# UNIVERSITY OF FLORIDA COLLEGE OF NURSING COURSE SYLLABUS

Spring/2023

# 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

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Office Hours\*: Thursday, 12-2 pm and by appointment

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\*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 | Tuesday | 1:55-4:55pm | G301A |
|  |  |  |  |

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 | 25% |
| Concept Analysis: Abstract | 10% |
| Concept Analysis: Poster Presentation | 20% |
| Theory Application Paper: Part 1 | 15% |
| Theory Application Paper: Part 2 | 15% |
| Presentation | 15% |
|  | 100% |

Assignments are due on the date assigned by **11:59 pm**. *Feedback on assignments routinely is given within two weeks of the due date. Any exceptions will be posted on Canvas.*

# 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>.

# 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.

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/2022/08/BSN_DNP-Handbook-Jul-28-2022.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/2022/08/BSN_DNP-Handbook-Jul-28-2022.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 <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 readings and assignment details*]** |
| **MODULE 1** | | |
| 1 | 1/10 | **INTRODUCTION TO THE COURSE**  **WHAT IS THEORY AND WHY IS IT IMPORTANT?**  **HISTORICAL PERSPECTIVES ON THEORY DEVELOPMENT**  READ:  Walker & Avant, Chapter 1 & 2 |
| 2 | 1/17 | **TYPES OF THEORIES: NURSING METAPARADIGM, GRAND THEORIES, & MIDDLE-RANGE THEORIES**  **CONCEPTUAL FRAMEWORK, MODELS, AND THEORIES**  **REFLECTIONS ON PERSONAL THEORIES**  READ:  Walker & Avant, Chapter 3  Fawcett (2nd ed.), Chapter 1 |
| **MODULE 2** | | |
| 3 | 1/24 | **FUNDAMENTALS OF THEORY**  **OVERVIEW OF STRATEGIES FOR THEORY DEVELOPMENT**  **IDENTIFYING CONCEPTS & THEORIES IN PUBLISHED ARTICLES (CONCEPT MAPPING)**  **CONCEPT ANALYSIS**  READ:  Walker & Avant, Chapter 10 & 11  Dobkin B. H. (2008). Fatigue versus activity-dependent fatigability in patients with central or peripheral motor impairments. *Neurorehabilitation and Neural Repair*, *22*(2), 105–110. <https://doi.org/10.1177/1545968308315046>  Song, J. E., Chang, S. B., Park, S. M., Kim, S., & Nam, C. M. (2010). Empirical test of an explanatory theory of postpartum fatigue in Korea. *Journal of Advanced Nursing*, *66*(12), 2627–2639. https://doi.org/10.1111/j.1365-2648.2010.05380.x |
| 4 | 1/31 | **CONCEPT MAPPING & CONCEPT ANALYSIS**  **IMPLEMENTING NURSING MODELS & THEORIES IN PRACTICE (FAWCETT, CH 2)**  Ream, E., & Richardson, A. (1996). Fatigue: A concept analysis. *International Journal of Nursing Studies*, *33*(5), 519–529. <https://doi.org/10.1016/0020-7489(96)00004-1> |
| **MODULE 3** | | |
| 5 | 2/07 | **THEORY DERIVATION & SYNTHESIS**  **CONCEPTUAL-THEORETICAL-EMPIRICAL LINKAGES: SUBSTRUCTION**  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. |
| 6 | 2/14 | **USING THEORY DERIVATION TO GUIDE RESEARCH: APPLICATION** READ:  Walker & Avant, Chapter 7, 8, & 9  Pender, 2022, The Health Promotion Model Manual |
| **MODULE 4** | | |
| 7 | 2/21 | **CONCEPT ANALYSIS POSTER PRESENTATION**  **ABSTRACT AND POSTER DUE *Monday, 2/20/23; 11:59 PM*** |
| 8 | 02/28 | **CHOOSING A THEORY**  **THEORY ANALYSIS**  READ:  Walker & Avant, Chapter 12 & 13  Fawcett (2nd ed.), Chapter 11 |
| 9 | 03/7 | **CONTEMPORARY SYMPTOM SCIENCE FRAMEWORKS & MODELS**  READ:  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. (2022). Applying the NIA Health Disparities Research Framework to identify needs and opportunities in chronic musculoskeletal pain research. *The Journal of Pain, 1,* 20-45. <https://doi.org/10.1016/j.jpain.2021.06.015>  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> |
|  | 3/14 | **Spring Break – No Class** |
| 10 | 3/21 | **INDIVIDUAL WORK FOR PAPER 1 & ONLINE CONSULTATIONS** |
| 11 | 3/28 | **HEALTH BEHAVIOR THEORIES: THE FOUNDATIONS**  **MODELS OF INDIVIDUAL HEALTH BEHAVIOR**   * **HEALTH BELIEF MODEL; HEALTH PROMOTION MODEL** * **THEORY OF REASONED ACTION; THEORY OF PLANNED BEHAVIOR** * **TRANSTHEORETICAL MODEL**   Glanz, et al., Chapter 1 - 7  **Theory Application Paper: Part 1 DUE *Monday, 3/27/23; 11:59 PM*** |
| 12 | 4/4 | **APPLICATION OF INDIVIDUAL HEALTH BEHAVIOR THEORIES** |
| 13 | 4/11 | **MODELS OF INTERPERSONAL HEALTH BEHAVIOR**  **COMMUNITY AND GROUP MODELS OF HEALTH BEHAVIOR CHANGE**  READ:  Glanz, et al., Chapter 8 -13  Glanz, et al., Chapter 15-17 |
| 14 | 04/18 | **APPLICATION OF INTERPERSONAL AND GROUP HEALTH BEHAVIOR THEORIES** |
| 15 | 4/25 | **INTEGRATION OF THEORY AND RESEARCH**  **Theory Application Paper: Part 2 DUE *Monday, 4/24/23; 11:59 PM*** |

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

Faculty: 12/97; 11/15

UF: 06/98; 12/15