University of Nevada, Las Vegas
School of Nursing

COURSE NUMBER: NURS 770

COURSE TITLE: Knowledge Development in Nursing

CREDIT HOURS: 3 credits
Online instruction

PREREQUISITES: Enrollment in nursing doctoral program

COURSE DESCRIPTION: This course offers a disciplinary context for doctoral study in nursing. The history and evolution of nursing knowledge is examined. Emphasis is on debates regarding what is known and how it is known.

FACULTY:

Email and Faculty Response Time: Email communication must occur via WebCampus-Canvas. I will respond to email messages within 48 hours (Monday-Friday). When messages are received on a Friday, Saturday, Sunday, or holiday, please expect an email response the following day (e.g. Monday or the following day after a holiday).

COURSE OBJECTIVES	PhD PROGRAM OUTCOMES
1. Analyze and evaluate the development of thinking and debates on the nature and sources of knowledge in nursing.	1. Provide leadership for the advancement of nursing as a scientific and practice discipline through the conduct of culturally competent scholarship and identification of implications for policy, discipline and the profession.
2. Analyze the philosophical underpinnings of knowledge development in nursing.	2. Conduct original research that generates new knowledge.
	3. Develop, implement, and evaluate innovative approaches to teaching and learning.

REQUIRED READINGS AND TECHNOLOGY:
(1) Fair use law requires that permissions are sought for posting copyrighted articles to course management systems, such as WebCampus-Canvas. Fees are incurred for these permissions. Students are asked to use the UNLV Libraries system to download the articles. The sudden unavailability of these articles during the course is beyond the control of the course professor.

Required books/articles/webpages for writing:

- Chinn, P. & Kramer, M.K. (2018). *Knowledge development in nursing: Theory and process* (10th ed.). St. Louis, MO: Elsevier.

- Walker, G. E., Golde, C. M., Jones, L., Bueschel, A. C., & Hutchings, P. (2008). *The formation of scholars.* San Francisco, CA: Jossey-Bass.

- Casagrande, J. (2010). *It was the best of sentences, it was the* worst *of sentences.* Berkeley, CA: Ten Speed Press.

- *Publication manual of the American Psychological Association* (6th ed.).

- Cholbi, M. (2007). Intentional learning as a model for philosophical pedagogy. *Teaching Philosophy, 30*(1), 35-58.

- Dexter, P. (2000). Tips for scholarly writing in nursing. *Journal of Professional Nursing, 16,* 6-12.

- Grammar Underground: http://www.grammarunderground.com/

Other required articles are listed per unit.

(2) Each student is expected to review and read all required textbooks, articles, course webpages, including unit pages, announcements, discussions, and emails.

(3) Each student is expected to gain access to the UNLV Libraries database. Contact the UNLV Library for information to gain access.

(4) Student course-related work may be submitted to Turnitin.com, if possible plagiarism is a concern. If you do not wish this work to be submitted to Turnitin.com, please submit a request in writing to me before the first assignment is due. As an alternative, I will ask that you provide documentation that your ideas or words are yours and not from another source. (Adopted from a statement from California State University.)

(5) When citing information, the required reference style is *Publication Manual of the American Psychological Association* (APA, 6th ed.). Points may be deducted for failure to follow this style. For the online discussion, follow the style as much as possible.

TEACHING AND LEARNING METHODS:

In a cooperative learning environment, students actively participate in on-line discussions. Online discussions are central to learning and are designed to be a safe and stimulating forum for sharing knowledge, testing out new ideas, practicing new words, sharing personal perspectives, and encouraging and supporting each other's

growth. Reading, rereading, writing, personal reflection, and active participation are learning methods we will use to understand classic foundations and to generate new ideas. Students have assigned reading assignments and papers, and respond to discussion stimulus related to the readings.

EVALUATION METHODS AND GRADING POLICY:
Your final course grade will be calculated from the grades you earn from the following assignments. Each assignment will be described in the corresponding unit.

Unit	Method	Points[a]
1	• Introduction (Discussion Board)	1
	• Personal Philosophy Paper	15
	• 2 Online Discussions	10
2	• Formation of Scholars Paper	25
	• 1 Online Discussion	5
3	• Use of Randomization in Knowledge Development in Nursing Paper	10
4	• Dissemination Analysis Paper & Visualization Techniques	30
	• Reference list	4
	Total points	100

[a] Percentage points.

LATE ASSIGNMENTS: One point will be deducted for each *late* day.

GRADING SCALE:
The following grading scale reflects the grading policy of the UNLV School of Nursing.

