presentation of course content is accomplished through three scheduled class hours weekly. The course incorporates seminar and class discussion. Active learning by the student is emphasized. Completion of required reading, activities, prior to class time is essential in order to facilitate comprehension and synthesis of content.

b. **Required Texts:**


c. **Optional Texts:**


d. **Required Resources, References, Supplies:**

ANGEL Help Line
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
[www.angel.msu.edu](http://www.angel.msu.edu) (ANGEL Help link in upper right corner)
Always check with the ANGEL Help Line first!

Evaluation:

a. **Learning Assessments and Grading:**

Three written papers, classroom presentation and participation in classroom discussions.

Please see Part B of the syllabus for further details. There is no opportunity for “extra credit” in this course.
b. Course Grade Requirements:

1) As one of the nine required doctoral courses, a 3.0 grade must be attained in this course.

2) A student who fails or does not receive a 3.0 grade in this course must meet with the Faculty of Record for this course. After the meeting with the Faculty of Record for this course, the student is to meet with his/her Major Professor and guidance committee to determine a remediation action to continue progression in the doctoral program. This course may be repeated only once.

c. Course Grading Scale:

The standard College of Nursing grading scale will be utilized.

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<tr>
<th>%</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>90 – 100%</td>
<td>4.0</td>
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<tr>
<td>89 – 85%</td>
<td>3.5</td>
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<tr>
<td>84 – 80%</td>
<td>3.0</td>
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<tr>
<td>≤ 79%</td>
<td>Not passing</td>
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(Minimum passing grade)

(d. Writing Requirements:

The College of Nursing requires that students refer to a style manual when writing required papers and bibliographies. The reference format adopted by the College of Nursing is the Publication Manual of the American Psychological Association (most recent edition).

Evaluation:

<table>
<thead>
<tr>
<th>Required Activity</th>
<th>Percent of Course Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper #1 – Midrange theory evaluation</td>
<td>15%</td>
<td>October 4</td>
</tr>
<tr>
<td>Paper #2 – Concept comparison between 2 different theories</td>
<td>25%</td>
<td>October 25</td>
</tr>
<tr>
<td>Formal Student Presentation</td>
<td>20%</td>
<td>November 29</td>
</tr>
<tr>
<td>Paper #3 – Concept Development within single theoretical framework</td>
<td>40%</td>
<td>December 6</td>
</tr>
</tbody>
</table>

IMPORTANT: PLEASE READ!

Class participation is critical to a successful graduate-level course. Each student is expected to prepare in advance to participate in group discussions and activities as assigned. Students are responsible for all materials covered in class, assigned reading, and in-class activities. Due dates and times are firm unless negotiated at least two weeks ahead of time.

Paper #1 Guidelines –Mid-range Theory Analysis and Evaluation

The goal of this paper is to apply the principles of theory analysis and evaluation to a mid-range theory.

Select a mid-range theory. You might want to select a theory that has been used in the literature related to your concept of interest. Evaluate the theory based on the Fawcett’s criteria listed below.

1. What antecedent knowledge from nursing and adjunctive disciplines was used in the development of the theory?
2. Is the theory well described? What is the scope of the theory?
3. Describe the concepts and propositions of the theory?
4. What are the philosophical claims on which the theory is based? Are they explicit?
5. Has the internal consistency of the theory been discussed in relation to the clarity of concepts, the consistency of language, and the structural consistency of the theory?
6. Has the parsimony of the theory been addressed?
7. Has the testability of the theory in relation to the observability and measurability of the concepts?
8. Has the empirical adequacy been discussed in relation to the congruence with empirical evidence?
9. Has the pragmatic adequacy of the theory for clinical practice been discussed?

Include a summary paragraph indicating if your intention to use this theory in your future nursing research or not. Give rational for your choice.

APA manual guidelines are to be used for this paper. The paper length is not to exceed 10 pages.

Paper #2 Guidelines – Concept Comparison between Two Different Theories

The goal of this paper is to compare, contrast and evaluate mid-range theories for their relevance to nursing science. Select a mid-range theory. You might want to select a theory that has been used in the literature related to your concept of interest. You will use Fawcett’s criteria to compare, contrast and evaluate your concept.

1. Identify a nursing research problem, and identify a theoretical concept appropriate to study within that problem.
2. Identify and describe two mid-range theories that use your concept. Define the concept from each of these theoretical points of view, and compare and contrast the concept.
3. Evaluate how these differing definitions for your concept affect the usefulness of the concept in the study of your research problem?
4. Discuss your conclusions about your concept, the theory it is contained within, its usefulness for the study of the clinical problem, and the usefulness of them in your potential research.

