

GRADUATE COUNCIL: NEW COURSE PROPOSAL

Originating Unit: Nursing

Type of action: New course Full online course**

Semester and year course will take effect: Fall 2025

New course title: Philosophy of Nursing Science & Theory

Appropriate computer abbreviation (30 spaces or less): Nrsg Science & Theory

Course instructional methodology: Web

course component types: [ugradcouncil.tcu.edu/forms/Course Component Types.pdf](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

New course number: NPHD 80112

Prerequisites for new course: *include an attachment if additional space is needed*

Admission to the DNP-PhD Bridge Program

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Description of new course (catalog copy): *include an attachment if additional space is needed*

This course provides a critical analysis of historical and current views of knowledge development as philosophies of science generally as well as specific to nursing science. Theoretical approaches in the development of nursing knowledge will be emphasized.

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Fully Online Courses**

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography.)

Describe the intended outcomes of the course and how they will be assessed: *include an attachment if additional space is needed*
see attached syllabi

Click here to attach a file

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Additional resources required:

Faculty: n/a

Space: n/a

Equipment: n/a

Library: n/a

Financial Aid: n/a

Other:

Change in teaching load: n/a

Does this change affect any other units of the University? Yes No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name: Suzy Lockwood

Unit: Nursing

Signature: Dr. Suzy Lockwood

Digitally signed by Dr. Suzy Lockwood
Date: 2024.02.05 20:04:52 -06'00'

NPHD 80112: Philosophy of Nursing Science & Theory

Instructor Name: TBD
Semester and Year: Fall
Number of Credits: 2
Class Location: Online Synchronous
Class Meeting Day(s) & Time(s): TBD
Office Location: TBD
Office Hours: By appointment (Zoom, phone, face-to-face)
Telephone: TBD
Email: TBD
Response Time: TBD

Final Exam Date & Other Important Dates

There is no final exam in this course however the class will meet during the final week of the semester for submission of reflection paper/discussion.

Course Description

This course provides a critical analysis of historical and current views of knowledge development as philosophies of science generally as well as specific to nursing science. Theoretical approaches in the development of nursing knowledge will be emphasized.

Learning Outcomes

At the completion of this course, the student will be able to:

- Describe and analyze key assumptions and central themes of selected philosophical perspectives and their influence on the development of current science in nursing.
- Analyze designated philosophical worldviews focusing on the growth and structure of scientific knowledge in nursing.
- Consider current issues in the philosophy of science as they relate to the selection of research methodology, practice, and knowledge development in nursing.
- Discuss the role of deductive and inductive reasoning in relation to logical arguments (reasoning), inferences, and scientific methods for inquiry.
- Develop, communicate, and defend arguments based on principles of logic and reasoning.

Prerequisites/Program or Major Connections

Admission to the DNP-PhD Bridge program

Required Texts/Materials

| | | |
|--|---|--|
| |  | <p>Butts, J. B., & Rich, K. L. (2021). <i>Philosophies and theories for advanced nursing practice</i> (4th ed.). Jones & Barlett Learning. ISBN: 1284112245</p> |
| |  | <p>Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P., & Trow, M. (2011). <i>The new production of knowledge: The dynamics of science and research in contemporary societies</i>. Los Angeles: Sage. ISBN: 0803977948</p> |
| |  | <p>Kuhn, T. S. (2012). <i>The structure of scientific revolutions</i> (4th ed.). Chicago: University of Chicago Press. ISBN: 0226458121</p> |
| |  | <p>Popper, K. R. (2014). <i>The logic of scientific discovery</i>. Martino Publishing. ISBN: 1614277435</p> |
| |  | <p>Walker, L., & Avant, K. (2018). <i>Strategies for theory construction in nursing</i> (6th ed.). Pearson. ISBN 0134754077</p> |
| |  | <p>Wilson, J. (1970). <i>Thinking with concepts</i>. New York: Cambridge University Press. ISBN: 9780521096010</p> |

Additional/Supplementary Resources

None

Teaching Philosophy

[In this brief statement, include descriptions of how you think learning occurs, how students should participate in the learning process, and how you understand your role in the course.]

Instructional Methods

This course requires a heavy reading component for students. Instruction will include lecture, class discussion, reflection, and debate. A face-to-face weekend immersion will be required.

Writing is also emphasized in all doctoral courses. For assistance with writing, students can access the W.L. Adams Center for Writing at Texas Christian University (<http://wrt.tcu.edu/>).

Course Policies and Requirements

Assignments & Grading

Final Grade Elements/Grade Breakdown

| Outcome(s) | Assignments, Exams/Quizzes, Presentations, etc. | Percentage | Points |
|------------|---|------------|--------|
| 4,5 | Introductory essay | 10 | 10 |
| 1,2 | Nursing philosophy of science presentation | 25 | 25 |
| 3 | Nursing philosophical traditions paper | 30 | 30 |
| 3,5 | Reflection paper/discussion | 25 | 25 |
| 1-5 | Participation and engagement | 10 | 10 |

Introductory Essay (10% of Final Grade)

For this assignment, I am interested in your thoughts about each of these questions. There are no right or wrong answers. Your answers will be a baseline to revisit at the end of the semester.