100 – 93 = A	**87 – 83 = B***	77 – 75 = C	67 – 63 = D
92 – 90 = A-	82 – 80 = B-	74 – 70 = C-	62 – 60 = D-
89 – 88 = B+	79 – 78 = C+	69 – 68 = D+	< 60 = F

*Please note that **a minimum of a "B" grade (83%)** is required to pass the course.

UNIVERSITY POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct

Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.
An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/misconduct/policy.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531
Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted

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accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/. The Online Writing Lab (OWL) is also available for students at https://sites.google.com/a/unlv.edu/writingcenter/owl.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus-Canvas is acceptable.**

SCHOOL OF NURSING POLICIES

Civility—The University of Nevada, Las Vegas School of Nursing defines civility by respecting others and honoring differences to provide a safe and supportive learning and work environment. Civility encompasses behaviors expected by the profession of nursing, which includes students, faculty, and staff members. The UNLV SON expects students to demonstrate civil behavior at all times.

Teaching Evaluations – In order to evaluate the effectiveness of teaching at UNLV, it requires course evaluations to be administered at the end of each course. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained.

Your evaluation of instruction is a vital part of maintaining and improving the nursing program's quality and a professional responsibility as well. Your instructors give great weight to your assessments and suggestions for course improvement. Each semester, we modify the courses based on these evaluations so that the courses are improved for the incoming class of students, a type of continuous quality improvement. Finally, the Commission on Collegiate Nursing Education bases part of its accreditation of our

program on whether we make course improvements responsive to student evaluations. We appreciate your assistance with this important part of your student career.

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UNLV School of Nursing
Evaluation of Instruction Questions
Delivered on-line by the UNLV Evaluation & Assessment Center

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1. *This course increased my knowledge.*
2. *The course provided sufficient opportunity for me to learn.*
3. *The course challenged me intellectually.*
4. *The instructor made a significant impact on my understanding of course content.*
5. THE COURSE OBJECTIVES WERE CLEAR.
6. MY GRADES ADEQUATELY REFLECTED THE QUALITY OF MY PERFORMANCE IN THIS COURSE.
7. THE INSTRUCTOR'S EXPECTATIONS FOR ASSIGNMENTS WERE CLEAR.
8. THE INSTRUCTOR'S ASSESSMENTS REFLECTED WHAT WAS COVERED IN THE COURSE.
9. The instructor was well prepared for each session.
10. The instructor's explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.

Key-- color or font: *Learning Ratings* ASSESSMENT RATINGS Instruction Ratings

PhD Student Handbook: You are responsible for reviewing the current student handbook for the School of Nursing and the UNLV Graduate Catalog. Throughout the PhD program, you must follow all policies within these publications.

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COURSE SCHEDULE

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Week	Unit	Topics, Paper Assignments, Due Dates	Required Readings
1	1	• Google Meeting, September 12, 9:30am-10:30 am (PST)	
2		• Introduce Yourself in Discussion Board- Due Sept. 16	Cholbi (2007) & Walker et al. (2008) Chapters 1-2

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3		• Online Discussion Board Stimulus: *What is science? And who knows what?* <u>Due Sept. 25, 27, 28</u>	Chinn and Kramer, Chapters 1-2
4		• Online Discussion Board Stimulus: *Through another looking glass,* <u>Due Oct. 2, 4, 5</u>	Chinn & Kramer (2018) Chapters 3-7
5-6		• *Philosophy of Nursing Science,* Paper #1, <u>Due Oct. 14</u>	5 articles related to Philosophy of Nursing Science, *Ways of Knowing* published in *Nursing Inquiry, Nursing Science Quarterly, or Nursing Philosophy* Chinn & Kramer (2018) Chapters 9-10, 11 Walker et al. (2008) Chapters 1-3
7	2	• Google Meeting, <u>Oct. 24</u>, 9:30am-10:30 am (PST)	
		• Online Discussion Board Stimulus: *What makes what I know important?* <u>Due Oct. 23, 25, 26</u>	Chinn & Kramer (2018) Chapters 3-7
8-9		• *Formation of Scholars,* Paper #2, <u>Due Nov. 4</u>	Walker et al. *(2008)* pp. 1-175
10-12	3	• *Randomization in Knowledge Development in Nursing,* Paper #3, <u>Due Nov. 18</u>	8-10 data-based articles published between 2016 through 2018 in *Nursing Education Perspectives* or *Nursing Research*
13-15	4	• Reference list of articles <u>Due Dec. 2</u> • *Advancing Nursing Science, Visualization Techniques -* Dissemination Analysis, Paper #4, <u>Due Dec. 14</u>	8-10 articles (no more than 5 years old) *focused on research interest* to be selected by each student

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