UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

FALL 2018

COURSE NUMBER NGR 7115

COURSE TITLE Philosophy of Nursing Sciences

CREDITS 3

PLACEMENT Required core course

PREREQUISITES Admission to the PhD College of Nursing Program or permission of the instructor

FACULTY Lisa Domenico, PhD, RN, CARN

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COURSE DESCRIPTION This course provides the opportunity to critically analyze historical and current views of knowledge development and scientific progress. Emphasis is on the underlying ontological and epistemological assumptions of these views, how they influence scientific inquiry in nursing. The implications of diverse approaches to knowledge development for nursing research, practice, and education are emphasized.

COURSE OBJECTIVES Upon completion of this course the student will be able to:

1. Analyze philosophical worldviews applicable to the generation of knowledge across scientific disciplines in general and in nursing.

1. Critically analyze ontological and epistemological assumptions of worldviews in relation to the disciplinary goals of the physical sciences, biological sciences, social sciences, and nursing.

3. Differentiate between deductive and inductive reasoning in relation to logical arguments/reasoning, inferences, and scientific methods for inquiry.

1. Examine the goals and aims of science from a practice perspective and how this relates to the translation of science to meet disciplinary goals.

5. Develop arguments based on principles of logic and reasoning.

6. Evaluate the role of science and knowledge production as a social and political activity.

# COURSE SCHEDULE

Section Day Time Room

3565 Wednesday 12pm-2:50pm G112

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

# TOPICAL OUTLINE

1. Defining the boundary between science and pseudoscience
2. Implications for rationality, objectivity and values in science
3. Inductive and deductive approaches to science and their relation to verification and falsifiability.
4. Laws of nature and the unity of science
5. Scientific realism, antirealism and scientific progress
6. Social construction, politics and peer pressure in science
7. Reconciliation of differing philosophical approaches to science

TEACHING METHODS

Seminar discussion, readings, student presentations.

LEARNING ACTIVITIES

In-class discussion of select readings and current events related to the course, preparing written responses to select topics. Weekly reading assignments will be posted on the Canvas course website.

## EVALUATION METHODS/COURSE GRADE CALCULATION

Students will be evaluated in the course based on the quality of written work, class participation, and participation during small group work.

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| Assignment | % of Final Grade |
| Individual Position Papers (3 points each/total of 8 papers)  Group Position Papers (5 points each/total of 3 papers) | 25%  15% |
| Seminar Discussions (5 points each/total of 12 Discussions) | 60% |
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| Total | 100% |

Overview: Students will be assigned to provide an overview of the readings for the next class by submitting an individual and/or group position paper the Monday night before class (see specific dates in course schedule/calendar). The written position papers will be a 1-page scholarly response to a question derived from that week’s assigned readings. During seminar, the position papers will be used to generate discussions between students on the assigned readings.

Individual and Group Position Papers

1. The position papers should incorporate:
   1. main points of the readings for the week,
   2. opposing arguments made related to the question,
   3. culminate with an argument the student(s) found most persuasive, with rationale/justification.
2. Individual Position Papers must be submitted by 11:59pm the Monday before class. The Group Position Paper must be submitted by one group representative by 11:59 on the day of class (Wednesday) as designated in the Weekly Class Schedule (see Topics and Reading Assignments below).
3. The individual position papers are to be no more than 1 single-spaced page, using > 11 point font and conclude with a reference list on the second page using current APA format.
4. The group position papers are to be no more than 2 single-spaced pages, using > 11 point font and conclude with a reference list on the second page using current APA format.

Seminar Discussions

1. At the beginning of each class period, each student will present their original ideas/thoughts/perspective, and then further discuss how those ideas/thoughts/ perspectives may have been refined or changed based on the in-class discussions during seminar.
2. There will be no formal structure for the discussion, but students should discuss the following essential components during seminar:
   1. their original points of view on the matter,
   2. 1-3 significant points raised by their peers in the responses,
   3. what additional reading they may have done relative to the position, and
   4. the extent to which their original ideas/thoughts/perspectives were changed (or not!) after dialogue with their student and faculty colleagues.

MAKE UP POLICY

A grade penalty may be assigned for late assignments and/or missed seminars Make-up opportunities may not be available.

