FOUNDATIONS OF NURSOLOGY

12-17-20

INTRODUCTION AND BACKGROUND:

The **Foundations of Nursology** is a resource designed by the https://nursology.net management team as a tool for nurse educators teaching philosophic, conceptual, theoretical, and application knowledge of the discipline in nursology programs. The resource is designed for both undergraduate and graduate program learners. It is recognized that graduate program learners may not have been exposed to the explicit knowledge of the discipline during undergraduate studies. The focus of content and learning activities should be adjusted to the level of education. For example, the focus of content for undergraduate learners could be **understanding** of nursology content for the generalist nursologist including acquisition and use of knowledge. The focus of content for graduate program learners could be **integration** of content for the advanced practice nursologist, including translation and development of new knowledge. **Application** of content may be at different levels of nursology practice (e.g.., individuals/families, communities, and systems) for both the generalist nursologist and the advanced practice nursologist. In addition, the content can be integrated into the curriculum or taught in a separate nursing theory course.

The resource is a teaching tool featuring:

A. The Nursology.net , a repository of resources about nursing conceptual models, grand theories, middle-range theories, and situation-specific theories, philosophies and associated methodologies. The repository content is intended to be utilized by nurse educators as part of the lesson planning. The resources include:

- Key definitions of nursology
- A powerful professional nursology Blog Home page covering varied relevant topics that are not limited to posts that:

  - support and encourage the development of nursing knowledge,
  - present critical discussion of ideas that are relevant to nursology,
  - honor nurses who are, or have been "guardians" of the discipline,
  - memorialize the life of deceased nursologists,
  - bring to the forefront notable works related to knowledge development in nursing, and
  - share inspiring stories related to the development of nursing knowledge.

  - Practice, research, quality improvement and education exemplars
  - Future events

B. A sample 15 week syllabus

BACKGROUND:

The **Foundation of Nursology** is designed to address the Future of Nursing documents and various nursology organizations initiatives as well as accreditation bodies related to nursology programs. Specifically, the resource emphasizes the essence of disciplinary knowledge as a foundation for transforming health care and health care delivery.

Future of Nursing The-future-of-nursing-2020-2030

Nursology Organizations

Accreditation Bodies:

NLN Accreditation Criteria

Theory per se not is not mentioned in the standards or quality indicators. The closest is Standard V: Culture of Learning and Diversity – Curriculum and Evaluation Processes -- Quality indicators The curriculum integrates the concepts, including, but not limited to, context and environment of care delivery, knowledge and science applied to implementation and evaluation of evidenced-base care, personal and professional development, quality and safety, patient-centered care, and teamwork to enable learners to develop role specific competencies.

AACN Accreditation Criteria

AACN Expected outcomes for Undergraduate Programs in Nursing

 Domain 1: Knowledge for Nursing Practice

Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts. This distinguishes the practice of professional nursing and forms the basis for clinical judgement and innovation in nursing practice.
https://www.aacnnursing.org/Portals/42/Downloads/Essentials/DRAFT-Domains-Descriptors-Competencies-May-2020.pdf

AACN Expected Outcomes for Graduate Programs in Nursing –

The Essentials of Master's Education in Nursing Essential I:

Rationale. Master's-prepared nurses build on the competencies gained in a baccalaureate nursing program by developing a deeper understanding of nursing and the related sciences needed to fully analyze, design, implement, and evaluate nursing care. Master's-prepared nurses use a variety of theories and frameworks, including nursing and ethical theories in the analysis of clinical problems, illness prevention, and health promotion strategies.

https://www.aacnnursing.org/Portals/42/Publications/MastersEssentials11.pdf

AACN Expected Outcomes for DNP Programs in Nursing

Essential I: Scientific Underpinnings for Practice The practice doctorate in nursing provides the terminal academic preparation for nursing practice. The scientific underpinnings of this education reflect the complexity of practice 9 at the doctoral level and the rich heritage that is the conceptual foundation of nursing

https://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf

AACN Expected Outcomes for PhD Programs in Nursing:
- **Develop the Science**: Assume leadership in the conduct of culturally competent scholarship to improve nursing practice (Master in-depth knowledge in a substantive area; Critique and integrate different science perspectives in the conduct of research; Communicate research findings to lay and professional audiences and identify implications for policy, nursing practice, and the profession)
- **Steward the Discipline**: Integrate the components of scholarship: research, teaching, mentoring, and service to the profession (Communicate scholarship including peer-refereed publications and presentations for professional interdisciplinary audiences; Understand the evolving roles and responsibilities of a nurse scholar)

