

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
Fall: August 17 - November 27, 2019**

COURSE NUMBER NGR #7111

CREDIT HOURS: 3 Credits

COURSE TITLE: Evolution of Nursing as a Discipline and Practice

COURSE SCHEDULE: On Campus:
 Saturday, August 24, 2019: 2 PM-7 PM
 Sunday, August 25, 2019: : 8 AM - 1 PM
 Saturday, October 19, 2019: 2 PM-7 PM
 Sunday, October 20, 2019: 8 AM - 1 PM
Zoom meetings: Starting on September 1, 2019, Sundays at
4 pm (or at a mutually agreed day/time}. Last Zoom
meeting on November 24, 2019.
Join Zoom Meeting
<https://zoom.us/j/671146462>
One tap mobile
+16699006833,,671146462# US (San Jose)
+16468769923,,671146462# US (New York)
Dial by your location
+1 669 900 6833 US (San Jose)
+1 646 876 9923 US (New York)
Meeting ID: 671 146 462
Find your local number:
<https://zoom.us/u/abHgUJMLeh>

PREREQUISITE: Admission to the PhD Program

COREQUISITE: None

FACULTY: Peggy L Chinn, RN, PhD
Visiting Professor of Nursing
E-mail: peggy.chinn@uconn.edu or peggychinn@gmail.com

OFFICE HOURS: By appointment - video chat on Zoom. Available anytime on email.

COURSE DESCRIPTION: Analyzes the historical development of nursing as a
discipline of knowledge and a professional practice. Privileges and responsibilities of
the nurse as scholar, practitioner, healer and educator are examined.

COURSE OBJECTIVES: Upon completion of NGR 7111, the student will be able to create caring nursing responses in::

Becoming Competent

1. Examine nursing practice in historical contexts that include technological, cultural, ethical, environmental and policy perspectives;
2. Analyze how various historical contexts shape nursing practice;
3. Review and analyze healing practices from early times until the present.
4. Analyze & critique historical research on nursing evolution and development;
5. Develop an understanding of historical methods;
6. Evaluate primary source data in nursing.

Becoming Compassionate

7. Articulate knowledge of nurse leaders/heroes/heroines/healers while evolving own leadership styles, including models of scholarly practice;
8. Synthesize current perspectives on nurse as practitioner, scholar, leader, researcher and educator with full understanding of from whence we have come.

Attending to Conscience

9. Analyze the changing models of nursing education, with particular emphasis on the emergence of doctoral education in nursing and nursing science;
10. Compare and contrast the disciplines of education and medicine, including relationships between disciplines and the university;
11. Integrate economic, class and gender perspectives in the analysis of nursing's evolution
12. Identify strengths and hindrances to nursing's development as a discipline and profession, such as ideological rationalizations of dominance;

Affirming Commitment

13. Examine and discuss nursing-based knowledge as historically-situated;
14. Synthesize past perspectives with future trends, creating meaningful and new models for the future.

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

TEACHING/LEARNING STRATEGIES: Seminar and discussion.

Recommended texts and readings:

Anderson, J. (2014). Foreword: Social Justice: Continuing the Dialogue. In P. N. Kagan, M. C. Smith, & P. L. Chinn (Eds.), *Philosophies And Practices Of Emancipatory Nursing: Social Justice As Praxis* (pp. xi-xvi). New York:Routledge.

- Andrist, L. C. (2006). The History of the Relationship between Feminism and Nursing. In L. C. Andrist, P. K. Nicholas, & K. Wolf (Eds.), *A History of Nursing Ideas* (pp. 5-22). Sudbury, MA: Jones & Bartlett.
- Chinn, P. L., & Kramer, M. (2018). *Knowledge Development in Nursing: Theory and Process* (10th ed.). St Louis:Elsevier.
- Chinn, Peggy L. *Peace and Power: New Directions for Building Community*. (Sudbury, MA, Jones & Bartlett, 2012). Or, website - <http://peaceandpowerblog.org/>
- Chinn, P. L. (2019, March). *The Discipline of Nursing: Moving Forward Boldly*. Presented at the Conference - “Nursing Theory: A 50 Year Perspective, Past and Future,” Case Western Reserve University Frances Payne Bolton School of Nursing. Retrieved July 26, 2019 from <https://nursologycom.files.wordpress.com/2019/03/2019-03-21-case-keynote-7.pdf>
- Kagan, P. N., Smith, M. C., & Chinn, P. L. (2014). Introduction. In P. N. Kagan, M. C. Smith, & P. L. Chinn (Eds.), *Philosophies And Practices Of Emancipatory Nursing: Social Justice As Praxis* (pp. 1-20). New York: Routledge.
- Liehr P, Smith MJ. Middle Range Theory: A Perspective on Development and Use. *ANS Adv Nurs Sci*. 2017;40(1):51-63. doi:10.1097/ANS.000000000000162 .
- Mason, D., Kennedy, M. S., Schorr, T., & Flanagan, A. (2006). The Power of the Written Word: The Influence of Nursing Journals. In L. C. Andrist, P. K. Nicholas, & K. Wolf (Eds.), *A History of Nursing Ideas* (pp. 333-356). Sudbury, MA: Jones & Bartlett.
- Roy, C. (2018). Key Issues in Nursing Theory: Developments, Challenges, and Future Directions. *Nursing Research*, 67(2), 81-92. <https://doi.org/10.1097/NNR.000000000000266>
- Smith, M. C. (2019). Regenerating Nursing’s Disciplinary Perspective. *ANS. Advances in nursing science*, 42(1), 1-13. <http://dx.doi.org/10.1097/ANS.000000000000241>

