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|  FLORIDA ATLANTIC UNIVERSITY | COURSE CHANGE REQUEST Graduate Programs | UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____ |
| | Department Nursing College Christine E. Lynn College of Nursing | |
| Current Course Prefix and Number NGR 7121 | | Current Course Title Theory Development and Application in Nursing |
| Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation. | | |
| Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/> | | Change description to: Change prerequisites/minimum grades to: Delete Admission to PhD program; Add" Permission of Faculty Add: NGR7116 ; Add NGR7115 Change corequisites to: Change registration controls to: |
| * See Definition of a Credit Hour . ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form. | | Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade. |
| Effective Term/Year for Changes: FALL 2025 | | Terminate course? Effective Term/Year for Termination: |
| Faculty Contact/Email/Phone Howard K. Butcher, RN; PhD; FAAN /hbutcher@health.fau.edu/561-297-0095 | | |
| Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____ | | Date 9-28-24 8/10/25 2/10/25 |

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

NGR7121

Current Catalog Description

Theory Development and Application in Nursing (NGR 7121) 3 credits

Prerequisite: Admission to Ph.D. program

Explores patterns of knowing, theory development, and evaluation in the context of nursing knowledge guided by caring philosophy. Nursing theories are studied with emphasis on middle range theory as applied to practice and research. Concept analysis methods are introduced as a foundation for theory building and evaluation.

Revised Catalog Description

Theory Development and Application in Nursing (NGR 7121) 3 credits

Prerequisite: NGR 7116; NGR 7115; ~~Admission to Ph.D. program~~; Permission of Faculty

Explores patterns of knowing, theory development, and evaluation in the context of nursing knowledge guided by caring philosophy. Nursing theories are studied with emphasis on middle range theory as applied to practice and research. Concept analysis methods are introduced as a foundation for theory building and evaluation.



FLORIDA ATLANTIC UNIVERSITY

NGR 7121-001 16056

Theory Devel & Applic In Nrsg

Date: Saturday 8:00 AM - 1:00 PM

Building: C E Lynn Coll of Nursing Boca **Room:** 209

3 Credit(s)

Fall 2024 - 1 Full Term

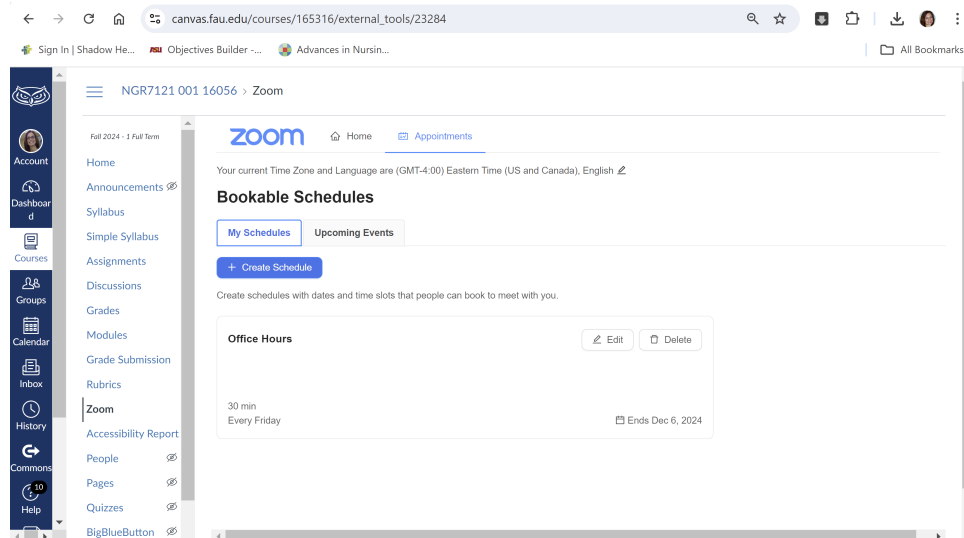
Instructor Information

Beth Pratt

Email: bpratt4@health.fau.edu

Office: Davie Campus, LA 49, 228B

Office Hours: Virtual office hours are Fridays from 1200-1400. Go to the Zoom tab on the left hand side of your Canvas course. Choose "Appointment" at the top of this page. There are 30 minute time slots. Schedule the appointment during an available office hour slot.



