

**NEW JERSEY CITY UNIVERSITY
COLLEGE OF PROFESSIONAL STUDIES
NURSING DEPARTMENT**

**NURSING 450
Theoretical Basis of Nursing**

LECTURE: Tuesday, 12:00 pm – 2:50 pm

LABORATORY/CLINICAL: None

FACULTY: Dr. Patricia Joffe

OFFICE: Rossey 404

OFFICE HOURS: Tuesday, 11 am – 12 noon; Monday, 12 – 3pm

PHONE: 201-200-3358

E-MAIL : pjoffe@njcu.edu and p.joffe@verizon.net

CREDITS: 3 credits; (3 hours theory)

CATALOG DESCRIPTION:

The course is an introduction to various nursing theorists and evolving theories of nursing science that support the development of professional nursing practice. Using the Department of Nursing's conceptual framework, the nature of theory is explored with an emphasis on the relationship of theory to professional nursing practice. Relation of theory development to nursing process will be considered, using selected theorists and conceptual frameworks in nursing. Class dialogues are used to promote the use of critical thinking to apply the nursing process in hypothetical situations. Concepts from general systems theory, stress theories, and developmental theories are presented and applied toward a beginning understanding of the Systems-Developmental-Stress Model used in this nursing curriculum.

COURSE PREREQUISITES: None

COURSE CO-REQUISITES: NURS 357 BSN Transitions

STUDENT LEARNING OUTCOMES AND COURSE GOALS:

By the end of the semester, the student will have:

1. Acquired a beginning knowledge of the analysis and construction of theories and models.
2. Discussed nursing's theoretical core of knowledge in relation to other disciplines.
3. Illustrated the principles and concepts from selected theories and conceptual frameworks of nursing.

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4. Evaluated the importance of nursing theory for professional practice and research.
5. Discussed concepts from general systems theories, stress theories, and developmental theories as they relate to SDS conceptual framework.
6. Employed the nursing process as a scientific method in hypothetical situations.
7. Applied the Systems-Developmental-Stress Model to hypothetical client care situations, using the nursing process.

INSTRUCTIONAL PROCEDURES:

Lecture, Class Exercises Video, Student Presentations, Client Interviews

PROGRAM OUTCOMES:

Program Outcomes	Learning Outcomes/Course Goals
Utilizes the nursing process in the protection, promotion, and optimization of health of individuals, families, and communities.	6,7
Incorporates evidence-based findings into practice.	2,3,4,6,7
Demonstrates competencies in the care of individuals, families, and communities.	6,7
Collaborates with clients and other members of the health care team in the planning, coordination, and provision of care.	6,7
Provides culturally sensitive nursing care that reflects the worth, dignity, and uniqueness of individuals and groups.	6,7
Applies interpersonal and technological communication effectively.	6,7
Demonstrates leadership behaviors.	6,7
Manifests personal and professional growth through role socialization as a professional nurse.	6,7
Synthesizes knowledge from nursing and related disciplines in the acquisition of nursing knowledge, competencies, and values for professional practice.	1,2,3,4,5

REQUIRED TEXTS:

Parker, M. (2006). *Nursing theories and nursing practice*. (2nd edition). Philadelphia: F. A. Davis.

ADDITIONAL SUPPORTIVE READINGS:

Alligood, M. R. & Tomey, A. M. (2006). *Nursing theory: Utilization and application*. (3rd edition). Philadelphia: Mosby.

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- Arndt, M. & Horodyski, M.A. (2004). Theory of dependent care in research with parents of toddlers: The NEAT project. *Nursing Science Quarterly*, 17(4), 345-350.
- Cox, K. & Taylor, S. (2005). Orem's self care deficit nursing theory: Pediatric asthma as exemplar. *Nursing Science Quarterly*, 18(3), 249-257.
- Daiski, I. (2000). The road to professionalism in nursing: Case management or practice based in nursing theory? *Nursing Science Quarterly*, 13(1), 74-79.
- Fawcett, J. (2005). *Analysis and evaluation of conceptual models of nursing knowledge*. Philadelphia: F. A. Davis.
- Frey, M. A. Sieloff, C.L. & Norris, D. M. (2002). King's conceptual system and theory of goal attainment: Past, Present and future. *Nursing Science Quarterly*, 15(2), 107-112
- Goodwin, Z.J. Kiehl, E. M., & Peterson, J. Z. (2002). King's theory as foundation for an advance directive decision making model. *Nursing Science Quarterly*, 15(3), 237-241
- Gordon, M. E., Moorhouse, M. F. & Burley, J. T. (2000). *Application of nursing process and nursing diagnostic: An interactive text for diagnostic reasoning*. Philadelphia: F. A. Davis.
- Hancock. B. (2000). Are nursing theories holistic? *Nursing Standard*, 14(17), 37-41.
- Kenny, J. W. (2002). *Philosophical and theoretical perspectives for advanced nursing practice*. Boston: Jones & Bartlett
- Leininger, M. M. (2006). *Culture care diversity and universality: A world wide nursing theory*. Boston: Jones and Bartlett
- Marriner-Tomey, A. & Alligood, M. R. (2006). *Nursing theorists and their work*. St. Louis: Mosby.
- McEwan, M. & Wills, E. M. (2002). *Theoretical basis for nursing*. Philadelphia: Lippincott, Williams & Wilkins
- Malinski, V. M. (2000). Nursing based research with families: State of the art. *Nursing Science Quarterly*, 13(4), 285.
- *Malloch, K. & Porter-O'Grady, T. (2006). *Introduction to evidence based practice in nursing and health care*. MA: Jones and Bartlett

