

**Nursing Knowledge Development****NUR 901 Section 001****3 credits****Tuesdays: 12:30 – 3:30 pm, B-500 A West Fee Hall****Fall 2009**

**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.

**Prerequisites:** None

**Co-requisites:** None

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

American Association of Colleges of Nursing. (2001). AACN Position Paper: *Indicators of quality in doctoral prnursing*. Washington, D.C.: Author.

**Faculty:**

Mildred A. Horodynski, PhD., RN

[millie@msu.edu](mailto:millie@msu.edu); 517-355-8360

Office hours to be arranged

Note: Times can be arranged to accommodate student schedules.

**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:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Fawcett, J. (2005). *Contemporary nursing knowledge: Analysis and evaluation of nursing models and theories* (2<sup>nd</sup> ed.,). Philadelphia, PA: F.A. Davis.

Peterson, S.J., & Bredow, T.S. (2009). *Middle range theories: Application to nursing research* (2<sup>nd</sup> ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Walker, L.O., & Avant, K.C. (2005). *Strategies for theory construction in nursing* (4<sup>th</sup> ed.). Norwalk, CT: Appleton, Lange.

c. Optional Texts:

Nicoll, H. (1997). *Perspectives on nursing theory* (3<sup>rd</sup> ed.). Philadelphia, PA: Lippincott.

Rodgers, R.L., & Knafl, K.K. (2000). *Concept development in nursing foundations, techniques, and applications*. Philadelphia, PA: Saunders.

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.

**Due Dates:** (Due dates and times are **firm** unless negotiated at least two weeks ahead of time)

- Paper #1 – Midrange theory evaluation 15% October 6
- Paper #2 – Concept comparison between 2 different theories 25% October 27
- Student Presentation to faculty 20% November 17, 24
- Paper #3 – Concept Development within single theoretical framework 40% December 8

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.

%	GRADE
90 – 100%	4.0
89 – 85%	3.5
84 – 80%	3.0 (Minimum passing grade)
≤ 79%	Not passing

- c. 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).

**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 Walker & Auant’s criteria listed below.

1. Is the theory well described? What is the scope of the theory?
2. What antecedent knowledge from nursing and adjunctive disciplines was used in the development of the theory?
3. What are the concepts and propositions of the theory?
4. Are the philosophical claims on which the theory is based explicit?
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?
6. Has the parsimony of the theory been addressed?
7. Has the testability of 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 concept appropriate to study within that problem.
2. Identify and describe two mid-range theories that use your concept, and compare and contrast the concept from each of these theoretical points of view.
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.**

### **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 10, TO BE RETURNED BY NOVEMBER 24– 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.
2. Appropriate use of English grammar.
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>
- MSU Spartan Life Student Handbook and Resource Guide <http://www.vps.msu.edu/SpLife/index.htm>
- 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>

## Nursing Knowledge Development

NUR 901, Section 001

3 credits

Wednesdays, 1:50 – 4:40 pm, B-500 A West Fee Hall

Fall 2009

### Additional Course Content

#### 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 GSSR 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).

Communication. Faculty can be reached through email or phone. Faculty response to email may take up to 3 days.

#### 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](http://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](http://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 <http://www.msu.edu/unit/ombud/honestylnks.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.

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](http://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.

## Course Calendar

### September 8<sup>th</sup>

Discipline of Nursing  
Walker & Avant, Chapter 1  
Peterson & Bredow, Chapter 1  
Articles: AACN  
Position Paper (1978)  
Donaldson & Crowley (1978)  
Heitkemper & Bond (2003)  
Websites: <http://www.aacn.nche.edu>  
<http://www.nih.gov/ninr/>  
<http://www.ahrq.gov/>  
<http://crisp.cit.nih.gov/>  
AACN Position Paper on Nursing Research (2006)  
Carper (1978)

### September 15<sup>th</sup> and September 22<sup>nd</sup>

Concepts and Theoretical Frameworks  
Walker & Avant, Chapter 2 Fawcett (Chapters 8, 9)