A Sample 15 week Syllabus

COURSE NUMBER: XX

COURSE TITLE: XX

SEMESTER CREDITS HOURS: XX

FACULTY NAME(S): XX

FACULTY CONTACT INFORMATION: XX

PRE-REQUISITE/CO-REQUISITES: XX

COURSE DESCRIPTION

The purpose of this course is to introduce learners of nursology to the history and contemporary status of the discipline of nursology, with emphasis on the philosophic, conceptual, and theoretical knowledge of the discipline and the value and approaches to nursology theory-guided practice, quality improvement projects, and research. Depending on program level, learners will use, translate, and/or develop new knowledge in coming to know and engage individuals, families, and communities in the praxis of nursology and wellbecoming, as well as coming to know healthcare systems.

Note that learners include those who traditionally are referred to as students and instructors.

COURSE OBJECTIVES

Upon successful completion of this course, all learners will be able to:

1. Analyze the historical and contemporary focus and structure of nursology knowledge.
2. Apply frameworks for analysis and evaluation of nursology philosophies, conceptual models, and theories.
3. Evaluate the ethical context of diverse nursology philosophies, conceptual models, and/or theories.
4. Apply appropriate nursology philosophies, conceptual models, and theories to guide the nursology practice, quality improvement, and research to individuals, families, communities, or systems.
5. Discuss the contributions of one or more selected nursology philosophies, conceptual models, and theories to advancement of nursology practice, education, administration, and scholarly inquiry.

Note that course objectives may be at a higher level or may be more specific to advanced practice nursology for graduate level learners, with application not only to practice but also to quality improvement projects and nursological research.

SUGGESTED METHODS OF INSTRUCTION

- Discussion, individual and group learning activities, including storytelling of own and known others' experiences, role playing, simulation, case studies, and presentations.

COURSE DELIVERY METHODS

- The course may be delivered in-person or virtually. If virtual delivery, synchronous and/or asynchronous approaches may be used.
- We encourage both synchronous and asynchronous group discussions or presentations to enhance scholarly inquiry.

EXAMPLES OF RECOMMENDED READINGS AND RESOURCES
- See https://nursology.net

EXAMPLES OF LEARNING ACTIVITIES

See examples of learning activities in the Lavender Health Education Section - https://lavenderhealth.org/education/syllabus/. In the sidebar are found specific teaching resources – the website includes many learning activities at the beginner,

intermediate, and advanced levels, and "best practices" where guidelines for evaluating learner performance are found. A focus on learning activities rather than specific approaches to evaluation is recommended. However, some approaches to evaluation are given here:

- **Objective Examinations or Quizzes throughout the course**
- **Discussion and Reflections throughout the course**
  - Use *precisely correct* citation and reference (for example, current American Psychological Association).
- **Evaluation of Nursing Theory/Model**
- **Theory-driven Tool Analysis and Application**
  - **Select an existing practice tool (such as an assessment format or intervention protocol or practice guidelines)** that was derived from a nursological conceptual model or theory **OR** derive a new practice tool from a nursological conceptual model or theory. The learner may use an existing research instrument as the practice tool if the instrument is appropriate for use in practice situations.
  - **Discuss the linkage between the practice tool and the nursological conceptual model or theory from which it was derived.**
    - Identify the concept or concepts of the nursological conceptual model or theory that are measured by the practice tool.
    - Describe the content and format of the tool.
    - Identify any published descriptions of the tool and any applications in practice.
      - Apply the tool in practice with one individual or family or other group.
      - Identify and describe the ethical considerations of the tool (e.g., is **t**his tool inclusive, who benefits from use of this tool and who does not?)
      - Describe the health issue/condition of interest affecting the individual, family, community or system.
      - Describe the healthcare setting in which the tool was applied.
      - Identify the advantages and disadvantages of the tool. If disadvantages were identified, describe or propose ways to improve the tool from a nursology lens
      - Explain how the tool helped the individual, family, or other group better understand her/his/their health condition.
      - Identify any barriers encountered when the tool was applied.
      - Explain how barriers were overcome.
      - Discuss strategies that could be used to integrate the tool into practice as a nurse practitioner or clinical nurse specialist.
      - The tool analysis or application may be shared with other learners as a podium or poster presentation using PowerPoint or other software for content
      - Use *precisely correct* citation and reference (for example, current American Psychological Association)
- **Written assignments such as a Term Paper**

