Nursing 319
Introduction to Nursing
Theory and Research

Syllabus

Wednesdays, 8:30 a.m. to 12:30 p.m.
Michigan Nurses Association Building

Mildred Omar, PhD, RNC, WHNP

SUMMER, 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. Millie Omar (Chairperson)
A-121 Life Sciences Building
Phone: (517) 355-8360
e-mail: millie.omar@ht.msu.edu

Office hours 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 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. 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 the 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:

Ten four (4) hour classes are scheduled for the presentation of the course content. 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 expected 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.

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 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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Points will be rounded to the nearest 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 the instructor 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, however, always feel free to see Millie for appropriate guidance during the term. If you have a documented disability and wish to discuss academic accommodations, contact Millie 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.
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 a very 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 a good 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 satisfactory 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. A 0.0 = no comment.

GRADE APPEAL FORM:

The grade appeal forms in this syllabus 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.
(NUR 319 Course & Reading Packet—Must be purchased - Required)

REQUIRED TEXTBOOKS AND READINGS:


4. A NUR 319 Course Packet Summer 2002 from the MSU bookstore outlets is REQUIRED.

5. NUR 319 Reading Packet Summer 2002 is REQUIRED.

REQUIRED READINGS:


Calendar

Class 1, May 15, 2002

Introduction/Orientation
*Explanations and Expectations
*Review of purpose/process/procedures for group work
*Introduction to Nursing Theory and Nursing Research: Importance, Function
*History of Theory and Research Development in Nursing
*Overview of Research Methods & Scientific Inquiry
*Concept maps
*Video (in class)
*Group Activity: Group membership/roles/responsibilities
*Readings: Polit, Beck & Hungler, pp. 3-28, 143-161
Marriner-Tomey & Alligood, pp. 3-31; Anderson (1998) article

Class 2, May 22, 2002

Components and Theory Evaluation
1. Formulating the Research Problem: Theory and Literature Review
2. Research Problems, Research Questions, Hypotheses
3. Orem’s Theory of Nursing
4. Application of Theory and Research to Practice
5. Group Activity: Concept Map (writing portfolio); clinical application
6. Readings: Polit, Beck & Hungler, pp. 29-70, 95-141
Marriner-Tomey & Alligood, pp. 189-211; Jaarsma (1998) article
7. Quiz

Class 3, May 29, 2002

1. The Research Process: Research Designs
2. Application of Research to Practice
3. Group Activity
4. Readings: Polit, Beck & Hungler, pp. 165-to middle of 27
5. Quiz
6. Homework due: Selection of research article
   Identification of research focus/problem statement
   Identification of Nursing theorist
   Relevance to nursing practice
   (Part 1 Writing Assignment - 1 (typed)
Class 4, June 5, 2002

1. The Research Process: Sampling
2. The Roy Adaptation Model
3. Application of Theory and Research to Practice
4. Group Activity: Clinical Application (writing portfolio)
5. Readings: Polit, Beck & Hungler, pp. 231-256
   Marriner-Tomey & Alligood, pp. 269-298; Samarel (1997) article
6. Quiz
7. Homework due: Concept Map (Roy) (writing portfolio)

Class 5, June 12, 2002

1. Midterm Exam (10% of Total Grade)
2. Florence Nightingale – Guest Lecturer (Dr. Louise Selanders)

Class 6, June 19, 2002

1. The Research Process: Data Collection
2. Leininger’s Theory of Nursing
3. Application of Theory and Research to Practice
4. Group Activity: Clinical Application (writing portfolio)
5. Homework due: Concept Map (Leininger) (writing portfolio)
6. Research: Outline of Critique (refer to critical questions for evaluation of scientific literature in course pack; also Polit, Beck & Hungler pp. 413-418) – DUE
7. Readings: Polit, Beck & Hungler, pp. 259-312, 321
   Marriner-Tomey & Alligood, pp. 501-526; Perilla (1998) article
8. Quiz

Class 7, June 26, 2001 – Guest Lecturer (Dr. William Corser)

1. The Research Process: Data Analysis/Research Utilization
2. Group Activity
3. Readings: Polit, Beck & Hungler, pp. 327-398

Class 8, July 3, 2002

1. The Research Process: Research Ethics
2. The Neuman System Model
3. Application of Theory and Research to Practice
4. Group Activity: Clinical Application (writing portfolio)
5. Homework due: Concept Map (Neuman-writing portfolio)
   Marriner-Tomey & Alligood, pp. 299-335; Picot (1994) article
7. Quiz
8. Final paper due: Research Critique (25% of Final Grade)
Class 9, July 10, 2002

REQUIRED ATTENDANCE TO PASS COURSE

1. Martha Rogers’ Science of Unitary Human Beings
2. Application of Theory and Research to Practice
3. Group Activity: Clinical Application (writing portfolio)
   article
5. Homework due: Concept Map (Rogers--writing portfolio)
6. Evaluation of Nursing Theory Due (writing portfolio)
7. Poster Presentations

Class 10, July 17, 2002

1. Final Exam (20% of Total Grade)
2. Course Review-Course and Instructor Evaluations
NUR 319, Summer 2002  
Grade Summary

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Writing Portfolio Includes:

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  - Quiz 4: ____ ÷ 10 = _____ X .10 = _____
  - Quiz 5: ____ ÷ 10 = _____ X .10 = _____
  - Critique 1 & 2: _____ X .10 = _____

- **Concept Maps**
  - Homework 1 (Roy): _____ X .10 = _____
  - Homework 2 (Leininger): _____ X .10 = _____
  - Homework 3 (Neuman): _____ X .10 = _____
  - Homework 4 (Rogers): _____ X .10 = _____
  - Evaluation of Nursing Theory: _____ X .10 = _____

  Subtotal for Writing Portfolio: _____

**Attendance**

- Days Missed: _____
- Arrived Late/Left Early: _____

Total: ______

Final Grade: ______
NUR 319, Summer 2002
Grade Summary

Name:__________________________

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Subtotal for Writing Portfolio
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Total
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Final Grade
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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 exam grade. Only students who submit a completed appeal form will be considered for a test grade change.

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