UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

FALL 2022

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 Angela Starkweather, PhD, ACNP-BC, FAANP, FAAN

Chamings Endowed Professor

Office: HPNP 4205

Office Phone: GNV: 352-273-6321

Office Hours: Tuesdays 12:30pm-1:30pm or by appointment

Email: [a.starkweather@ufl.edu](mailto:a.starkweather@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 advisable that students confirm availability or make an appointment in advance.

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

Faculty Section Day/Time Room

Starkweather 3565 Tuesday/1:55-4:55pm 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

Lecture, 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.

|  |  |
| --- | --- |
| Assignments | % 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 (10 points each/total of 6 Discussions) | 60% |
|  |  |
| 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 by 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 as designated in the Weekly Class Schedule (see Weekly Topics & Assignments section 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 third page using current APA format.

Seminar Discussions / Discussion Board

1. At the beginning of each class period (during in class sessions), 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.
3. During designated individual study sessions (indicated on highlighted course schedule), a discussion board posting with responses to at least two peers will be due by Tuesday at 12:59pm est.

MAKE UP POLICY

A grade penalty will be assigned for late assignments (50% deduction with additional 50% beyond 24 hours) 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: <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.

INCLUSIVE LEARNING ENVIRONMENT

We strive to provide an inclusive learning environment as we prepare graduates who care, lead, and inspire. As we share our nursing values and personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels they belong to the College of Nursing community. <https://nursing.ufl.edu/wordpress/files/2021/08/PhD-Handbook-2021-1.pdf>

CIVILITY STATEMENT

Civility among all individuals in the CON (faculty, staff and students) is vital for an inclusive environment that fosters personal reflection, growth and a collective harmony. <https://nursing.ufl.edu/wordpress/files/2021/08/PhD-Handbook-2021-1.pdf>

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 <http://www.dso.ufl.edu/students.php>. 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

Godfrey-Smith, P. (2021). *Theory and reality: An introduction to the philosophy of science* (2nd

ed.). Chicago, IL. University of Chicago Press.

WEEKLY CLASS SCHEDULE

* **Please refer to Canvas site for schedule updates**

|  |  |  |  |
| --- | --- | --- | --- |
| **Wk** | **Date** | **Topic** | **Assignment** |
| 1 | August 30 | **OVERVIEW OF THE COURSE**  Main Topic: What is truth? | Discussion Board Points |
| 2 | September  6 | **DEFINING THE BOUNTARY BETWEEN SCIENCE AND PSEUDOSCIENCE**  Main Topic: Empiricism | Individual Position Paper #1 Discussion Points |
| 3 | September 13 | Main Topic: Conjecture and Refutation | Individual Position Paper #2  Discussion Board Points |
| 4 | September 20 | Main Topic: The Kuhn-Popper Controversy | Individual Position Paper #3 Discussion Points |
| 5 | September  27 | Main Topic: Theories and Frameworks | Discussion Board Points |
| 6 | October 4 | Main Topic: Unity of Science | Group Position Paper #1 |
| 7 | October 11 | **INDUCTION AND CONFIRMATION: THE NATURE OF SCIENTIFIC INFERENCE**  Main Topic: Inductive vs Deductive Reasoning | Individual Position Paper #4  Discussion Board Points |
| 8 | October 18 | **LAWS AND EXPLANATION: THE NATURE OF SCIENTIFIC THEORIES**  Main Topic: Causality, Statistical Explanation, and Context | Individual Position Paper #5 Discussion Points |
| 9 | October 25 | Main Topic: Bayesianism | Individual Position Paper #6 Discussion Board Points |
| 10 | November 1 | **SCIENCE AND OBJECTIVITY**  Main Topic: Realism vs Anti-realism | Discussion Points |
| 11 | November 8 | Main Topic: Values in Scientific Investigation | Individual Position Paper #7 Discussion Board Points |
| 12 | November 15 | Main Topic: Science and Politics | Discussion Points |
| 13 | November 22 | Main Topic: Truth, Simplicity and Other Problems | Group Position Paper #2 |
| 14 | November 29 | **NURSING KNOWLEDGE**  Main Topic: What is Nursing Knowledge? | Individual Position Paper #8 Discussion Points |
| 15 | December 6 | Main Topic: Synthesis & Wrap-up | Group Position Paper #3 |

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

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

UF Curriculum: 06/98; 11/15