NURSING 319
Introduction to Nursing
Theory and Research

Thursdays, 1:50 P.M. to 4:40 P.M.
Holmes Hall, Room C103

Course Faculty
Bill Corser, PhD, RN

SPRING, 2001
COURSE DESCRIPTION:

Nursing 319 is a course designed to provide students with an introduction and overview to nursing theory and nursing research. The course will be devoted to a brief survey of nursing theory, including the development of nursing theory and an introduction to the works of selected eminent theorists. Additionally, the course will introduce basic principles of research methods with the goal of assisting the student to critically evaluate and utilize nursing research. The connections between theory and research and their importance for practice and the nursing profession will be frequently discussed.

FACULTY:

Dr. William Corser, (Course Chairperson)
A-109 Life Sciences Building
Phone: (office) (517) 355-0328
(cell) (517) 449-7353

e-mail: Bill.Corser@ht.msu.edu (EMAIL CONTACT IS HIGHLY PREFERABLE!!!)

Office hours: 11:00 to 1:00 Tuesdays and Thursdays (or by appointment)

COURSE OBJECTIVES:

1. Discuss the history of theory development in nursing.
2. Identify the major concepts of selected nursing theories.
3. List the components of a nursing theory.
4. Describe the criteria used to evaluate a nursing theory.
5. Identify and describe the components of the research process: quantitative and qualitative.
6. Propose strategies to integrate nursing research into practice.
7. Define legal and ethical principles in designing and conducting research studies and procedures to protect human rights.
8. Understand basic research terminology and apply these terms to research studies.
9. Use American Psychological Association style format in all written assignments.
ATTENDANCE AND DUE DATES:

Attendance at all classes is the expectation. Attendance means being present for the entire class. A pattern of absences may result in a lowering of the course grade, particularly if your grade is “on the border” between one grade or another. EMAIL BILL BEFORE CLASS IF YOU ARE UNABLE TO ATTEND A CLASS OR THAT ABSENCE WILL BE RECORDED AS “UNEXCUSED”. IMPORTANT: Attendance is required for both days of poster presentations to pass the course! (See Course Calendar).

Assignments are to be handed in on or before their due date. Failure to submit assignments by their due date may result in lowering of the grade on the assignment and on the course grade. *PLEASE INCLUDE YOUR NAME, DATE, AND COURSE NUMBER FOR EVERYTHING YOU HAND IN TO BILL!!!

INSTRUCTIONAL MODEL:

Teaching and learning strategies will involve instruction and guest lecture presentations, videos, in class and out of class group projects and discussion segments. Assignments and readings are to be completed prior to the indicated class time. Students are responsible for both assigned reading before class and material presentation during class. Students are expected to be active participants in in-class group activities.

EVALUATION:

This syllabus is a tool to help you plan your time and not an irrevocable contract. Information presented in the syllabus and the accompanying assignment schedule is subject to change. Bill will announce any deviations from the syllabus in class (or via weekly course e-mail). Each student is held responsible for all materials covered in class and for any changes in the syllabus that are announced in class (or via e-mail). The student is also held responsible for obtaining the schedule time, date, and location of each exam and the scheduled due dates for all assignments.

Class participation as evidenced by attendance. Grades will be lowered for unexcused missed classes.

Two (2) examinations will together be worth 30% of your total grade.

Your individual writing portfolio will include in class and out-of-class assignments and quizzes and will be worth 10% of your total grade. These assignments will be graded at random. Your writing portfolio will also include your homework assignments, such as (a) concept maps, (b) paper evaluation of a nurse theorist’s work, (c) clinical applications, etc.

Your individual research critique writing assignment will be worth 30% of your total grade.

Your group poster presentation will be worth 30% of your total grade.
The Michigan State University 4.0 grading system will be used to report final course grades.

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Points will be rounded to whole numbers using the 0.5 rule. Points at ≥ 0.5 will be rounded up while those ≤ 0.5 will be rounded down to the nearest whole number.

**POLICY FOR EXAMINATIONS:**

Students are expected to take examinations on scheduled dates unless previous arrangements have been made with the course chairperson. Students must contact Bill prior to an examination if they are unable to take the exam at the scheduled time. A statement from a health provider may be required for an illness excuse. An alternate exam may be used for make-up exams. Essay exams may be used as alternate exams. Make-up examinations normally need to be completed within ONE week.

