Nursing 319
Introduction to Nursing
Theory and Research
Section 001

Thursdays, 2:00 to 4:50 P.M.
East Fee Hall E109

William Corser, PhD, RN

SPRING, 2002
COURSE DESCRIPTION:

Nursing 319 is designed to provide 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 aiding 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 discussed.

FACULTY:

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

e-mail: Bill.Corser@ht.msu.edu
TENTATIVE office hours: Tuesdays and Thursdays from 9:00 to 11:00 A.M.

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 theory.
4. Describe criteria used to evaluate theory.
5. Identify and describe the components of the research process: quantitative and qualitative.
6. Propose strategies to integrate 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 terms to research studies.
9. Define nursing as an art and as a science.
10. Use American Psychological Association style format.
ATTENDANCE AND DUE DATES:

Attendance at all classes is the expectation. An email to Bill prior to the scheduled class will be required if you expect to have a chance of having your absence from a class recorded as an excused absence. Attendance means being present for the entire class. A repeated pattern of absences from the entire length of classes will result in a lowering of your course grade. **IMPORTANT:** Attendance is required for both days of poster presentations to pass the course! (See Course Calendar).

All assignments are to be turned in on the due date with your name and date on them. Failure to submit assignments on the due date may result in lowering of your grade for the assignment and on your course grade.

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 are each to be completed prior to the indicated class time. Students are responsible for both assigned reading and material presentation in class. Students are expected to be active participants in in-class group activities. Being quiet all the time will cost you in this course and make it harder for Bill to learn and remember your name.

EVALUATION:

The 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. The instructor will announce any deviations from the syllabus in class (or via e-mail). The 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 of the totality of each class. Grades will be lowered for unexcused missed classes.

Two (2) examinations worth a total of 30% of course grade (10% midterm, 20% final).

A Writing Portfolio, which includes in class and out-of-class assignments and quizzes (administered at START of class) worth 25% of total grade. These assignments will be graded at random. Writing portfolio also includes homework assignments, such as concept maps, evaluation of nursing theory, clinical applications).

A Research Project Evaluation Writing Assignment worth 25% of total grade.

A group Poster Presentation, that is worth 20% of the total grade. Each student’s respective participation during the poster proposal preparation will be evaluated by other students and factored into individual students’ grades.
The Michigan State University 4.0 grading system will be used to calculate final course grades.

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<tr>
<th>Grade</th>
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Points will be rounded to the nearest whole numbers using the “0.5 rule.” Points at \( \geq 0.5 \) will be rounded up while those \( \leq 0.5 \) 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 the course chairperson 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 will normally need to be completed within ONE week.

**TAPING OF LECTURES/PRESENTATIONS:**

There is no taping of classes, lectures, or presentations allowed without prior permission.

**WEATHER RELATED POLICIES**

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

**STUDENT-FACULTY RELATIONSHIPS:**

Student/faculty conferences are not held in NUR 319. See the Course Chairperson Bill for appropriate guidance during the term.

**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.
Assignments will be evaluated as follows:

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. A 4.0 is an exceptional grade to earn.

3.5  item submitted/presented with evidence of **very good** effort; item submitted/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. A 3.5 is not a might good grade to earn.

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. A 3.0 is not a bad grade to earn.

2.0  item submitted/presented with evidence of **adequate** effort and critical thinking reflective of textbook descriptions (limited analysis, synthesis, and creativity). A 2.0 is not that horrible a grade to earn.

1.0  item submitted/presented with limited evidence of effort without critical thinking. A 1.0 is a bad grade to earn.