APA manual guidelines are to be used for this paper. The paper length is not to exceed 10 pages.

Formal Student Presentations—Concept Development with a Theoretical Framework.

1. Concept well described: Student is clear in the description of the concept that will be used for the student’s work.
2. Significance of concept and appropriateness to nursing research: Student presents concept and rationale for why this is an important concept to advance nursing science.
3. Strategies used for concept construction is outlined and adhered to.
4. Breadth of literature: Presents research on topic from at least two disciplines or bodies of literature in a manner that demonstrates understanding of each viewpoint.
5. Synthesis of literature and depth of knowledge on topic: Student presents research literature in a manner that demonstrates a depth of knowledge on the topic (in presentation this includes response to questions). Critiques quality of research, identifying faulty thinking, gaps in literature, and appropriateness to nursing. Comparing and contrasting conceptualizations from different disciplines/bodies of literature throughout presentation or paper.
6. Develops concept within a theoretical framework. Develops a concept within an appropriate theoretical framework and consistent with the framework.
7. Innovation: Presents own thinking related to concept and how conceptualization will be used in research. Provides diagram of concept within the framework.
8. Presentation: Presentation is clear and logical using appropriate power point presentation; DUE day before for students to download.

Early Feedback: Students are permitted to have a draft of their final paper read and critiqued before it is due. Must allow at least 2 weeks for professor to read, critique and return to you. (DRAFT DUE NO LATER THAN NOVEMBER 8, TO BE RETURNED BY NOVEMBER 22– IF DESIRE FEEDBACK).
Paper #3 Guidelines—Concept Development with a Theoretical Framework

Final paper is the developed concept within a theoretical framework. See Presentation Guidelines 1-6 (Pay special attention to synthesis of the literature) *

1. Writing is clear with logical presentation of ideas.
3. Depth of knowledge of literature demonstrated in writing.
4. Meets deadline for date and time due.

*University & College Policies:

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON Student handbook http://nursing.msu.edu/handbooks.asp
- Information for Current Students—including Rights, Responsibilities and Regulations for Students http://www.msu.edu/current/index.html
- Academic Programs http://www.reg.msu.edu/UCC/AcademicPrograms.asp

Professionalism:

All graduate students at Michigan State University should be fully familiar with the Graduate Student Rights and Responsibilities Articles (published by the Graduate School; available at http://www.vps.msu.edu/SpLife/gradrights.htm); University guidelines for ethical research (published by the University committee on Research Involving Human Subjects [UCRIHS]; available at http://www.msu.edu/user/ucrihs/); The MSU Guidelines for Integrity in Research and Creative Activities, http://grad.msu.edu/all/ris04activities.pdf and specific principles for informal conflict management, in the Graduate Student Resource Guide (published by the Graduate School; available at http://grad.msu.edu/conflict.htm).

The Graduate Student Rights and Responsibilities (GSRR) Articles address professional standards for graduate students as follows: “Each department/ school and college shall communicate to graduate students, at the time of their enrollment in a degree program or course in the unit, any specific codes of professional and academic standards covering the conduct expected of them.” (Article 2.4.7). “The graduate student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards” (Article 2.3.8).

In addition to meeting academic standards included in the Academic Progression Guidelines, students and faculty in the Doctoral Program in Nursing have shared responsibility for adherence to the professional standards referred to the Doctoral Student Handbook of the CON.

Professional expectations are rooted in the maintenance of high quality working relationships with faculty, peers, research participants, staff, and all others with whom the graduate student interacts. Aspects of high quality working relationships that are addressed in the GSRR as shared faculty-student responsibilities include: mutual respect, understanding, and dedication to the education process (2.1.2); maintenance of a collegial atmosphere (2.3.7); and mutual trust and civility (2.3.1.2).
Policies

Academic Integrity:

Academic Honesty: Article 2.3.3 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the College of Nursing adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work NUR 901. Students who violate MSU rules may receive a penalty grade, including but not limited to—a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also https://www.msu.edu/unit/ombud/RegsOrdsPolicies.html).

Students engaged in scholarly activities (e.g. dissertation, scholarly projects) should follow the guidelines of scholarly writings as outlined in the Publication Manual of the American Psychological Association (most recent edition). Ethical principles ensure the accuracy of scientific and scholarly knowledge and protect intellectual rights. Principles include reporting of results, plagiarism, publication credit, sharing data, and copyright.