**TAPING OF LECTURES/PRESENTATIONS:**

There is no taping of classes, lectures, or presentations.

**WEATHER RELATED POLICIES**

This course will meet as scheduled unless the University cancels classes.

**STUDENT-FACULTY RELATIONSHIPS:**

Student/faculty conferences will not be routinely scheduled in NUR 319, however, always feel free to see Bill for appropriate guidance during the term. If you have a documented disability and wish to discuss academic accommodations, contact Bill as soon as possible.

**ACADEMIC POLICIES**

Academic policies such as those relative to academic dishonesty, rights, responsibility of faculty and student are those stated in The College of Nursing Undergraduate Student Handbook and Spartan Life.
Written assignments will be judged according to the following overall criteria:

4.0 item submitted/presented with evidence of exceptional effort and critical thinking (analysis, synthesis, creativity); student has gone beyond the expected requirements for satisfactory and correct conceptualizations and has demonstrated an exceptional grasp of the material.

3.5 item submitted/presented with evidence of very good effort; item submitted or presented with evidence of very good effort and critical thinking (analysis, synthesis, creativity); student has gone beyond the expected requirements for satisfactory and correct conceptualizations and has demonstrated an exceptional grasp of the material.

3.0 item submitted/presented with evidence of good effort and critical thinking (analysis, synthesis, creativity); student has correct and satisfactory grasp of the material that goes beyond textbook descriptions.

2.0 item submitted/presented with evidence of adequate effort and critical thinking reflective of textbook descriptions (limited analysis, synthesis, and creativity)

1.0 item submitted/presented with limited evidence of effort without critical thinking.

0.0 item not submitted/presented or not submitted/presented on due date or reflects incorrect or unsatisfactory conceptualizations.

GRADE APPEAL FORM:

The grade appeal forms (see pages 12 and 13) is/are to be used if you believe a specific answer on an exam was marked incorrectly or paper/written assignment was graded improperly. The burden of demonstrating that your answer thinking and writing was correct lies with you. Documentation from the literature must be provided in the appeal to support your position. The instructor has the final responsibility of determining the final grade after considering the student’s written appeal. The appeal must be submitted one week following receipt of the corrected exam/paper. Late appeals will not be accepted.
REQUIRED TEXTBOOKS AND READINGS (on reserve __________________________):


REQUIRED READINGS (on reserve __________________________):


NUR 319 Syllabus. 6


SUPPLEMENTAL READINGS:


Calendar

Class 1, January 11, 2001

Introduction/Orientation to Course
1. Review of syllabus: explanations and course expectations
2. Review of purpose/process/procedures for group work
3. History of Nursing Theory and Research: a pictorial history
4. Group activity: group membership/roles/responsibilities

Class 2, January 18, 2001

1. Components of Nursing Research
2. Overview of research methods & scientific inquiry
3. Formulating the research problem: theory and literature review
4. Research problems, research questions, and hypotheses
5. Application of research to practice
6. Group activity
8. QUIZ ON JAN. 11th and 18th READINGS

Class 3, January 25, 2001

1. Orem’s Self-Care Theory of Nursing
2. Application of Orem theory and research to practice
3. Introduction to Concept maps
4. Group Activity: Concept map (Orem) together as a class (for your writing portfolio)
5. Readings: George, Chapter 7, pp. 99-123; Peteva, Article 7, Schott-Baer’s 1995 article, Williams-Utz’s, 1994 article.
6. QUIZ ON Jan. 25th READINGS

Class 4, February 1, 2001

1. The Research Process: types of research designs
2. Application of research process to practice
3. Group activity
5. HOMEWORK DUE: Selection of research article for critique
   Identification of research focus/problem statement
   Identification of nursing theorist’s work to evaluate
   Relevance to nursing practice
   (Part I Writing Assignment - 1 (approx. one page, double-spaced typed)
Class 5, February 8, 2001

1. The Roy Adaptation Model
2. Application of Roy theory and research to practice
3. Group Activity: Clinical Application
4. Readings: George, Chapter 15, pp. 251-279; Peteva, Article 18, Frederickson’s 1991 article.
5. QUIZ ON Feb. 8th READINGS
6. HOMEWORK DUE: Concept map (Roy) for your writing portfolio