Shared readings are listed in the course outline below, and a complete list of additional resources is attached at the end of this syllabus

Group process resource

Chinn, Peggy L. *Peace and Power: New Directions for Building Community*. (Sudbury, MA, Jones & Bartlett, 2012). Or, website - <http://peaceandpowerblog.org/>

Web Resources:

- [Nursology.net](http://nursology.net)
- *Advances in Nursing Science* History Collection 1978-1989.
<http://journals.lww.com/advancesinnursingscience/pages/collectiondetails.aspx?TopicalCollectionId=6>
- *Advances in Nursing Science* History Collection 1990-1999.
<http://journals.lww.com/advancesinnursingscience/pages/collectiondetails.aspx?TopicalCollectionId=39>
- American Association for the History of Nursing: <https://www.aahn.org/>
- *Barbara Bates Center for the Study of the History of Nursing*, Univ of Penn
<http://www.upenn.edu/nursing/history/overview.html>
- *Online Images, History of Medicine*, National Library of Medicine:
<http://www.nlm.nih.gov/hmd.dir/oli.dir/index.html>

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. This process follows that described in the book “*Peace and Power*,” and also described on the [Peace and Power Blog web site](http://peaceandpowerblog.org/) (<http://peaceandpowerblog.org/>). 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 enacted by:

- Assuring that every voice is heard and respectfully considered;
- Being present for all campus meetings, and for as many weekly zoom meetings as possible;
- Actively participating in discussion boards on Blackboard, including responding to other people’s posts.
- Actively sharing 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 any issues that arise in the group process as soon as they reach awareness;
- Participating 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.

The processes for our class interactions are derived from and reflect critical feminist ideas and values. Likewise, many of the readings are grounded in critical feminist perspectives. These perspectives bring a legitimate and valuable point of view related to the history of nursing. It is not an expectation of the course that

everyone in this course shares these perspectives. However, critical and feminist perspectives have come to the forefront and are widely accepted in nursing literature in recent years, and it is incumbent on all nurse scholars to understand these perspectives as part of our collective scholarly exploration and dialogue. It is also incumbent on all of us to explore, question and challenge these ideas in a spirit of reasoned dialogue that leads to ever-deepening insights that inform our present and future development. Deepening of critical insight is at the heart of the intentions that form the substance of this course.

Learning Activities

This course is highly individualized to meet the specific needs of each person in relation to their academic goals. However, any worthwhile scholarly endeavor requires a strong network of colleagues who are all mutually devoted to advancing the discipline, supporting one another in developing work that is worthy, and promoting the highest standards of scholarship in the discipline. Therefore, this course also has a strong community component that each person will participate in developing. Each participant will complete the “Orientation Quiz” on Canvas to affirm your understanding of the expectations for our experience together.

The specific activities will be:

1. **Active participation** each week, on Canvas, on Zoom and our campus gatherings. For the purposes of this course schedule, a week will begin on Sunday and end on Saturday. The topical outline indicates suggested details for our interactions each week. Our campus meetings involve concentrated time for discussion and interaction. The weekly Zoom and Canvas discussions will not be as time-intensive as the campus meetings, but will provide important avenues to connect with one another and an opportunity for each person to maintain the steady engagement that is essential for scholarly development. The online-only weekly topics and shared readings are intended as preparation for our on-campus meetings. Everyone will participate in co-creating what actually unfolds as we move through the process. Planned activities for participation include:
 - Critical reflection posts on Canvas each week. Post your critical reflections on what has transpired for each week. This can be a combination of [check-in](#) and [closing](#), as described on the [Peace and Power web site](#). We will also include a brief check-in and closing at the beginning and end of every Zoom meeting, and at the time of our campus meetings, but it will also be important to share reflections in writing as you contemplate the issues that arise in our discussions.
 - Canvas discussion threads during the weeks we are not meeting on campus. These threads can be started by anyone, and will be focused on discussion of and questions about ideas in the readings.
 - Zoom meetings - we will schedule one Zoom meeting every week at a time that is possible for everyone (with the understanding that there are times when there will be conflicts). There are 2 main purposes of the Zoom meetings: 1) to provide a direct (although virtual)