I am also available after class on Saturday as needed. Send me an email request for an in-person, virtual, or telephone appointment at alternate times if needed.

Phone: 954-236-1131; **Emergency phone number:** 954-802-5282

Course Description

Theory Development and Application in Nursing

Prerequisites: ~~Admission to Ph.D. program~~, Add Permission of faculty

Add NGR 7116

Add NGR 7115

Explores patterns of knowing, theory development, and evaluation in the context of nursing knowledge guided by caring philosophy. Nursing theories are studied with emphasis on middle range theory as applied to practice and research. Concept analysis methods are introduced as a

TEACHING LEARNING STRATEGIES:

Class and web-based discussion will occur through engagement of all students and the faculty member with appreciation for reciprocal teaching-learning.

Philosophy: Learning occurs in an environment that is both challenging and comfortable. Both faculty and learners have responsibilities in this process. The faculty is responsible for providing the structure for the learning environment and in guiding and facilitating the process of learning. The student actively participates in her/his own learning and the learning of others in this community. Diversity provides a rich ground for the emergence of creativity; each of us is different and contributes uniquely to our community of scholars. The space and time we share must be safe and respectful, requiring the authentic presence of all participants. Each participant is called to bring unique talents and perspectives, and each participant joins with others in a commitment to grow in caring.

Process: Class engagement requires participation of each student sharing critique with colleagues to grow ideas. A three-phase process of concept development provides the structure for discourse. Although all students will use the same structure, each will focus on a meaningful idea from nursing practice that informs a research focus. The process will be consistent with the stated philosophy of teaching-learning.

Instructional Method

Mixed Online and Classroom

50%-79% of the course is delivered online. (Hybrid)

Required Texts/Materials

Knowledge Development in Nursing E-Book

ISBN: 9780323793018

Publisher: Elsevier HlthSciences Division

Edition: 11th

Middle Range Theory for Nursing

ISBN: 9780826139269

Publisher: Springer Publishing Company

Middle Range Theory for Nursing

ISBN: 9780826139276

Publisher: Springer Publishing Company

Edition: 5th

Knowledge Development in Nursing

ISBN: 9780323793001

Publisher: Mosby, Incorporated

Edition: 11th

Essential Literature On Caring Science (Revised 2017)

Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Jones & Bartlett.

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer.

Buber, M. (1970). *I and thou*. Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. Springer.

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2nd ed.)*. Silliman University Press.

Mayeroff, M. (1971). *On caring*. HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.)*. Jones & Bartlett.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing*. National League for Nursing.

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions*. Canadian Hospital Association.

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. Springer.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*. Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*.

University Press of Colorado.

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018;
Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly
10/22/18

Course Objectives/Student Learning Outcomes

Upon completion of NGR7121, the student will be able to create caring nursing responses in:*

Becoming Competent

1. Evaluate nursing theory for relevance to practice and research
2. Analyze and critique methods of concept analysis for relevance to area of research practice interest.
3. Evaluate nursing theory for relevance to a caring philosophy
4. Synthesize a conceptual definition which is consistent with caring philosophy, emerges from nursing practice and is central to planned research.

Becoming Compassionate

1. Develop critiquing abilities that express recognition of unique contributions of others while offering guidance for ongoing development.

Becoming Confident

1. Embark on the role of scholar through application of concept analysis to an area of research-practice interest
2. Develop expertise in the knowledge base for a conceptual structure that will guide nursing practice and research.

Demonstrating Scholarly Comportment

1. Engage with colleagues and the broader academic community, substantively contributing to scholarly dialogue regarding the focus of the discipline.

Attending to Conscience

1. Critique the work of others and one's own work holding true to an appreciation for caring science.

Affirming commitment

1. Create a model that is grounded in the disciplinary perspective to guide nursing research and practice

*The 6 subjectives based on Roach's (2002) work organize the course objectives.

Course Assignments

Dialogue/discussion – 40% of your course grade

There will be assignments for discussion via Canvas and in-class seminar. It is expected that the student will be thoughtfully engaged in these and that comments will reflect the content of assigned readings. All discussion board entries must be made by 11:59 pm on the assigned day. If entries are later than 11:59 pm without approval of the faculty, students will receive a zero for that discussion board assignment. A maximum of 5 points is possible for each of the 6 discussion board sessions.