Class 6, February 15, 2001

1. The Research Process: Sampling/Data Collection
2. Application of Research to Practice
3. Group Activity
4. Readings: Polit & Hungler, pp. 222-246; 250-314; Peteva articles 10 and 11.
5. QUIZ ON Feb. 15th READINGS

Class 7, February 22, 2001

1. Midterm Exam (on first-half semester content, 60 multiple-choice and essay questions, worth 10% of total course grade)
2. Mid-course evaluation discussion/catch-up activities

Class 8, March 1, 2001

1. The Neuman Systems Model
2. Application of Neuman model and research to practice
3. Group activity: Clinical application
4. Readings: George, Chapter 16, pp. 281-300; Peteva, Article 9, Mynatt’s 1993 and Reed’s 1993 articles.
5. Homework due: Concept map (Neuman) for your writing portfolio
7. QUIZ ON MARCH 1st READINGS

March 8, 2001 Spring Break !!!

Class 9, March 15, 2001

1. The Research Process: data analysis
2. Group activity 
4. QUIZ ON (THE BASICS OF) MARCH 15th READINGS

Class 10, March 22, 2001

1. Leininger’s Theory of Nursing 
2. Application of Leininger’s theory and research to practice 
3. Group Activity: Clinical Application 
4. Homework due: Concept map (Leininger) for your writing portfolio 
5. Readings: George, Chapter 21, pp. 373-389. 
6. QUIZ ON MARCH 22nd READINGS

Class 11, March 29, 2001

1. The Research Process: research ethics and research utilization 
2. Application of research to practice 
3. Group Activity 
4. Readings: Polit & Hungler, pp. 125-147, 401-449; Peteva, Article 22. 
5. QUIZ ON MARCH 29th READINGS

Class 12, April 5, 2001

1. “Non-Clinical” Nursing Research 
2. Application of research to practice 
3. Group activity: evaluation of assigned readings 
6. QUIZ ON APRIL 5th READINGS 
7. FINAL RESEARCH CRITIQUE PAPER DUE

Class 13, April 12, 2001

1. Presentations of Papers 
2. Guest Speakers 
3. PAPER EVALUATING NURSE THEORIST’S WORK DUE (writing portfolio) 

Class 14, April 19, 2001: ATTENDANCE REQUIRED TO PASS COURSE 

1. Poster Presentations
Class 15, April 26, 2001: ATTENDANCE REQUIRED TO PASS COURSE

1. Poster Presentations
2. Course Review and evaluation

Week of April 29, 2001: FINAL EXAM
(on entire semester content, 60 multiple-choice and essay questions, worth 20% of total course grade)
Nursing 319
Exam Item Appeal

Date

Name

Test Question or Number

Rationale for appeal:

Supporting Evidence:

Proposed Correct Answer, if applicable:

Appeal must be submitted to Course Coordinator within one week after the receipt of exam grade. Only students who submit a completed appeal form will be considered for a test grade change.

Dr. Richard Featheringham, Department of Business Information Systems, College of Business Administration, Central Michigan University. Modified and used with permission., 1997.
NUR 319
PAPER/WRITTEN ASSIGNMENT APPEAL

Date:

Name:

Area of Paper:

Rationale of Appeal:

Supporting Evidence (with documentation)

Appeal must be submitted to Course Coordinator within one week after the receipt of the paper grade. Only students who submit a completed appeal form will be considered for a paper grade change.
Dr. Richard Featheringham, Department of Business Information Systems, College of Business Administration,
Creating a Concept Map

1. Select the topic, reading, or client for whom you wish to develop the map.

2. Identify the most general concepts first and place them at the top of the map.

3. Identify the more specific concepts that are related in some way to the general concepts.

4. Tie the general and specific concepts together with linking words in some fashion that makes sense or has meaning for you.

5. Look for cross-linkages between the more general and more specific concepts.

6. Discuss, share, think about, and revise the map.
Critical Questions for (Outline of) Evaluation of Scientific Research Literature

1. Evaluating the problem statement, conceptual framework, and study purpose

Problem Statement

1. What is the problem that was studied? Is it explicitly identified?
2. Is the problem stated clearly and precisely?
3. Are the theoretical and practical significance of the problem discussed? Is the importance of the problem for nursing science and practice discussed?
4. Is the literature review merely a summary of past work, or does it critically appraise the strengths and limitations of previous studies and gaps in the existing literature?