face-to-face interaction to assure and encourage everyone's sustained engagement with the processes and purposes of the course, and 2) to discuss ideas and issues in the readings that are not easily addressed in writing. Each week someone in the group will volunteer to present a SOPHIA (Speak Out, Play Havoc, Imagine Alternatives) for next week's zoom meeting to encourage interesting discussion. A SOPHIA should be no longer than 5 minutes and concludes with "subjectives" - question to challenge the group participants to respond to during the discussion.

- Campus meetings - the agenda for these meetings include the planned topics shown on the topical outline (below). In addition, there will be time for each person to share their ideas and plans for their learning activities. Being present for these meetings is not required in a traditional sense of "attendance." Instead, being present represents each person's commitment to our community of scholars. If you are not able to be present, communicate with the group as a whole (on Canvas or email) to set up a plan for sustaining your involvement with the group.

2. **History project and presentation.** 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 related to your area of interest. 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, and interview one of the nurse scholars whose work you are exploring. Develop a story of the development of the ideas, and present your story to the group. A report of your interviews will be scheduled for our on-campus October meetings. Hints for preparation for the interview:
 - o Read as much as you can of the work that the person has published. If there are not a lot of publications, read articles that are related to the person's area of interest, or articles that have cited or drawn on the person's work.
 - o Notice points of change - did the person's ideas change from one article to another, or have other people challenged or disagreed with the person's work?
 - o As you read, notice your own ideas or responses to what you are reading? Are there points that you are confused about, or that you disagree with? Is something missing - such as no mention of cultural factors?
 - o As you prepare to interview the person, organize some topics you want to discuss - such as: How did the person become interested in this topic (or topics)? What other scholars have been influential in their work?
 - o During your interview, share your impressions or thoughts about the person's publications (the questions above). Ask the person what they

think about your impressions.

- o Other topics for the interview: What direction does the person plan for their future work? If they are no longer active as a scholar, ask what they would do next if they were still active? What advice would they give to someone starting out? And of course, add any other topics that you are interested in learning about!
3. **Sojourner partnership** for mutual critique and support as you develop your scholarly ideas. Find at least 1, perhaps 2 classmates who will join with you in exchange of ideas as you develop your history project and your personal position paper. You can form any kind of agreement that works best for you; this can include a weekly meeting (in person, by phone or video chat, or email) to “report” in with each other concerning your progress, and to engage in specific discussion and feedback related to your work. Share drafts of your written work with one another at least once before the final due date; you can also share these drafts with the instructor at the same time. Your drafts can be evaluated using the self-evaluation questions in the “Grades - Scholarly Writing” section below. The feedback that you provide one another should include specific constructive feedback related to how the work can be further developed.
4. **Scholarly paper** that includes the following elements:
- o An overview of the history of the area of focus that you are interested in pursuing for your own scholarly career;
 - o A summary of your own philosophy of nursing and why this area of focus is important to you, personally and professionally
 - o A summary of the contribution to this area of focus that you discovered in your history project;
 - o An analysis of how your area of focus is situated within the theoretical foundations of the discipline of nursing, and why it is important to the overall development of nursing as a discipline, drawing on the course readings related to the evolution of the discipline
 - o Recommendations that you project for nursing education, research, practice, and healthcare policy.

We will discuss everyone’s ideas related to your area of focus, possible theoretical foundations, and potential scholars for your history project at the time of our August on-campus meetings.

Draft due: no later than November 1, 2019.

Final paper Due date: December 1, 2019.

5. **Written self-evaluation** that includes your reflection on the goals that you set out at the beginning of the term, a summary of your accomplishments, and a self-reflection based on the questions suggested in the following “Grades” section. Due date: December 1 2019.

Grades

Grades in this course are an expression of the quality of your scholarly

achievements in relation to the course objectives, as well as your own personal objectives for the course. . 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.

As the instructor, I do not assign grades. Rather, I join with each participant to facilitate and guide your process in the context of the course objectives, provide resources and constructive feedback intended to support your growth as a nurse scholar, and bear witness to your achievements.

