

GS/NURS 5100 6.0
Theoretical and Philosophical Foundations of Nursing Science
Course Outline – Revised Sept 5, 2014

Course Professor: Dr. Nancy Johnston

Calendar Course Description

This **online** course focuses on the major philosophical concepts and core assumptions guiding nursing science. Students explore, analyze, and critique foundational concepts and theory informing nursing knowledge in light of their own philosophical beliefs and values about the core of nursing. Student inquiry proceeds through dialogue, reflection, expression, and emergence of diverse ideas and viewpoints.

Expanded Course Description

This six-credit foundations course is offered fully online. This course focuses on the major philosophical assumptions and concepts informing nursing science. Students explore, analyze, and critique specific concepts aligned with nursing science and connect these with their own philosophical beliefs and values about nursing through dialogue, reflection, and aesthetic inquiry. This introductory course lays a conceptual foundation for other courses in the master's program. Students have opportunities to explore questions that are relevant in the context of their own nursing experiences and that are of personal interest. Students are offered essential understandings and critical questions relating to the philosophical and theoretical underpinnings of nursing as a science and discipline. Students are supported to develop their own critical questions and to search for answers in a community of inquiry and diverse views.

Learning Outcomes

By the end of this course, the student will be able to:

1. Critically analyze and evaluate core philosophical concepts from perspectives consistent with human science (such as existential phenomenology, critical perspectives, socio-ecological perspectives, complexity theory, etc.).
2. Synthesize and articulate major points of intersection and divergence among selected philosophical concepts and human science perspectives.
3. Examine and critique nursing theories and selected philosophical concepts in relation to systemic values, assumptions, and structures that limit and/or promote health and healing and social justice.
4. Demonstrate understanding of a diversity of perspectives relevant to nursing science.

Essential Understandings:

- Nursing science is informed by multiple philosophical traditions that contribute to the emerging discipline.
- Discussions of philosophical/theoretical ideas in the form of 'this AND that' rather than 'either/or' capture the historical complexity of nursing knowledge development.
- Different philosophical traditions have (generally) coherent assumptions, discourses, and narratives that define and distinguish them.
- Different philosophical perspectives have different implications for practice and research.
- Personal philosophical perspectives tend to align with one or more extant philosophical perspectives/traditions in nursing science.

- Views of reality are perspectival and evolving.

Critical Questions:

- What is truth and how does it relate with philosophical assumptions?
- What is nursing and what are its historically-situated values and concepts?
- What is science and how did it develop?
- What is human science and how did it develop?
- Of what value is art in a scientific world?
- How is science a narrative?
- What are some different assumptions that inform science?
- What assumptions are taken for granted, and thus, not examined?
- What happens when assumptions are shattered?
- What is knowledge?
- What is a discipline, and how is nursing a discipline AND not a discipline?
- What are the connections among assumptions, theory, knowledge, and practice?

Key Perspectives:

Philosophical assumptions, science & nursing	This perspective offers views about reality and how sciences are aligned with various philosophical assumptions that guide the way knowledge is understood, created and enacted.
Knowledge development, human science and nursing	This perspective considers how knowledge has developed in the tradition known as human science. Various schools of thought have informed the way human science has progressed – phenomenology, hermeneutics, critical realism, social ecology and others.
Controversies and intersections in nursing science	In our very complex world there are many different ideas, approaches and issues to consider when it comes to nursing science. Controversies address the reality that there are many different views and ways of thinking. Intersections help us experience the collisions that occur when the nexus of different ideas coming together challenges us and deepens our understanding. Both controversies and intersections are essential to our evolving understanding
Practice and ethical relation in nursing and health policy	This perspective invites nurses to consider the various ways ethical relating shows up in practice with persons and groups and in practice as a leader, researcher and educator. Ethical relating can be viewed as an interpersonal phenomena, a policy issue, a research imperative and a political reality.

Resources

Some core readings and resources have been prepared. These can be a place for you to start to engage the vast amount of resources available. You will also be contributing resources that are meaningful to you and that you believe may be helpful for others to read, see, or consider. Please see the bibliography that is appended to this syllabus (pp. 9-13).