Conceptual framework

1. What are the major concepts guiding the study and how are they defined?
2. What theoretical or conceptual perspective has been used to understand the problem? Is this perspective clearly identified or must the reader extract it from the literature review?
3. Are the concepts linked to one another? How? If a schematic diagram of the relationship between concepts is provided, does it represent these relationships clearly and unambiguously? If a diagram is not provided, can the reader develop a model that shows the variables under study and the interrelationships among concepts?

Statement of study purpose

1. What is the purpose of the study? What concepts or variables are specified in the purpose? Does the statement of study purpose specify the population to be studied?
2. Is the purpose linked to earlier empirical work?
3. Does the purpose indicate precisely how the study will contribute to new knowledge? For example, will the study describe one or more phenomena, or describe the relationship between two or more concepts, or predict an outcome?
2. **Study design and sample**

**Study design**

1. What is the study design? Is it clearly stated?
2. Is the design consistent with the research question?
3. What procedures, if any, did the researchers use to control extraneous variables?

**Sample**

1. What is the target population? What are the criteria for inclusion in the sample?
2. Are the sample selection procedures clearly described?
3. Does the sample represent the groups to which the study findings should be applied? If not, how does it differ? Are there consequences of these differences?

3. **Methods of data collection and procedures**

**Methods of data collection**

1. What instruments were used to measure the concepts? Were they adequate reflections of the concepts being studied?
2. Were the instruments appropriate for the population being studied? What evidence is presented for their reliability and validity?
3. If the instruments were developed for the study, what procedures were used to assess their adequacy? Were the instruments pretested?

**Procedures**

1. Are the procedures used for data collection described clearly?
2. Could another investigator repeat the same study given the description of the procedures?
3. What procedures were undertaken to safeguard the rights of human subjects?

=====================================================================  
Guidelines for your Research Literature Critique Paper

Because NUR 319 is a Tier II writing class, your literature critique paper will need careful attention to a variety of features not necessarily required for other written assignments. These features include both content and form, as outlined below.

I. Formal criteria

1. Number of copies - Please submit 1 clean copy

2. Length - Your paper should be between 2 and 3 pages, typed, double-spaced, 12-point times font (any variant accepted), 1" margins top and bottom, 1.25" margins left and right. In addition, there should be a cover page (not counted in the 2-3 page limit) with a title, your name, and other information identifying the nature of the paper. Please also attach (with a paper clip, not a staple) 1 copy of the grading sheet in the syllabus.

3. Individually written-- Although you should feel free to discuss this assignment with your collaborative study groupmates (as well as other classmates), your paper is to be written by you alone. Thus, you may create notes as you collaborate, but when you are actually composing your paper you should work alone.

4. Due date -- Your paper is due no later than April 5, 2001.

II. Content

a. Coverage -- You should cover all of the points listed for Critical questions for Evaluating Scientific Literature. These include the following: (1) problem; (2) purpose; (3) conceptual framework; (4) literature review; (5) design; (6) sample; (7) data collection; (8) presentation of results; (9) ethical considerations; and (10) application to nursing.

2. Organization -- Your paper should not be simply a laundry list covering the above 10 areas in order; instead, it should be organized so as to address earlier and in more detail those issues you consider to be more important in your review. Likewise, you should address both strengths and weaknesses of the paper, as you see them. Use language that is appropriate for a scholarly critique, and organize your paragraphs to make your meaning clear. Use headings to demarcate major sections of your paper.
Grading Criteria for Research Literature Critique

I. Content (80 points total, or 8 points each)

1. Problem
   1. Importance supported
   2. Clearly defined

2. Purpose
   1. Clearly stated
   2. Appropriate, given 1-3, above

3. Conceptual framework
   1. Clearly identified
   2. Relationship to problem clear

4. Literature review
   1. Critical rather than simple summary
   2. Focused rather than encyclopedic
   3. Points to the purpose

5. Design
   1. Clear (need not be explicit)
   2. Appropriate
6. Sample
   1. Appropriately selected
   2. Adequate in size

7. Data collection
   1. Instruments are appropriate
   2. Adequately described (including reliability and validity)
   3. Procedures clear

8. Presentation of results
   1. Paper well organized
   2. Tables and figures clear
   3. Writing clear and correct

9. Ethical considerations
   1. Human subjects issue considered
   2. Study is worthwhile
   3. Study carefully executed

10. Application to nursing (or other appropriate) practice
    1. Clearly described
    2. Appropriate in scope
II. Writing (20 points total)

2. Organization (10 pts)
   1. Structure fits purpose
   2. Important points early
   3. Information is segmented appropriately
   4. Segments begin with generality, followed by detailed support
   5. Each segment moves from most to least important points

III. Language/Style (5 pts)

1. Language is appropriate level of complexity and formality
2. Sentence style varies appropriately
3. Coherence cues aid reading and enhance meaning

IV. Conventions (5 pts)

1. APA style
2. Other conventions and rules of good writing
3. Document carefully proofread

*Form to be submitted with Literature Critique. Total____________
Hints on Writing a Good Research Literature Critique Paper

Relative importance of sections.