- To get the full 5 points for any online session, comments will need to be thoughtful (1 point), on-time (1 point), and reflect the content of the assigned readings (3 points).
- An additional 3 points will be allotted for the first 3 live sessions. Allocation of these points will be related to thoughtful engagement with classmates, coming to class on-time, and contributions to the class discussion that indicate that you have done the assigned readings. The fourth live session is the podium presentation session, and it is graded separately....so, you will all get one bonus point to start!!!...because I KNOW you are going to give it your "all"!!!

Model (podium presentation) – 20% of your course grade

Present your conceptual model in a podium presentation format during the last in-person class. Be prepared to answer questions related to your conceptual model. You will also submit an abstract of your presentation following Southern Nursing Research Society guidelines.

Paper – 40% of your course grade

A paper that follows the process outlined in Smith & Liehr (2023) chapter 20; "Concept Building for Research", will be submitted. Components of the paper will be submitted for critique throughout the semester. On 10/12/24, a draft of the paper from the practice story through to your first effort at the mini-saga will be due. The final draft of your paper is due on 11/30/24.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.

- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

Grading and Evaluation: The grade is earned based on the quality of completion of the course objectives. A grade of "C" indicates satisfactory completion of course objectives. A grade of "B" indicates better than average. A grade of "A" indicates excellence or special merit in achieving the course objectives. A grade of "A" might be achieved through creativity in conceptualization and presentation of ideas; in-depth reflection evident in weekly postings; and a paper at a stage ready for publication. All assignments should be completed by the end of the semester. Only in unusual circumstances will an incomplete grade be granted. The student must be passing to receive an incomplete.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate

class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

| Letter Grade | Letter Grade |
|--------------|--------------|
| A | 94 - 100% |
| A- | 90 - 93% |
| B+ | 87 - 89% |
| B | 84 - 86% |
| B- | 80 - 83% |
| C+ | 77 - 79% |
| C | 74 - 76% |

| Letter Grade | Letter Grade |
|--------------|--------------|
| C- | 70 - 73% |
| D+ | 67 - 69% |
| D | 64 - 66% |
| D- | 61 - 63% |
| F | 0 - 60% |

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001.](#)

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

Policy on Make-up Tests, Late work, and Incompletes

Late Work Policy

1. Submission Deadlines: Assignments are due as stated on the course syllabus and schedule. It is the student's responsibility to be aware of these dates and adhere to them.
2. Professional Responsibility: Regular and timely submission of assignments is considered a critical aspect of professional behavior in the nursing field. Students are expected to manage their time effectively to meet course requirements.
3. Extenuating Circumstances: In the event of unforeseen circumstances that prevent timely submission, students should communicate with the instructor as soon as possible to discuss potential accommodations.
4. Penalties for Late Submission: Unless otherwise agreed upon with the instructor, late submissions will receive a "0".

Incompletes

All assignments should be completed by the end of the semester. An incomplete grade may be granted only in unusual circumstances. The student must be passing to receive an incomplete.

Special Course Requirements

Course Policies & Guidelines:

1. Attendance

Students are expected to attend all four classes. In case of emergency, contact the faculty member as soon as possible. Students are expected to be on time to class. Points will be deducted from the class participation grade for lateness.

2. Assignments

Details about submission of assignments are listed in the syllabus with each assignment description.

3. Electronic and Personal Communication Devices will be turned off during class time.

All course requirements and objectives must be met to earn a passing grade.

AI Language Specific To This Course

AI Flexible: The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines (<https://fau.edu/ai/citation>).