Obtaining Required Articles Online through York Library

Go to <http://www.library.yorku.ca/ccm/jsp/homepage.jsp>

- Under “Search library resources” , type in the name of the journal (e.g., Nursing Science Quarterly) and then scroll down on the menu to the right to “Periodical Title”
- Click on the link to access the journal
- You will then need to sign in (Passport York or library number)
- Click on the desired year, e.g., 2013
- Click on the required issue, e.g., 26 (1)
- Scroll down to find authors’ names and click on PDF version; you can then print the article

Web-Based Resources

- 1) We all will be visiting the WWW as we search for relevant materials, videos, images, texts, etc. Students are required to reference all material in keeping with Copyright Law and the Principle of Fair Use. Please read the following link to familiarize yourself with York’s policy

<http://copyright.info.yorku.ca/copying-for-the-classroom/>.

One important implication is that only links to journal articles may be posted.

- 2) An excellent resource website about nursing theory, including links to websites about multiple theorists, is based at the Hahn School of Nursing and Health Science. Available at:

<http://www.sandiego.edu/academics/nursing/theory/>

Overview of Learning Activities

Course teaching-learning activities are informed by complexity pedagogy. Complexity pedagogy proposes that all persons in a community of inquiry learn together. Teachers and students come together to engage, share, and question in order to develop more personal understandings. Diverse views and different perspectives are required for deep learning and so in many ways we are all responsible for contributing, not only to our own understanding and growth, but to that of our colleagues and classmates. There are no right and wrong answers in complexity learning and we all have different views and understandings, because our understanding is contextual, historical, and experiential. We are all coming together from a different place to spend time in a shared quest for insights and emergent learning.

There are many excellent resources on complexity pedagogy. One written by faculty at York can be found at this link, <http://www.sciedu.ca/journal/index.php/jnep/article/view/1601/1132>. We will begin with this article and see what questions and interests surface for all of us. The course activities and assignments have been designed to align with the basic beliefs of complexity pedagogy. Here are some ideas that you will experience as part of our community of inquiry. The following definitions have been informed by:

Moss, L. J., & Normore, A. H. (2006). An exploratory analysis of John Dewey's writings: Implications for schoolleaders. In M. S. Plakhotnik & S. M. Nielsen (Eds.), Proceedings of the Fifth Annual College of Education Research Conference: Urban and International Education Section (pp. 82-87). Miami: Florida International University.
http://coeweb.fiu.edu/research_conference/.

http://digitalcommons.fiu.edu/cgi/viewcontent.cgi?article=1244&context=sferc&sei-redirect=1&referer=http%3A%2F%2Fscholar.google.ca%2Fscholar%3Fq%3Dreflection%2Bdefinition%2Bin%2Beducation%26btnG%3D%26hl%3Den%26as_sdt%3D0%252C5%26as_ylo%3D2013#search=%22reflection%20definition%20education%22

Trueit, D. (2012). Pragmatism, post-modernism, and complexity theory. The “fascinating imaginative realm” of William E. Doll, Jr. New York, NY: Routledge Taylor & Frances Group.

Complexity Pedagogy Terms and Definitions

Reflection: A process of contemplation about one’s thinking and actions in specific situations in order to better understand the pros and cons of different ways of thinking and acting.

Recursion: An iterative process of revisiting what one knows in order to see with new eyes. Recursion is a looping back with intent to discover again.

Emergent Learning: As students and teachers inter-relate, offering different views and posing different questions, new learning emerges in the shifts of understandings and perspectives. All students and teachers can create teachable moments by introducing different ways of thinking about and acting in various situations.

Perturbations: Disrupt the status quo by challenging assumptions, providing alternative views, asking different questions that expand understandings. Perturbations may point out paradox, ambiguity, and critical aspects of familiar ways of knowing.

Diversity: Difference is needed for deep thinking and critical understanding. Seeing only one way does not represent the complexities of life and learning. When diverse views are shared new insights often surface and propel thinking and problem-solving in new ways that surface as difference is considered and conversed.