The guidelines outline the different areas your paper should cover. But the order in which they appear, and the amount of space you devote to each one, should depend on how important they are to the critique. Let’s take ethical considerations as an example. The 3 papers you are choosing among differ in their attention to ethical considerations. Whereas the Hinds and Utz, et al, papers say nothing about how they protected their participants’ rights, Schott-Baer, et al, write, after the study was explained and the consent form signed, the subjects were given the questionnaires...The study was approved by the human subjects committees at the university and the participating hospital. This does not mean, however, that the lack of attention to ethical considerations in the former papers is a big deal; the procedures involved were not invasive, and there was little information gathered that would be particularly damaging to the participants, had it somehow been released to the public. Hence, no matter which paper you choose to critique, ethical considerations probably will not play a major role and will instead appear towards the end of your essay.

The four-part structure.

Reviews of research papers often have a three-or four-part structure:

1. General comments and overall evaluation.
2. Specific comments
3. Other matters
4. Stylistic issues (for manuscripts being considered for publication)

Here is an example of how the general or overall evaluation section might begin, in a review of a paper entitled “Graduate nursing students’ perception of non-verbal content in an initial.”

“In this paper the authors attempt to describe graduate-level nursing students’ sensitivity to clients’ non-verbal behaviors in an initial assessment interview. A particular strength of this study is that it is well designed to control for a wide range of extraneous variables. However, there are three serious problems:

1. The most serious shortcoming is the researcher’s decision to group their data by the age of the client...(continue with full paragraph)
2. Second, the paper is too detailed in some areas, while leaving out important details in other areas, and is much too long overall...(continue with full paragraph)
3. Third, several important potential applications to nursing theory and practice, although they seem obvious to this reviewer, were overlooked...(continue with full paragraph)”
2. Here are two examples of specific comments, again aimed at the imaginary study of non-verbal behaviors introduced above.

Abstract “The abstract seems misleading. Although the paper concerns itself with a study of students’ perceptions of clients’ non-verbal behaviors, the abstract puts too much emphasis on the clients, themselves. For example,...” (continue with full paragraph)

Literature review “Although well organized, the literature review cites numerous studies published before 1970. Furthermore, several pertinent recently published studies were overlooked, including one from the Michigan State University College of Nursing on graduate students’ sensitivity to culturally diverse clients. Etc...”(continue with specifics)

3. Other matters are less important details, such as the following:

The figures are difficult to understand, 1 and figure 2 is missing legends altogether. With data as complex as these, this problem is particularly notable, as readers need all the help they can get to understand the results.

On page 276 the authors write, ...five of the clients displayed unusual/erratic behaviors. These behaviors should have been described more fully.

Some of the language used by the authors seems to this reviewer inappropriate. For example, it is simply not true that Most nursing students prefer the color combination of maize and blue, and to make this claim lends a certain provincialism to the presentation.

4. Stylistic issues are not considered here, since you are reviewing an already-published article. Instead, any problems with style that require comment should be dealt with under other matters.
Example of title page


By (your name here)

NURSING 319, April 5, 2001
Introduction to Theory Terminology

**Body of knowledge:** "structured knowledge" that is used by members of a discipline to guide their practice or work (Chinn & Kramer, 1995, p.2.). Fawcett (1995) describes nursing's "Hierarchy of Knowledge" that contains nursing's metaparadigm, philosophies, conceptual models, theories, and empirical indicators. These elements are placed in the hierarchy from most abstract to most concrete. The definitions of each of the terms are given below:

**Metaparadigm:** "represents the worldview of a discipline (the most global perspective that subsumes more specific views and approaches to the central concepts with which it is concerned). There is considerable agreement that Nursing's metaparadigm consists of the central concepts of person, environment, healthy, and nursing" (Powers & Knapp, 1990, p. 87).

