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# Pedagogy of teaching nursing and caring theories to PhD nursing science students

**JAMK University of Applied Sciences  
FINLAND**

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**PRESENTED BY PRINCIPAL LECTURER, PHD, DOCENT HANNA HOPIA**



# Learning outcomes of the lecture

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Participants recognize the most important pedagogical aspects which need to take into account when teaching nursing science theories to master and doctoral students.



Participants are aware of the importance of nursing science theories for nursing education curriculum.



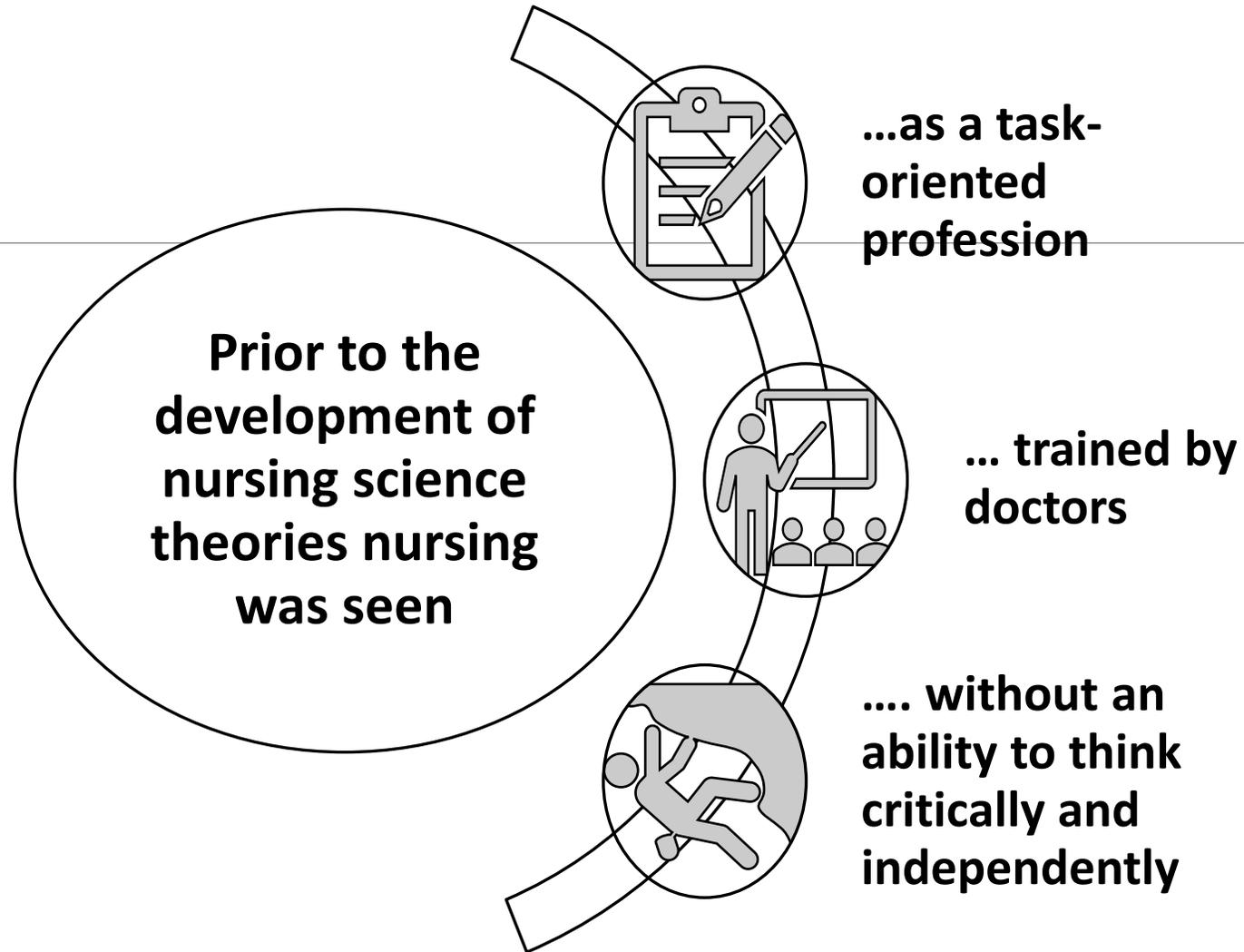
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**Describe the most challenging thing when you teach (or will teach) nursing theories to master and/or PhD nursing science students.**

