

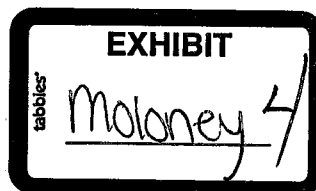
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Georgia State University  
COLLEGE OF HEALTH AND HUMAN SCIENCES  
Byrdine F. Lewis School of Nursing

Nursing 8035  
Fall Semester 2009  
Syllabus

- Course Number:** NURS 8035  
**Course Title:** Theoretical and Philosophical Foundations for Nursing  
**Credit Hours:** 3 Semester Hours  
**Faculty:** Margaret (Peggy) Moloney, RN, PhD  
Office: (404) 413-1170  
Home: (404) 633-9195  
E-mail: mmoloney@gsu.edu
- Hours & Location:** On campus: Room 317, General Classroom Building  
Friday, August 21, 9 am – 12 noon  
Friday, September 25, 9 am – 12 noon and 1pm – 3 pm  
Friday, October 30, 9 am – 12 noon and 1pm – 3 pm  
Friday, December 4, 9 am – 12 noon and 1pm – 3 pm
- Class times via Elluminate Live: Wednesdays 4 pm-7 pm (see schedule for specific days)
- Course Description:** This course is designed to serve as a basis for doctoral study in nursing. Selected issues and approaches related to philosophy, theory, science, research and practice will be explored. Individual critical examination of the foundations of theory and research will be facilitated via completion of a concept analysis paper. Models for evaluation of theory will be considered and used to analyze theoretical frameworks that have been constructed by nurse scholars and others.
- Course Objectives:** Upon successful completion of this course, the student will be able to:
1. Explore theoretical development in nursing from Florence Nightingale's time to the present.
  2. Critically examine the relationships among philosophy, theory, science, research, and practice.
  3. Compare and contrast different epistemologies, theories of truth, and nursing theories.
  4. Analyze the factors that contributed to or inhibited the development of nursing theories.
  5. Compare and contrast selected theorists and theoretical/ conceptual models useful in development of nursing science.
  6. Critique the usefulness of theory related to your future research.
  7. Examine biases arising from personal experiences, race, gender, and



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socioeconomic status influencing the manner in which you approach nursing and nursing science.

8. Critically analyze philosophical issues as they apply specifically to issues in nursing practice, research, and science.

**Content:**

1. Philosophical issues related to modern science
  - a. The influence of philosophy on nursing science
  - b. Philosophy, theory, practice and research linkages
2. Historical development of nursing theory
  - a. Non-nursing
  - b. Nursing
  - c. Feminist theory
  - d. Critical Social theory
  - e. Post-Modern theory
3. Theory analysis and evaluation

**Methods of Evaluation:**

Written assignments	
Short Papers (2)	(20%)
Theory Analysis Paper	(30%)
Concept Analysis Paper and presentation	(45%)
Participation	(5%)

**Grading Scale for the Byrdine F. Lewis School of Nursing**

The grading scale below is now being used for all courses taught in the School of Nursing. Courses taught in other departments or other divisions may use different grading scales.

<u>Quality Points</u>	<u>Letter Grade</u>	<u>Numerical Range</u>
4.3	A+	97 --100
4.0	A	90 – 96.9
3.3	B+	85 – 89
3.0	B	80 – 84
2.3	C+	77 – 79
2.0	C	74 – 76
1.0	D	65 – 73
0	F	64 and below

**Written Assignments (95%)**

**1. Short Papers (20% total, each worth 10% of overall grade)**

Each student will write two short essays at assigned times. These will each be approximately 500 words. See class schedule for due dates.

**2. Theory Analysis Paper (30%)**

Review literature related to a specific theory assigned by the professor. Use Chinn's six criteria (Ch 8 handout) to describe the theory. Further specific guidelines will be provided.

**3. Concept Analysis Paper (45%)**

Select a concept that you find useful to your current or future research. The paper should be an in-depth exploration of this concept, and should include review of the nursing and the interdisciplinary

literature on the topic. Specific grading guidelines will be provided when the assignment is discussed in class. This will be discussed in more detail in class.