**World View:** synonymous with the term philosophy. "Refers to a particular social or cultural a group's outlook on, and beliefs about it's world" (Powers & Knapp, 1990, p. 168).

**Paradigm:** term used interchangeably with the term conceptual model (Fawcett, 1 1995). An organizing framework that contains the concepts, theories, assumptions, beliefs, values, and principles that inform a discipline on how to interpret subject matter of concern. The paradigm also contains the research methods considered best to generate knowledge and suggest that which is open and not open to inquiry at the time (Powers & Knapp, 1990, p. II 03).

**Conceptual Model:** (conceptual framework, conceptual system, paradigm): "a set of abstract and general concepts and propositions that integrate those concepts into a meaningful configuration (Lipitt, 1973; Nye & Berardo, 1981)". Conceptual models are frameworks representing how a given theorist views the phenomena of concern to a discipline. How one theorist defines the metaparadigm concepts will differ from another theorist, but both theorists will include all the metaparadigm concepts in their models.

**Theory:** 1. "A creative and rigorous structuring of ideas that project a tentative purposeful, and systematic view of phenomenon" (Chinn & Kramer, 1995, p. 72). 2. "a systematic abstraction of reality that serves some purpose" (Chinn & Kramer, 1995, p. 20).

**Grand theory:** Theories vary in their scope, the relative level of abstractness of their concepts and propositions. Grand theory is broadest in scope, they are less abstract than conceptual models, but the concepts that compose them are still relatively abstract and general and the relationships cannot be tested empirically. An example of grand theories of nursing include Leininger's theory of cultural care diversity and universality.

**Middle range theory:** are narrower in scope than grand theories and are composed of a limited number of concepts that relate to a limited aspect of the real world. Middle range theories' concepts and propositions are empirically measurable (Fawcett, 1995).

**Concept:** idea or complex mental image of a phenomenon (object, event, or property). Often described as the building blocks of theory.
NUR 319 Introduction to Nursing Theory and Research

Grading Criteria for Poster Presentation

Each Group will be required to prepare and present a poster presentation and poster portfolio.

Poster boards are available in the media lab and are on reserve for NUR 319. There are enough for each group to have a poster board. There are, however, different sizes, so I would suggest that you go and see Marla and reserve the poster board you desire. The size and color of the board may influence your layout of the poster.

Each poster is required to have the following:

Title of Poster

Authors (Student Names and Group Number)

Abstract (This is a brief overview of your group’s proposed research study and includes the essential components of the study and contain the hypothesis(es) or research question, conceptual framework, method, description of the subjects, data collection, and implications or relevance for doing the study). The abstract is to be no more than 200 words in length.

Problem Statement

Theoretical Framework (Must include diagram showing concepts of theory and concepts of study)

Research Design

Research Question(s) or Hypothesis(es)

Sample

Data Collection Measures

Implications for Practice

Each group is to decide upon a problem identified from your clinical experiences. Based upon that problem, you need to develop a research project you would like to study given you had the resources available. You need to describe what you are studying and why (relevance to nursing); how you would study the problem (research questions or hypotheses, method (research design), sample, data collection methods and procedures, and what nursing theory you would use to guide your study based on your
concepts/variables you have proposed to study. Each group will need to submit a annotated bibliography list in APA format of at least 4 research or theory articles (from each student in the group; 3 articles for those with only 3 group members) that are relevant to the problem you have identified. Please attach the articles to the annotated bibliography. You will need to submit on the day of the poster presentation or (folder) with the following:

1. Computer print-outs (or copy) of each component of your poster (i.e., abstract, problem, design)
2. Grading Criteria
3. Annotated bibliography and articles.
4. Group name and group members’ names.
NUR 319 Introduction to Nursing Theory and Research
Spring, 2001
Grading Criteria for Poster Presentation

Grading Criteria

**Content** (80 points total or 10 points each)

1. Abstract
   - 200 word limit
   - Inclusion of pertinent parts

2. Problem
   - Clearly Identified

3. Research questions/hypotheses
   - Clearly identified
   - Appropriate to study

4. Conceptual framework
   - Clearly identified
   - Diagram included with concepts clearly identified

5. Design
   - Clear

6. Sample
   - Clearly Identified, including size

7. Data Collection
   - Clearly identified
   - Appropriate to study

8. Implications for nursing
   - Clearly Identified
   - Appropriate to study

(To be submitted with poster portfolio)
NUR 319 Introduction to Nursing Theory and Research  
Spring, 2001  
Grading Criteria for Poster Presentation  

