

NURS 414: Analysis of Contemporary Nursing Knowledge

Spring, 2003

Thursday, 1 to 4 p.m.

Location: Storrs Hall 128B

Course Instructor:

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Office hours: Thursday 10 - noon, also by appointment after class or any week day.

Course Description:

Methods of analysis and evaluation of the concepts and theories in nursing, both grand and mid-range.

Credits and Prerequisites: 3 credits.

Nurs 410

Course Objectives: Upon completion of this course, students will

1. Analyze the refinement and modification of the grand theories
2. Critique conceptual and theoretical evaluation methods applied to nursing theory.
3. Evaluate the relative contributions of various theories to the scientific practice of nursing.

Texts and Readings:

Shared readings are available on reserve (through WebCT).

Suggested Texts and Resources:

Chinn, P. L. & Kramer, M. K. (1999). *Theory and nursing: Integrated Knowledge Development*. 5th Ed. St. Louis: CV Mosby.

Fawcett, J. (2000). *Analysis and Evaluation of Contemporary Nursing Knowledge*. Philadelphia, PA Davis.

Nicoll, Leslie N. (1997). *Perspectives on Nursing Theory* (3rd Ed.). Philadelphia: JB Lippincott.

Powers, B.A. & Knapp, T.R. (1995). *A Dictionary of Nursing Theory And Research*. 2nd Ed. Thousand Oaks, CA: Sage Publications

Rodgers, Beth L. & Knaf, Kathleen A. (2000). *Concept Development in Nursing: Foundations, Techniques, and Applications*. (2nd ed.) Philadelphia, WB Saunders.

Group process resource:

Chinn, P.L. (1996). *Peace and Power: Building Communities for the Future*. New York: NLN Press.

Philosophy of the Course Design:

The activities and interactions in this course are planned to enact the philosophic basis of nursing as a human caring art and science. Specifically, this course provides the opportunity for praxis (thoughtful reflection and action) that emphasizes caring, creativity, the unique individuality of each participant, and the value of community. This experience will call forth our human capacities to know what we do, and do what we know. The specific values around which the course methods have been designed are 1) empowerment for all, 2) de-mystification of processes and content, and 3) creating community/unity.

These values are brought into action by:

- Assuring that every voice is heard and respectfully considered;
- Actively sharing of resources in a spirit of creating a cooperative community of scholars;
- Sharing ideas and participating in mutual discussion of ideas to promote their development;

- Addressing issues that arise in the group process when they reach early awareness;
- Participate in clarification of all issues and processes;
- Bringing one's own rich background of experience and talent as a foundation for scholarly discourse and accomplishment; and
- Co-creating the learning experience with all other participants in the class.

WebCT and On-Site Activities

The "hub" of this class will be WebCT. There are two cohorts of students in this course: Connecticut and Hawaii. Everyone will connect each week using WebCT, and participate in the planned (and spontaneous) discussions and activities. Each cohort will also meet in person on site for approximately 14 hours. The Hawaii group will meet in Webster Hall on March 21 (11 am through early evening) and March 22 (all day). The Connecticut group will meet for the first time on January 30 and February 6 from 1-3:30, and will then plan approximately 4 additional Thursday afternoon dates scattered throughout the semester.

Learning Activities

The planned learning activities are a starting point for addressing the course objectives. These are open to change and revision according to each individual's needs, and the consensus of the group.

