UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING 2019

COURSE NUMBER NGR 7124 – Section 11AH

COURSE TITLE Theory Development in Nursing

CREDITS 3

PLACEMENT Required Core Course

PREREQUISITES NGR 7115: Philosophy of Nursing Science

# FACULTY Robert Lucero, PhD, MPH, RN, FAAN

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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

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 https:// 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, reading, 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 30%

Concept Mapping 20%

Paper #1: 25%

Paper #2 25%

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.*

MAKE UP POLICY

There are no opportunities for make-ups or extra credit. If you need to complete an assignment after the due date, one assignment point/day will 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: <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 <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/>) and a full explanation of each of the university policies - <http://nursing.ufl.edu/students-2/student-policies-and-handbooks/course-policies/>

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Student Use of Social Media

Faculty Evaluations

* 1. “Students in this class are participating in a pilot evaluation of a new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, or in their Canvas course menu under GatorEvals. Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at [https://evaluations.ufl.edu](https://evaluations.ufl.edu/) . Thank you for serving as a partner in this important effort.”

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

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

Walker, L., & Avant, K. (2018). *Strategies for theory construction in nursing* (6th ed.)

New York: Prentice Hall.

**WEEKLY CLASS SCHEDULE:**

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| **WK** | **DATE** | **TOPIC / READINGS *(Additional Readings\*-- posted in Canvas)*** |
| 1 | 1/09/18 | **INTRODUCTION TO THE COURSE AND SEMESTER ASSIGNMENTS** |
| 2 | 1/16/18 | **HISTORICAL PERSPECTIVES ON THEORY DEVELOPMENT**  READING: Walker & Avant, Part 1: Chapters 1, 2, & 3 |
| 3 | 1/23/18 | **THE NURSING METAPARADIGM AND THEORIES**  READING: Fawcett, Chapters 1 & 2  ***Additional Readings\**** |
| 4 | 1/30/18 | **STRATEGIES FOR THEORY DEVELOPMENT: DERIVATION**  READING: Walker & Avant, Part 2: Chapters 4-6 |
| 5 | 2/6/18 | **STRATEGIES FOR THEORY DEVELOPMENT: SYNTHESIS**  READING:Walker & Avant, Part 3: Chapters 7-9 |
| 6 | 2/13/18 | **STRATEGIES FOR THEORY DEVELOPMENT: ANALYSIS**  **CRITIQUING THEORY**  READING:Walker & Avant, Part 4: Chapters 10-12; Fawcett, Chapter 11 |
| 7 | 2/20/18 | ***Concept Mapping Assignment and Presentation Due Date*** |
| 8 | 2/27/18 | **Health Behavior: The Foundations**  READING:Glanz et al., Chapters 1-3  **VALIDATING, TESTING AND REFINING THEORY**  READING: Walker & Avant, Part 5: Chapter 13 |
| 9 | 3/6/18 | **SPRING BREAK** |
| 10 | 3/13/18 | **THEORIES/MODELS OF INDIVIDUAL HEALTH**  READING:Glanz et al., Chapters 4 & 5  ***Additional Readings\**** |
| 11 | 3/20/18 | **THEORIES/MODELS OF INTERPERSONAL HEALTH**  READING:Glanz et al., Chapters 8-10  ***Additional Readings\**** |
| 12 | 3/27/18 | **THEORIES/MODELS OF COMMUNITY AND GROUP HEALTH**  READING:Glanz et al., Chapters 14-15  ***Additional Readings\**** |
| 13 | 4/3/18 | ***Assignment Due Date and Presentation of Paper #1*** |
| 14 | 4/10/17 | **THEORIES/MODELS OF INDIVIDUAL HEALTH**  READING:Glanz et al., Chapters 6 & 7  ***Additional Readings\**** |
| 15 | 4/17/18 | **THEORIES/MODELS OF INTERPERSONAL HEALTH**  READING:Glanz et al., Chapters 11-13  ***Additional Readings\**** |
| 16 | 4/24/18 | **THEORIES/MODELS OF COMMUNITY AND GROUP HEALTH**  READING:Glanz et al., Chapters 16-17  ***Additional Readings\**** |
| 17 | 5/1/18 | ***Assignment Due Date Presentation of Paper Assignment #2*** |