

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



**COURSE OUTLINE
NURSING 300
CONCEPTUAL FRAMEWORKS IN NURSING**

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**SCHOOL OF SCIENCE, HEALTH, AND PUBLIC SERVICES
NURSING
FALL 2008**

NURSING 300-CONCEPTUAL FRAMEWORKS IN NURSING

- A. **TITLE:** Conceptual Frameworks in Nursing
- B. **COURSE NUMBER:** NURS 300
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 hours of lecture weekly
- H. **CATALOG DESCRIPTION:** This course is designed to promote the acquisition of knowledge related to the historical development and evolution of nursing theory and its interrelationship to research and professional nursing practice. The course includes critical thinking activities used to conceptualize, apply, analyze, and synthesize knowledge related to specific nursing theories and their importance in nursing education, practice, and research. A capstone project will be used to incorporate the students' knowledge of nursing theory, nursing theorists, and to demonstrate an understanding of the relevance of theory to practice.
- I. **PRE-REQUISITES/CO-COURSES:**
Students must be enrolled in the RN-BSN program.
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will:
1. Describe the historical evolution of nursing theory.
 2. Analyze the relevance of nursing theory/conceptual frameworks in education, research, and practice.
 3. Compare and contrast the major ideas of various theorists/conceptual models of nursing.
 4. Integrate selected nursing theory/conceptual frameworks in the context of their own practice.
 5. Apply selected nursing theory/conceptual frameworks into nursing research, education, and practice.
- K. **TEXTS:** Parker, M. E.(2006). *Nursing theories & nursing practice (2nd ed.)*. Philadelphia: F.A. Davis Company.
- L. **REFERENCES:**
- M. **EQUIPMENT:** Technology Enhanced Classroom
- N. **GRADING METHOD:** A – F
- O. **MEASUREMENT CRITERIA/METHODS:**
- Online quizzes
 - Discussion board items including reviews of nursing theory/conceptual frameworks and evidenced-based practices
 - Small group activities

- Capstone research project related to conceptual models/theoretical frameworks' relevance to professional nursing practice

P. DETAILED COURSE OUTLINE:

- I. Introduction to Nursing Theory
 - A. Nursing Philosophy
 - B. Conceptual Models of Nursing
 - C. Nursing Theories
- II. Conceptual Models
 - A. Historical Evolution
 - B. Functions of Conceptual Models
 - C. Metaparadigm of Nursing
- III. Nursing Theory
 - A. Purpose of Nursing Theory
 - B. Factors Influencing the Development of Nursing Theory
 - C. Categories of Nursing Theory
- IV. Conceptual-Theoretical-Empirical Systems of Nursing Knowledge
 - A. Role of Nursing Research
 - B. Influence in Nursing Education
 - C. Influence in Nursing Administration
 - D. Influence in Clinical Nursing Practice
- V. Analysis and Evaluation of Conceptual Models of Nursing
 - A. Framework for Analysis and Evaluation
 - B. Relevance to the Discipline of Nursing
 - C. Critiquing Theory
- VI. Evolution of Nursing Theory
 - A. Florence Nightingale
 - B. Theory Development in the Twentieth Century
 - C. Behavioral System Model
 - D. Conservation Model
 - E. The Care, Core, and Cure Model
 - F. Humanistic Nursing Theory
 - G. Self-Care Deficit Nursing Theory
 - H. Science of Unitary Human Beings
 - I. The Human Becoming School of Thought
 - J. Theory of Goal Attainment
 - K. Roy's Adaptation Model
 - L. The Neuman System's Model
 - M. Theory of Human Caring
 - N. Theory of Culture Care Diversity and Universality
- VII. Application of Nursing Theory to Nursing Practice
 - A. Comparing and Contrasting Models and Theories
 - B. Connection to Nursing Practice
 - C. Future Implications