NURS 350: NURSING SCIENCE
Section 1, Fall, 1999
Saturdays, 1 p.m. to 4 p.m.
Social Work Building, Room 203, West Hartford Campus

Course Instructor:
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        appointment after class or any weekday.

Course Description:
Analysis of the current state of nursing science and the application of knowledge from this science
and other disciplines to advanced nursing practice. Philosophic, ethical, and empiric approaches to
knowledge will be explored from historical, contemporary and futuristic perspectives

Credits and Prerequisites: 4 credits.
Undergraduate philosophy of science course.

Course Objectives: Upon completion of this course, students will engage in:
1. Analyzing historical foundations of existing grand and midrange nursing theories.
2. Synthesizing one's own philosophic basis of advanced nursing practice
3. Creating and applying a vision of the theoretical foundation for one's own future advanced
    nursing practice.
4. Exploring principled and relational ethical assumptions underlying nursing theory.
5. Integrating relevant knowledge in nursing and other disciplines as a basis for advanced nursing
    practice.

Text and Readings:
All readings are available in a packet on reserve.

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.

All participants have different and unique experiences and talents; all are valued equally. In order
for the ideal of equal participation and valuing to be actualized, all participants assume full
responsibility and accountability. All participants are actively valued for their own ideas, experiences,
knowledge and talents. All participants identify and share their own learning desires for this
experience, and draw on any available resources to address individual goals. All participants engage
in the full range of the teaching and learning process, with the intent to build a cooperative community
of learners.

The role of the faculty in this experience is based on the desire to address the unequal power
relationships that exist within current institutionalized educational settings. The first step is to bring
these to conscious awareness; the second is to act in ways that shift behavior from that of "power
over" to that of "empowerment for all." Faculty are responsible for making learning resources
available to all, facilitating understanding of the course content, and verifying that each individual has

achieved the course objectives. Faculty are also participants and learners along with all other participants, not exclusive experts, judges, or "gurus."

In this course, the faculty-designed plan guides all participants in planning individual and group experiences, including "maps" to assist learning. The faculty is responsible to provide modeling of teaching and learning skills and to provide feedback and constructive criticism for all activities designed to demonstrate achievement.

Learning Activities

The planned learning activities, as well as self-designed activities, provide the opportunity to show your achievements in the course.

1. Shared Readings. Each class has designated readings from the text and/or the reading packet that serves as the bases for discussion. Each participant reads the shared readings prior to, or very early during the week in which it will be discussed in order to be able to fully participate and contribute to the group processes. In addition, participants can recommend important readings that others in the class might wish to share to help enrich the discussion, and to shape the discussion in ways that best meet the interests of members of the class.

2. Leadership. Each person can assume leadership at any time, providing ideas and direction to help shape the nature of our learning experience together.
   - One way to do so is to present a SOPHIA, shared either on e-mail or in person as a basis for discussion. SOPHIA means:

        S peak
        O ut,
        P lay
        H avoc,
        I magine
        A lternatives.

     A SOPHIA is a 5 to 10 minute verbal essay that comes from your own inner responses and experiences with respect to the readings, the planned topic of discussion, and current issues related to the course objectives. A SOPHIA raises questions and alternative viewpoints that you offer for all to consider. For the purposes of focusing group discussion, a SOPHIA closes with "subjectives" -- critical questions that arise from your own insights. There are no "answers" to subjectives; rather, there are many possible responses, all of which will be respectfully considered in the discussion.
   - Plan activities that promote class discussion of the readings and address the subjectives that you present in your SOPHIA(s).
   - Request faculty mini-lectures on any aspect of the reading that you think needs additional explanation and clarification. Faculty mini-lectures are to be no more than 10 minutes in length, or, they can be shared in an e-mail discussion