Please read each part of the following site to fully understand your responsibilities and the position of the University regarding:

- Cheating
- Plagiarism
- MSU regulations, ordinances, and policies regarding academic honesty and integrity

Academic dishonesty in any form will not be tolerated in the College of Nursing. Any student involved in academic dishonesty will be reported to the Office of Academic Affairs and the Office of Student Services in the College of Nursing and a grade of 0.0 may be issued for the course.

Research Misconduct and Questionable Research Practices within the college are defined consistently with the Interim University Document on Intellectual Integrity approved by the President of Michigan State University on August 5, 1994 and revised June 29, 1995. Refer to the CON Doctoral Student Handbook.

Accommodations for Students with Disabilities: Students with disabilities should contact the Resource Center for Person with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice, 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu

Disruptive Behavior: Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . . ) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Attendance: Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. (Attendance policy, if different from the University
attendance policy and especially when the attendance policy affects students’ grades. For details, see Attendance Policy, Excused Absences and Make-up Work on the Ombudsman’s Web site. This site includes discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean’s drop for students who fail to attend class sessions at the beginning of the semester).

College of Nursing Policies regarding Professional Development Guidelines [found in the CON Student Handbook at the CON website]. Students are responsible for the information found in the CON Doctoral Student Handbook. Effective conflict management/negotiation skills are essential for navigating the graduate school experience and maintaining high quality working relationships. Specific principles for conflict are responsible for making concerted good faith efforts to resolve conflicts with others in a constructive and informal fashion, prior to proceeding to formal conflict resolution options as consistent with the GSRR statement on informal conflict resolution (Article 5.3.2.). Doctoral students who have specific questions or concerns about professional standards or conflict resolution issues should consult with their Major Professor, the Associate Dean for Research and Doctoral Programs, and/or the University Ombudsman for guidance, as appropriate.
### Week 1: 9/6/11

**Topic:** Introduction to the course

**Readings:**

**Assignment:** Introductions-concept identification, research interests. Read required readings; bring one discussion question to class; be prepared to respond to your question.

### Week 2: 9/13/11

**Topic:** Concepts & Theoretical Frameworks

**Readings:**

**Assignment:** Read required readings; bring one written discussion question to class; be prepared to respond to your question.

Write down all of the words you can think of which relate to or express your concept. (Bring 2 copies)

Look up the concept in a large unabridged dictionary and write a list of the definitions you feel most closely describe your feelings or thoughts on the concept. (Bring 2 copies)
Search the literature for journal articles and books related to the concept to get a sense of the beliefs and thoughts of others in the discipline regarding the concept.

Bring a written beginning definition of your concept from dictionary definitions and literature support, having utilized at least 3 references and how the authors defined the concept. Bring your references. (Bring 2 copies of your definition).

**In Class:**
Be prepared to share your written work with a partner and have your partner share his/her understanding of your concept.

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>3</td>
<td>9/20/11</td>
<td>Theory Analysis &amp; Evaluation</td>
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</table>

**Readings:**


**Guest Speaker:** Heidi Schroeder-Librarian—Topic—Literature Searches for your concepts.

**Assignment:**
Read required readings; bring one written discussion question to class; be prepared to respond to your question.

Bring a revised written definition of your concept having utilized 3 additional references—bring your references. (Bring 2 copies).

Select a mid-range theory (would suggest looking at a mid-range theory that might fit your concept definition). Bring a short written paragraph as to why you selected the mid-range theory. What are the primary concepts of the theory? The propositions? (Bring 2 copies)

**In Class:**
Be prepared to share your written work with a partner and have your partner share his/her understanding of your concept and mid-range theory and selection.

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>4</td>
<td>9/27/11</td>
<td>Mid-range theory</td>
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**Readings:**


**Assignment:**
Bring a written outline (4 copies) for your first paper addressing the guidelines for paper #1.

**In Class:**
Be prepared to share your paper outline # 1 work with a partner and have your partner share his/her understanding of your concept and mid-range theory and selection.
Week  Date  Topic
5  10/4/11  Mid-range Theory Analysis and Evaluation

Readings: Read copies of papers of classmates prior to class.*

Analysis and evaluation Review Fawcett (Chapter 11) and Bredow (pp. 46-60).

Assignment: Bring 3 copies of your paper #1 to class. *Please send a copy of your paper via email to all classmates on Monday October 3, 2011, by 6 pm. It does not have to be the absolute final copy but content must be present.