You should:

- a. Discuss the relevance of the concept to nursing science and practice.
- b. Identify intra- and inter-disciplinary use of the concepts, definitions and/or conceptual frameworks.
- c. Identify defining attributes, antecedents and consequences.
- d. Identify empirical referents.
- e. Explicate the concept analysis with appropriate exemplars, model or contrary cases, and other innovative approaches.
- f. Identify theories that are relevant to this concept.
- g. Identify potential areas of research regarding this concept.

**All written assignments are to be typed according to 6<sup>th</sup> edition APA guidelines unless otherwise specified.**

Each student will present her concept analysis. This will enable the student to use input from the class in completing the final concept analysis paper. The presentation and discussion for each concept analysis should be limited to approximately 30 minutes. Evaluation criteria for the presentation will include:

-Adequacy of content presented with regard to the criteria listed in 2a-g.

-Presentation style:

- professional appearance of presenter
- organization of presentation
- quality of visuals
- appropriateness of time frame
- effectiveness in communicating ideas to class
- succinctness in presentation of ideas
- ability to lead discussion and answer questions of peers

### **Class preparation and participation (5%)**

Because the emphasis of this course is on new methods of thinking about nursing and health care phenomena, participation is a significant part of this class. Students are expected to take full responsibility for being participants in the class as a learning community. They are expected to fully participate in actual and online discussions and dialogues about course topics. There should be evidence of thoughtful reading and reflection on the class topics and readings prior to participation, as well as thoughtful and reflective participation and contribution in classroom and online dialogues.

### **POLICIES**

**This course is conducted under the policies set forth in the School of Nursing Doctoral Student Handbook (available online at <http://chhs.gsu.edu/nursing/docs/dochandbook0203.pdf>) and the Georgia State University Graduate Catalog. Students are accountable for the information and policies set forth in the Doctoral Student Handbook.**

### **Academic Dishonesty**

See the Student Code of Conduct and Policies, Section II. Academic Conduct: Policies and Procedures, Policy on Academic Honesty, which can be found at [http://www2.gsu.edu/~wwwdos/codeofconduct\\_conpol.html](http://www2.gsu.edu/~wwwdos/codeofconduct_conpol.html).

### Professional Confidentiality

The protection of patient information is the crux of professional ethics in health care. A part of the educational process is the discussion of case situations (fiction and non-fiction). It is critical that patient information is protected in educational situations. With use of technology and stored class conversations comes the responsibility to maintain patient confidentiality. It is important to note that class discussions are for educational purposes only. No reference to actual patient(s), provider(s), or clinical facility names or other unique identifying information can be made in written or verbal form. Students and faculty are to use pseudonyms when discussing clinical situations.

### Electronic Equipment Policy

Classroom: Cell phones and other devices must be silent. Should an emergency call be received, it must be taken outside of the classroom.

Exams: Cell phones and other electronic devices must be turned off during exams.

### Critical Thinking

We expect critical thinking behavior of all students. The School of Nursing defines critical thinking as reflective and informed thought focused on *what to do or what to believe*. Student learning is enhanced when readings, class discussion and experience-based applications are conducted with this definition in mind.

### COURSE SCHEDULE

DATE	Topic/Reading Assignment	Key Discussion Questions	Assignments
Week 1 Fri, August 21 on campus GCB 317  9:00-12:00	Introduction to the Course Historical perspectives on nursing scholarship Historical perspectives on the philosophy of science & nursing science <u>Readings</u> Godfrey (2003, Ch 1) Polifroni & Welch (Section One, pp. 1-11) Ellis (1969, Reed Ch 13) Silva (1999)	How did we come to be nurse researchers? How does a nurse become a researcher? How did our current views on "science" come to be? How does philosophy influence nursing?	
Week 2 Wed, Aug 26 E-Live 4:00 - 7:00 pm	Epistemology Approaches to Knowing Justification of Knowledge <u>Readings:</u> Descartes, Meditation I and II Carper (1978, Reed, Ch 38) Schultz & Meleis (1988, Reed Ch 39) Fawcett et al (2001, Reed Ch 41)	How do we Know? Analysis of justification, a priori and empirical knowledge, relationship between practical & theoretical knowledge. What is nursing? What is nursing knowledge? How is nursing knowledge justified? How do theory, research & practice fit together?	<b>Short Paper 1 (10% of grade)</b> Address the following topic: Describe a situation where you knew something specific to your nursing situation. What would make this "nursing knowledge"? In terms of the readings, what category (or categories) of knowledge does this fit into, and why?