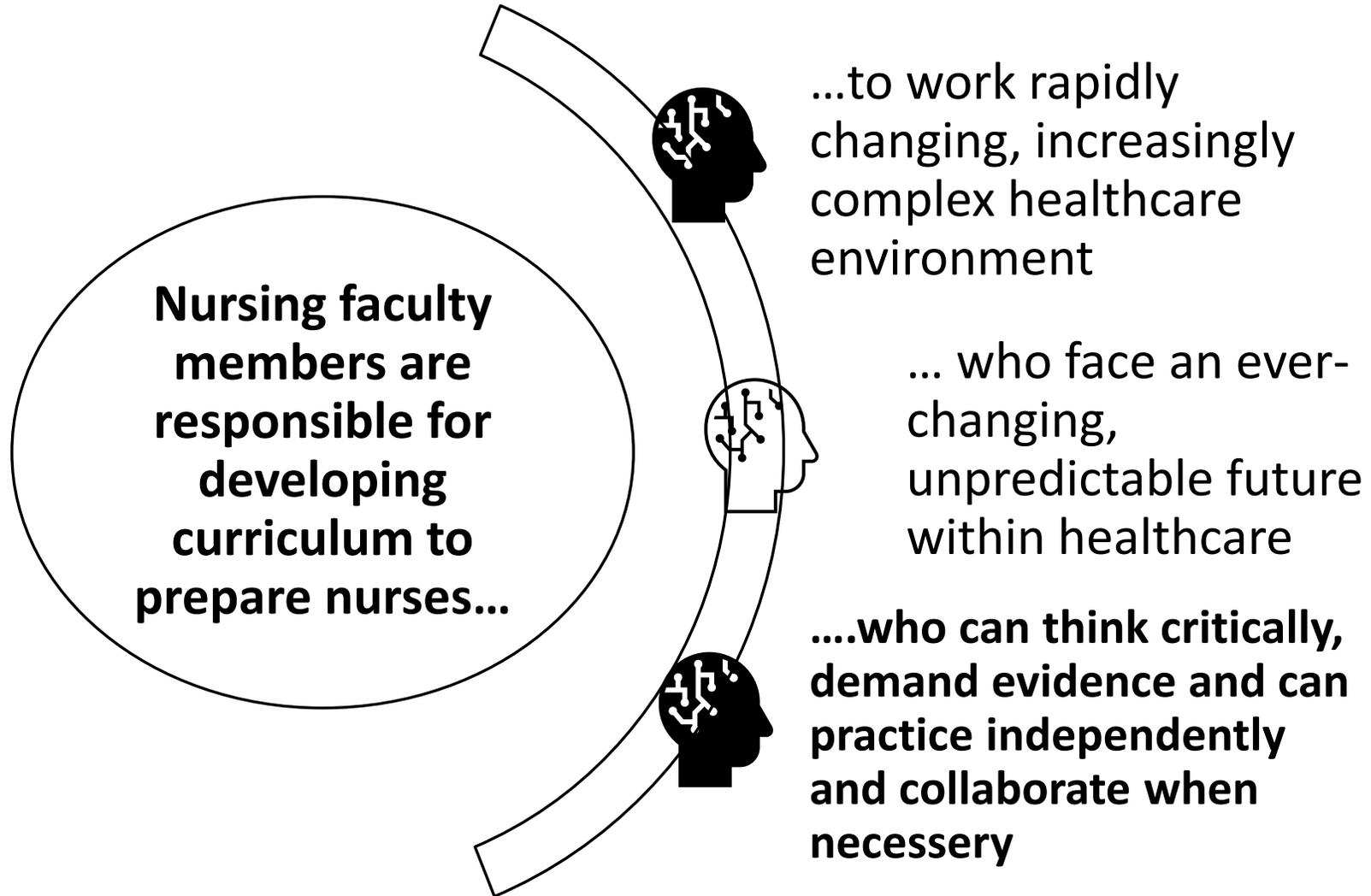
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The address is also in ZOOM chat box – you can copy it from there.