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual therapy, group therapy, and crisis services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

College of Nursing Policies

Policies below may be found in:

a). The Christine E. Lynn College of Nursing Undergraduate Handbook located at: <https://nursing.fau.edu/academics/student-resources/undergraduate/index.php>

b). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see:

<https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf>

CON Academic Integrity: <https://nursing.fau.edu/academics/student-resources/undergraduate/academic-integrity-policy.php>

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at

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INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

POLICY ON THE RECORDING OF LECTURES (OPTIONAL)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

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RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. For more information, see:

<https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

CON Religious Accommodation: <http://www.fau.edu/sas/New.php>

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

1. Ways of knowing in nursing
 - a. The nursing situation as central to knowing in nursing
 - b. Knowing through design, story, symphony, empathy, play and meaning
2. Analysis, development and evaluation of concepts
 - a. Compare and contrast concept analysis methods
 - b. Use a three-phase process (grounding, substantiating, and resolving) to synthesize own thinking about a concept emerging from practice with promise for research
 - c. The contribution of story to concept clarification
3. Nursing knowledge development, structure and use
 - a. Paradigms of Nursing and relationship to caring philosophy

- b. Grand, middle range and micro-range theories
 - c. Critiquing theory and applying critique parameters (correspondence, coherence, pragmatics) to concepts
4. Use of nursing theory in nursing practice and research
- a. Considering practice-research ideas through the lens of differing theories
 - b. Critique nursing theory for application to a nursing situation
 - c. Develop a researchable question from a nursing practice situation.

Course schedule

COURSE SCHEDULE

In-person Class #1 (August 17)

Getting to know you - beginning to decipher your phenomenon of interest

The focus of this session will be on getting to know each other and the course's structure. "Concept Building for Research" will be introduced and thoughts about your idea for dissertation focus will be discussed.

Readings

Carper, B.A. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science*, 1(1), 13-24.

Liehr, P & Smith, M.J. (2023). Concept building for research. In M.J. Smith & P. R. Liehr (Eds). *Middle range theory for nursing*. (5th ed.). New York: Springer. Chapter 20

Smith, M.J. & Liehr, P. (2023). *Middle range theory for nursing*. (5th ed.). New York: Springer. Chapters 1 & 2

Activities

- Discuss the syllabus and make necessary changes in the course plans
- What phenomenon interests you?
- Draft a story about a nursing situation that captures the phenomenon that interests you.
- Consider the phenomenon: a) on the ladder of abstraction and b) through a paradigmatic (unitary-transformative, interactive-integrative, particulate-deterministic) lens\
- Consider the ways of knowing and apply to practice story

Online Session #1 (8/18/2024-8/30/2024)

1. Developing a practice story and considering the story from the disciplinary perspective.

2. Attending to the place of “play” in science.

- Root-Bernstein, R.S. (1989). How scientists really think. Perspectives in Biology and Medicine, 32, 472-488.

Online Session #2 (8/31/2024-9/13/2024)

1. Identifying a middle range theory and defining a theory niche where your concept rests.

2. Considering the theory fit within a Caring philosophical perspective and applying ideas to the ladder of abstraction.

- Hupcey, J.E. & Penrod, J. (2005). Concept analysis: Examining the state of the science, Research and Theory for Nursing Practice, 19(2), 197-206.
- Morse, J.M. (1995). Exploring the theoretical basis of nursing using advanced concept analysis techniques. Advances in Nursing Science, 17(3), 31-46.
- Doucet, T. (2016). Concept inventing: A humanbecoming perspective on feeling peaceful. Nursing Science Quarterly, 29(1), 7-11.
- Karbe, L. & Kaunonen M. (2015). Patient experiences of loneliness: An evolutionary concept analysis. Advances in Nursing Science, 38(4), 21-34.

In-person Class #2 (September 14)

Moving toward core qualities

During this session, the names of phenomena of interest will be discussed and final adjustments made so that each student is settled on the phenomenon of interest that will be this course's focus. Information will be shared to enable the student to gather a story that informs developing ideas.

Readings/Video

Liehr, P. & Smith, M.J. (2023). Story Theory. In Middle Range Theories for Nursing. M.J. Smith & P. Liehr (Eds.) 5th ed. Springer: New York, Chapter 11

Ritchie, T.D. & Walter, S.M. (2023). Theory of Meaning. In Middle range theory for nursing. M.J. Smith & P. Liehr (eds.), 5th Ed. Chapter 5

Please look at this YouTube video before class. If the link below does not work for you, just go to YouTube and type in TEDx Houston - Brene Brown (<http://www.youtube.com/watch?v=X4Qm9cGRub0>)

Activities

- Review the structure building process that you have engaged in, i.e., creating practice story; naming emerging concept; choosing theoretical lens; connecting concept to existing literature
- Consider the ladder of abstraction postings from the last discussion board assignment
- Discussion of story-gathering protocol, story path guides and plans for the dialogue (e.g.: who will you be talking with about your phenomenon of interest?).

