

**Webster University**  
**MSN Program**  
**NURN 5000 Theoretical Foundations of Advanced Nursing**  
**Fall 2009**

**Instructor:** Kathryn Ballou RN, PhD

**Day and Time:** Tues eve, 5:30-9:30

**Email:** kballou@kc.rr.com

**Course Description:** Students examine philosophical and theoretical foundations of nursing. Analysis of selected concepts and theories from nursing and related fields are emphasized. No prerequisites.

**Credits:** 3

**Course Objectives:**

At the end of this course, the student will be able to:

1. Discuss philosophy-theory-practice relationships.
2. Examine holism as a foundation for nursing practice.
3. Analyze concepts relevant to nursing practice.
4. Critique selected theories of nursing.
5. Compare and contrast selected family therapy theories.
6. Evaluate the applicability of theories from nursing and related fields to nursing practice.

**Readings:**

Allgood, M., & Tomey, A. M. (2006). *Nursing theory: Utilization and Application* 3<sup>rd</sup> ed.). St.

Louis, MO: Mosby.

American Psychological Association. (2010). *Publication manual of the American Psychological*

*Association* (6th ed.). Washington, DC: Author.

Nightingale, F. (1969). *Notes on nursing*. New York: Dover.

Required readings from e-reserves, as assigned.

**Essential Course Content:**

Holism

Systems theory

Nursing metaparadigm

Nursing philosophies and theories

Family therapy theories

Concept analysis process

Process for critiquing theories

## **Course Requirements:**

### Class Participation

Assigned readings should be read prior to class and students should be prepared to contribute to class discussion.

### Concept Analysis Paper

Select a concept relevant to nursing practice. Analyze the concept by using multiple data sources including literature review and cases. Follow guidelines as presented by Walker and Avant (see e-reserves). Papers are commonly 5-8 pages in length, typed, and in A.P.A. format.

### Presentation & Evaluation of a Nursing Theory

Prepare and present to the class a description of the major components of the assigned theory. Evaluate the theory including implications for practice. An original work of the theorist must be used as a reference. Include information about the theorist when available. Presentations are limited to 15 minutes per person. A bibliography is due at the time of presentation.

### Outline of Family Therapy Theorist

Guidelines for an outline of an assigned family therapy theorist will be given in class.

### Personal Metaparadigm of Nursing

Students will write a personal metaparadigm of nursing based on the guidelines given out in class.

## **Course Evaluation**

Class Participation	10%
Personal Metaparadigm	15%
Concept Analysis Paper	30%
Presentation and Evaluation of a Theory	30%
Outline of Family Therapy Theorist	15%

## **Grading Scale**

<b>A/A-</b>	Superior graduate work
<b>B+/B/B-</b>	Satisfactory graduate work
<b>C</b>	Work that is barely adequate as graduate-level performance
<b>CR</b>	Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicum, or specified courses.
<b>F</b>	Work that is unsatisfactory
<b>I</b>	Incomplete work
<b>IP</b>	In progress
<b>NR</b>	Not reported
<b>W</b>	Withdrawn from the course

## Weekly Outline

Week	Topic
1	Introduction to the Course and MSN Program Purpose and Value of Nursing Theory The Metaparadigm of Nursing Readings: Alligood & Tomey (A&T), chapter 1 Nightingale, the forward and pages 1-30
2	Introduction to concept analysis. Readings: A&T ch.2, 3 & 4 Nightingale, pages 31-135 Barrett; Ballou (both e-reserve) Library Orientation and Tour
3	Relationship between philosophy, science, and theory. Reflections on Nightingale, Share personal metaparadigms in class Concept Analysis Readings: Walker & Avant, chapter 3 or 5; Armstrong (both e-reserve) Presentation by Writing Center
4	Theory Development: Grand, Middle and Practice Readings: Chinn & Kramer, chapter 1 and 4 (both e-reserve) Liehr; Higgins (both e-reserve)
5	Theory Development, continued Group Work: Theory Presentations
6	Family Theories Readings: Assigned Chapter on Family Theorist Model Nichols and Schwartz, Chap 15 (e-reserve) Whall (e-reserve)
7	Future Directions in Nursing Theory Theory presentations Readings: A&T ch. 21 & 22 Kim (e-reserve)
8	Future Directions in Nursing Theory continued Concept Analysis discussions. Theory presentations