GRADING SCALE/GRADE POINTS

A 95-100 (4.0) C 74-79\* (2.0)

A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

B 84-90 (3.0) D 64-69 (1.0)

B- 82-83 (2.67) D- 62-63 (0.67)

C+ 80-81 (2.33) E 61 or below (0.0)

\* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#grades

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/process/student-conduct-code/>.  Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies – (<http://students.nursing.ufl.edu/currently-enrolled/course-syllabi/course-policies>)

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

DISABILITY STATEMENT

Students who wish to obtain individual accommodations due to special learning needs must register with the University of Florida Disability Resources Center (DRC) **at the beginning of each semester**. Accommodations are not retroactive, therefore, students should contact the DRC at the beginning of each semester in the term for which they are seeking accommodations. The DRC may be contacted at 352-392-8565 so that appropriate accommodations may be made.  **Individual accommodations require time for the Disability Resources Center (DRC) to approve and the faculty to respond to any special learning needs**.  **Each semester**, it is the students’ responsibility to notify all their faculty of any special accommodations **once approval by the DRC for special accommodations has been made**.  <https://drc.dso.ufl.edu/>

REQUIRED TEXTBOOKS

Dahnke, M.D., & Dreher, H.M. (2016). *Philosophy of science for nursing practice* (2nd ed.).

New York, NY. Springer Publishing.

Curd, M., Cover, J.A., & Pincock, C. (2013). *Philosophy of science: The central issues* (2nd ed.).

W.W. Norton & Company.

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| **DATE** | **TOPICS & READING ASSIGNMENTS\*** |
| August 22  Week 1 | **OVERVIEW OF COURSE** |
| August 29  Week 2 | **SCIENCE AND NONSCIENCE DEFINING THE BOUNDARY**  Dahnke, M.D., & Dreher, H.M. (2016). *Philosophy of Science for Nursing Practice* (2nd ed.).\*    Curd, M., Cover, J.A., & Pincock, C. (2013). *Philosophy of Science: The Central Issues* (2nd ed.).\*    Frances, B. (2012). Discovering disagreeing epistemic peers and superiors. *International Journal of Philosophical Studies,* p. 1-17. <https://philarchive.org/archive/FRADDE>  Whall, A. L. (1989). The influence of logical positivism on nursing practice. *Image: Journal of Nursing Scholarship, 21*(4), 243-245.    **Individual Position Paper #1 Due 8/27**:  Define the philosophy of science. Describe five basic principles of Logical Positivism. Select one of the five principles and defend whether the principle you chose is related to the method of verification and/or falsifiability.  **Seminar Discussion #1 (Week 2)** |
| September 5  Week 3 | Dahnke, M.D., & Dreher, H.M. (2016). *Philosophy of Science for Nursing Practice* (2nd ed.).\*    Curd, M., Cover, J.A., & Pincock, C. (2013). *Philosophy of Science: The Central Issues* (2nd ed.).\*  **Individual Position Paper #2 Due 9/4**:  Describe the Kuhn-Popper controversy. Choose and defend one side of the controversy.  **Seminar Discussion #2 (Week 3)** |
| September 12  Week 4 | Dahnke, M.D., & Dreher, H.M. (2016). *Philosophy of Science for Nursing Practice* (2nd ed.).\*    Curd, M., Cover, J.A., & Pincock, C. (2013). *Philosophy of Science: The Central Issues* (2nd ed.).\*  Theodoridis, K. (2018). Nursing as concrete philosophy, Part I: Risjord on nursing knowledge. *Nursing Philosophy, 19*(2), 1-1. doi:10.1111/nup.12205  Bloom, M. (1995). The great philosophy of science war. *Social Work Research, 19*(1), 19-23.  **Seminar Discussion #3 (Week 4)**:  What is a theory? What is the difference between induction and deduction? Choose and defend a philosophical approach best to provide evidential support for a theory. |
| **DATE** | **TOPICS & READING ASSIGNMENTS\*** |
| September 26  Week 6 | Allmark, P. (2003). Popper and nursing theory. *Nursing Philosophy, 4*, 4-16.  **Seminar Discussion #5 (Week 6)**  Define the concepts of causality, statistical explanation, and context. Defend whether each of the concepts is more consistent with the following philosophical approaches: Logical Positivism or Postmodernism? |
| October 3  Week 7 | **LAWS AND EXPLANATION: THE NATURE OF SCIENTIFIC THEORIES**  Dahnke, M.D., & Dreher, H.M. (2016). *Philosophy of Science for Nursing Practice* (2nd ed.).\*    Curd, M., Cover, J.A., & Pincock, C. (2013). *Philosophy of Science: The Central Issues* (2nd ed.).\*    Watson, J. (1995). Postmodernism and knowledge development in nursing. *Nursing Science Quarterly*, 8(2), p. 60-64.  **Individual Position Paper #4 Due 10/1**:  Define the concept of values. Identify two philosophical approaches consistent with the inclusion of values in scientific investigation and defend why you have chosen each philosophical approach.  **Seminar Discussion #6 (Week 7)** |
| October 10  Week 8 | **Group Position Paper # 1 Due 10/10** |
| October 17  Week 9 | **THE UNITY OF SCIENCE: ARE ALL SCIENCES REDUCIBLE TO PHYSICS?**  Dahnke, M.D., & Dreher, H.M. (2016). *Philosophy of Science for Nursing Practice* (2nd ed.).\*    Curd, M., Cover, J.A., & Pincock, C. (2013). *Philosophy of Science: The Central Issues* (2nd ed.).\*  **Individual Position Paper #5 Due 10/15**:  Are all sciences reducible to physics? Defend your opinion using views presented in your readings.  **Seminar Discussion #7(Week 9)** |