<p>Week 3 September 2 E-Live 4:00 - 7:00 pm</p>	<p>Nursing knowledge &amp; philosophy Levels of theory (grand, conceptual frameworks, middle range), structure &amp; function of theory <u>Readings:</u> Higgins &amp; Moore (2000, Reed Ch 6) Neale (2001) Meleis (Ch 10) Liehr &amp; Smith (1999, Reed Ch 48) Good (1998)</p>	<p>What was/is the role of grand theory in nursing development? How are grand theories different from middle range theories? What are the origins and nature of middle range theories?  What evidence is needed to test theory?</p>	
<p>Week 4 Sept 9</p>	<p>No class</p>		
<p>Week 5 Sept 16 E-Live 4:00-7:00 pm</p>	<p>Theory-building strategies: Concepts, propositions and theory components Concept analysis, development, and synthesis <u>Readings:</u> Walker &amp; Avant Ch 5 Fawcett (Ch 1) Brilowski &amp; Wendler (2005) Thompson (2005)</p>	<p>What are concepts? How are they related to ordinary language? What is the role of concept analysis in nursing knowledge development? How is concept analysis conducted?</p>	
<p>Week 6 September 25 on campus 9:00-12:00  1:00-3:00  GCB 317</p>	<p>Concept analysis (continued) <u>Readings:</u> Austin 1956-57 Paley 1996 Wittgenstein 1953 Structure and confirmation of theory: Theory, practice, research relationships <u>Readings:</u> Putnam 1974 Kuhn (1977, Polifroni Ch 4) Popper 1972 Long &amp; Stevens (2004) Steele &amp; Porche (2005)</p>		<p><b>Select a concept</b> for your concept analysis and be prepared to discuss its relevance to your research interests.</p>
<p>Week 7 September 30</p>	<p>No Class</p>		
<p>Week 8 October 7  E-Live 4:00-7:00 pm</p>	<p>Explanation Causality Scientific realism <u>Readings:</u> Hill 1965 Hempel (1942, Polifroni, Ch 14) Polifroni (intro to Section 3, pp. 149-153) Polifroni &amp; Packard (1995, Polifroni Ch 15)</p>	<p>When does a correlation indicate a cause? How do theories explain phenomenon? Does nursing theory aim to give a true story of what the world is like?</p>	<p><b>Short Paper 2 (10% of grade)</b> <b>Choose an idea from one of the philosophy of science papers we have read, and discuss the relevance of this idea to nursing research, and how it has influenced nursing research.</b></p>
<p>Week 9 October 14</p>	<p>No Class</p>		

Week 10 October 21 E-Live 4:00-7:00 pm	Theory Analysis and Evaluation <u>Readings:</u> Chinn & Kramer (2008, Ch 8) Beck (1993) Lasiuk & Ferguson (2005, Reed Ch 50)	What is Theory? What is the relationship between theory and observation? What are the relationships among theory, probability, and explanation? How are theories supported by data?	
Week 11 on campus October 30 9:00 – 12:00  1:00 - 3:00 GCB 317	Qualitative Methods & Interpretation <u>Readings:</u> Carter & Little (2007) Thorne et al (2004, Reed Ch 31) Geertz (1973) Deaton et al (2003) Role of Values in Science <u>Readings:</u> Longino 1990 (pp. 4-7 and Ch 4) Harding (1992, Polifroni Ch 35) Rudner 1953	Do human beings require methods of study different from the natural sciences? How is knowledge derived and/or theory developed using qualitative research approaches?  Is there a place for values in science? How do you critique accepted views and norms?	
Week 12 November 4 E-Live 4:00-7:00 pm	Critical Social Theory and Feminist Theory  Critical Social Theory <u>Readings</u> Campbell & Bunting (1991, Polifroni Ch 32) Ray (1992, Polifroni Ch 29) Gibson et al (2007) Harding (1986, Polifroni Ch 31)	How would you use a qualitative or critical approach to examine an aspect of your area of interest? How does the question you ask influence the answers you find?	<b>Theory Analysis Paper Due</b>
Week 13 November 11 E-Live 4:00-7:00 pm	Feminist Theory <u>Readings</u> McCormick & Bunting (2002) Finnstrom & Soderham (2006) Fox Keller 1978 (Polofroni Ch 33) Ginzberg 1987 (Polifroni Ch 34)	How do feminist and critical theory philosophies critique existing assumptions about knowledge and science?	
Week 14 November 18 E-Live 4:00-7:00 pm	Mixed Method Approaches to Theory and Research <u>Readings:</u> Packard & Polifroni (1991, Polifroni Ch 40) Risjord et al 2002 Twinn 2003 Gioia & Dziadosz (2008)	How do different theoretical perspectives influence understanding of nursing phenomena? How can qualitative and quantitative methods be integrated?	
Week 15 November 27 No class	Thanksgiving Holiday		
Week 16 December 5 on campus  9:00 – 12:00 1:00 - 3:00 GCB 317	Student Presentations		<b>Concept Analysis Presentations</b>
	Finals Week No Class		<b>Concept Analysis Papers due by midnight of Tuesday 12/8</b>