**THIS IS HISTORY!**



**NOW!**

# To meet these current requirements...

**Nursing faculty must provide opportunities for students to develop a clear understanding of what nursing is and what are the values and beliefs inherent in nursing**

To prepare nurses who will have the knowledge, skills and attitudes to continuously improve the quality of nursing and safety of patient care.

This implies all education levels

**- especially on master and doctoral levels**



## What each Kazakhstani Nursing faculty need to critically think and decide?

What is the knowledge base of nursing education curriculum

on bachelor level ?

on master level ?

on doctoral level ?

Could it be one of the existing nursing science theory that has been continuously tested?



**Published in 2000!**

# **Nursing Theory in Education, Practice, and Research in Sweden**

**Ania Willman, RN; PhD**

*Senior Lecturer, Department of Nursing, School of Health and Society,  
Malmö University, Malmö, Sweden*



## Thoughts About Nursing Curricula: Dark Clouds and Bright Lights

**Marian C. Turkel, RN; PhD; FAAN,<sup>1</sup>**  
**Jacqueline Fawcett, RN; PhD; FAAN,<sup>2</sup>**   
**Linda Amankwaa, RN; PhD; FAAN,<sup>3</sup>**  
**Pamela N. Clarke, RN; PhD; FAAN,<sup>4</sup>**  
**Vivien Dee, RN; PhD; FAAN,<sup>5</sup>**  
**Rosemary Eustace, RN; PhD,<sup>6</sup>**  
**Phyllis Shanley Hansell, RN; EdD; FAAN,<sup>7</sup>**  
**Dorothy A. Jones, RN; EdD; FAAN,<sup>8</sup>**  
**Marlaine C. Smith, RN; PhD; FAAN,<sup>9</sup>**  
**and Rothlyn Zahourek, RN; PhD; FAAN<sup>10</sup>**



Nursing Science Quarterly  
2018, Vol. 31(2) 185–189  
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DOI: 10.1177/0894318418755734  
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## Turkel et al. 2018 (adapted):

### DARK CLOUDS, EXAMPLES



Are there enough nursing science in  
(master and PhD) nursing programs?

Why nursing science begins at the end of the  
road (in nursing doctoral programs) and not at the  
beginning (in bachelor programs)?

-> difficult to convince PhD students if we have  
not educated them on bachelor and master levels.

### DARK CLOUDS, EXAMPLES



Some programs (USA) refer to theories and  
evidence-based outcomes, but it is not clear  
whether the evidence is from nursing science  
or other disciplines.

There is more attention to interprofessional  
practice than to nursing theory-driven  
practice.

**Do not follow this "path" – nursing scientists are worried**

## Turkel et al. 2018:

**Table.** Nursing Conceptual Model and Theory-Guided Dissertation Research at Azusa Pacific University.

Nursing Conceptual Model or Theory	Number of Dissertations
King's Conceptual System	5
Neuman's Systems Model	8
Orem's Self-Care Framework	7
Roy's Adaptation Model	6
Leininger's Theory of Culture Care Diversity and Universality	1
Parse's Theory of Humanbecoming	2
Meleis' Transitions Theory	2
Pender's Health Promotion Model	1
Hildebrandt and Persily's Theory of Community Empowerment	1
Watson's Theory of Human Caring	1