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 in this syllabus (pp. 12 and 13) are to be used if you believe a specific answer given 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 written appeal from the student. The appeal must be submitted one week following receipt of the corrected exam/paper--late appeals will not be accepted.
REQUIRED TEXTBOOKS AND READINGS:


5. A NUR 319 Course Packet from the MSU bookstore outlets.

REQUIRED READINGS (ALL IN BOOKSTORE READING PACKET):


Calendar

Class 1, January 10, 2002

Introduction/Orientation
1. Review of syllabus: Explanations and Expectations
2. Review of purpose/process/procedures for group work
3. Introduction to Nursing Theory and Nursing Research
4. History of theory and Research Development in Nursing
5. Group activity: Group membership/roles/responsibilities
7. **Bring:** your 319 syllabus and notes regarding your questions

Class 2, January 17, 2002

1. Components and Theory Evaluation
2. Overview of Research Methods & Scientific Inquiry
3. Formulating the Research Problem: Theory and Literature Review
4. Research problems, research questions, hypotheses
5. Application of Research to Practice
6. Group Activity-CONCEPT MAPPING
7. **Readings:** Polit & Hungler, pp. 29-70; 95-141.
8. **QUIZ**
9. **Bring:** your Polit & Hungler text.

Class 3, January 24, 2002

1. Orem Theory of Nursing
2. Application of Theory and Research to Practice
3. **DUE:** Orem Concept Map (for writing portfolio)
4. Group Activity: clinical application of Orem Model
5. **Readings:** Marriner-Tomey, 189-211; Peteva, Article 7, pp.45-52, Schott-Baer 1994 and Williams-Utz 1994 articles.
6. **QUIZ**
7. **Bring:** your assigned article and Peteva copies, (not necessarily your M.-T.text) and concept map.
Class 4, January 31, 2002

1. The Research Process: Research Designs
2. Application of Research to Practice
3. Group Activity: YES
5. QUIZ
6. Due: (Initial) Selection of research article
   (NOT AN ARTICLE DISCUSSED IN A 319 CLASS)
   (Initial) Identification of research focus/problem statement for research poster group project
   Identification of Nursing theory to evaluate
   (Part I Writing Assignment DRAFT (typed))
7. Bring: papers re: your assigned/selected topics (see above) and your copies of your assigned Peteva readings.

Class 5, February 7, 2002

1. The Roy Adaptation Model
2. Application of Theory and Research to Practice
3. Group Activity: Clinical Application of Roy Model
   Frederickson 1991 and Samerel 1997 Articles
5. QUIZ
6. Due: ROY Concept Map (for writing portfolio)

Class 6, February 14, 2002

1. The Research Process: Sampling/Data Collection
2. Application of Research to Practice
3. Group Activity
4. Readings: Polit & Hungler, pp. 231-256, Peteva Articles 10 (pp. 68-70) and article 11 (pp. 71-74).
5. QUIZ
Class 7, February 21, 2002

1. Midterm Exam (10% of total grade)
   Midterm Course/Instructor Evaluations

Class 8, February 28, 2002

1. The Neuman System Model
2. Application of Theory and Research to Practice
3. Group Activity: Clinical Application (for writing portfolio)
4. Readings: Marriner-Tomey, pp. 299-335, Peteva, Article 9 (pp. 61-67), Mynatt 1993 and Reed 1993 articles.
5. Due: (a) Neuman Concept Map (for writing portfolio), (b) Outline of Critique Paper (refer to critical questions for evaluation of scientific literature in syllabus)
6. QUIZ
7. Bring: your assigned Peteva and article readings, research paper outline, and concept map.

March 7, 2002 Spring Break

Class 9, March 14, 2002

1. The Research Process: Data Analysis
2. Group Activity-FUN with some impressive data analysis software
4. QUIZ
5. Bring: your Peteva articles.

Class 10, March 21, 2002

1. Leininger’s and Roger’s Theories of Nursing
2. Application of Theory and Research to Practice
3. Group Activity: Clinical Application (for writing portfolio)
4. Due: Leininger Concept Map (for writing portfolio)
6. Quiz
7. Bring: your Peteva article and (Leininger) concept map.
Class 11, March 28, 2002

1. The Research Process: Research Ethics and Research Utilization
2. Application of Research to Practice
3. Group Activity
4. **Readings:** Polit & Hungler, pp. 71-91, Peteva, article 22 (pp. 146-53).
5. **Quiz**
6. **Bring:** Peteva article.