Online Session #3 (9/15/2024-9/29/2024)

1. Synthesizing literature using the Matrix Method.

- Garrard, J. (2014). Health sciences literature review made easy: The matrix method. 4th edition. Sudbury MA: Jones and Bartlett.

Online Session #4 (9/30/2024-10/11/2024)

1. Considering Concept Analysis

2. Linking the work you are undertaking with one of the concept analysis approaches

- Hupcey, J.E. & Penrod, J. (2005). Concept analysis: Examining the state of the science, Research and Theory for Nursing Practice, 19(2), 197-206.
- Morse, J.M. (1995). Exploring the theoretical basis of nursing using advanced concept analysis techniques. Advances in Nursing Science, 17(3), 31-46.
- Doucet, T. (2016). Concept inventing: A humanbecoming perspective on feeling peaceful. Nursing Science Quarterly, 29(1), 7-11.
- Karbe, L. & Kaunonen M. (2015). Patient experiences of loneliness: An evolutionary concept analysis. Advances in Nursing Science, 38(4), 21-34.

In-person Class #3 (October 12)

Now we are getting to the products of all your hard work: finalizing the core qualities and concept definition, leading up to a model that depicts the relationships between the core qualities.

You will come to class with three to four core qualities essential to the definition of your emerging concept, a first attempt at a concept definition and the associated model.

We will start with the core qualities extracted from the literature review and concept story. During class, we will work on the concept definition noting the relationships between the core qualities. The model is implicit in this work. These are the pieces you will need for your presentation: concept definition, core qualities, and model.

Because of the work essential for this session, the readings for this class will mostly be tailored to your needs. However, everyone will be familiar with the chapters in the Middle range theory book including the chapter on concept-building with the two student exemplars. Of course, by now you will come having read the important sources related to your topic.

Also, please come to class with one reading (other than those mentioned above) that has been pivotal in your development this semester. Be prepared to share what has made this reading important for you.

Readings

Liehr, P & Smith, M.J. (2020). Claiming the narrative wave with story theory. *Advances in Nursing Science*, 43(1), 15-27. doi: 10.1097/ANS.0000000000000303

Reed, P.G. (2021). The epistemic dignity of knowledge developed through nursing practice. *Nursing Science Quarterly*, 34(1), 39-44. <https://doi.org/10.1177%2F0894318420965206>

Activities

- Come to class with your core qualities of the emerging concept and your concept definition with an attempt at model creation. Have multiple hard copies with the concept story, qualities, and definition. We will move from the concept story and core qualities toward a model via the definition.

Online Session #5 (10/13/2024-10/27/2024)

1. Moving from your Literature Matrix to core qualities of your concept...to be taken to your dialogue with a person who has lived your phenomenon of interest.

2. Considering distinctions between concept development and theory development

- Morse, J. (1995). Exploring the theoretical basis of nursing using the advanced techniques of concept analysis. *Advances in Nursing Science*, 17(3), 31-46.
<https://psycnet.apa.org/doi/10.1097/00012272-199503000-00005>
- Risjord, M. (2019). Rethinking concept analysis. *Journal of Advanced Nursing*, 65, 684-689.
<https://doi.org/10.1111/j.1365-2648.2008.04903.x>

Online Session #6 (10/28/2024-11/15/2024)

1. Defining your concept using the core qualities

2. Shaping a concept model

- Shelley, C. (2015). The nature of simplicity in Apple design. *The Design Journal*, 18(3), 439-456.

Class 4 (November 16)

Podium presentation and class wrap-up

For this class, you will share your concept and its development as a 10-minute podium presentation and engage with colleagues about the ideas you have presented including how these ideas will be used to guide nursing practice and research. There will also be discussion of evaluation of middle range theories. Time will be spent reflecting on the foundation of scholarship developed in this course as a basis for moving forward to dissertation research.

Reading

Smith, M.C. (2023). Evaluation of middle range theories for the discipline of nursing. In Middle range theory for nursing. M.J. Smith & P. Liehr (eds.), 5th Ed. Chapter 3

Professional Statement

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment

supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

'revised April, 2012.'