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

- Personal learning goals for this class.
- Your presentations and discussions based on your history project.
- Your participation in class meetings (Zoom and on-campus).
- Participation in on-line discussions and weekly posts of check-in and critical reflections.
- Written self-evaluation of your achievements.
- Statement of the grade you earned through these achievements.

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:

General:

- Has my work been consistent with the course objectives?
- Did I also accomplish my personal goals for the course?

Participation in our community:

- Did I participate each week by sharing my progress, and by providing my colleagues responses and critical (insightful) feedback?
- Did I read all the shared readings and bring my insights about them to our group discussions?
- Did I share resources with others and provide ideas that contributed to their development?
- Did I raise points of view that were not in the “mainstream” as alternatives for all to consider?
- Did I express respect and did I bring a sincere intention to understand points of view that I do not share?
- Did I contribute to building bridges of understanding among all participants in the class?

Scholarly writing:

- Is my written work composed using standards of English language

- suitable for publication, and have I formatted my style for citations and references consistent with a selected standard format?
- Are my conceptualizations clearly situated in the disciplinary framework of nursing?
 - Have I developed my own original ideas?
 - Have I considered more than one point of view?
 - Have I composed my ideas in a way that reaches readers who may have a different point of view, providing adequate rationale for my point of view in a way that is not offensive, but that reaches toward mutual understanding?
 - Have I adequately justified my planned ideas as an important contribution to the field?
 - 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 you are not confident in answering some of these questions “yes” then you have probably earned a “B minus” or “C” grade. (Note that a grade of “C” is not a passing grade.)

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, based on the reflection questions above, to reach a mutual understanding of the grade that you have earned.

Incomplete grades will not be used. If at any time during the term you realize you cannot successfully complete the course, please consult with the instructor and your advisor to determine your alternatives.

COLLEGE OF NURSING POLICIES:

The University policy regarding academic integrity is enforced in this course. For further information, refer to the Graduate Student Handbook, Florida Administrative Code, Section 6C5-4.001 Honor Code, Academic Irregularities, and Students’ Academic Grievances <http://www.fau.edu/gr-cat/acadpolicies.pdf>. Adherence to the Honor Code is a professional competency and an expectation of all students. ANY act of dishonesty that violates the honor code and misrepresents your efforts or ability is grounds for immediate failure of the course.

The incomplete grade policy is also enforced. For further information refer to the Graduate Student Handbook, Academic Policies & Regulations, Incomplete Grades <http://www.fau.edu/gr-cat/acadpolicies.pdf>

The Americans with Disabilities Act (ADA) requires the provision of reasonable accommodations to any individual who advises faculty and the University of a documented physical or mental disability. If you require special accommodations due to such a disability to properly execute course work, you must register with the FAU Office of Students with Disabilities (OSD) located in the Boca Raton campus library, room 175, phone 561-297-3880 or in Davie, MODI, phone 954-236-1222. Please arrange a meeting with your course faculty. All OSD procedures must be followed for you to receive the special accommodations.

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, the materials will be used within the college and university.

In order to enhance and maintain a productive atmosphere for education, personal communication devices such as pagers, beepers and cellular telephones are to be disabled during class sessions.

OUTLINE/COURSE SCHEDULE:

Week 1 - August 19-25

August 24-25 On Campus meeting: Introduction to the course

- Introductions
- Discussion of syllabus and the process of “Peace and Power”
- Discussion of SOPHIAs for our zoom meetings
- Overview of course content/focus
- Discussion of each person’s area of focus including:
 - How your focus fits with one of the College research focus areas;
 - Theoretical foundations for your area of focus;
 - Potential scholars to include in your network of support.
- Discussion of resources available on [Nursology.net](https://nursology.net)
- Read Peggy Chinn’s March 2019 Keynote address
(<https://nursologycom.files.wordpress.com/2019/03/2019-03-21-case-keynote-7.pdf>)
- Discussion of the Hassmiller & Reinhard report on the Campaign for Action - “A Bold New Vision of America’s Healthcare System”
<https://journals.lww.com/ajnonline/pages/articleviewer.aspx?year=2015&issue=02000&article=00023&type=Fulltext>
- Also see: The Future of Nursing: Leading Change, Advancing Health.
<https://www.ncbi.nlm.nih.gov/books/NBK209872/>
- Overview of readings for Week 2, and start these readings
- Canvas:
 - Be sure you are logged in and familiar with the platform
 - Post your reflections on the process of “[Peace and Power](https://nursology.net).”
 - Post a critical reflection focusing on the class plan
 - Participate in discussion to clarify any issues related to the course
 - Complete the "Start here" questionnaire

No class zoom meeting on September 1 in observance of the labor day holiday

Week 2 - August 26 - September 8: History of Nursing Ideas

There is a 2-week span between our on-campus meeting and the 1st Zoom meeting; use the time to post on Canvas and to complete all possible readings!