**Please note: The course syllabus provides a general course plan; deviations may be necessary.**

### **Required Textbooks**

Polifroni, E.C., & Welch, M. (1999). *Perspectives on philosophy of science in nursing: An historical and contemporary anthology*. Philadelphia: Lippincott Williams & Wilkins.

Reed, P.G., & Shearer, N.C. (2009). *Perspectives on nursing theory* (5<sup>th</sup> ed.). Philadelphia: Wolters Kluwer / Lippincott Williams & Wilkins.

Walker, L.O., & Avant, K.C. (2005). *Strategies for theory construction in nursing*. (4<sup>th</sup> ed.) Upper Saddle River, NJ: Pearson/Prentice Hall .

### **Recommended Textbooks for those who need background reading in philosophy of science:**

Godfrey-Smith, P. (2003). *Theory and reality: An introduction to the philosophy of science*. Chicago, IL: University of Chicago Press.

### **Access to Electronic Reserves:**

Below are the library's instructions for accessing E-Reserves. The password for this course is zqd9922iF (you can cut & paste it into the password entry space):

To review your page:

- 1) Go to <http://reserves.gsu.edu>
- 2) Click on "Electronic Reserves and Course Materials"
- 3) Click on the tab at the top that says "Course Reserve Pages by Instructor"
- 3) Arrow down to find your instructor's name
- 4) Click "View" beside your instructor's name
- 5) Click on the course page that you would like to view
- 6) Enter the password
- 7) Agree to the copyright
- 8) Your page will come up

### **Readings**

Austin J.L. (1970). A plea for excuses. In J. O. Urmson & G. J. Warnock (Eds.) *Philosophical Papers*. Chapter 8. Oxford: Clarendon Press. (pages 175-204)

Beck, CT. (1993). Teetering on the edge: A substantive theory of postpartum depression, 42(1): 42-8.

Brilowski, G.A. (2005) An evolutionary concept analysis of caring. *Journal of Advanced Nursing*, 50(6), 641-650.

Campbell, J.C., & Bunting, S. (1991). Voices and paradigms: Perspectives on critical and feminist theory in nursing. *Advances in Nursing Science* 13(3):1-15. (Polifroni & Welch Ch. 411)

Carper, B.A. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science* 1(1), 13-23. (Reed, Ch 24).

Carter, S.M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies and methods in qualitative research. *Qualitative Health Research* 17(1316).

Chinn, P.L. & Kramer, M.K. (2008). *Integrated Theory and Knowledge Development in Nursing* (Ch 8). St. Louis: Mosby.