Non-linearity: Life, living systems, thinking, responses are all evolving historically, experientially, reflectively and non-reflectively in stops and starts, transformative leaps, and sometimes with unexplainable emergence. Change in living systems and processes cannot be controlled in simple formula or directives. Living systems are continuously evolving in unpredictable ways.

Relationality: Reflects the ways people, things, ideas, preferences, patterns connect and interrelate. An idea can link with many different experiences, an event might link with many memories, a concept can connect with particular ideas across multiple contexts in a web of relationality.

The teaching-learning activities are designed to engage you in exploring, discovering, and clarifying how your ideas connect with nursing science and nursing scholarship through reading, writing, and discussing. As you will see, there is a strong emphasis on collaborative learning in the course. There are two required group presentations, a final individual paper, and an evaluation of your participation with the community of your colleagues. The assignments are designed to enable you to achieve the program objectives and course learning outcomes.

Learning Evidences: Descriptions and Due Dates

Title and type of Assignment (Individual or Group)	Part	Description	Pages	Weighting	Due Date and Location for Submission
Critical Question - Individual	A	Select a question from the list of critical questions above (p. 2). Choose a question that interests you and that you would like to pursue in this course. <ul style="list-style-type: none"> What interests or intrigues you about the question and 	6	10%	Week Four Oct 5, 2355. Drop Box Moodle website

		<p>why?</p> <ul style="list-style-type: none"> • What are your initial thoughts and feelings about the question? • What have other authors (minimum of 4) written about the question and what did these authors help you to better understand? • What new questions (minimum of 2) have emerged from your inquiry? 			<p>http://moodle.yorku.ca</p> <p>Provide username and password.</p> <p>Find drop box in the 29 Sept – 5 Oct area.</p>
Philosophical Concepts - Individual	A	<p>Select three philosophical concepts you think are important to nursing practice. Examples of philosophical concepts include: agency, aesthetics, causation, caring, critical thinking, colonization, determinism, dualism, embodiment, epistemology, evidence, experience, explanation, feminism, inter-subjectivity, narrative, objectivity, ontology, paradigms, postmodern, prediction, reflexivity, social justice, subjectivity, understanding.</p> <p>Negotiate with your group on the moodle website to pursue these concepts noting that if these concepts have already been chosen by other persons, other choices might be necessary. Go to http://moodle.yorku.ca. See Group A (or Group B) Forum for the Selection of Philosophical Concepts</p> <p>We will aim for as few overlaps as possible understanding that some may be necessary or desirable. The objective here is to expose students to as many concepts as possible while at the same time allowing for relevance to individual students interests.</p> <ul style="list-style-type: none"> • Provide a brief overview definition of each concept • Offer a rationale for why you believe each of these concepts is important. • Show how, by giving examples, of how they undergird, link with/have been used/or could be used to guide practice. Use, where possible, examples from your own practice or extant literature 	4-6 pages	10%	<p>Week Five</p> <p>Oct 12, 2355</p> <p>Drop Box</p> <p>Moodle website</p>
Philosophical Concepts – Group	B	<p>As a group, discuss the philosophical concepts presented by each member.</p> <ul style="list-style-type: none"> • Explore overlaps, resonances and differences among your selections, examples and applications. • What new ideas came up in discussion about the concepts? What had you not considered before? What ideas did you challenge and what ideas challenged you? • Next, select the four philosophical concepts your group believes are most important to include in education related to nursing practice and provide a rationale for your selection. • Write and submit a description of the group's choice of four concepts, highlights of the group's discussions and an analysis of how the group worked through differences, challenges, insights, and choices (1 paper submitted on behalf of all group members). 	6 pages	10%	<p>Week Six</p> <p>Oct 19, 2355</p> <p>Drop Box</p> <p>Moodle website</p>
Philosophical Concepts – Group	C	<p>Submit a PowerPoint presentation or other creative strategy designed to engage the class in the exploration of four philosophical concepts that your group believes are most important.</p> <ul style="list-style-type: none"> • Create four original teaching-learning activities that you believe will advance students' and/or nurses' learning and understanding of these philosophical concepts. 	Not to exceed 12 slides excluding title page introduction/ statement of purpose and	10%	<p>Week Eight</p> <p>Nov 2, 2355</p> <p>Drop Box</p> <p>Moodle website</p>