1. Shared Readings. The semester has several "units" that span more than one week. Each unit has designated readings from the reading packet that serves as the bases for discussion. Each participant reads the shared readings prior to (and during) time frame of the unit, when they will be discussed
2. Participation in Discussions. Shared readings, internet explorations, personal experience, and projects serve as the basis for discussion. Each week every will "check in" on WebCT, and will give the group an update on your progress related to the course activities. There will be several "Focus Points" for discussion throughout the semester, with each person providing a summary of your perspective related to the Focus Point. The first Focus Point will be your response to "who am I" – the form for which is posted on WebCT.
3. Interactions with Guests. There will be several guests visiting the class throughout the semester. Many of the guests presented papers at the Critical and Feminist Perspectives in Nursing conference, and because their papers are so "cutting edge" in relation to the focus of this course, I have invited them to share their work with you as readings, and to also participate in our discussions and exchange more personal emails with those in the class who are particularly interested in their ideas. The list of guest papers and their email addresses will be available in WebCT, along with dates over which their work will be a focus for our discussions.
4. Personal Journal. All participants are encouraged to keep a personal journal throughout the course. The journal is a tool for the individual to use in developing self-awareness, personal knowing, and self-intimacy. It can serve as a basis for other writings and for group discussion. The journal can be especially helpful in developing reflective insights about your theory project. The journal is shared only when the author specifically chooses to do so. Selected excerpts from the journal can become part of the portfolio to make visible personal growth and insights that occurred during the course.
5. Theory "history" project. (Due April 6). Identify a current nursing theory (at any level of abstraction) that pertains to your area of scholarly interest, or, identify a nurse scholar whose work is leading toward the development of a mid-range theory. If possible, interview the nurse or nurses whose work you are exploring to obtain the personal and professional background of the work. Trace major developments of the ideas in the literature to identify how the ideas have evolved, with particular attention to research and practice aspects of development. Develop a story of the development of the ideas, and present your story to the class on WebCT. The presentation can be in the form of power point (with notes to fill in the details), or

a more formal paper that gives an account of interesting highlights that you discovered about the scholar, and how her/his work evolved.

6. Scholarly writing. (Due May 6) Identify a theory that is pertinent to your own scholarly interests, and prepare a scholarly paper that evaluates the theory and sets forth the philosophic, methodologic, and practice implications of the theory for your own potential scholarly investigation. If your theory is not a nursing theory, include the rationale for connecting this theory to nursing, and how your work will advance nursing knowledge. Your critical evaluation will be centered around the question: What is this theory's potential for contributing to my future scholarly work? You can use any of several approaches to the evaluation of theory. Plan to develop this paper in one to two drafts, and receive feedback on your thinking throughout the semester.

Grades

Grades in this course are taken as an expression of the quality of your scholarly achievements. Grades are earned, not given, and are derived through a process of mutual reflection. The learning activities that are suggested provide guidance in developing your scholarship, but you are the primary architect of your learning experience, and shape your achievements according to your personal goals and interests. Early in the course, reflect on the course objectives and the planned learning activities.

Reflect on what you want to learn and accomplish in this class, and draft a plan to guide your experiences. Keep this plan and revise it frequently, and use it as a basis for your self-evaluation at the end of the course.

The process for deriving your grade begins with the development of your scholarly portfolio. The portfolio includes, but is not limited to your:

- Personal learning goals for this class.
- Written self-evaluation of your achievements.
- Statement of the grade you earned through these achievements.
- Material providing evidence of your self-evaluation (scholarly writing, notes or outlines used for class discussions/presentations, etc.)

Your self-evaluation can be based on your own ideas about what you personally hoped to accomplish in this class, as well as reflections on your personal growth and learning. Also reflect on the quality of your achievements in terms of the following questions:

- * Has my work been consistent with the course objectives?
- * Did I also accomplish my personal goals for the course?
- * Is my written work readable, concise, clearly written, and attractively presented?
- * Have my group presentations been clear and interesting?
- * Have my written and verbal presentations included my own original ideas?
- * Have I frequently considered more than one point of view?
- * Have I thought about and presented possibilities for future directions in nursing?
- * Have I accurately credited other authors where I have drawn on their work?

Generally, if you can answer "yes" to each of these questions, you have met the essential expectations of the course and certainly have earned a grade of "B." If your answers to several of these questions is not only "yes" but an enthusiastic "YES" and you also were able to exercise creativity and accomplishments beyond your expectations, be confident and proud that you have earned an "A" grade.

These questions will also be considered by faculty in verifying your statement of the grade earned through your achievements. If the faculty has reservations about your self-evaluation, we will discuss these reservations until we agree on the grade that you have earned.

Incomplete grades will not be used, except in the case of extenuating circumstances that emerge after the last date for withdrawal.