- You will have 45 minutes to complete the assignment on your laptop.
- There is no minimum or maximum page limit.
- The assignment must be submitted in the online course shell before leaving class.

Please respond honestly and thoughtfully to each of the following questions:

1. How do you define science?
2. How does your discipline define science?

3. What causes you to pursue a PhD?
4. What do you anticipate your role as a scientist to entail once you complete your PhD?

| Grading Criteria | Earned Points |
|---|---------------|
| Responses reflect a thoughtful expression of personal perspectives for each question. | /6 |
| Written content reflects complete sentences, correct spelling and grammar. | /2 |
| Submitted to D2L assignment box before leaving class. | /1 |
| Completed within 45 minutes. | /1 |
| | /10 |

Philosophy of Science Presentation (25% of final grade)

The presentation should be no longer than 20 minutes with 5 additional minutes for addressing questions. Please use presentation software for your dissemination to your peers and faculty.

| Criteria | Possible points |
|---|-----------------|
| Describe the philosophical traditions in nursing related to science. | /5 |
| Describe three key philosophers of science in nursing that you believe are important. <ul style="list-style-type: none"> • Highlight their contributions to shaping the science of nursing | /5 |
| Provide a description of the major “concepts” that define nursing. | /5 |
| Give examples of how you believe these concepts have guided theory development and subsequent research in nursing. | /10 |
| How does your area of interest as a scientist fit within the current philosophy of science or how does it challenge the current philosophy of science in nursing? | /10 |
| Offer at least three recommendations you would make for moving the philosophy of science forward in nursing and/or specialty area. | /15 |
| Provide your peers with two readings at least one week prior to your presentation date (post in D2L course shell). | /20 |
| Deliver a professional presentation using effective slides, correct grammar/spelling/citations/timing, and effective verbal interaction with your peers. | /30 |
| TOTAL | /100 |

Philosophy of Science Paper (30% of final grade)

The paper should be between 7-10 pages long, double-spaced, excluding the title page and references using APA formatting.

| Criteria | Possible points |
|--|-----------------|
| Describe the philosophical traditions in your discipline related to science. <ul style="list-style-type: none"> Describe how science is defined or approached in your discipline? | /15 |
| Describe three key philosophers of science specific to your discipline. <ul style="list-style-type: none"> Highlight their contributions to shaping the science in your discipline. | /10 |
| Provide a description of the major “concepts” that define your discipline? | /10 |
| Give examples of how these concepts have guided theory development and subsequent research in your discipline. | /15 |
| How does your area of interest as a scientist fit within the current philosophy of science or how does it challenge the current philosophy of science for your discipline? | /15 |
| Offer at least three recommendations you would make for moving the philosophy of science forward in your discipline. | /20 |
| Use APA writing format with correct grammar and spelling, citations, and references. | /15 |

Final Reflections Assignment (25% of Final Grade; 20% paper, 5% Final Week discussion)

For final assignment, respond to the following questions honestly and thoughtfully. Submit your assignment to TCU Online. This assignment does not have to be in a formal paper format. You can list and respond to each question separately. Do include pertinent citations and as always, pay attention to detail and polish.

- Do you believe something is scientific only if it is measurable or “hard” science? Justify your answer.
- Can philosophy of science be obsolete in nursing? Justify your answer.
- Is it important (or not) to have agreement on the key concepts that define nursing as a discipline? Justify your answer.
- What are (at least) two take-aways from this course that will impact your development in each of the following roles as a:
 - Scientist
 - Teacher
 - Practitioner
- How do you plan to contribute to the nursing discipline/specialty as a result of taking this class?

| Grading Criteria | Earned Points |
|---|---------------|
| Thoughtful response to each question based on your readings and discussions this semester | /16 |

| | |
|---|-----|
| (Note: Question 5 is worth 6 points; all other questions worth 2 points each) | |
| Citations if indicated | /2 |
| Presentation (grammar, spelling, flow of ideas) | /2 |
| Final Week discussion | /5 |
| | /25 |

Grading Scale

| Grade | Score | Grade | Score |
|-------|----------|-------|-------------------------|
| A | 94–100 | C+ | 77–79.99 |
| A- | 90–93.99 | C | 74–76.99 |
| B+ | 87–89.99 | F | 73.99 -or below Failure |
| B | 84–86.99 | | |
| B- | 80–83.99 | | |

Final Letter Grade Calculation: Grades will *not* be rounded to determine the final letter grade. For information regarding calculation of the university GPA, see the [TCU Graduate Catalog](#) (Policies and Procedures>Academic Rating System).

Late Work

Late work is not accepted in this course unless negotiated prior to the due date. The only exception is an extenuating circumstance. **5 points will be deducted for each day an assignment is late** unless you have discussed an alternative submission date prior to the assignment due date. That said, I know that life happens to you during the semester so please do not hesitate to reach out if you need to ask for a justified extension.