Shared Readings:

- Current Nursology.net blog post
- Andrist, L. C. (2006). The History of the Relationship between Feminism and Nursing. In L. C. Andrist, P. K. Nicholas, & K. Wolf (Eds.), *A History of Nursing Ideas* (pp. 5-22). Sudbury, MA: Jones & Bartlett.
- Kagan, P. N., Smith, M. C., & Chinn, P. L. (2014). Introduction. In P. N. Kagan, M. C. Smith, & P. L. Chinn (Eds.), *Philosophies And Practices Of Emancipatory Nursing: Social Justice As Praxis* (pp. 1-20). New York: Routledge.

- Anderson, J. (2014). Foreword: Social Justice: Continuing the Dialogue. In P. N. Kagan, M. C. Smith, & P. L. Chinn (Eds.), *Philosophies And Practices Of Emancipatory Nursing: Social Justice As Praxis* (pp. xi-xvi). New York: Routledge.
- Liehr P, Smith MJ. Middle Range Theory: A Perspective on Development and Use. *ANS Adv Nurs Sci*. 2017;40(1):51-63.
doi:10.1097/ANS.0000000000000162.
- Chinn, P. L., & Kramer, M. (2018). Knowledge Development in Nursing: Theory and Process (10th ed.). St Louis: Elsevier. Chapter 2
- Mason, D., Kennedy, M. S., Schorr, T., & Flanagan, A. (2006). The Power of the Written Word: The Influence of Nursing Journals. In L. C. Andrist, P. K. Nicholas, & K. Wolf (Eds.), *A History of Nursing Ideas* (pp. 333-356). Sudbury, MA: Jones & Bartlett.
- Roy, C. (2018). Key Issues in Nursing Theory: Developments, Challenges, and Future Directions. *Nursing Research*, 67(2), 81-92.
<https://doi.org/10.1097/NNR.0000000000000266>
- Smith, M. C. (2019). Regenerating Nursing's Disciplinary Perspective. *ANS. Advances in nursing science*, 42(1), 1-13.
<http://dx.doi.org/10.1097/ANS.0000000000000241>

September 8 Zoom:

- Check-in
- SOPHIA
- Update of everyone's idea for your history project

Canvas:

- Post your critical reflections.
- Post at least one reflective comment/question about the shared readings
- Post your personal goals for this course, including a description of your area of scholarly interest and specific goals that you hope to meet in this class in relation to your progress in the PhD program. This description will become part of your course portfolio that you submit at the end of the semester.

Week 3 - September 9 - 15: Origins of nurses as healers

Shared Readings:

- Current Nursology.net blog post
- Boyd, J. (2009). Florence Nightingale and Elizabeth Blackwell. *The Lancet*, 373, 1516-1517
- Beck, D.-M. (2006). Nightingale's Passion for Advocacy: Local to Global. In L. C. Andrist, P. K. Nicholas, & K. Wolf (Eds.), *A History of Nursing Ideas* (pp. 473-487). Sudbury, MA: Jones & Bartlett.
- Simkin, J. (2015). Mary Seacole. Retrieved March 6, 2017, from <http://spartacus-educational.com/REseacole.htm>
- Ehrenreich, B., & English, D. (1993). *Witches, Midwives and Nurses: A history of women Healers*. New York: The Feminist Press

- Nightingale, F. (1860/1969). *Notes on Nursing: What it is and what it is not*. New York: Dover Publications, Inc.
- Nightingale, F. (1852/1979). *Cassandra: An Angry Outcry Against the Plight of Victorian Women*. New York: The Feminist Press.

September 15 Zoom:

- Check-in
- SOPHIA
- Discussion of what you “knew” about Nightingale and other early nurse leaders before this course
- Discussion of your philosophy related to nursing as a healing art
- Closing

Canvas:

- Post your critical reflections of our process so far
- Participate in any discussion topics we need to address online

Week 4 - September 16 - 22: Evolution of nursing’s foundational ideas

Shared Readings:

- Current Nursology.net blog post
- Chinn, P. L. (2019, March). The Discipline of Nursing: Moving Forward Boldly. Presented at the Conference - “Nursing Theory: A 50 Year Perspective, Past and Future,” Case Western Reserve University Frances Payne Bolton School of Nursing. Retrieved from <https://nursologycom.files.wordpress.com/2019/03/2019-03-21-case-keynote-7.pdf>
- Cowling, W. R., Smith, M. C., & Watson, J. (2008). The power of wholeness, consciousness & caring: A dialogue on nursing science, art and healing. *ANS. Advances in Nursing Science*, 31, E41-E51.
- Kagan, P. N. (2006). JoAnn Ashley 30 years later: legacy for practice. *Nursing Science Quarterly*, 19, 317-327.
- Kagan, P. N., Smith, M. C., Cowling, W. R., & Chinn, P. L. (2009). A nursing Manifesto: An Emancipatory Call for Knowledge Development, Conscience, and Praxis. *Nursing Philosophy: An International Journal for Healthcare Professionals*, 11, 67-84.
- Newman, M. A., Sime, A. M., & Corcoran-Perry, S. A. (1991). The focus of the discipline of nursing. *ANS. Advances in Nursing Science*, 14, 1-6.
- Newman, M. A., Smith, M. C., Dexheimer-Pharris, M., & Jones, D. A. (2008). The focus of the discipline revisited. *ANS. Advances in Nursing Science*, 31, E16-27.
- Smith, M. C. (1999). Caring and the science of unitary human beings. *ANS. Advances in Nursing Science*, 21, 14-28.
- Smith, M. C. (2019). Regenerating Nursing’s Disciplinary Perspective. *ANS. Advances in nursing science*, 42(1), 3-16. Retrieved from <http://dx.doi.org/10.1097/ans.0000000000000241>
- Thorne, Sally E., & Sawatzky, Richard. (2014). Particularizing the General: Sustaining Theoretical Integrity in the Context of an

Evidence-Based Practice Agenda. *ANS. Advances In Nursing Science*, 37(1), 1 - 10.

- Thorne, Sally (2014). Nursing as Social Justice: A Case for Emancipator Disciplinary Theorizing. In P. Kagan, M. Smith, & P. L. Chinn (Eds.), *Philosophies and Practices of Emancipatory Nursing: Social Justice as Praxis* (p. 79=90). New York: Routledge.

September 22 - Zoom:

- Check-in
- SOPHIA
- Discussion of ideas you believe to be foundational to nursing

Canvas:

- Post your critical reflections
- Post your selections of readings, and a brief summary of your responses to these readings

Week 5 - September 23 - 29: Gender and the Evolution of nursing's legal and social standing in the United States

Shared Readings:

- Current Nursology.net blog post
- Eliason, M. J. (2017). The gender binary in nursing. *Nursing Inquiry*, 24(1). <https://doi.org/10.1111/nin.12176>
- Fowler, M. D. (2017). "Unladylike Commotion": Early feminism and nursing's role in gender/trans dialogue. *Nursing Inquiry*, 24(1). <https://doi.org/10.1111/nin.12179>
- Sandelowski, M. (2000). *Devices & desires: Gender, Technology and American Nursing* (p. 296). Chapel Hill, NC: The university of North Carolina Press. Chapters 1 and 6
- Wilson, B. L., Butler, M. J., Butler, R. J., & Johnson, W. G. (2017). Nursing Gender Pay Differentials in the New Millennium. *Journal of Nursing Scholarship: An Official Publication of Sigma Theta Tau International Honor Society of Nursing / Sigma Theta Tau*. <https://doi.org/10.1111/jnu.12356>
- Scholarly Kitchen 2018-03-13 post: <https://scholarlykitchen.sspnet.org/2018/03/13/calling-spelling-stampin-g-recognizing-avoiding-bias/?informz=1>

September 29 - Zoom: Guest facilitator - Paula Kagan (Peggy in Victoria, BC):

- Check-in
- SOPHIA
- Discussion of gender and the legal and political issues that affect your nursing practice in Florida

Canvas:

- Post your critical reflections
- Post a reflection related to insights you gained from the shared readings

Week 6 - September 30 - October 6 - Physician/corporate dominance

Shared Reading:

- Current Nursology.net blog post
- Group, Thetis M., & Roberts, Joan I. Nursing, physician control and the medical monopoly. (Westport, CT: Praeger, 2001) (0-253-33926) - Introduction, pages xiii-xxxi, and Part 1, pages 3-74.
- Ashley, JoAnn. *Hospitals, paternalism, and the role of the nurse* (New York: Teachers College Press 1976), Chapter 1

October 6 Zoom:

- Check-in
- SOPHIA
- Discussion of physician and corporate relationships

Canvas:

- Post your critical reflections
- Post a reflection related to the readings, and in relation to our own discussions

Week 7- October 7 - 13: Race and race relations in the development of nursing

Shared Readings:

- Current Nursology.net blog post
- St.Hill, P. (2006). Race, Race Relations, and the Emergence of Professional Nursing, 1870-2004. In L. C. Andrist, P. K. Nicholas, & K. Wolf (Eds.), *A History of Nursing Ideas* (pp. 57-66). Sudbury, MA: Jones & Bartlett.
- Banks, J. (2014). And That's Going to Help Black Women How? Storytelling and Striving to Stay True to the Task of Liberation in the Academy. In P. Kagan, M. Smith, & P. Chinn (Eds.), *Philosophies and Practices of Emancipatory Nursing: Social Justice as Praxis* (pp. 188-204). New York: Routledge.
- Hilario, C. T., Browne, A. J., & McFadden, A. (2018). The influence of democratic racism in nursing inquiry. *Nursing Inquiry*, 25(1). <https://doi.org/10.1111/nin.12213>
- Hine, D. C. (2002). The Intersection of Race, Class and Gender in the Nursing Profession. In E. D. Baer, P. D'Antonio, S. Rinker, & J. E. Lynaugh (Eds.), *Enduring Issues in American Nursing* (pp. 25-36). New York: Springer Publishing Company.
- Funkhouser, S. W., & Moser, D. K. (1990). Is health care racist? *ANS. Advances in Nursing Science*, 12, 47-55.
- Schroeder, C., & DiAngelo, R. (2010). Addressing Whiteness in Nursing Education The Sociopolitical Climate Project at the University of Washington School of Nursing. *ANS. Advances in Nursing Science*, 33, 244-255.
- Tashiro, C. J. (2005). Health disparities in the context of mixed race: challenging the ideology of race. *ANS. Advances in Nursing Science*, 28, 203-211.

- Thorne, S. (2017). Isn't it high time we talked openly about racism? *Nursing Inquiry*, 24(4). <https://doi.org/10.1111/nin.12219>
- For "testimonies" on microaggressions, see: [Scholarly Kitchen Part I](#), and [Part II](#)

October 13 - Zoom:

- Check-in
- SOPHIA
- Share your experiences with your own racial/cultural context in nursing

Canvas:

- Post your critical reflections
- Post a reflection related to the readings, and in relation to our own discussions of this challenging topic.

Week 8 - October 14 - 20: History Project Reports

October 19-20 CAMPUS Meetings: Presentations of History Projects

Shared Reading:

- Current Nursology.net blog post
- Review readings from past 8 weeks

Zoom: None - meeting on-campus instead

October 19-20 - on Campus:

- Check-in
- Presentation of history projects
- Other topics as defined by the group

Canvas:

- Post your critical reflects on and discussion items left over from our on-campus time together.

Week 9 -October 21 - 27: Methods of historical research

Shared Reading:

- Current Nursology.net blog post
- Lewenson, S. B., & Hermann, E. K. (2007). *Capturing Nursing History*. New York: Springer Publishing. Chapters 1, 2, 3, pages 1-44, and Chapter 12, pages 167-172
- Toronto, C. E., Quinn, B. L., & Remington, R. (2018). Characteristics of Reviews Published in Nursing Literature: A Methodological Review. *ANS. Advances in Nursing Science*, 41(1), 30-40. <https://doi.org/10.1097/ANS.0000000000000180>
- Ashley, J. (1978). Foundations for scholarship: Historical research in nursing. *ANS. Advances in Nursing Science*, 1, 25-36.

October 27 - Zoom (Peggy traveling - facilitator TBA):

- Check-in
- SOPHIA
- Discussion of ethical guidelines for historical research

Canvas:

- Post your critical reflections
- Post reflections on how historical research might be pertinent to your scholarly work

Week 10 - October 28 - November 3: Evolution of nursing research methodologies

Shared Reading:

- Current Nursology.net blog post
- Archibald, M. M., Caine, V., & Scott, S. D. (2017). Intersections of the arts and nursing knowledge. *Nursing Inquiry*, 24(2).
<https://doi.org/10.1111/nin.12153>
- Chinn, P. L. (1985). Debunking myths in nursing theory and research. *Image - The Journal of Nursing Scholarship*, 17(2), 45-49.
- Dzurec, L. C. (1989). The necessity for and evolution of multiple paradigms for nursing research: A poststructuralist perspective. *ANS. Advances in Nursing Science*, 11, 69-77.
- Eckhardt, A. L., & DeVon, H. A. (2017). The MIXED framework: A novel approach to evaluating mixed-methods rigor. *Nursing Inquiry*.
<https://doi.org/10.1111/nin.12189>
- Ellenbecker, C. H., & Edward, J. (n.d.). Conducting Nursing Research to Advance and Inform Health Policy. *Policy, Politics & Nursing Practice*, 0(0), 1527154417700634. <https://doi.org/10.1177/1527154417700634>
- Gortner, S. R. (1983). The history and philosophy of nursing science and research. *ANS. Advances in Nursing Science*, 5, 1-8.
- Jacobs, B. B., Fontana, J. S., Kehoe, M. H., Matarese, C., & Chinn, P. L. (2005). An emancipatory study of contemporary nursing practice. *Nursing Outlook*, 53, 6-14.
- Reed, P. G. (2019). Intermodernism A Philosophical Perspective for Development of Scientific Nursing Theory. *ANS. Advances in nursing science*, 42(1), 1-11. Retrieved from
<http://dx.doi.org/10.1097/ANS.0000000000000249>
- Watson, J. (1995). Postmodernism and Knowledge Development in Nursing. *Nursing Science Quarterly*, 8, 60-64.