Grading Criteria

**Format** (20 points)

1. **Organization** (5 points)  
   Appropriate flow of segments

2. **Presentation of poster** (5 points)  
   Each group member presents a portion of the poster and is able to answer questions, provide explanation; professionalism in manner and appearance

3. **Convention** (5 points)  
   APA style  
   Appropriate bibliographical citations and adequate  
   Annotated references (must include research and nursing theory articles)  
   Originality  
   Neatness/presentation style

4. **Evaluation of Peer Posters and Group Process** (5 points)  
   Completed evaluations for each group  
   Completed evaluation for own group process

   Total ___________________

*Attendance is required in order to receive a passing grade on this assignment.  
(To be submitted with poster portfolio)
NUR 319 Introduction to Nursing Theory and Research  
Spring, 2001  
NUR 319 Poster Evaluation

Rate poster presentation using the following scale:

2 = Excellent                  I = Adequate                  0 = Not Done

Group #

1. Abstract
2. Problem Statement
3. Research Questions(s) or Hypothesis (es)
4. Theoretical Framework
5. Research Design
6. Sample
7. Data Collection
8. Implications for Practice
9. Organization, Creativity, Appropriateness of Poster

*10. Presentation...........  Group Member # I _______  Group Member #2 _______

                  Group Member #3 _______  Group Member #4

*11. Professionalism in manner and appearance

12. Comments

13. Vote for Best Poster   Yes _______  No _______

Student Signature: ____________________________________________

*= Individual Grade
Presentation of Poster (Helpful Hints)

1. Do not place TOO much material on a poster.

2. A cluttered poster will distract the viewers

3. Major titles should be large letters-at least 1 inch

4. Use short phrases or words to describe section

5. Poster must tell the complete story… answer the following questions: who, what, where, why and when ... tell a story!

6. Organize material in logical sequence

7. Poster should be bold, clear, uncrowded, and easy to read.

8. Make your poster visual. Use more than just words, drawings, photos, charts, graphs, other illustrations
Group Assignments and Contract

Group Number: ___________  Topic: ________________________________

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<th>Responsibility</th>
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We will do our individual parts of this group activity and work together to prepare the presentation.

Signature of Group Members:

______________________________

______________________________

______________________________

______________________________
Nursing 319

Writing Portfolio

Evaluation of Nurse Theorist’s Work

Directions for Assignment

1. Pick out your favorite nurse theorist

2. Evaluate their nursing theory

3. Address the following:
   A. Why you like the theory
   B. How it applies to your practice
   C. Questions you have for the theorist

4. Evaluation should not be more than 1 page in length

5. Due: April 12, 2001
OREM'S CASE STUDY

Ms P. is a 40-year-old black female newly diagnosed insulin dependent diabetic who is a chain smoker. She is a single mother with two children ages 6 and 10. She works full-time at the local restaurant as a waitress and has HMO insurance for her family. She has an 8th grade education, has a below average reading capability, and has been divorced for 5 years. Her ex-husband was physically abusive. She finally divorced him when he began to physically abuse the oldest child.

She has a live-in boyfriend who is presently unemployed. The boyfriend doesn't help with house chores or, with the children because "they are not his". He is a heavy drinker, but at least "he doesn't abuse me and the children," but he does have lots of friends over for drinking parties or dinner.

Their meals consist mainly of quick convenient fast foods. She is slightly overweight with little time for herself with no time to exercise. Her family support consists of a retired mother who cares for her children when they are not in school and a working sister who works full-time days, Monday thru Friday (both five in town just a couple of miles down the road). She and her family seek health care at the Community HMO Clinic which is in the inner city one block away her house. She has not seen a doctor since her postpartum visit six years ago and her children are behind in their immunizations.
ROY CASE STUDY