Paper #1 Due

In Class: Be prepared to discuss your paper in class; a time frame will be provided the week before. Be prepared to critique your classmates’ paper presentations per guidelines and to develop questions to ask each presenter.

Week  Date  Topic
6  10/11/11  Mid-range theory


Assignment: Read required readings; bring one written discussion question to class; be prepared to respond to your question.

Bring a written nursing research problem with rationale as to why a problem for nursing. Identify 2 mid-range theories appropriate for your nursing problem and concept. Define your concept within the 2 mid-range theories you identified.

In Class: Be prepared to share your written work with a partner and have your partner share his/her understanding of your concept and mid-range theories’ selection.

Week  Date  Topic
7  10/18/11  Concept Development Strategies and Concept Analysis.

Assignment: Read required readings; bring one written discussion question to class; be prepared to respond to your question.

Bring a written outline (4 copies) for paper #2 addressing the guidelines for paper #2.

In Class: Be prepared to share your paper outline # 2 work with a partner and have your partner share his/her understanding of your concept comparison between two different mid-range theories.

Week  Date  Topic
8  10/25/11  Concept comparison between mid-range theories

Readings: Read copies of papers of classmates prior to class.*

Assignment: Bring 3 copies of your paper #2 to class.*

Please send a copy of your paper via email to all classmates on Monday October 24, 2011, by 6 pm. It does not have to be the absolute final copy but content must be present.

Paper #2 Due

In Class: Be prepared to discuss your paper in class; a time frame will be provided the week before. Be prepared to critique your classmates’ paper presentations per guidelines and to develop questions to ask each presenter.

Week  Date  Topic
9  11/1/11  Concept analysis


Assignment: Bring short written introductory paragraph expressing what your concept is and why it is significant to you and nursing (2 copies). Bring your refined concept definition (2 copies). Develop a written list of characteristics or criteria that describe the concept in measurable terms so the concept can be measured in the empirical world. Use your definition, your clinical and theoretical experience, research and literature articles and books to make the list complete (Bring 2 copies).

In Class: Be prepared to share your written work with a partner and have your partner share his/her understanding of your concept’s theoretical definition and empirical definition.

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>10</td>
<td>11/8/11</td>
<td>Concept analysis</td>
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</tbody>
</table>

Readings:


Manojlovich, M., & Sidani, S. (2008). Nurse Dose: What’s In a Concept? Research in Nursing & Health, 31, 310-319. This reading will also be assigned under Concept Analysis. Although you should read the whole article this week, focus on how the authors use concept derivation.


Assignment:

Week | Date | Topic
--- | --- | ---
11 | 11/15/11 | Concept synthesis

Readings:


Assignment: According to Walker & Avant, synthesis involves pulling together various elements of data into a pattern or relationship not clearly seen before to form a new concept. Choose one of the articles from your readings and be prepared to discuss how the authors added to the concept (or theory) through synthesis.

Week | Date | Topic
--- | --- | ---
12 | 11/22/11 | Concept derivation

Readings:


Manojlovich, M., & Sidani, S. (2008). Nurse dose: What’s in a concept? *Research in Nursing & Health, 31*, 310-319. This reading will also be assigned under Concept Analysis. Although you should read the whole article this week, focus on how the authors use concept derivation.


Alfonzo, M.A. (2005). To walk or not to walk? The hierarchy of walking needs. *Environment & Behavior, 37*(6), 808-836. Although this is not written by a nurse, it is a creative and useful example of a theoretical framework using derivation.


Guest Speaker: Dr. Denise Saint Arnault—Additional Readings will be provided.

Assignment: Bring a written outline (4 copies) for paper #2 addressing the guidelines for paper #2. Develop a diagram of your concept within a framework. (Bring 2 copies).
Consider the concept on which you are writing your paper. Was concept derivation used in its development? Describe how it was used and how the concept as it is now used is different or similar to the previous concept. If you do not find any evidence of concept derivation, consider concepts from other fields that might be useful and how they might influence the development of your concept in the future.

In Class: Be prepared to share your paper outline #3, presentation and diagram with a partner and have your partner share his/her understanding of your concept development within a theoretical framework.

Week  Date  Topic
13  11/29/11  Student Presentations

Readings: Print off classmates’ power point slides and read before class.*

Assignment: Prepare power point presentation per guidelines provided in the syllabus. Provide a copy of your complete power point presentation via email to all classmates on Monday November 28, 2011, by 6 pm.

In Class: Present a formal presentation on concept development with a theoretical framework using power point slides. A time frame will be provided the week before. Be prepared to critique your classmates’ paper presentations per guidelines and to develop questions to ask each presenter.