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| **DATE** | **TOPICS & READING ASSIGNMENTS\*** |
| October 24  Week 10 | Dahnke, M.D., & Dreher, H.M. (2016). *Philosophy of Science for Nursing Practice* (2nd ed.).\*    Curd, M., Cover, J.A., & Pincock, C. (2013). *Philosophy of Science: The Central Issues* (2nd ed.).\*  **Individual Position Paper #6 Due 10/22**:  Define demarcation. Explain how demarcation can be reconciled with the concept of holism-- fundamental to nursing practice.  **Seminar Discussion #8 (Week 10)** |
| October 31  Week 11 | **Group Position Paper #2 Due 10/31** |
| November 7  Week 12 | **SCIENCE AND OBJECTIVITY: THE SCIENCE WARS**  Dahnke, M.D., & Dreher, H.M. (2016). *Philosophy of Science for Nursing Practice* (2nd ed.).\*    Curd, M., Cover, J.A., & Pincock, C. (2013). *Philosophy of Science: The Central Issues* (2nd ed.).\*  Akbar Ali Hirani, S., Richter, S., & Oladunni Salami, B. (2018). Realism and Relativism in the Development of Nursing as a Discipline. *Advances in Nursing Science, 41*(2), 137-144. doi:10.1097/ANS.0000000000000207  **Individual Position Paper #7 Due 11/5**  Define realism and anti-realism as philosophical approaches. Identify and defend one philosophical approach consistent with realism and one approach consistent with anti-realism.  **Seminar Discussion #9 (Week 12)** |
| November 14  Week 13 | **NURSING KNOWLEDGE**  Dahnke, M.D., & Dreher, H.M. (2016). *Philosophy of Science for Nursing Practice* (2nd ed.).\*    Curd, M., Cover, J.A., & Pincock, C. (2013). *Philosophy of Science: The Central Issues* (2nd ed.).\*  **Seminar Discussion #10 (Week 13)**  Define Nursing Knowledge and its relevance to modern nursing practice |
| November 21  Week 14 | **THANKSGIVING HOLIDAY** |

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| **DATE** | **TOPICS & READING ASSIGNMENTS\*** |
| November 28  Week 15 | Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1(2), 112-133.  Morgan, D. L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, 1(1), 48-76.  Plano Clark, V. L. (2010). The adoption and practice of mixed methods: U.S. trends in federally funded health-related research. *Qualitative Inquiry*, 6(6), 428-440.  Sandelowski, M., Voils, C. I., & Knafl, G. (2009). On quantitizing. *Journal of Mixed Methods Research*, 3(3), 208-222.  **Group Position Paper # 3 Due 11/26**  Define mixed methods research. Identify two advantages and two disadvantages of this type of research and defend why you would choose (or not choose) to employ mixed methods in your future program of research.  **Seminar Discussion #11 (Week 15)** |
| December 5  Week 16 | Dahnke, M.D., & Dreher, H.M. (2016). *Philosophy of Science for Nursing Practice* (2nd ed.).\*    Curd, M., Cover, J.A., & Pincock, C. (2013). *Philosophy of Science: The Central Issues* (2nd ed.).\*  **Individual Position Paper #8 Due 12/3**:  Define nursing knowledge and identify a philosophy of science consistent with your definition.  **Seminar Discussion #12 (Week 16)** |

\* Textbook reading assignments will be posted on the Canvas course website.

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| **Wednesday, December 5**  **Classes End** |

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| **Final Exams**  **(No Final Exam in this Course)** |

Approved: Academic Affairs Committee: 10/97; 08/03; 09/15

Faculty: 12/97; 08/03; 09/15

UF Curriculum: 06/98; 11/15