University of Nevada, Las Vegas School of Nursing

Educational Theory and Philosophy for Nursing

NURS 771

Prerequisites	Enrollment in the nursing doctoral program
Credits	3
Faculty	Lori Candela, EdD, RN, FNP-BC, CNE Office: BHS 462 Phone: (702) 895-2443; Fax: (702) 895-4807 E-mail: lori.candela@unlv.edu
Office hours	In office: Mondays: 12 am - 2 pm Online: Wednesdays, 5-7 pm
Placement in the curriculum	Second semester in PhD program

Course Description

This course focuses on theoretical frameworks that guide the development of nursing knowledge. The methods and processes of theory development are analyzed.

Course Objectives and Related Program Outcomes

To accomplish the course outcomes by the end of the semester, the student will be able to:

Course Objectives	PhD Program Outcomes
Understand the context and history of nursing knowledge development.	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.
Comprehend the fundamental patterns of knowing in nursing.	Conduct original research that generates new knowledge.
Obtain know-how's and experience regarding theory development.	Develop, implement and evaluate innovative approaches to teaching and learning.
Analyze and apply theoretical conceptualizations as frameworks for the development of nursing	

knowledge.	
Evaluate and critique nursing theories and their impact on generation of nursing knowledge.	
Synthesize issues and future trends in nursing theory development.	

Topical Outline

Module 1: Overview

Module 2: Concept Development

Module 3: Statement Development

Module 4: Theory development

Module 5: Validation of Nursing Theories

A. Development of nursing knowledge: context and history

- Historical overview of theory development in nursing
- Fundamental patterns of knowing in nursing

B. Methods and processes of theory development

- Concept synthesis, derivation, and analysis
- Statement synthesis, derivation, and analysis
- Theory synthesis, derivation, and analysis

C. Evaluation and testing of nursing theories

- Evaluation of nursing theories
- Testing of nursing theories

Required Texts

Walker, L. O., & Avant, K. C. (20 11). *Strategies for theory construction in nursing* (5th ed.). Upper Saddle River, NJ: Prentice Hall. [ISBN 978-0-13-215688-2]

Chinn, P. L., & Kramer, M. K. (20 10). *Theory and nursing: Integrated knowledge development in nursing* (8th ed.). St. Louis, MO: Mosby. [ISBN 978-0-323-07718-7]

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Optional/Reference Texts

Rodgers, B. L., & Knafl, K. A. (2000). *Concept development in nursing: Foundations, techniques, and applications* (2nd ed.). Philadelphia: W.B. Saunders.

Smith, M. J., & Liehr, P. R. (eds.) (2008). *Middle range theory for nursing* (2nd ed.). New York: Springer Publishing Company.

Teaching Methodologies

Online discussions, database searches, group project, peer critique of concept analysis.

Learning Online

Your success in this course depends on your active participation.

- Ask any questions you have. If it is something of a private nature, you may e-mail me through the course. If it is a general course question, you may post it in the discussion area as others may benefit from the response
- Be very sure that you check your course e-mail every time you login. This system does not alert you when you have new messages so you need to remember to take this extra step. .
- Master our learning management system, WebCampus. Notice that Blackboard Help is available in the navigation (on the left side). If you have any technical questions, contact the IT help desk at 702-895-0777. Phone support is available from 7am – 11pm, seven days a week, including holidays. You may leave voice mails 24 hours a day or submit help requests at ithelp@unlv.edu.
- Make sure you have your computer set up for optimum use. Take the time now to prepare for course content and activities:
    o create a strong Internet connection; preferably a wired connection, not a wireless connection
    o use Mozilla Firefox, which is the preferred browser for WebCampus
    o install a video player, preferably Quicktime
    o update your Flash player
    o turn your speakers on
- Check out the Office of Online Education's website for helpful information at http://online.unlv.edu/students/index.html. It offers tips on using WebCampus and for thriving as an online student.
- You may need to refine strategies that have helped you succeed in classroom-based courses: schedule your time for reading, writing and participation, as in **don't procrastinate**; use the world's greatest research tool already at your finger tips to seek additional information and perspectives; take breaks; and maintain your computer and connectivity. For more ideas on succeeding as an online student, see Tips for Success Online.

Course Evaluation

Activity	Description	Points
Module discussion questions (DQ)	For each of the 5 modules, there is a discussion question (DQ) to be answered as well as an engaged dialogue in which you respond in a **substantia**l manner to the post of *at least* 2 peers and to anyone	Each DQ is worth a possible 7 points. For all 5 DQs, the maximum number of points is

	who posts to you. These discussions are scholarly and require the synthesis of both the module content and outside resources (ie., literature from various databases, books, websites). Please see the detailed evaluation rubric and the course calendar for due dates under the Essential information icon on the homepage. All 6th ed. APA formatting guidelines apply (especially to references) and proper spelling/grammar is adhered to.	35.
Small group theory derivation project	This project will require you to work with the small group you have been randomly assigned during the first 4 modules in a very creative way. You will jointly determine some concept in nursing education that you all agree on. Then, you will find a theory from a completely different discipline and use it as an analogy to explain/predict some phenomenon from that discipline to the concept in nursing education. This project necessitates that you be flexible and imaginative as you consider how a theory from another filed can explain something in nursing education. For, example, consider the nursing theories that are informed by General Systems Theory. The project is not due until later in the semester but, as mentioned, will require	20 points