- Cowling, W.R. (2007). A unitary participatory vision of nursing knowledge. *Advances in Nursing Science* 30(1), 61-70. (Reed, Ch 72)
- Deaton, C., Dunbar, S.B., Moloney, M., Sears, S.F., & Ujhelyi, M.R. (2003). Patient experiences with atrial fibrillation and treatment with implantable atrial defibrillation therapy. *Heart & Lung* 32(5), 291-299.
- Descartes, R. (1641). *Meditations on First Philosophy*, Meditation I and II.
- Gioia, D. & Dziadosz, G. (2008). Adoption of evidence-based practices in community mental health: A mixed-method study of practitioner experience. *Community Mental Health Journal* 44, 347-357.
- Ellis, R. (1969). The practitioner as theorist. *American Journal of Nursing* 69(7), 428-435. (Reed, Ch 47).
- Fawcett, J., Watson, J., Neuman, B., Walker P.H., Fitzpatrick, J.J. (2001). On nursing theories and evidence. *Journal of Nursing Scholarship* 33(2), 115-119. (Reed, Ch 41)
- Fawcett, J. (1999). *The Relationship of Theory and Research*. (3<sup>rd</sup> ed.). Philadelphia: FA Davis. (Ch 1)
- Fawcett, J. (1978). The relationship between theory and research: A double helix. *Advances in Nursing Science* 1(1), 49-62. (Reed et al, Ch. 4)
- Fawcett, J. (1980). (1980). Framework for analysis and evaluation of conceptual models of nursing. *Nurse Educator* 5(6), 10-14. (Reed, Ch 9)
- Finnstrom, B. & Soderham, O. (2006). Conceptions of pain among Somali women. *Journal of Advanced Nursing* 54(4), 418-425.
- Fox-Keller, E. (1978). Gender and Science. *Psychoanalysis and Contemporary Thought* 1(3). (Polifroni & Welch Ch 33).
- Geertz, C. (1973). Thick description: toward an interpretive theory of culture. In: *The Interpretation of Cultures*. New York, NY: Basic Books.
- Gibson, B.E., Young, N.L., Upshur, R.E.G., McKeever, P. (2007). Men on the margin: A Bourdieusian examination of living into adulthood with muscular dystrophy. *Social Science & Medicine* 65, 505-517.
- Ginzberg, R. (1987). Uncovering gynocentric science. *Hypatia* 2(3):89-105. (Polifroni & Welch Ch. 34)
- Giorgi, A. (2005). The phenomenological movement and research in the human sciences. *Nursing Science Quarterly*, 18(1), 75-82.
- Godfrey-Smith, P. (2003). *Theory and reality: An introduction to the philosophy of science*. Chicago: University of Illinois Press. (Ch 1).
- Good, M. (1998). A middle-range theory of acute pain management: Use in research. *Nursing Outlook*, 46(3), 120-124.
- Harding, S. (1986). The instability of the analytical categories of feminist theory. *Signs: Journal of Women in Culture and Society* 11(4) 645-664. (Polifroni & Welch, Ch. 31)

- Harding, S. (1992). After the neutrality ideal: Science, politics, and "strong objectivity". *Social Research* 59(3): 567-187. (Polifroni & Welch Ch. 35)
- Hempel, C. (1942). The function of general laws in history. *The Journal of Philosophy* XXXIX, 35-48. (Polifroni & Welch, Ch. 14).
- Higgins, P.A., & Moore, S.M. (2000). Levels of theoretical thinking in nursing. *Nursing Outlook* 48(4), 179-183. (Reed, Ch. 6)
- Hill, S. A. B. (1965). The environment and disease: association or causation? *Proceedings of the Royal Society of Medicine*, 58, 295-300.
- Kuhn, T. (1977). Objectivity, value judgment, and theory choice. *The essential tension: Selected studies in scientific tradition and change*. University of Chicago: University of Chicago Press. (Polifroni & Welch, Ch 4)
- Lasiuk, G.C., & Ferguson, L.M. (2005). From practice to midrange theory and back again: Beck's Theory of Postpartum Depression. *Advances in Nursing Science* 28(2), 137-151. (Reed, Ch 50)
- Liehr, P., & Smith, M.J. (1999). Middle range theory: Spinning research and practice to create knowledge for the new millennium. *Advances in Nursing Science* 21(4), 81-91. (Reed, Ch. 48)
- Long, J.D., & Stevens, K.R. (2004). Using technology to promote self-efficacy for healthy eating in adolescents. *Journal of Nursing Scholarship* 36(2), 134-139.
- Longino, H. (1990). *Science as social knowledge*. Chapter 5. Princeton: Princeton University Press. (Ch 5)
- Marrs, J-A, & Lowry, L.W. (2006). Nursing theory and practice: Connecting the dots. *Nursing Science Quarterly* 19(1), 44-50. (Reed, Ch 1)
- McCormick, K.M., & Bunting, S.M. (2002). Application of feminist theory in nursing research: The case of women and cardiovascular disease. *Health Care for Women International*, 23, 830-834.
- Mooney, M., & Nolan, L. (2006). A critique of Freire's perspective on critical social theory in nursing education. *Nurse Education Today* 25, 240-244.
- Neale, J. (2001). Patient outcomes: A matter of perspective. *Nursing Outlook*, 49(2), p.93-99.
- Paley, J. (1996). How not to clarify concepts in nursing. *Journal of Advanced Nursing*, 24(3), 572-578.
- Packard, S.A., & Polifroni, E.C. (1991). The dilemma of nursing science: Current quandaries and lack of direction. *Nursing Science Quarterly* 4(1):7-13. (Polifroni & Welch Ch. 40)
- Polifroni, E.C. & Packard, S.A. (1995). Explanation in nursing science. *Canadian Journal of Nursing Research* 27(2):45-58. (Polifroni & Welch, Ch. 15)
- Popper, K. (1972). *Objective knowledge: an evolutionary approach*. Chapter 1. Oxford: Clarendon Press. (Pages 1-31)
- Putnam, H. (1974). The 'corroboration' of theories." In Schilpp, P.A. (Ed.) *The Philosophy of Karl Popper*. Library of Living Philosophers, Vol XVI. La Salle: Open Court Publishing. (pages 221-240)