### September 29<sup>th</sup> and October 6<sup>th</sup>

Theory Analysis and Evaluation  
Fawcett (Chapters 3, 11)  
Peterson & Bredow, Chapter 2  
Articles: Cooley (1999)  
Corbin and Strauss (1999)  
Fawcett (2005)  
Optional: Corbin and Strauss (1991)

### October 6<sup>th</sup>

**Paper #1 DUE**

### October 13<sup>th</sup> and October 20<sup>th</sup>

Middle Range Theory  
Peterson & Bredow, Chapter 14  
Submit clinical problems; analyze within 2-3 middle range theories  
Student-led discussions

### October 27<sup>th</sup>

Concept Development Strategies and Concept Analysis  
Walker & Avant, Chapters 3-5  
Guest Speaker  
**Paper #2 DUE**

### November 3<sup>rd</sup>

Concept Analysis  
Arndt & Horodyski (2004)  
Taylor, Geden, Isaramalai, Wongvatunyu (2000)  
Taylor (1989)  
Taylor, Renpenning, Geden, Neuman & Hart (2001)

### November 10<sup>th</sup>

Concept Synthesis  
Saint Arnault: Saint Arnault (in press).

**November 17<sup>th</sup> and November 24<sup>th</sup>**

Student Presentations

**December 1<sup>st</sup>**

Student consultations

**December 8<sup>th</sup>**

Theory Validation

Walker & Avant, Chapter 12

**Paper #3 Due**

**December 15<sup>th</sup>**

Wrap up

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**Format for Paper**

- Running Head
- Pagination – Pages Numbered
- Title
- Body
- Reference List
- Leveled Headings (3-4)
- In Body Citations

Name: \_\_\_\_\_

### Grading Criterion NUR 901 Paper #1

Criteria	Possible points	Achieved Points
1. Is the theory well described? What is the scope of the theory?	10	
2. What antecedent knowledge from nursing and adjunctive disciplines was used in the development of the theory?	10	
3. What are the concepts and propositions of the theory?	10	
4. Are the philosophical claims on which the theory is based explicit?	10	
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?	10	
6. Has the parsimony of the theory been addressed?	10	
7. Has the testability of theory in relation to the observability and measurability of the concepts?	10	
8. Has the empirical adequacy been discussed in relation to the congruence with empirical evidence?	10	
9. Has the pragmatic adequacy of the theory for clinical practice been discussed?	10	
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.	5	
11. Style, grammar, readability, APA format.	5	

TOTAL \_\_\_\_\_

Name: \_\_\_\_\_

**NUR 901 Paper #2**  
**Grading Criterion for Comparison of Concept in Two Theories**

<b>Criteria Points</b>	<b>Possible points</b>	<b>Achieved</b>
1. Identify a nursing research problem, and identify a concept Appropriate to study within that problem.	10	
2. Identify and describe two mid-range theories that use your concept, and compare and contrast the concept from each of these theoretical points of view.	15	
3. Examine the concept as used in each theory using the concept analysis Step regarding defining attributes in Walker and Avant.	20	
4. Evaluate how these differing definitions for your concept affect the Usefulness of the concept in the study of your research problem.	20	
5. Discuss your conclusions about your concept, the theory it is contained within, its usefulness for the study of the clinical problems, and the usefulness of them in your potential research.	30	
6. APA, readability, logical, organized.	5	
	Total _____	

Name: \_\_\_\_\_

**NUR 901 Paper #3**  
**Grading Criterion for Comparison Concept Development Paper**

<b>Criteria Points</b>	<b>Possible points</b>	<b>Achieved</b>
1. Identify a nursing research problem, and clarify why the concept you propose is important for this clinical problem.	10	
2. Identify the theoretical concept and situate it within the larger bodies of literature.	20	
3. Define the Concept and the defining attributes.	20	
4. Identify the empirical referents for each of the defining attributes, briefly evaluating their fit for your clinical problem.	20	
5. Provide model, borderline and contrary cases.	15	
6. Draw conclusions and discuss the importance of your concept for advancing the science of nursing within the domain of clinical interest.	10	
7. APA, readability, logical, organized.	5	
	<b>TOTAL</b>	_____