		<ul style="list-style-type: none"> • Include a statement of purpose • Justify how the activity invites deep learning • Indicate your preference for week of presentation of Teaching-learning Strategy/ PowerPoint Presentation (One of Weeks , 10 or 11). *Note preferences will be considered on a 'first come, first served basis 	references		
Philosophical Concepts – Group	D	Deliver Teaching- Learning Activities to class as a whole		10%	<p>Week Ten</p> <p>One Group presentation (A or B or</p> <p>Runs for the full week Nov 10-16</p> <p>Group will have worked out a strategy that is equitable for each member to have opportunity to lead the discussion.</p>
Philosophical Concepts - Group	D	Deliver Teaching-Learning Activities to class as a whole			<p>Week Eleven</p> <p>One Group presentation (A or B</p> <p>Runs for the full week Nov 17 - 23</p> <p>Group will have worked out a strategy that is equitable for each member to have opportunity to lead the discussion</p>
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Leading and Participating in Online Discussions Individual	A	<p>Discussion about topics will take place online within the class space.</p> <p>During week one you will be asked to engage with certain resources (text, video, audio) in order to begin asking questions of interest and having discussions with colleagues. Asking questions and seeking multiple viewpoints is important to our inquiry. When you upload a resource you are asked to provide some rationale or reason for why you find that resource meaningful. Don't forget to upload links or URLs for published resources, being cognizant of the copyright process.</p> <p>Once you have uploaded an item you can promote it. Typically, if students find articles or videos that they find really interesting or challenging, they promote it to their group and ask others to comment. The Class Space will also have a news room o , a course syllabus. Group Rooms or Forums for the purposes of planning are on the Moodle website,</p> <p>During week one you will also be asked to form groups. Based on the anticipated enrollment in the course two groups of 7-8 people in each group are anticipated. You will simply go to the</p>	Not to exceed 8 pages exclusive of title page	25%	<p>Week Twelve</p> <p>Nov 30, 2355</p> <p>Drop Box</p> <p>Moodle website</p>

		<p>Moodle website and join a forum set up in the section for the second week. Your group will work together online on four group projects.</p> <p>Participation in the online discussion is critical to your learning and the learning of your colleagues. Students are asked to be responsive and generous with ideas and different views. Since there are no right or wrong answers or preferred pathways for learning, we can all contribute to the layers of understanding and the breadth of possible ways of thinking. Please focus on asking questions, posing other ways of thinking, challenging assumptions, and questioning power, structure, and politics. We all have different perspectives and will agree and disagree on many issues and ideas during the course. Attending to these foci and questions is the work we will do together.</p> <p>The online discussion will be in the form of a dialogue or conversation that is more informal, spontaneous and exploratory. You are encouraged to share your musings, concerns, personal internal dilemmas and debates, areas of confusion, aha moments and contributions to the learning of others. While there is no strict requirement of references for these open, exploratory conversations, you are invited to include references when you bring in content that can further the thinking and understanding that is emerging in the discussion.</p> <p>Using the criteria below you will do a self-evaluation of your participation throughout the course and submit it to your course professor at the end of the course. The professor reserves the right to discuss your mark with you, for the purpose of potentially raising or lowering it if s/he disagrees with your self-evaluation. If you want to discuss your participation at any time, please contact the course professor.</p> <p><i>Please see a marking rubric for Evaluation of Participation in Online Discussions p. 8 below</i></p>			
<p>Final Paper</p>		<p>Integrating the individual assignment due Week Four, trace your journey from the selection of the original question, through the new questions you formulated, the answers you found and the implications of your learning for your practice.</p> <p>The following questions are intended to guide the second part of the paper</p> <ul style="list-style-type: none"> • Discuss what is important about the new questions you formulated. • Explore possible answers to your questions • Select the one answer that most appeals to you and describe your own thinking in light of an analysis/synthesis of views expressed by others. • Conclude by reflecting on what you will take away as your most important learning • Discuss the implications of your learning for your own sphere of practice. 	<p>12 pages exclusive of title page and references</p> <p>First part of the paper (about 3 pages) summarizes Week Four Assignment and lays the foundation for the second part of the paper (9 pages)</p>	<p>25%</p>	<p>Nov 30</p> <p>Drop Box</p> <p>Moodle website</p>