November 3 Zoom:

- Check-in
- SOPHIA
- Discussion of your responses to the shared readings

Canvas:

- Post your critical reflection
- Post how the readings this week relate to your planned research (or not)

Week 11 - November 4 - 10: Policy, Politics and Nursing

Shared Readings:

- Current Nursology.net blog post
- D'Antonio, P., & Fairman Julie Lewenson Sandra. (2016). An Historical

Perspective on Policy, Politics, and Nursing. In D. J. Mason, D. B. Gardner, F. H. Outlaw, & E. T. O'Grady (Eds.), *Policy & Politics in Nursing and Health Care* (7th ed., pp. 22-29). St Louis, Missouri: Elsevier Health Sciences.

- O'Grady, E. T., Mason, D. J., Outlaw, F. H., & Gardner, D. (2016). Frameworks for Action in Policy and Politics. In D. J. Mason, D. B. Gardner, F. H. Outlaw, & E. T. O'Grady (Eds.), *Policy & Politics in Nursing and Health Care* (7th ed., pp. 1-21). St Louis, Missouri: Elsevier Health Sciences.
- Perry, D. J., Willis, D. G., Peterson, K. S., & Grace, P. J. (2017). Exercising Nursing Essential and Effective Freedom in Behalf of Social Justice: A Humanizing Model. *ANS. Advances in Nursing Science*, 40(3), 242-260. <https://doi.org/10.1097/ANS.0000000000000151>
- Valentine-Maher, S. K., Butterfield, P. G., & Laustsen, G. (2018). Environmental Health: Advancing Emancipatory Policies for the Common Good. *ANS. Advances in Nursing Science*, 41(1), 57-69. <https://doi.org/10.1097/ANS.0000000000000194>
- Walter, R. R. (2016). Emancipatory Nursing Praxis: A Theory of Social Justice in Nursing. *ANS. Advances in Nursing Science*, 1. <https://doi.org/10.1097/ANS.0000000000000157>

November 10 - Zoom

- Check-in
- SOPHIA
- Discussion of nursing perspectives on public and organizational policy, and how to get involved in policy making.

Canvas:

- Post your critical reflections
- Participate in discussion of issues left-over from Zoom

Week 12 - November 11 - 17: Nursing and the media

Shared Reading:

- Current Nursology.net blog post
- Hughes, L. (1990). Professionalizing domesticity: A synthesis of selected nursing historiography. *ANS. Advances in Nursing Science*, 12, 25-31.
- Hughes, L. (1980). The public image of the nurse. *ANS. Advances in Nursing Science*, 2, 55-72.
- Kagan, P. N. (2009). Historical voices of resistance: Crossing boundaries to praxis through documentary filmmaking for the public. *ANS. Advances in Nursing Science*, 32, 19-32.
- Stevens, S. Y. (1990). Sale of the Century: Images of nursing in the Movietonews during World War II. *ANS. Advances in Nursing Science*, 12, 44-52.
- About HealthCetera. (2017). Retrieved March 6, 2017, from <http://www.healthmediapolicy.com/about/>

- The Truth About Nursing. (2017). Retrieved March 6, 2017, from <http://www.truthaboutnursing.org/>
- Watch at least one episode of “Nurse Jackie,” then review the [nursing media-watch web site “Truth About Nursing”](#) April 14, 2013 review of this series by Sandy Summers

November 17 - Zoom:

- Check-in
- SOPHIA
- Discussion of your ideas about nursing and the media

Canvas:

- Post your critical reflections
- Post reflections about the readings and your insights from viewing a “nurse Jackie” episode and Sandy Summers analysis

Week 13 - November 18 - 26 - Closing

Canvas:

- Any loose ends?
- Sharing of reflections over the semester
- Post your Self-evaluation
- Post your final Scholarly Paper