3. Participation in physical class discussions. Shared readings, Internet explorations, personal experience, and projects serve as the basis for discussion. For physical class sessions, being present (in mind, body and spirit) is important both for individual learning and for the development of the group as a whole. If you must be absent, leave early, or otherwise interrupt the discussion, let everyone in the group know in advance so all can anticipate and plan for the shift in group dynamics. The format for each physical class gathering will include:
   - **Check-in:** This is when everyone's presence is recognized and respected by the group. During check-in, each participant speaks briefly. First, call your name as a symbol of placing yourself within the group. Next, share any circumstances that might be influencing your participation, and any requests for the agenda that you want to place before the group. Finally, share your intention for the time we have together.
   - **SOPHIA(s) and planned discussion activities:** Anyone who wishes can present subjectives (questions) that will focus discussion among everyone in the group. Participants can also plan learning activities (games, puzzles, movies, skits) that can facilitate expressing your own ideas and exploring your understanding of the readings. Everyone brings to the discussion a readiness to offer their own responses, and to

consider thoughtfully other responses that are brought before the group. The discussions are also intended to raise many more questions for exploration and learning. Discussions are conducted using a process of rotating chair. If you are speaking you are the chair. When you have completed your thoughts, you pass the chair to someone who has not spoken or who has not recently contributed to the discussion.

- **Faculty presentations:** The course instructor can (and will) bring resources to the group, or members of the class can request specific resources. These are optional, depending on the needs of the group.
- **Closing:** Each gathering ends with again calling your name, and sharing your appreciation, critical reflection, and affirmation. During this time each person reflects on the process of the gathering, the extent to which the group process facilitated individual and group development, and explores suggestions for moving into the future. An example of closing is:

> I am Peggy. I appreciate the ideas that everyone contributed on the scientific method – I thought about things I had not considered before. I wish we had spent more time talking about induction because I still do not understand this and want to be sure to include it next week. My affirmation is: I am open to new ideas.

4. Internet and E-mail communication and using the Internet. Everyone is required to obtain and use an e-mail account, and to send a message to the faculty within the first week of class. The course home page will include a listing of everyone's name, e-mail link, phone number, and any other information you want to share with the class (for example, your own home page location, if you have one). Everyone can use this page to communicate with any other individuals in the group. You will also be required to subscribe to the class ListServ, and information about how to use the listserv for on-line discussions will be provided the first week of class, and will be posted on the web. On the home page web, you will find all of the information contained in the syllabus, and links to rich resources related to this class.

5. Participation in on-line discussions. On-line discussions incorporate the features of Check-in and Closing that we use in the physical classroom. At the beginning of the week (Monday) for an on-line class, send the group a message giving your check-in for the week. Let us know what is happening in your life that might influence your on-line participation for the week, and what particular questions, concerns, or topics you would like for us to focus on for the week. At the end of the week, send another "Closing" message expressing your appreciations, critical reflections, and affirmation. In between, follow the on-line discussion guideline that are that are shown in the topical outline, and keep in touch with the e-mail contributions of everyone as they emerge during the week.

6. 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.

7. Personal and Professional Narratives. The on-line discussions throughout the semester focus on developing personal and professional narratives, and exploring these narratives in light of nursing's fundamental patterns of knowing. The topical outline shows the various guidelines for developing these narratives. The narratives will provide a rich resource for you in coming to new understandings of the richness of your practice, and the creativity that you can bring to shaping your practice in the future.

8. Group role-played theorist/practitioner presentation. Form a small group (2 to 5 participants) to present a selected grand or mid-range nursing theory. This presentation can take any form. Include the perspective of the theorist, a clinician using the theory, and a client who receives care based on the theory. For example, one person in your group could play the role of the theorist, another 1 to 2 people could play the role of advanced practice nurses who are using the theory in practice, and another person could role play a client who receives

nursing care based on the theory. Plan on a presentation of approximately 20 minutes, or negotiate with the class for a longer time period if you need to do so. Time for group presentations is scheduled during the last 4 class gatherings.

9. Theory project. Based on your on-line discussions on October 30, identify an approach to your practice that incorporates a selected nursing theory (grand or mid-range) that you are interested in applying in your advanced nursing practice in the future. Identify a component of this theory that you can explore in your clinical practice. For example, you might develop a nursing assessment guide based on the theory, and then use the guide in two or three assessments. Or, you might develop a nursing intervention based on a nursing theory, and use this intervention with two or three clients. When you have completed your "trials," reflect on what you learned about the experience and how useful you think the theory might be in guiding your practice. Prepare a written account of the nursing practice that you designed, and write a brief account of what you did in your practice, and the reflections that came out of your experience. Plan to share with the instructor your written account of your theory project sometime during the last 4 weeks of the class. Your project will be returned with written feedback one week after you share it, and you can then make any revisions to include in your portfolio. If you do not need early feedback, you can share your written project in your portfolio.