Topical Outline

I. January 26 through February 15: Background and Issues related to knowledge in Nursing

Shared readings for discussion:

Selected readings from the Nicoll text – your choices, questions and comments
(Aita 2000)
(Butterfield 2002)
(Chinn and Kramer 1999), Chapters 1 & 2
(Cowling 1999 (April))
(Engebretson and Littleton 2001)
(Hall 1997)
(Levine 1995)
(Monti and Tingen 1999)
(Riley, Beal et al. 2002)
(Rafael 2000)
(Reed 1995)
(Sandelowski 2002)
(Silva 1999)
(Warmes and Schroeder 1999)

II. February 16 – March 1 Evolution, Construction and Evaluation of Theory

Shared readings for discussion:

(Banks-Wallace and Parks 2001)
(Bennett 1997)
(Chinn and Kramer 1999) Chapter 3 and 4
(Cooley 1999)
(Drevdahl 1999)
(Drevdahl 2002)
(Falk-Rafael 2001) – and other articles in this issue of ANS may be pertinent to your interests.
(Forbes 1999)
(Gantt 2001)
(Haas 1999)
(Im and Meleis 2001)
(Kalischuk and Davies 2001)
(Kirkham and Anderson 2002)
(Kolcaba 2001)
(McClellan and Killeen 2000)
(Morse and Penrod 1999)
(Newlin, Knafl et al. 2002)
(Newman 2002)
(Smith 1999)
(Smith 2002)
(Poss 2001)

III. March 1 – 23 : Guest papers

To be posted on WebCT as they become available

(Uconn Spring break is March 15-23; UH spring break is March 23-30)

IV. March 15 – April 5: Recent Theoretical Exemplars

Shared reading for discussion:

(Boutain 1999)
(David 2000)
(Im and Meleis 1999)

(Im and Meleis 1999)
(Liehr and Smith 1999)
(Smith and Liehr 1999)
(Smith, Pace et al. 2002)

V. April 6 – May 6: Shared Readings related to each participant's history project.

Full Citations of Readings

- Aita, V. A. (2000). "Science and Compassion: Vacillation in Nursing Idea 1940s-1960." Scholarly Inquiry for Nursing Practice **14**(2): 115-138.
- Banks-Wallace, J. and L. Parks (2001). "'So that our souls don't get damaged': The impact of racism on maternal thinking and practice related to the protection of daughters." Issues in Mental Health Nursing **22**: 77-98.
- Bennett, J. (1997). "A Case for Theory Triangulation.. A Case Example: Nurses' attitudes about AIDS .. (INcluding Commentary by Marilyn Rawnsley)." Nursing Science Quarterly **10**(2): 97-106.
- Boutain, D. M. (1999). "Critical nursing scholarship: Exploring critical social theory with African American studies." ANS. Advances In Nursing Science **21**(4): 37-47.
- Butterfield, P. G. (2002). "Upstream REflections on Environmental Health: An Abbreviated History and Framework for Action." ANS. Advances In Nursing Science **25**(1): 32-49.
- Chinn, P. L. and M. K. Kramer (1999). Theory & Nursing: Integrated Knowledge Development. St. Louis, Mosby.
- Cooley, M. E. (1999). "Analysis and evaluation of the trajectory theory of chronic illness management." Scholarly Inquiry for Nursing Practice **13**(2): 75-95.
- Cowling, W. R. (1999 (April)). "A unitary-transformative nursing science: Potentials for transcending dichotomies." Nursing Science Quarterly **12**(2): 132-137.
- David, B. A. (2000). "Nursing's Gender Politics: Reformulating the Footnotes." ANS. Advances In Nursing Science **23**(1): 83-93.
- Drevdahl, D. (1999). "Sailing beyond: Nursing theory and the person." ANS. Advances In Nursing Science **21**(4): 1-13.
- Drevdahl, D. (2002). "Home and Border: The Contradictions of Community." ANS. Advances In Nursing Science **24**(3): 8-20.
- Engebretson, J. and L. Y. Littleton (2001). "Cultural negotiation: A constructivist-based model for nursing practice." Nursing Outlook **49**(5): 223-30.
- Falk-Rafael, A. R. (2001). "Empowerment as a process of evolving consciousness: A Model of empowered caring." ANS. Advances In Nursing Science **24**(1): 1-16.
- Forbes, M. A. (1999). "Hope in the older adult with chronic illness: A comparison of two reserach methods in theory building." ANS. Advances In Nursing Science **22**(2): 74-87.
- Gantt, C. J. (2001). "The theory of planned behavior and postpartum smoking relapse." Journal of Nursing Scholarship **33**(5): 337-41.
- Haas, B. K. (1999). "Clarification and Integration of Similar Quality of Llife Concepts." Image - The Journal of Nursing Scholarship **31**(3): 215-220.
- Hall, B. A. (1997). "Spirituality in terminal illness: An alternative view of theory." Journal of Holistic Nursing **15**(1): 82-96.
- Im, E.-O. and A. I. Meleis (1999). "Situation-Specific Theories: Philosophical Roots, Properties, and Approach." ANS. Advances In Nursing Science **22**(2): 11-24.
- Im, E.-O. and A. I. Meleis (1999). "A situation-specific theory of Korean immigrant women's menopausal transition." Image - The Journal of Nursing Scholarship **31**(4): 333-338.
- Im, E.-O. and A. I. Meleis (2001). "An international imperative for gender-sensitive theories in women's health." Journal of Nursing Scholarship **33**(4): 309-14.
- Kalischuk, R. G. and B. Davies (2001). "A theory of healing in the aftermath of youth suicide." Journal of Holistic Nursing **19**(2): 163-186.
- Kirkham, S. R. and J. M. Anderson (2002). "Postcolonial Nursing Scholarship: From Epistemology to Method." ANS. Advances In Nursing Science **2002**(1): 1-17.

