# UNIVERSITY OF FLORIDA COLLEGE OF NURSING COURSE SYLLABUS

Spring/2022

# COURSE NUMBER NGR 7124

COURSE TITLE Theory Development in Nursing

# CREDITS 3

PLACEMENT Required Core Course

PREREQUISITE NGR 7115 Philosophy of Nursing Sciences

FACULTY Ann L. Horgas, PhD, RN, FGSA, FAAN

Associate Professor

Office: HPNP 3220

Office Phone: (352) 273-7622

Office Hours: Thursday, 12-2 pm

Email: [ahorgas@ufl.edu](mailto:ahorgas@ufl.edu)

\*Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. It is advisable that students confirm availability or make an appointment in advance.

COURSE DESCRIPTION This course provides the student with the opportunity to critically analyze and apply theories to nursing science. Emphasis is on understanding the history of nursing theory including deductive and inductive approaches to theory development. Focus is on applying a theory to the student’s focal area of research.

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

1. Evaluate the current state of theory development in nursing including practice, middle- range and grand theories.
2. Understand the elements of theory and approaches to theory development.
3. Analyze inductive and deductive approaches to theory development.
4. Analyze interdisciplinary theories relevant to nursing.
5. Critique the use of theory in published research.
6. Apply one or more theories to address a research question.

# COURSE SCHEDULE

|  |  |  |  |
| --- | --- | --- | --- |
| Section | Day | Time | Room |
| 3064 | Wednesday | 12:50-3:45pm | G112 |
|  |  |  |  |

E-Learning in Canvas is the course management system that you will use for this course. Canvas is accessed by using your Gatorlink account name and password at [http://elearning.ufl.edu/.](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. History of nursing theory development
2. Elements of theory
3. Process of theory development.
4. Levels of theories and their applicability to practice and research
5. Methods to derive and test theories: deductive, inductive
6. Nursing and other theories
7. Criteria for theory evaluation

# TEACHING METHODS

Lecture, discussion, readings, small group activities and written assignments.

# LEARNING ACTIVITIES

Readings, participation in discussion, critical analysis through writing, and presentations.

# EVALUATION METHODS/COURSE GRADE CALCULATION

This course is taught as a seminar. Each student is expected to (1) comprehensively read and critically analyze materials assigned for each class topic, (2) actively participate in weekly discussions of class topics, and (3) successfully complete all assignments. Evaluation will be based on the achievement of these criteria.

The elements that contribute to the final course grade and their relative weights are as follows:

|  |  |
| --- | --- |
| Assignment | % of Final Grade |
| Participation in class discussion & activities | 20% |
| Work in progress presentations | 20% |
| Paper #1: Concept Analysis | 20% |
| Paper #2: Theory Application | 25% |
| Poster Presentation & Abstract | 15% |
|  | 100% |

Assignments are due on the date assigned by **11:59 pm**. *Feedback on assignments routinely is given within ten [10] working days of the due date.*

# CLASS ATTENDANCE AND MAKEUP POLICY

Collaborative learning is an essential component of this course; therefore, engagement is expected with each activity and assignment. Advanced notice of absence is expected. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., professional conferences **with advanced notice**), military obligation, severe weather conditions, religious holidays, and participation in official university activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Makeup assignments for excused absences will be negotiated with the instructor. **If at all possible**, the course instructor must be notified in advance if an assignment is missed due to an extenuating circumstance. If no notice is given or without prior approval of an absence for a reason listed above, a grade of zero may be assigned. Students may not opt out of any assignments.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

If you need to complete an assignment after the due date, one assignment point/day may be deducted. If you need to complete an assignment after the due date due to extenuating circumstances, contact the faculty member for permission.

# GRADING SCALE/QUALITY 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: <https://catalog.ufl.edu/graduate/regulations/>.

# COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

# ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

# 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.

***As students in the health professions at UF Health, you are expected to promote safety and a culture of care and concern for each other and for patients. Across our academic health center’s missions of research, teaching and patient care, nursing students must lead by example and take individual responsibility for modeling healthy habits and behaviors to minimize the spread of COVID-19. Failure to comply with the established public health measures, both on and off campus, is considered a serious breach of professional conduct***

# 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/policies/student-honor-code-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/>)

# REQUIRED TEXTBOOKS

Glanz, K., Rimer, B. K., & Viswanath, K. (2015). *Health behavior: Theory, research, and practice* (5th ed.). San Francisco: Jossey-Bass.

Walker, L., & Avant, K. (2019). *Strategies for theory construction in nursing* (6th ed.) New York: Pearson Education Inc.

