

AUGSBURG COLLEGE
Department of Nursing
NUR 306Q: PARADIGMS IN NURSING (Abbreviated)
Rochester Campus
Spring 2008

FACULTY: Joyce Miller, RN, MA in Nursing
Assistant Professor
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CLASS TIMES: 5:45 pm. to 9:45 pm. - Monday evenings
Rochester - Bethel Lutheran Church, Room TBD

- Will propose starting class at 5:30pm & ending at 9:30pm at our first class night

CLASS DATES: **April 7, 21, May 5, 19, June 2, 16*, 23**
*denotes one week between class

COURSE CREDITS: 1.0 course or 4 semester credits

COURSE OVERVIEW:

This course focuses on the theoretical foundations of professional nursing practice and research. Concepts are examined as expressions of the structure of theory. Nursing scholarship is introduced in relationship to theory, research and practice and applied across care settings. Paradigms (worldviews) and the assumptive premises supporting both qualitative and quantitative research methods are explored in the context of nursing science and knowledge development in the discipline. Major concepts highlighted include: caring, community, culture, health, illness, humanity, justice and wholeness. Background knowledge from the natural, social, behavioral, and nursing sciences as well as a basic understanding of the nursing process and communication skills is woven into the course. *Paradigms in Nursing (N306)* provides a foundation for all 400 level nursing courses.

THE TEACHING-LEARNING PARTNERSHIP FACILITATES GROWTH IN THE FOLLOWING STUDENT LEARNING OUTCOMES:

- 1. Synthesize knowledge from the liberal arts with the arts and science of nursing by:**
 - a. Discussing the evolution of the science and the art of nursing in relationship to practice and knowledge development in the discipline.
 - b. Situating the development of selected nursing theories within an historical context.

- c. Identifying the paradigms (worldviews) that have given rise to the major nursing theories and research methods.
- d. Examining the interrelationships between/among nursing theory and theories and concepts from related disciplines (psychology, anthropology, physics, biology, etc.) and the liberal arts.

2. Utilize research findings to guide and enhance nursing practice by:

- a. Explaining the significance of nursing research and its relationship to nursing practice and nursing theory development.
- b. Comparing and contrasting qualitative and quantitative research methods and findings.
- c. Identifying research findings that are relevant to professional practice.
- d. Applying a basic understanding of the research process, concepts, and terminology, to evaluating published nursing research and its relevance for nursing practice.

3. Demonstrate accountability for ethical nursing practice based on professional standards by:

- a. Clarifying personal values relative to the art and science of nursing.
- b. Identifying a professional ethos embedded in nursing theory and the major concepts in the discipline: caring, culture, health, illness, professional practice, humanity, and justice.
- c. Recognizing the impact of values on professional practice and research, such as which questions to ask and/or which issues and health concerns to explore.

4. Apply nursing theories to nursing practice decisions with individuals, families, groups, and communities by:

- a. Recognizing the interrelationship of nursing theory, research and practice.
- b. Discussing philosophical and theoretical assumptions for the quantitative and qualitative research paradigms and their influence on nursing practice.

REQUIRED TEXTS:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th Ed.). Washington, DC: Author.
ISBN # 1-55798-810-2

Nightingale, F. (1992). *Notes on nursing: Commemorative Edition*. Philadelphia: J.B. Lippincott. ISBN # 0-397-55007-3.

Parker, M.E. (2006). *Nursing theories & nursing practice*. (2nd ed.). Philadelphia: F.A. Davis. ISBN # 0-80361-196-X

Wilson, H.S. (1993). *Introducing research in nursing*. (2nd ed.). Redwood City, CA: Addison-Wesley Pub. Co. ISBN # 0-80539-405-2.

These books are available through the virtual Augsburg Bookstore:

<http://direct.mbsbooks.com/augsburg.htm>.

Or Main Campus Bookstore

REQUIRED ARTICLES & PUBLICATIONS:

AACN (1999). *Position statement on nursing research*. American Association of Colleges of Nursing. (Retrieved 12/04/04:
<http://www.aacn.nche.edu/Publications/positions/rscposst.htm>)

AACN (2002). Hallmarks of the professional nursing practice environment. American Association of Colleges of Nursing. (Retrieved 12/04/04):
<http://www.aacn.nche.edu/Publications/positions/hallmarkswp>)

Boyle, J. & Barry, D. (1996). An ethnohistory of a granny midwife. *Journal of TCN*, 8 (1): 13-18. (On electronic library reserve and posted to Moodle).

Hannigan, B. (2000). Getting started in research. *Nurse Researcher* 7(4): 31- 39.
(On electronic library reserve and posted to Moodle).