- Kolcaba, K. Y. (2001). "Evolution of the mid range theory of comfort for outcomes research." Nursing Outlook **49**(2): 86-92.
- Levine, M. E. (1995). "The rhetoric of nursing theory." Image - The Journal of Nursing Scholarship **27**(1): 11-14.
- Liehr, P. and M. J. Smith (1999). "Middle range theory: Spinning research and practice to create knowledge for the new millennium." ANS. Advances In Nursing Science **21**(4): 81-91.
- McClellan, A. C. and M. R. Killeen (2000). "Attachment theory and violence toward women by male intimate partners." Journal of Nursing Scholarship **32**(4): 353-360.
- Monti, E. J. and M. S. Tingen (1999). "Multiple paradigms of nursing science." ANS. Advances In Nursing Science **21**(4): 64-80.
- Morse, J. M. and J. Penrod (1999). "Linking Concepts of Enduring, Uncertainty, Suffering and Hope." Image - The Journal of Nursing Scholarship **31**(2): 145-150.
- Newlin, K., K. Knafl, et al. (2002). "African-American Spirituality: A Concept Analysis." ANS. Advances In Nursing Science **25**(2): 57-70.
- Newman, M. A. (2002). "The Pattern that Connects." ANS. Advances In Nursing Science **24**(3): 1-7.
- Poss, J. E. (2001). "Developing a new model for cross-cultural research: synthesizing the health belief model and the theory of reasoned action." ANS. Advances In Nursing Science **23**(4): 1-15.
- Rafael, A. R. F. (2000). "Watson's philosophy, science, and theory of human caring as a conceptual framework for guiding community health nursing practice." ANS. Advances In Nursing Science **23**(2): 34-49.
- Reed, P. G. (1995). "A treatise on nursing knowledge development for the 21st century: Beyond postmodernism." ANS. Advances In Nursing Science **17**(3): 70-84.
- Riley, J. M., J. Beal, et al. (2002). "Revisioning Nursing Scholarship." Journal of Nursing Scholarship **34**(4): 383-389.
- Sandelowski, M. (2002). "Visible Humans, Vanishing Bodies and Virtual Nursing: Complications of Life, Presence, Place and Identify." ANS. Advances In Nursing Science **24**(3): 58-70.
- Silva, M. C. (1999). "The State of Nursing Science: REconceptualizing for the 21st Century." Nursing Science Quarterly **12**(3): 221-226.
- Smith, C. E., K. Pace, et al. (2002). "Caregiving Effectiveness Model Evolution to a Midrange Theory of Home Care: A Process for Critique and Replication." ANS. Advances In Nursing Science **25**(1): 50-64.
- Smith, M. C. (1999). "Caring and the science of unitary human beings." ANS. Advances In Nursing Science **21**(4): 14-28.
- Smith, M. C. (2002). "Health, Healing, and the Myth of the Hero Journey." ANS. Advances In Nursing Science **24**(2): 1-13.
- Smith, M. J. and P. Liehr (1999). "Attentively embracing story: A middle-range theory with practice and research implications." Scholarly Inquiry for Nursing Practice **13**(3): 187-204.
- Warms, C. and C. A. Schroeder (1999). "Bridging the Gulf between Science and Action: The New Fuzzies of Neogragmatism." ANS. Advances In Nursing Science **22**(2): 1-10.