

**MONTANA STATE UNIVERSITY-BOZEMAN
COLLEGE OF NURSING
Master Resource Outline**

N521 Theory and Research in Nursing

Semesters Offered: Fall

Credits: 5 lecture

Prerequisites: N387R or equivalent and STAT 216 or equivalent

Course Description: Provides an overview of the interrelationships among theory, research and practice. Students explore patterns and processes for acquiring knowledge and the utilization of knowledge in clinical practice.

Course Objectives:

1. Articulate the relationships among theory, research and practice.
2. Relate ways of knowing to current theory development.
3. Discuss the processes and current status of nursing theory development.
4. Demonstrate ability to critique conceptual frameworks, theories and research relevant to nursing.
5. Explain the interrelatedness of the steps in the process of scientific inquiry.
6. Analyze dissemination and utilization issues in nursing research.
7. Analyze research strategies, designs and methods for application to selected nursing problems.
8. Analyze the legal and ethical considerations in nursing research.
9. Discuss the importance of nursing research to practice and the unique problems associated with rural nursing research.

Suggested Theory Content:

- A. Ways of knowing:
 - Patterns and processes of knowing
 - Perspectives of gender and nursing
 - Gender variations in ways of knowing (Belemky et al.)
 - Way nurses know (Carper, Benner, Meleis)
- B. Theory Development
 - Concept development
 - Statement development
 - Theory development
 - Theory testing
 - Use of other disciplines' theories in nursing (e.g., general systems theory)
- C. Types of theory:
 - Descriptive theory
 - Explanatory theory

- Predictive theory
- D. Conceptual and theoretical frameworks:
 - History of nursing theory development:
 - Stages of development
 - Contributions of major nursing theories
 - Use of world views and major themes
 - Process of theory development:
 - Strategies employing inductive, deductive and retroductive thought process
 - Examples of strategies used by nursing theorists
 - Critiquing nursing theory within nursing metaparadigm (person, environment, health, nursing)
- E. Concept analysis
 - Structured step-by-step (e.g., Walker & Avant) approach to concept analysis
 - Alternate approaches to concept analysis

Suggested Research Content:

- A. Principles of scientific inquiry
 - Ways of knowing
 - Research as a linear, cyclical, or iterative activity
 - Research-based practice
 - Scientific integrity
 - Community of scholars
 - Collaboration and free exchange of ideas
 - Interdisciplinary collaboration
 - Secondary analyses
 - Ethical considerations (i.e., including human subjects implications)
- B. Steps of the research process
 - Problem identification
 - Conceptualization
 - Delineating the problem
 - Conceptual and theoretical foundations
 - Review of literature/state of the science
 - Methodologic approaches
 - Data collection
 - Data management
 - Analysis and interpretations
 - Dissemination
 - Utilization of findings
- C. Information systems
 - Existing databases (e.g., census, STTI, CDC, faculty data)
 - Analysis packages (e.g., SPSS, SAS, etc.)
 - Accessing data and other scholars via Internet and regional networks
 - Primary vs. Secondary data sources
- D. Qualitative and quantitative methods
 - Definitions and defining characteristics of qualitative research
 - Definitions and defining characteristics of quantitative research
 - Levels of problem exploration relative to the state of the science
 - Hypothesis generation and hypothesis testing
 - Internal consistency among the research aims, conceptual model, design and analysis

- Survey of qualitative methods
- Survey of quantitative methods
- E. Assessment of research measures
 - Reliability
 - Validity
 - Confirmability
 - Authenticity
 - Credibility
- F. Analysis and interpretation of text and numerical data
 - Levels of data
 - Knowing analyses appropriate to the level of data and research questions
 - Analysis of text data
 - Interpretation of findings
 - Application of findings to the research questions
 - Understanding and explaining conflicting research evidence
- G. Utilization of research
 - Critique processes
 - Models for utilization decision-making
 - Evaluation and decision-making application of research to practice
 - Stimulating research awareness in the clinical arena
- H. Dissemination of findings
 - Politics of dissemination
 - Lay and professional domains
 - Ethical issues
 - Practical presentation principles: poster, oral, manuscript
 - Networking

Approved by GAAC: March, 2003; November 2005

Approved by Faculty: April, 2003

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