- ♦ Example of a term paper: The purpose of the term paper is to provide an opportunity for learners to identify an existing nursological conceptual model or theory-based practice tool or develop a new nursological conceptual model or theory-based practice tool and gain experience applying the tool in nursology practice, quality improvement, or research.
- ♦ The term paper assignment may be completed by individual learners or by groups of two to four learners. Suggestions for papers prepared by groups of learners are listed here:
    - o Structure groups so that each learner in a group takes on a specific role for the group, and the group report includes a report or evidence of what each learner contributed to the group. Depending on the nature of the project, an outlines of individual roles and responsibilities may be developed for each group, and the "assignment" specific to that role as part of the group project. Other times one of the expectations for the group is to divide the tasks and assign individuals in the group to certain tasks and then each learner's part is evident in the final group "report" or presentation.
- ♦ The term paper could include content from the relevant literature as well as from interviews with nursologists who have developed and/or applied the conceptual model or theory.
- ♦ Use *precisely correct* citation and reference (for example, current American Psychological Association).
- ♦ The term paper may be shared with all learners in the class as a podium or poster presentation using PowerPoint or other software for content
- ♦ **Opportunities for theory driven training and conferences**
    - ♦ See https://nursology.net/future-events/
- ♦ **Other learning activities**
    - ♦ See https://nursology.net/resources/teaching-strategies/

Sample Topical/Content Outline and Course Schedule

Dates Course Objectives	Content	Resources Provide links to relevant pages on nursology.net and to relevant books and journal articles

Weeks 1 and 2
 	
Course Objective 1
	Course overview and requirements: Review course syllabus
	
	Content
	
	Focus of the Discipline (i.e. the ontology, epistemology and methodology of nursology)
	
	    Evolution of nursology as a discipline
	
	    Past, present, and future threats to the existence of the discipline
	
	    What is theory?
	
	    Why is theory important?
	
	    What is the purpose of a theory?
	
	    What difference does nursology theory make?
	
	    Issues surrounding the adoption of nursology knowledge-guided activities for practice, quality improvement, research)
	
	Structure of nursology knowledge
		See
		
		https://nursology.net/about/definitions/
		
		https://nursology.net/history/
		
		https://nursology.net/2019/07/09/what-makes-a-theory-or-model-nursing/
		
		https://nursology.net/2019/10/08/are-we-ready-to-utilize-concept-analyses-to-advance-nursology-could-this-be-a-way-forward/
		
		https://nursology.net/2020/08/18/by-and-for-numbers-meaningless-without-theory/

	Levels of nursology knowledge – metaparadigm, philosophies, conceptual models, grand theories, middle-range theories, situation-specific theories Define the metaparadigm of nursology and discuss various versions of the metaparadigm of nursology and statements of the focus of the discipline Review diverse definitions and types of nursology philosophies, conceptual models, theories, and empirical indicators Discuss construction of the components of conceptual-theoretical-empirical (CTE) structures and review examples of CTE structures for nursology practice, quality improvement, and research	
Week 3 Course Objective 2-3	Discuss various frameworks for analysis and evaluation of nursology philosophies, conceptual models, and theories Review and critique existing application of one or more frameworks for analysis and evaluation of nursology philosophies, conceptual models, and theories Review and critique the ethical dimensions of various nursology theories and conceptual models	See https://nursology .net/nurse- theorists-and- their-work/ https://nursology .net/resources/

Weeks 4-14 Course Objective 3	Select and apply one or more nursology philosophies, conceptual models, and theories for use as guides for nursology practice, quality improvement, and research	See https://nursology.net_for exemplars of nursology knowledge-guided practice, education, research, quality improvement. and health policy
Week 15 Course Objective 4	Each learner presents and discusses the contributions of a nursology philosophy, conceptual model, or theory to advancement of nursology practice All learners discuss the contribution of one or more nursology philosophies, conceptual models, or theories to nursology education (curriculum construction), administration (methods of delivery of nursology practice), and research (quality improvement and other types of scholarly inquiry)	