Class 12, April 4, 2002

1. “Non-Clinical” Nursing Research
2. Application of Research to Practice
4. **Due:** Final Research Critique Paper (**25% of Final Grade**) 
5. **Bring:** your assigned articles and Research Critique Paper

Class 13, April 11, 2002

1. Real Live Guest Speakers, probably a video of a nurse researcher
2. **Due:** Evaluation of Theorist Paper (for writing portfolio)
3. **Bring:** your Evaluation of Theorist paper

Class 14, April 18, 2002: **REQUIRED ATTENDANCE (TO PASS COURSE)**

1. Student Group Poster Presentations

Class 15, April 25, 2002: **REQUIRED ATTENDANCE (TO PASS COURSE)**

1. Student Group Poster Presentations
2. Course Review, Course/Instructor Evaluations

**Final Exam:** Thursday, May 2\textsuperscript{nd}, from 3:00 to 5:00 P.M. (20% of total 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 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 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, Central Michigan University, modified and used with permission, (1997).
NUR 319-- Introduction to Nursing Theory and Research

Critical Questions for Evaluation of Scientific Literature (Outline)

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 pre-tested?

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?

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NUR 319
Introduction to Nursing Theory and Research
Spring 2002

Guidelines for your Research Project Evaluation 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 group mates (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 04, 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.
NUR 319 X Introduction to Nursing Theory and Research  
Spring 2002  

Grading Criteria for Research Project Evaluation Paper  

Content (80 points total, or 8 points each)  

1. Problem  
   a. Importance supported  
   b. 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
   a. 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
Writing (20 points total)

2. Organization (10 pts)
   i. Structure fits purpose
   ii. Important points early
   iii. Information is segmented appropriately
   iv. Segments begin with generality, followed by detailed support
   22. Each segment moves from most to least important points

II. 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

III. Conventions (5 pts)
   1. APA style
   2. Other conventions and rules of good writing
   3. Document carefully proofread

*To be submitted with Literature Critique.  

Total
Content (80 points total, or 8 points each)

1. Problem
   a. Importance supported
   b. Clearly defined

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

3. Conceptual framework
   1. Clearly identified
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   6. Coherence cues aid reading and enhance meaning

III. Conventions (5 pts)
   1. APA style
   2. Other conventions and rules of good writing
   3. Document carefully proofread

*To be submitted with Literature Critique.  

Total
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 us 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, at 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 researchers’ 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, aimed at the imaginary study of non-verbal behaviors introduced above.

   Abstract X 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 X 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, 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, A...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

NUR 319, April 5, 2001
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 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, 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). 3. "A theory is a set of statements that tentatively describe, explain, or predict relationships between concepts that have been systematically selected and organized as an abstract representation of some phenomenon" (Powers & Knapp, '990, p. 152).

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.

Knowing: "individual human processes of experiencing and comprehending the self and the world in ways that can be brought to some level of conscious awareness (Chinn & Kramer, 1995, p.5).
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 included:

Title of Poster
Authors (Student Names and Group Number)

Abstract (This is a brief overview of your 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/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 2002
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)
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 2002  
*NUR 319 Poster Evaluation*

Rate poster presentation using the following scale:

\[ 2 = \text{Excellent} \quad I = \text{Adequate} \quad 0 = \text{Not Done} \]

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 #1       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 I inch

4. Use short phrases or words to describe section

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

6. Organize material in logical sequence

7. Poster should be bold, clear, not crowded, and easy to read.

8. Make your poster visual. Use more than just words: drawings, photos, charts, graphs, other illustrations
Michigan State University  
College of Nursing  
NUR 319

Group Assignments and Contract

Group Number:  
Topic:

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibility</th>
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1.

2.

3.

4.

We will do our individual parts of this group activity and work together to prepare the presentation.

Signature of Group Members:

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
Nursing 319

Evaluation of Nursing Theory

Directions for Assignment

1. Pick out your favorite nurse theorist

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

4. Paper should not be more than one page in length