Additional readings posted in Canvas

WEEKLY CLASS SCHEDULE

|  |  |  |
| --- | --- | --- |
| **WK** | **DATE** | **TOPIC/EVALUATION [See CANVAS for additional readings and assignment details)** |
| 1 | 1/5/22 | **INTRODUCTION TO THE COURSE**  **HISTORICAL PERSPECTIVES ON THEORY DEVELOPMENT**  READ:  Walker & Avant, Chapter 1 & 2 |
| 2 | 1/12/22 | **FOCUS OF THE DISCIPLINE AND NURSING METAPARADIGM; GRAND AND MIDDLE-RANGE THEORIES**  READ:  Walker & Avant, Chapter 3  Fawcett (2nd ed.), Chapter 1 & 2 |
| 3 | 1/19/22 | **STRATEGIES FOR THEORY DEVELOPMENT: DERIVATION**  **HEALTH PROMOTION MODEL**  READ:  Walker & Avant, Ch 4, 5, & 6  Dunn, K.S. (2005). Testing a middle-range theoretical model of adaptation to chronic pain. *Nursing Science Quarterly, 18*(2), 146-156.  Dulock, H.L., & Holzemer, W.L., (1990). Substruction: Improving the linkage from Theory to Method. *Nursing Science Quarterly, 4* (2), 83-87. |
| 4 | 1/26/22 | **STRATEGIES FOR THEORY DEVELOPMENT: SYNTHESIS**  READ:  Walker & Avant, Chapter 7, 8, & 9 |
| 5 | 2/2/22 | **STRATEGIES FOR THEORY DEVELOPMENT: CONCEPT ANALYSIS**  READ:  Walker & Avant, Chapter 10 & 11 |
| 6 | 2/9/22 | **UF Gratitude Day – No Class** |
| 7 | 2/16/22 | **STRATEGIES FOR THEORY DEVELOPMENT: THEORY ANALYSIS**  READ:  Walker & Avant, Chapter 12 & 13  Fawcett (2nd ed.), Chapter 11 |
| 8 | 2/23/22 | **ONLINE PRESENTATION OF CONCEPT ANALYSIS**  **ABSTRACT AND POSTER DUE (*(Monday, 2/21/22; 11: 59 PM)*** |
| 9 | 3/2/22 | **NATIONAL FRAMEWORKS & MODELS**  READ:  NINR Strategic Plan: <https://www.ninr.nih.gov/aboutninr/ninr-mission-and-strategic-plan>  Cashion, A. K., Gill, J., Hawes, R., Henderson, W. A., & Saligan, L. (2016). National Institutes of Health Symptom Science Model sheds light on patient symptoms. *Nursing Outlook*, *64*(5), 499–506. https://doi.org/10.1016/j.outlook.2016.05.008  Patel, M., Johnson, A. J., Booker, S. Q., Bartley, E.J., Palit, S., Powell-Roach, K., Terry, E. L., Fullwood, D., DeMonte, L., Mickle, A. M., & Sibille, K.T. (in press). Applying the NIA Health Disparities Research Framework to identify needs and opportunities in chronic musculoskeletal pain research. *The Journal of Pain, 00 (00*), 1-20. https://doi.org/10.1016/j.jpain.2021.06.015 |
| 10 | 3/9/22 | **SPRING BREAK – NO CLASS** |
| 11 | 3/16/22 | **HEALTH BEHAVIOR THEORIES: THE FOUNDATIONS**  Glanz, et al., Chapter 1, 2, & 3  ***PAPER 1 DUE (Monday, 3/14/22; 11: 59 PM)*** |
| 12 | 3/23/22 | **ONLINE CLASS**  **MODELS OF INDIVIDUAL HEALTH BEHAVIOR**  **HEALTH BELIEF MODEL; THEORY OF REASONED ACTION; THEORY OF PLANNED BEHAVIOR; TRANSTHEORETICAL MODEL**  Glanz, et al., Chapter 4, 5, 6, & 7 |
| 13 | 3/30/22 | **MODELS OF INTERPERSONAL HEALTH BEHAVIOR**  READ:  Glanz, et al., Chapter 8, 9, 10 & 11 |
| 14 | 4/6/22 | **MODELS OF INTERPERSONAL HEALTH BEHAVIOR**  READ:  Glanz, et al., Chapter 12 & 13 |
| 15 | 4/13/22 | **COMMUNITY AND GROUP Models of Health Behavior Change**  Glanz, et al., Chapter 14, 15, 16, & 17 |
| 16 | 4/20/22 | **USING THEORY IN RESEARCH &PRACTICE**  Glanz, et al., Chapter 18, 19, 20, & 21  ***PAPER 2 DUE (Monday, 4/18/22; 11: 59 PM)*** |

Approved: Academic Affairs Committee: 10/97; 11/15

Faculty: 12/97; 11/15

UF: 06/98; 12/15