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- Moore, J. & Beckwitt, A. (2006). Self care operations and nursing interventions for children with cancer and their parents. *Nursing Science Quarterly*, 19(2), 147-156
- Neuman, B. & Fawcett, J. (2001). *The Neuman systems model*. NJ: Prentice Hall
- Orem, D. E. (2001). *Nursing concepts of practice* (6th edition). St. Louis: Mosby
- Peplau, H. E. (1991). *Interpersonal relations in nursing: A conceptual frame of reference for psychodynamic nursing*. New York: Springer.
- Peterson, S. J. & Bredow, T. S. (2004). *Middle range theories: Application to nursing theory*. Philadelphia: Lippincott Williams and Wilkins
- Renpenning, L. & Taylor, S. (2003). *Self-care theory in nursing: Selected papers of Dorothea Orem*. New York: Springer
- Picard, C. & Jones, D. (2005). *Giving voice to what we know: Margaret Newman's theory of health as expanding consciousness in nursing, practice, research and education*. Boston: Jones and Bartlett
- Roy, C. (1999). *Callista Roy: An adaptation model*. Newbury Park: Sage Publications
- Saewyc, E. M. (2000). Nursing theories of caring: A paradigm for adolescent nursing practice. *Journal of Holistic Nursing*, 18(2), 114-128.
- Schafer, P. (1999). Working with Dave: Application of Peplau's interpersonal nursing theory in the correctional environment. *Journal of Psychosocial Nursing & Mental Health Services*, 37(9), 18-24.
- Sitzman, K. (2004). *Understanding the work of nurse theorists: A creative beginning*. Boston: Jones and Bartlett
- Smith-Fruehwirth, S. E. (1989). An application of Johnson's behavioral model: A case study. *Journal of Community Health Nursing* 6(2), 61-63.
- Williamson, G. J. (2000). The test of a nursing theory: A personal view. *Nursing Science Quarterly*, 13(2), 124-128.

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EVALUATION METHODS:

Assessment	Grade
Oral Presentation: A Theoretical Nursing Model	25%
Term Paper: Situational Analysis using SDS Model	25%
Midterm	20%
Personal Philosophy of Nursing	10%
Final Examination	20%

GRADING SCALE:

The grading scale described below will be used in evaluating the theory components of all nursing courses. The method of grade assignment will be determined by the course faculty members.

A	93-100
A-	90-92
B+	86-89
B	83-85
B-	80-82
C+	77-79
C	73-76
C-	70-72
F	Below 70
I	Incomplete

REFER TO THE NJCU STUDENT HANDBOOK AND DEPARTMENT OF NURSING STUDENT HANDBOOK FOR GUIDELINES RELATED TO GRADING AND PROGRESSION THROUGH THE PROGRAM, AS WELL AS OTHER POLICIES THAT MAY BE RELEVANT.

ACADEMIC INTEGRITY:

Students should refer to the NJCU *Student Handbook* and *Department of Nursing Student Handbook* for guidance related to academic honesty and other relevant policies.

STUDENTS WITH DISABILITIES:

University policies will be followed. As per university policy, before a student will receive an accommodation in this class, and appointment with the Disability /Resource Center located in Professional Studies will be required to arrange for approval of your accommodation. If a student has a particular need with respect to a disability in order to participate in this course, please notify the faculty as soon as possible to discuss any concerns. Accepted students with learning disabilities should contact Jennifer Aitkin, Director of Project Mentor, at 1-201-200-2091.

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Faculty reserves the right to modify the syllabus, including course policies, class scheduling, and course assignments or requirements in order to better meet course objectives. Notification to students will be made in writing when such changes are implemented.

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TOPICAL OUTLINE:

Week	Lecture Topic	Readings	
1	Orientation and Overview Identification of the Theoretical Model Movie: Circle of Knowledge – Part I	Adam, E (1999). Frontiers of nursing in the 21 st century: Development of models and theories on the concept of nursing, <i>Journal of Advanced Nursing</i> 8, 42-45. Williamson, G.J. (2000). The test of a nursing theory: A personal view. <i>Nursing Science Quarterly</i> , 13(2), 124-128.	
2	Science, Nursing and Nursing Sciences Theory Development in Nursing Concept Formation Basket Theory Movie: Nurse Theorist	Catch Someone Being Theoretical	
3	Library Assignment/Orientation Identify a theoretical models in Web sites	Parker, Chapter I	
4	Analysis of Nursing Conceptual Models	Parker, Chapter 2 and Fawcett, Chapter 2	
5	New Jersey City University Conceptual Framework/SDS Model Nursing Process Philosophy Due	SDS Model Handout	
6	Midterm Examination		
7	Review of the Examination Application of the SDS Model/Student Work Groups Discussion of Presentations	Work on the SDS model	

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Week	Lecture Topic	Readings	
	and Analysis of Models		
8	Application of the SDS Model/Student Work Groups	Chapters in the book corresponding to the theorist presentation	
9	Group Work SDS Model Due	Readings on the theorists presented	
10	Student Presentations /Analysis of a Model	Readings on the theorists presented	
11	Student Presentations	Readings on the theorists presented	
12	Student Presentations	Readings on the theorists presented	
13	Independent Assignment		
14	Examination		
15	Review of the Examination Course Evaluation Review of first “in class” assignment – “the model that directs your nursing process” Compare and contrast		