Grading Concerns

Please notify the Professor in writing (email is fine) within one week of posted grades if you have a question regarding an assigned grade or feedback that I have provided to enhance your learning experience. I am always happy to discuss your questions/concerns. The university's policy for grade appeals can be found at <https://tcu.codes/policies/academic-affairs/grade-appeal/>

Participation / Engagement (Attendance)

The university attendance policy states that regular and punctual class attendance is essential and that no assigned work is excused because of absence, no matter what the cause. Please notify me prior to the start of class if you will be absent for any reason. Students are expected to attend every class as scheduled.

Students are expected to be engaged and interactive with the Professor as well as fellow students throughout the duration of the course.

Class Norms & Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read some [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review the relevant sections of the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>) for TCU's network and computing policies and communication guidelines.

TCU Syllabus Policies & Resources

Please use this [link](#) or scan the QR code with a mobile device camera to access policies and resources including support for TCU students, student access and accommodation, anti-discrimination and Title IX information, and other important information.



Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

| Date | Topic | Assigned Content | Learning Activity |
|--------|---|--|--|
| Week 1 | Introductions Course Overview | | Review syllabus & online course |
| Week 2 | What is science? Why does it matter? | | In class essay & discussion |
| Week 3 | Scientific revolutions | Read Kuhn (2012) - Chapters 1-5 & Introductory Essay | <ul style="list-style-type: none">• Discuss your responses to the “points for discussion” guide for this week.• Also be prepared to share your top three “favorite” |

| Date | Topic | Assigned Content | Learning Activity |
|--------|--------------------------------|--|--|
| | | | thoughts/observations from your readings each week in class. |
| Week 4 | Scientific revolutions | Read Kuhn (2012) - Chapters 6-13 | <ul style="list-style-type: none"> • Discuss your responses to the “points for discussion” guide for this week. • Also be prepared to share your top three “favorite” thoughts/observations from your readings each week in class. |
| Week 5 | Theories & concepts in science | Read Reynolds (2007) - Chapters 1-4 | <ul style="list-style-type: none"> • Discuss your responses to the “points for discussion” guide for this week • Also be prepared to share your top three “favorite” thoughts/observations from your readings each week in class. |
| Week 6 | Theories & concepts in science | Read Reynolds (2007) - Chapters 5-8 | <ul style="list-style-type: none"> • Discuss your responses to the “points for discussion” guide for this week. • Also be prepared to share your top three “favorite” thoughts/observations from your readings each week in class. |
| Week 7 | Theories & concepts in science | Read Wilson (1995) Chapters 1 & 3 Read Popper (2014) Chapters 1-4 | <ul style="list-style-type: none"> • Discuss your responses to the “points for discussion” guide for this week. • Also be prepared to share your top three “favorite” thoughts/observations |

| Date | Topic | Assigned Content | Learning Activity |
|---------|--|---|--|
| | | | from your readings each week in class. |
| Week 8 | Theories & concepts in nursing | Read Butts, J. B., & Rich, K. L. (2021). Chapters 1-5 | <ul style="list-style-type: none"> • Discuss your responses to the “points for discussion” guide for this week. • Also be prepared to share your top three “favorite” thoughts/observations from your readings each week in class. |
| Week 9 | Theories & concepts in nursing | Read Butts, J. B., & Rich, K. L. (2021). Chapters 6-24 (individually assigned to student based on dissertation focus/interests) | <ul style="list-style-type: none"> • Discuss your responses to the “points for discussion” guide for this week. • Also be prepared to share your top three “favorite” thoughts/observations from your readings each week in class. |
| Week 10 | Philosophical and theoretical traditions | Student presentations (nursing philosophical traditions) | <ul style="list-style-type: none"> • Individual student presentations • Peer critique |
| Week 11 | Philosophical and theoretical traditions | Paper submission (nursing philosophy of science) | Paper submission |
| Week 12 | Team science | <p>Read Conn et al. (2019). Pearls and pitfalls of team science. <i>Western Journal of Nursing Research</i>, 41(6), 920-940. doi: 10.1177/0193945918793097</p> <p>Read Flaherty (2019) - posted in course</p> | <ul style="list-style-type: none"> • Discuss your responses to the “points for discussion” guide for this week. • Also be prepared to share your top three “favorite” thoughts/observations from your readings each week in class. |
| Week 13 | Team science | Read Gibbons et al. (2011) Introduction and Chapters 1-2 | <ul style="list-style-type: none"> • Discuss your responses to the “points for |

| Date | Topic | Assigned Content | Learning Activity |
|---------|-------------------|--|--|
| | | | <p>discussion” guide for this week.</p> <ul style="list-style-type: none"> • Also be prepared to share your top three “favorite” thoughts/observations from your readings each week in class. |
| Week 14 | Team science | Read Gibbons et al. (2011) Chapters 3, 5-6 | <ul style="list-style-type: none"> • Discuss your responses to the “points for discussion” guide for this week. • Also be prepared to share your top three “favorite” thoughts/observations from your readings each week in class. |
| Week 15 | Connecting themes | Reflection paper | Assignment: Reflection on your perspective about philosophy of science as it relates to your scholarly development and research trajectory for the future. (20% of final grade) |
| Week 16 | Summary | Reflection Paper Discussion | |