Week  Date  Topic
14  12/6/11  Theory validation


Register, M.E., & Herman, J. (2010). Quality of life revisited: The concept of connectedness in older adults. Advances in Nursing Science, 33(1), 53-63. Note: This article was also assigned under Concept Synthesis. This time focus on the validation process, and how it built on the concept synthesis.


Read copies of papers of classmates prior to class.*

Assignment: Go to the assignment on page 223 of Walker & Avant: Choose one of the articles from your reading and evaluate how well the criteria were met as discussed in the assignment.
Bring 3 copies of your paper #3 to class.

Please send a copy of your paper via email to all classmates on Monday, December 5, 2011, by 6 pm. It does not have to be the absolute final copy but content must be present.

Paper #3 Due

In Class: Be prepared to discuss your paper in class; a time frame will be provided the week before. Be prepared to critique your classmates’ paper presentations per guidelines and to develop questions to ask each presenter.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>15</td>
<td>12/13/11</td>
<td>Bringing it all together: Nursing knowledge development</td>
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</tbody>
</table>


- Running Head
- Pagination – Pages Numbered
- Title
- Body
- Reference List
- Leveled Headings (3-4)
- In Body Citations
### Grading Criterion NUR 901 Paper #1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Achieved Points</th>
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<tbody>
<tr>
<td>1. Is the theory well described? What is the scope of the theory?</td>
<td>10</td>
<td></td>
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<tr>
<td>2. What antecedent knowledge from nursing and adjunctive disciplines was used in the development of the theory?</td>
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<tr>
<td>3. What are the concepts and propositions of the theory?</td>
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<tr>
<td>4. Are the philosophical claims on which the theory is based explicit?</td>
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<td>5. Has the internal consistency of the theory been discussed in relation to the clarity of concepts, consistency of language, as well as structural consistency?</td>
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<td>6. Has the parsimony of the theory been addressed?</td>
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<td>7. Has the testability of theory in relation to the observability and measurability of the concepts?</td>
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<td>8. Has the empirical adequacy been discussed in relation to the congruence with empirical evidence?</td>
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<td>9. Has the pragmatic adequacy of the theory for clinical practice been discussed?</td>
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<td>10. Include a summary paragraph indicating if your intention to use this theory in your future nursing research or not. Give rational for your choice.</td>
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<tr>
<td>11. Style, grammar, readability, APA format.</td>
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Total: __________
Name:__________________________
### NUR 901 Paper #2
#### Grading Criterion for Comparison of Concept in Two Theories

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Achieved Points</th>
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<tbody>
<tr>
<td>1. Identify a nursing research problem, and identify a concept</td>
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<tr>
<td>Appropriate to study within that problem.</td>
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<td>10</td>
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<tr>
<td>2. Identify and describe two mid-range theories that use your concept,</td>
<td>15</td>
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<tr>
<td>and compare and contrast the concept from each of these theoretical</td>
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<td>15</td>
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<td>points of view.</td>
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<tr>
<td>3. Examine the concept as used in each theory using the concept analysis</td>
<td>20</td>
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<td>Step regarding defining attributes in Walker and Avant.</td>
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<tr>
<td>4. Evaluate how these differing definitions for your concept affect</td>
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<tr>
<td>the Usefulness of the concept in the study of your research problem.</td>
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<td>5. Discuss your conclusions about your concept, the theory it is</td>
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<td>contained within, its usefulness for the study of the clinical</td>
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<td>problems, and the usefulness of them in your potential research.</td>
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<tr>
<td>6. APA, readability, logical, organized.</td>
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Total: __________


Name:__________________________
## NUR 901 Paper #3
### Grading Criterion for Comparison Concept Development Paper

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Achieved Points</th>
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</thead>
<tbody>
<tr>
<td>1. Identify a nursing research problem, and clarify why the concept</td>
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<td>you propose is important for this clinical problem.</td>
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<td>2. Identify the theoretical concept and situate it within the larger</td>
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<td>bodies of literature.</td>
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<td>3. Define the Concept and the defining attributes.</td>
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<td>4. Identify the empirical referents for each of the defining attributes,</td>
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<td>briefly evaluating their fit for your clinical problem.</td>
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<td>5. Provide model, borderline and contrary cases.</td>
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<td>6. Draw conclusions and discuss the importance of your concept for</td>
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<td>advancing the science of nursing within the domain of clinical interest.</td>
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<td>7. APA, readability, logical, organized.</td>
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Total: ___________