Grades

Grades in this course are taken as an expression of the quality of your 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 SOPHIAs or 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. September 4: What is this class all about? (West Hartford)
> *Planned learning activities:*
> - Getting acquainted as participants in this class.
> - Overview of syllabus.
> - Overview of processes and community building.

II. September 11: What is a philosophy of nursing? Do we need it? Why? (West Hartford)

> *Shared readings for discussion:*
> Optional process reading: Peace and Power: Chapters 1, 2, 3, 5, 6 & 8
> Chinn & Kramer: Chapters 1 and 8
> Newman, M.A., Sime, M., & Corcoran-Perry, S. (1991). The focus of the discipline of nursing. ANS. 14(1): 1-6.
> Salsberry, P.J.(1994): A Philosophy of Nursing: What Is It? What Is It Not? In Kikuchi, J.F. & Simmons, H.(Eds). Developing a Philosophy of Nursing. Thousand Oaks, CA: Sage Publications. Ch. 1.

III. September 18: What has preceded today's nursing science? (West Hartford)

> *Shared readings for discussion:*
> Optional Process reading: Peace & Power: Chapters 7 & 9
> Chinn & Kramer, Chapter 2. (Optional, Appendix A from 4th edition)

IV. September 25: What is empiric theory? Ethical theory? (ON-LINE CLASS)

> *Shared readings for discussion:*
> Chinn & Kramer, Chapters 3 and 7
> Koziol-McLain, J. & Maeve, K. (l993). Nursing theory in perspective. Nursing Outlook. 41(2), 79-81.

> *On-line activities:*

> • Think of an incident or a situation in your nursing career that stands out for you because of what it taught you about being a nurse. This can be a positive or a negative experience; the important thing is that it is a very significant experience for you. Using e-mail, write a story about this experience and send it to everyone in the class. Write the story very informally, just as you would tell the story in class. Don't worry about grammar, punctuation, spelling -- if we can't read it we will give you a chance to tell us about it in class!

> • Send another e-mail to the class briefly commenting on the readings for this week.

> • Respond to any of the class messages as you feel inspired to do so, either to the sender of the message, or to the entire class list.

V. October 2: How are theories developed? How does aesthetic knowing enter the picture? (ON-LINE CLASS)

Shared readings for discussion:
Chinn & Kramer, Chapters 4 & 9
Maeve, M. Katherine (1994). The Carrier Bag Theory of Nursing Practice. Advances in Nursing Science. 16(4):9-22

On-line activities:

• Select a "partner" - one or two people whose story you will now examine for knowledge/knowing indicators. Be sure that everyone's story is examined by at least one other person. If you have trouble identifying someone to examine your story, or finding a story to examine, send the class a message to invite someone to come forward! Reflect on the story before you, and identify what empiric, personal, ethical and aesthetic knowing is reflected in the story. If you see a particular theory reflected, include that in your commentary. Send an e-mail message to the class with your reflections.

• Send another e-mail to the class briefly commenting on the readings for this week.

• Respond to any of the class messages as you feel inspired to do so, either to the sender of the message, or to the entire class list.

V. October 9: What is mid-range theory? (West Hartford Classroom)

Shared readings for discussion:
Blegen, Mary A. & Tripp-Reimer, Toni (1997). Implications of Nursing Taxomonies for Milddle-Range Theory Development. Advances in Nursing Science. 19(3):37-49.
Meleis, Afaf Ibrahim (1987). ReVisions in Knowledge Development: A Passion for Substance. Scholarly Inquiry for Nursing Practice: An International Journal. 1(1):5-19.

VII. October 16: What are the relationships between theory and research? (ON-LINE CLASS)

Shared readings for discussion:
Chinn & Kramer Chapter 5
Tollett, Jane H. & Thomas, Sandra P. (1995). A Theory-based Nursing Intervention to Instill Hope in Homeless Veterans. Advances in Nursing Science. 18(2):76-90/

On-line activities:

• Find a research article related to your own story, and send a message to the class summarizing how the study contributes to your insights and understandings of your experience. If you find a study that does not contribute to your understanding, then explain what is "out of synch" between the study, and your own experience.

