

CEDAR CREST COLLEGE
DEPARTMENT OF NURSING
Nursing 510: Conceptual and Theoretical Foundations for Nursing

COURSE SYLLABUS
Fall 2009

Title: Conceptual and Theoretical Foundations for Nursing
Credit: 3 semester credits
Prerequisites: Admission to the Masters Program or permission of the Program Director
Placement: First semester
Course Description: This course explores the epistemology of nursing science, including historical perspectives, current concepts pertinent to nursing, and impact of grand and midrange nursing theories on the future of nursing practice.

Credit allocation: 3 credits (42 classroom hours)

Course format: The course will use a variety of teaching methods:

- **Active Learning Strategies such as Gaming, Role-playing...**
- **Discussions**
- **Guest Speakers**
- **Lectures**
- **Power Point Presentations**
- **Scholarly Paper**
- **Student Presentations and Projects**
- **Videos**
- **Web-enhanced assignments**

Course Objectives: Upon completion of this course the student will be able to:

1. Interpret major trends in the history and evolution of nursing theory
2. Discuss the nature of knowledge, science, theory, and paradigms in nursing.
3. Investigate the processes of theory construction and concept analysis in nursing.
4. Analyze the development of nursing as a science.
5. Compare and contrast major nursing theorists and the impact on nursing practice
6. Critically evaluate major nursing theories as they relate to the student's area of nursing practice

Course Outcomes: The student will be able to reflect on the application of nursing science and theory and consider the impact of these constructs on decision-making and planning.

Learning is an active process. There is no one great authority. Rather it is the exploration of new ideas or concepts or ways of thinking which stimulates a person or people to reflect their actions and ideas in a different light.

The course employs a learning strategy called "Think, Pair, Share" (TPS).

There is an ancient Chinese proverb which says:

Tell me, I will forget.

Show me, I may remember.

Involve me, and I will understand.

The educational philosophy underlying this course is based on this proverb. Research has found that long lasting learning only takes place when we are actively involved in acquiring knowledge. Education is not a passive sport. Therefore we each student will be expected to take an active role in the course.

Required Textbooks:

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

Nightingale, F. (1992). *Notes on Nursing: What it is and what it is not*. Philadelphia: Lippincott.

Tomey, A. M., & Alligood, M. R. (2008). *Nursing theorists and their work* (6th ed.). Philadelphia: Mosby.

* Recommended not required.

*Reed, P. G., & Shearer, N. B. (2009). *Perspectives on nursing theory*. Philadelphia:Lippincott Williams & Wilkins.

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Outline of Topics

1. The Meaning of Theory
 - A. Introduction and overview of the course
 - B. The nature of knowledge
 - C. The nature of science
 - D. The nature of theory, its construction and nursing theory
 - E. Paradigms and paradigm shifts

2. The History and Development of Nursing Knowledge
 - A. The history of ideas in nursing
 - B. The history of the development of nursing as a science
 - C. The theory development movement in nursing and its ramifications
 - D. Comparative study of nursing conceptualizations
 - E. Comparative study of nursing theories
 - F. Analysis of specific nursing theories

3. Persistent Issues Relevant to Nursing Knowledge
 - A. What can be considered nursing's phenomena of concern?

- B. What are central questions and hypotheses of nursing?
- C. What ways of knowing in nursing have developed knowledge for nursing?
- D. How has nursing knowledge been organized?

Course Assessment

- Short papers (2- 4 pages) 20%
- Seminar participation 10%
- Presentation on a nursing theory 30%
- Final paper 40%

Grades Scale and Quality Points

Letter grades are used to designate academic achievement, with accompanying quality points:

A	93-100	= 4.0	quality points
A-	90-92	= 3.7	quality points
B+	87-89	= 3.3	quality points
B	83-86	= 3.0	quality points
B-	80-82	= 2.7	quality points
C+	77-79	= 2.3	quality points
C	73- 76	= 2.0	quality points
C-	70-72	= 1.7	quality points
D+	67-69	= 1.3	quality points
D	60-66	= 1.0	quality points
F	below 60	= 0	quality points

Honor Philosophy

The Cedar Crest College Honor Philosophy states that students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor or membership in the Cedar Crest College community of scholars pledge to accept responsibility for their actions in all academic and social situations and for the effect their actions may have on other members of the College community.