Evaluation of Participation in Online Discussion

Criteria	Exceeds Standard (2 marks)	Meets Standard (1 – 1.5 mark)	Below Standard (0 - .5 marks)
Class Participation	<ul style="list-style-type: none"> • Contributes weekly to opportunities for discussion and suggests different viewpoints, connections, and possibilities. • Posts insightful comments on personal understandings and questions that prompt further discussion by others 	<ul style="list-style-type: none"> • Contributes weekly to opportunities for discussion and poses questions and personal views 	<ul style="list-style-type: none"> • Does not participate in discussion during one or more weeks. Poses questions.
Exploration of Content	<ul style="list-style-type: none"> • Exploration of readings and resources are incorporated into the discussions in order to show shifts in understanding and meaningful connections • Offers new and different interpretations of ideas, issues, resources. 	<ul style="list-style-type: none"> • Explorations of readings and resources are incorporated into discussions • Personal views are expressed 	<ul style="list-style-type: none"> • Discussion contains no reference to exploration of resources • Short perfunctory postings
Emergence	<ul style="list-style-type: none"> • Postings demonstrate how thinking is changing in relation to others' thoughts and ideas and in relation to engagement with resources • Contributes to the emergent learning of others by offering perturbations • Points out when new ideas emerge in conversations 	<ul style="list-style-type: none"> • Postings demonstrate how thinking is changing and notes distinctions and similarities with others' ideas 	<ul style="list-style-type: none"> • Posting do not demonstrate awareness of emergence in personal thinking or community conversation
Reflection & Recursion	<ul style="list-style-type: none"> • Postings include several examples of reflection and recursion and how these processes change thinking and acting in practice • Shares at least two "aha" moments with colleagues 	<ul style="list-style-type: none"> • Postings have one or two examples of reflection and recursion 	<ul style="list-style-type: none"> • Postings do not include examples of reflection or recursion

Evaluation

There are three aspects to evaluation in this course: participation in online discussions, an individual component and a group component. Individual and group components are designed so that you are given feedback in the early stages of development of these components. Due dates and weighting of assignments are presented below.

Evaluation Strategy	Due Date	Weighting
1. Online Participation 2.5% per week	Weeks 2-11 Due date Nov 23	25%
2. Individual Component <ul style="list-style-type: none"> • Selected contributions: <ul style="list-style-type: none"> a) critical question b) philosophical concepts • Final Paper 	<ul style="list-style-type: none"> • Week 4, Oct. 5 • Week 5, Oct 12 • Week 12, Dec. 7 	45% <ul style="list-style-type: none"> • 20% (a)10% + (b)10%) • 25%
3. Group Component Teaching and Learning Activity <ul style="list-style-type: none"> a) Content b) Presentation to Class Group Process Paper	<ul style="list-style-type: none"> • Content submitted Week 7, Oct 26. • Presented to class during one of weeks ,10 or 11. • Week 8 Nov. 9 	30% <ul style="list-style-type: none"> • 10 • 10 • 10
		100%

Grading for Graduate Courses

Grades will be reported in accordance with the Faculty of Graduate Studies regulations:

- A+ (Exceptional)
- A (Excellent)
- A- (High)
- B+ (Highly Satisfactory)
- B (Satisfactory)
- C (Conditional)
- F (Failure)
- I (Incomplete)

For further information please see the website <http://www.yorku.ca/grads/cal/regs.htm#gs>

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