• Send another e-mail to the class briefly commenting on the readings for this week.

• Respond to any of the class messages as you feel inspired to do so, either to the sender of the message, or to the entire class list.

VIII. October 23: What are the relationships between theory and practice? (West Hartford)

Shared readings for discussion:
Chinn & Kramer, Chapter 6
Parker, Marilyn E. (1993). Studying Nursing Theories for Use in Practice. In Parker, NM.E. (Ed.)
Patterns of Nursing Theories in Nursing Practice. New York: National League for Nursing Press, pgs. 3-12.

IX. October 30: How can I shape my advanced practice role using theory and research? (ON-LINE CLASS)

Shared readings for discussion:
Hawkins, Joellen W. & Thibodeau, Janice A. (1996), Using a Nursing Model for Advanced Nursing Practice. Chapter One in Hawkins, J & Thibodeau, J. The Advanced Practice Nurse: Current Issues (4th Ed.) New York: The Tiresias Press. Pgs. 9-17.
Munhall, Patricia L. (1993). 'Unknowing': Toward another Pattern of Knowing in Nursing. Nursing Outlook. 41(3):125-128.

On-line activities:

• Send a message to the class describing your "ideal" advanced practice role. Include what theoretical ideas you are drawing on to create this ideal world. Finally, comment on what aspects of your ideal role you think are feasible, and which might be too idealistic.

• Respond to other "ideal" roles, especially focusing on how some of the idealistic ideas might be possible, and worth working toward, and why.

• Send another e-mail to the class briefly commenting on the readings for this week.

• Respond to any of the class messages as you feel inspired to do so, either to the sender of the message, or to the entire class list.

X. November 6: How is personal knowledge developed? How is aesthetic knowledge developed? (ON-LINE CLASS)

Shared readings for discussion:
Chinn & Kramer, Chapters 8 and 9

On-line activities:

• Try your hand at writing a story reflecting your personal knowing (see the story "Regrets" in the text), or reflecting aesthetic knowing (a story in the "voice" of a patient). You can base your story on an actual situation, or you can tell a fictionalized story that addresses something that is

deeply meaningful to you. This story can be very short; the idea is to tap into the space of inner and aesthetic knowing that is so important to your practice as a nurse. Send your story to the class, or if this feels too risky, send it to at least one or two other participants. You do not have to send the story to the instructor at this time if you prefer not to do so. You can include a refined version of the story in your final portfolio for the class.

• Send another e-mail to the class briefly commenting on the readings for this week.

• Send a message outlining what you are considering for your theory project (see the learning activities above). Ask for feedback concerning what you are considering doing for this project

• Respond to any of the class messages as you feel inspired to do so, either to the sender of the message, or to the entire class list.

XI. November 13: Are there unique nursing ethical theories? (West Hartford Classroom)

Shared readings for discussion:
Fry, S.T.(1989). Toward a theory of nursing ethics. Advances in Nursing Science. 11(4):9-22.
Parker, R.S.(1990). Nurses stories: The search for a relational ethic of care. Advances in Nursing Science. 13(1):31-40.

XII. November 20: Where does social and political theory fit with nursing theory? (ON-LINE CLASS)

Shared readings for discussion:
Hagedorn, S. (1995). The politics of caring: The role of activism in primary care. Advances in Nursing Science. 17(4):1-11.
Kendall, J. (1992). Fighting back: Promoting emancipatory nursing actions. Advances in Nursing Science. 15(2):1-15.

On-line activities:

• Send an e-mail describing a specific situation in your nursing practice that you long to change. Based on the ideas in the readings, what steps could you explore to begin to change this situation?

• Send another e-mail to the class briefly commenting on the readings for this week.

• Respond to any of the class messages as you feel inspired to do so, either to the sender of the message, or to the entire class list.

XIII. December 4: Presentations (West Hartford Classroom)

XIV. December 11: Presentations and Reflections (West Hartford Classroom)