Ray, M.A. (1992). Critical theory as a framework to enhance nursing science. *Nursing Science Quarterly* 5(3): 98-101. (Polifroni & Welch, Ch. 29)

Reed, P.G. (1995). A treatise on nursing knowledge development for the 21<sup>st</sup> century: Beyond postmodernism. *Advances in Nursing Science* 17(3):70-84. (Polifroni & Welch Ch. 38)

Rees, C.E. (2007). The influence of gender on student willingness to engage in peer physical examination: The practical implications of feminist theory of body image. *Medical Education* 41,801-807.

Risjord, M., Dunbar, S., Moloney, M.F. (2002). A New Foundation for Methodological Triangulation. *Journal of Nursing Scholarship* 34(3):269-275.

Risjord, M. (in press). Nursing Knowledge.

Rudner, R. (1953). The scientist *qua* scientist makes value judgments. *Philosophy of Science*, 20, 1-6.

Schultz, P.R., & Meleis, A.I. (1988). Nursing epistemology: Traditions, insights, questions. *Image: Journal of Nursing Scholarship* 20(4), 217-221. (Reed, Ch 39)

Silva, M. (1977). Philosophy, science, theory: Interrelationships and implications for nursing research. *Image* 9(3), 59-63. (Reed, Ch 2).

Silva, M.C. (1999). The state of nursing science: Reconceptualizing for the 21<sup>st</sup> century. *Nursing Science Quarterly* 12(3), 221-226.

Steele, S.K., & Porche, D.J. (2005). Testing the theory of planned behavior to predict mammography intention. *Nursing Research* 54(5), 332-338.

Thompson, H.J. (2005) Fever: a concept analysis. *Journal of Advanced Nursing*, 51(5), 484-492.

Thorne, S.E., Henderson, A.D., McPherson, G.I., Pesut, B.K. (2004). The problematic allure of the binary in nursing theoretical discourse. *Nursing Philosophy* 58(3), 208-215. (Reed, Ch 31)

Twinn, S. (2000). Status of mixed methods research in nursing. In Tashakkori, A., & Teddlie, C. (Eds.), *Handbook of Mixed Methods in Social & Behavioral Research*. Thousand Oaks, CA: Sage Publications.

von Frassen, B.C. (1980). The pragmatics of explanation. Reprinted from Von Frassen, B.C. *The Scientific Image*. Oxford: Oxford University Press. (Polifroni & Welch, Ch. 13)

Walker, L.O., and Avant, K.C. (2005). *Strategies for theory construction in nursing* (4<sup>th</sup> ed.) New Jersey: Pearson-Prentice Hall.

Wittgenstein, L. (1953). *Philosophical investigations* (pp 31-38). Oxford: Blackwell.