	group communication and effort from the beginning of the semester. I will schedule a phone conference with each small group to make sure you get off to a good start.	
	Note: there are two, brief project progress updates that need to be turned in during the semester. These are 2-3 paragraphs long and are submitted by e-mail to me in the course as an attached Word document. Please see the detailed evaluation rubric and course calendar for details on this and the entire assignment in the Essential Information folder.	
Critique of peer draft concept analysis paper	For this assignment, you will use the actual evaluation rubric for the concept analysis paper to critique the draft of a concept analysis paper of a peer. This is an individual assignment. To ensure the integrity of the assignment, all drafts of the concept analysis paper will be submitted to me. I will then blind the drafts and randomly select a student evaluator. Your job will be to critique the draft by the rubric criteria and submit your completed critique back to me. I will then un-blind the draft and send it on to the original author for their consideration as they go about finalizing the concept analysis paper they will turn in later. This is	10 points

	a serious assignment and your effort and honest, direct and complete feedback is required. Please see the explanation/ evaluation sheet and course calendar related to this assignment in the Essential Information folder. **This is an individual assignment.**	
Concept analysis paper	The development of this paper will need to occur throughout the semester. You will select a concept that you wish to analyze. **Your selection must be approved by me. Please note: you MAY choose to do this assignment individually OR you may do it with a partner that you choose OR the small group you have been assigned to for the small group theory derivation project. I leave this decision completely up to you. If you decide to work with a partner or the small group, you will ALL receive the same grade on the assignment. Also, you MUST tell me, in writing, by the end of week 3 of the semester if you are working alone, with a partner or with your small group.** Strive to make it one that relates, in some way, to your research interest area. This assignment is particularly important as many of you will either go on to develop theories or new models to explain	35 points

	phenomena. At the very least, you will be using concepts from other theories in your own research efforts. There are countless concepts that one may consider exploring further. Many have been analyzed already. You cannot select one that already has a published analysis (there may be a rare exception if the published analysis is dated more than 10 years ago and much has been published since-you can check with me if you have questions on this). . There are many of these, such as pain, fever, caring. Please see the detailed explanation/ evaluation sheet and course calendar related to this assignment in the Essential Information folder. Please note that the calendar also lists the date that your draft of this paper is due to me (the draft will be submitted to me by e-mail in the course.	
Total		**100 points**

Grading Scale

The grading scale follows the basic scale of the School of Nursing. There is no rounding up of scores.

93-100   A
90-92   A-
88-89   B+
83-87   B
80-82   B-
78-79   C+
75-77   C

70-74   C-
68-69   D+
63-67   D
60-62   D-
59 - belowF

A "B" is the minimum grade necessary to pass the course.

Late Assignments and Grade Review

1. Late penalties apply for all assignments in the course. Please see evaluation rubrics under the Essential Information icon for specific information on this. If you have a genuine emergency that will necessitate a late turn-in, please notify me before the assignment is due so we can negotiate a resolution.
2. I provide detailed feedback on all assignments. If you would like to discuss the grading of any assignment in the course, please contact me within 48 hours after the assignment is returned.
3. Note: no matter how late any assignment is, all assignments are required to be submitted before the end of the semester.

Note: all written assignments are subject o review through anti-plagiarism software. Please assure that your work is original. In cases where you are using material or knowledge from the author(s) of a published or unpublished work or an internet site, you must properly cite that reference.

Format of Assignments

All written assignments must be formatted in 6th ed. APA style. This includes title page, page numbers, use of running head, reference list, appendices, tables, figures, in-text citations and quotations. APA also calls for 1" margins all around, 11 or 12 pt Times New Roman or Arial font, double spacing, and proper spelling and grammar.

For discussion posts, please use APA formatting for all references/ in-text citations and post directly to the discussion board as much as possible (versus just uploading a file). This is important in order to keep everyone in the thread. Anytime someone has to click out...even to open an attachment, it takes them out of that dialogical flow.

Instructor Response Time

For e-mails sent through the course, I will respond within 24 hours. For e-mails sent after 3 pm on Friday or on weekends/ holidays, response may not be sent until the next business day (usually that is Monday unless it was a Monday holiday). Please note that occasionally I may be traveling and have spotty internet access. If that will be the case, I will have notices posted in the course announcements and alternate ways to contact me if an emergency should arise.

UNLV Academic 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: http://studentconduct.unlv.edu/misconduct/policy.html.

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** before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab 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 no later than the end of the first two weeks of classes, **January 30, 2015**, 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. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted 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.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

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/

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 is acceptable.**

Library Resources –Students may consult with a librarian (www.library.unlv.edu/consultation) about research needs. For this class, the subject librarian is Xan Goodman. 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 www.library.unlv.edu/