Community Standards for Academic Conduct

Academic integrity and ethics remain steadfast, withstanding technological change. Cedar Crest College academic standards therefore apply to all academic work, including, but not limited to, handwritten or computer-generated documents, video or audio recordings, and telecommunications.

As a student at Cedar Crest College, each student shall:

- Only submit work which is his/her own.
- Adhere to the rules of acknowledging outside sources, as defined by the instructor, never plagiarizing or misrepresenting intellectual property.
- Neither seeks nor receives aid from another student, converse with one another when inappropriate, nor use materials not authorized by the instructor.
- Follow the instructions of the professor in any academic situation or environment, including taking of examinations, laboratory procedures, the preparation of papers, properly and respectfully using College facilities and resources, including library and computing resources, to ensure that these resources may be effectively shared by all members of the College community.

- Abide by the Cedar Crest Computer Use Policy.
- If a student witnesses a violation of the Academic Standards, he/she will go to their instructor.
- If you are unable to resolve the problem with the instructor, you should go to the chair of the department. If you need further assistance after consultation with the instructor and the chair, you should see the Provost.

Students are reminded to review the Honor Code and Plagiarism statements as found in the Cedar Crest College Customs Handbook. Students found guilty of Honor Code offenses will receive a zero for the assignment in question.

Plagiarism is the presentation of someone else's paper or work under one's own name with or without additions or modifications; downloading and turning in a paper from the internet or including concepts, phrases, sentences, or paragraphs from print or electronic sources whether verbatim or paraphrased in one's own paper without proper attribution.

A paper suspected of intentional plagiarism will receive a grade of zero. Students who submit papers with evidence of academic dishonesty of a more serious nature may receive an "F" for the course at the discretion of the course instructor. Students who turn in work with unintentional plagiarism including overuse of direct citations, inappropriate and inaccurate citations, or omission of citations, will receive a serious deduction of points for critical analysis, paper content, and APA formatting.

All papers are to be the student's original work. Submission of a paper from a previous course or from a previous assignment in this nursing course is unacceptable and will result in a zero.

Dishonesty of any kind throughout this course may result in an "F" in this course.

Copy of Student's Work

Students are required to keep a hard copy of all written work assignments for this course. In the event an assignment is lost, it is the student's responsibility to provide an additional copy of the written assignment. Failure to provide this copy will result in a grade of zero for the assignment. Additionally, students are required to submit an electronic copy of their scholarly paper to the drop box in eCompanion.

Classroom Protocol

Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. The classroom environment must be free from distractions such as late arrivals (students will be deducted one point from each late arrival after the second time), early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to the Cedar Crest College education.

The use of cell phones in the classroom is not courteous. Students are asked to leave their cell phone (and beepers) off. Cell phone disruptions are viewed as a violation of courteous and respectful classroom protocol.

Tape recording of the class is allowed if the professor approves.

Disability Accommodation

Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services.

Bibliography

Alligood, M. R., & Tomey, A. M. (2005). *Nursing theory* (3rd ed.) Philadelphia: Mosby.

Chinn, P. L., & Kramer, M. K. (2008). *Integrated theory and knowledge in Nursing* (7th ed.). Philadelphia: Mosby.

Hesook, S. K., & Kollak, I. (2005). *Nursing theories: Conceptual and philosophical foundations* (2nd ed.). New York: Springer Publishing Co.

Johnson, B. M., & Webber, P. B. (2004). *An introduction to theory and reasoning in nursing* (2nd ed.). Philadelphia: J. B. Lippincott Co.

McEwen, M., & Wills, E. (2006). *Theoretical basis for nursing* (2nd ed.). Philadelphia: J. B. Lippincott Co.

Meleis, A. I. (2006). *Theoretical nursing: Development and progress* (4th ed.). Philadelphia: J. B. Lippincott Co.

Nightingale, F. (1992). *Notes on Nursing*. Philadelphia: J. B. Lippincott Co.

Peterson, S., & Bredow, T. (2008). *Middle-range theories: Application to nursing research* (2nd ed.). Philadelphia: J. B. Lippincott Co.

Reed, P., & Shearer, N. C. (2007). *Perspectives on nursing theory* (5th ed.). Philadelphia: J. B. Lippincott Co.