A 55-year-old woman has lost the use of the right side of her body as a result of a stroke. She is presently in a program of rehabilitation which is aimed at helping her achieve a degree of independence relative to her activities of daily living. She appears to lack enthusiasm for the program. She is a non-insulin dependent diabetic and has been eating only half her diet. She has lost 15lbs since her stroke. She states that she can see no reason to make an effort to become active again as she has lost her position as an executive secretary. She has been refusing to go to PT and OT and wants to stay in bed. She is having episodes of incontinence at night. Rehab policy is no bedpans and she says it takes too long to get up on the commode. Since her divorce two years ago she lives alone and she feels she could not manage on her own anyway, "so I might as well be put in a nursing home." Her minister visits frequently along with her friends from her church. Her only daughter lives four hours away and can only come once a week to visit. She has asked her mother to come and stay with her when she is ready to leave the hospital but the patient doesn't want to be a burden.
NUR 319

Client Initials ________
Nursing Process Form: Roy

Age:

Medical DX:

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<th>Data</th>
<th>Analysis</th>
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<tr>
<td>1st Level Assessment</td>
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CASE STUDY. BABY GIRL SCOTT

(Clinical Application of Neuman’s Theory)

The following questions are to be answered using the assessment data gathered from the film. (It will also be helpful to you to use the handouts given in class, i.e., the case study and the handout on nursing diagnoses, nursing goals, and nursing outcomes).

STRESSORS PERCEIVED BY THE CLIENT(S): Mr. and/or Mrs. Scott

1. What do you consider your major stress area, or areas of health concern?

2. How do your present circumstances differ from your usual pattern of living (Identify at least three)?

3. Have you ever experienced a similar problem? If so, what was the problem and how did you handle it? Were you successful? (Identify past coping patterns).

4. What do you anticipate for yourself in the future as a consequence of your present situation? (Identify perceptual factors, that is, reality versus distortions-experiences, present and possible future coping patterns).

5. What are you doing and what can you do to help yourself?
6. What do you expect caregivers, family, friends, or others to do for you?

Summary of Impressions

Intrapersonal Factors:

1. Physical

2. Psycho-sociocultural (examples: attitudes, values, expectations, behavior patterns, nature of coping patterns).

3. Developmental (age, degree of normalcy, factors related to present situation).

4. Spiritual belief system (hope, sustaining factors)

Interpersonal factors (examples = resources and relationships with family, friends)

Extrapersonal factors (examples = resources, relationship to community facilities, finances, employment)

Formulation of nursing diagnoses (Identify and rank order priority of needs based on total data obtained from client's perception and other resources)
LEININGER CASE STUDY

Mr. Kim is a 75 y.o. Vietnamese male in your urgent care clinic. He is coming in today for worsening symptoms of his chronic CHF. Mr. Kim has recently emigrated to the U.S. after his wife's recent death, and is living with his eldest granddaughter in East Lansing, MI., where she lives in student housing. You learn through her that Mr. Kim does not speak or write English. As you prepare to examine Mr. Kim, you politely ask the granddaughter to leave the room. She refuses, stating that she is there to care for him.

Physical examination reveals that Mr. Kim is thin and frail, weighing 108# at 5’5. Lung sounds show rates 1/2 way on both sides. HR 108 with an EKG showing atrial fibrillation. BP 175/90. Peripheral tissue is puffy, with pitting edema bilaterally in both feet and ankles. RR is 28, and use of accessory muscles is noted, with an SaO2 of 88%. You bring W. Kim oral Procardia, Digoxin and Bumex for his symptoms, but he refuses to take these with the ice water that you have brought. You start a mask of 02 at 6 liters. The daughter states that he had been on mediation for his CBF, but had been unable to afford to refill his medications since arriving in the U.S. He also has been unable to eat much of anything since arriving in the States, but has been treating himself with a hot infusion of herbs, which he takes several times a day. You leave briefly to collaborate with your colleagues.

You return 20 minutes later to find Mr. Kim in increasing respiratory distress. RR 36, and his lips appear slightly dusky; HR 130.. You recommend to the daughter that he be transferred to the nearest hospital, St. Augustine Catholic Charity Hospital, by ambulance. You explain to her that intubation and ventilation may be needed, as well as IV medications, a catheter, and heart monitoring. The monitor and IV pumps are brought into the room. The daughter translates to the patient, who appears agitated and anxious upon hearing the news. The daughter states that he is not Catholic, and also cannot pay for the ambulance and equipment at present. Mr. Kim continues to worsen, and his SaO2 decreases to 75%. The respiratory therapist prepares for intubation, and as Mr. Kim is sedated, you ask the daughter if there is a power of attorney for him. She states, "My grandfather would not want anything done to prolong his life."