Rankin, M. (December, 1996). How to assess a research study. *AJN* 96(12): 32-36.
(On electronic library reserve and posted to Moodle).

Valente, S. (May/June 2003). Critical analysis of research papers. *Journal for Nurses in Staff Development* 19(3): 130-142. (On electronic library reserve and posted to Moodle).

REQUIRED BOOK READINGS –

Chin, P. & Kramer, M. (2004). Integrated knowledge development in nursing – Chapters 1 and 3. (6th edition). St Louis, MO; Mosby. ISBN # 0-323-02341-X (On electronic reserve through library reserves & posted to Moodle)

NUR 306 – COURSE ASSIGNMENTS

ASSIGNMENT	POINTS	DUE DATES
1. Concept paper	40	April 21
2. Midterm Exam (take home)	40	May 19
3. Final Exam (take home)	40	June 16
4. Moodle Discussion Participation	20 ea= 40	April 22 - 29 & May 20 - 27
5. Nursing Theory Analysis Paper	110	June 2
6. Oral Presentation	20	June 23
7. Evaluation of a Research Paper	110	June 23
Total Points	400	

GRADING SCALE:

Points	Grade	Percent
372-400	4.0	93 - 100 %
353-371	3.5	88 - 92 %
332-351	3.0	83 - 87 %
312-331	2.5	78 - 82 %
292-311	2.0	73 - 77 %

TEACHING - LEARNING METHODS:

Lecture, discussion, audiovisuals, small group activities, data base searching, pre-class reading, writing assignments, computer assisted instruction, presentations and guest speakers.

TEACHING - LEARNING RESPONSIBILITIES:

Teaching and learning requires a mutual commitment between students and faculty. Students are responsible for their own learning and are responsible for meeting the requirements of the class. These expectations include, but are not limited to, appropriate preparation, attendance and participation in class, on-time submission of written work (based on APA format), on-going self-assessment of learning needs and professional growth. The instructor is responsible for teaching by creating an environment conducive to student learning, acting as a learning resource/support, guiding the students to appropriate sources of information, identifying relevant learning activities, and being available to help the student achieve the stated course objectives. Thus, a continuous and mutual process of teaching/learning personal/professional growth occurs for all.

STUDENT RIGHTS AND RESPONSIBILITIES:

Students with special learning or physical differences (formally diagnosed) have legal rights to course modifications. To request academic accommodations due to a disability, please contact the CLASS Office (612-330-1053) or the Access Center (612-230-1749). Guidelines are presented on the Access Center Home Page found at: <http://www.augsburg.edu/accesscenter>.

If you have a letter from one of these offices indicating you have a disability, which requires academic accommodations, please present the letter to your instructor to assist in their providing the accommodations that you will need in this class.

All students have the right to utilize tutoring assistance from the writing lab program writinglab@augsborg.edu. The Rochester campus has a writing tutor, Marilyn Theismann. Her hours are Mondays 4:30pm to 7:30pm in room 222. Drop in or make an appointment. You can send your paper by e-mail to theisman@augsborg.edu. Attach the paper as a word document, include assignment, due date and your phone number. Call or e-mail to arrange a meeting time and place at 507-282-2105.

ATTENDANCE POLICY:

Your presence enriches the experiences for all class participants. Attendance at class is expected to participate in the learning activities. Students, who miss class for any reason, must notify the faculty member by e-mail or telephone prior to class. Student may leave a phone message at 507-282-4710. The faculty member and the student will determine the plan to make up the missed material.

The faculty member reserves the right to assign an alternative assignment for two missed classes. The faculty member reserves the right to deduct points from the final grade related to class attendance and class participation.

LATE POLICY FOR ASSIGNMENTS:

- Unexcused/unexplained late papers will result in a loss of half a grade point for each day they are late (including weekends). Papers can be submitted by mail in negotiation with faculty. Students may reach faculty via e-mail or telephone to arrange a drop off of papers.
- Test(s) will not be accepted late.
- If you will be unable to attend class on a given due date, papers are expected to be handed in prior to your absence unless negotiated in advance with your faculty member. Students will notify faculty in advance.
- In case of unexpected crisis, students may negotiate with faculty for a late paper exception. This will result in no loss of points. It is required that students notify the instructor of these situations as soon as possible.

DEPARTMENT OF NURSING POLICY ON CITATIONS

It is the policy of the Department of Nursing that papers or tests containing plagiarized material will be given a grade of **zero** and there will be **no** opportunity for re-writes.

Omitted citations are considered plagiarism. We will review this in class. Please review the Student & Nursing Department handbooks.

Note: The complete syllabus, with the assignments for the trimester, will be distributed on the first nights of class and will be posted to Moodle.