**BRIGHT CLOUDS**



## Turkel et al. 2018: **Another bright cloud**

Articulating a clear philosophy, mission, and vision that reflects the uniqueness of nursing knowledge.  
 Creating a curricular framework, course structures, and teaching-learning approaches that embed concepts from selected nursing theories.  
 Teaching courses about nursing theories in all four degree programs, differentiated based on the program outcomes and leveled in keeping with previous knowledge.  
 Orienting and mentoring new faculty to teach from nursing theoretical perspectives that guide our curricula and approaches to teaching-learning.  
 Inviting open faculty dialogues in the PhD Committee and retreats about the positions asserted by the authors of the Council for the Advancement of Nursing Science (CANS) articles published in August, 2015 in *Nursing Outlook* (Breslin, Sebastian, Trautman, & Rosseter, 2015; Conley et al., 2015; Grady, 2015; Henly, McCarthy, Wyman, Heitkemper et al., 2015; Henly, McCarthy, Wyman, Stone et al., 2015; Villarruel & Fairman, 2015; Wyman & Henly, 2015) and the Grace, Willis, Roy, and Jones (2016) article.  
 Including nursing theoretical frameworks within faculty grant proposals to external funders.  
 Applying for leadership positions within organizations where we can influence the national agenda.  
 Seeking greater clarity and specificity about the meaning of caring science and developing methodologies, including instrumentation, to advance the science.  
 Focusing faculty and PhD student research within caring science.  
 PhD courses about: (1) the evolution of the discipline; (2) advancing caring science, and (3) theory development grounded in the discipline of nursing.  
 Supporting nurse-led centers and faculty practices that are nursing theory-guided practice demonstration projects.  
 Inviting visiting scholars who have contributed to the theoretical advancement of the discipline to the College.

**Figure.** Florida Atlantic University Christine E. Lynn College of Nursing Strategies for Curriculum Development.



# A stable but dynamic curriculum for nursing education

## Benner's Theory in Global Nursing Education

*Contributors:*

*Harrieth Gabone-Mwalupindi, PhD, MSN. RNC-OB*

*Rosemary W. Eustace, PhD., RN. PHNA-BC*



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# A stable but dynamic curriculum for nursing education

## **The Self-Care Deficit Nursing Theory as a Curriculum Conceptual Framework in Baccalaureate Education**

**Violeta A. Berbiglia, RN; EdD<sup>1</sup>**

Nursing Science Quarterly  
24(2) 137–145

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DOI: 10.1177/0894318411399452

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*Key messages from Berbiglia's article*

**Must reinforce the importance of utilizing nursing theories as curriculum framework**

**Specific purpose is to define the appropriate content for nursing education programs**

**Return the focus of nursing education to NURSING and the OUTCOMES of nursing**

**Using nursing theory as a framework for curriculum ensures that graduates know the conceptual basis of their practice**

**Must enhance nurse educators' understanding of and appreciation of nursing theories for curriculum frameworks**

# Patient Reported Outcome Measures (PROMs)

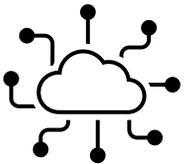
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Patient Reported Outcome Measures (PROMs)

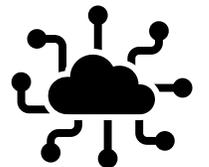
.....assess the quality of care delivered to patients from the patient perspective.

## For example:

After the x surgery procedure PROMs measure a patient's health status or health-related quality of life at a single point in time, and are collected through self-completed questionnaires.



**Nursing theories as a framework for nursing curriculum can help to define and understand what is the quality of nursing care from patient's point of view**



# The Importance of Nursing Science Theory for Nurse Education

Provide the foundations for nursing practice, give knowledge base for nurses

Help students, graduates and nurses to understand their purpose and role in the healthcare industry

Build students a sense of professional identity

Prepare students and nurses to critically reflect on the assumptions and question the values in nursing  
-> help defining nursing and increasing knowledge base

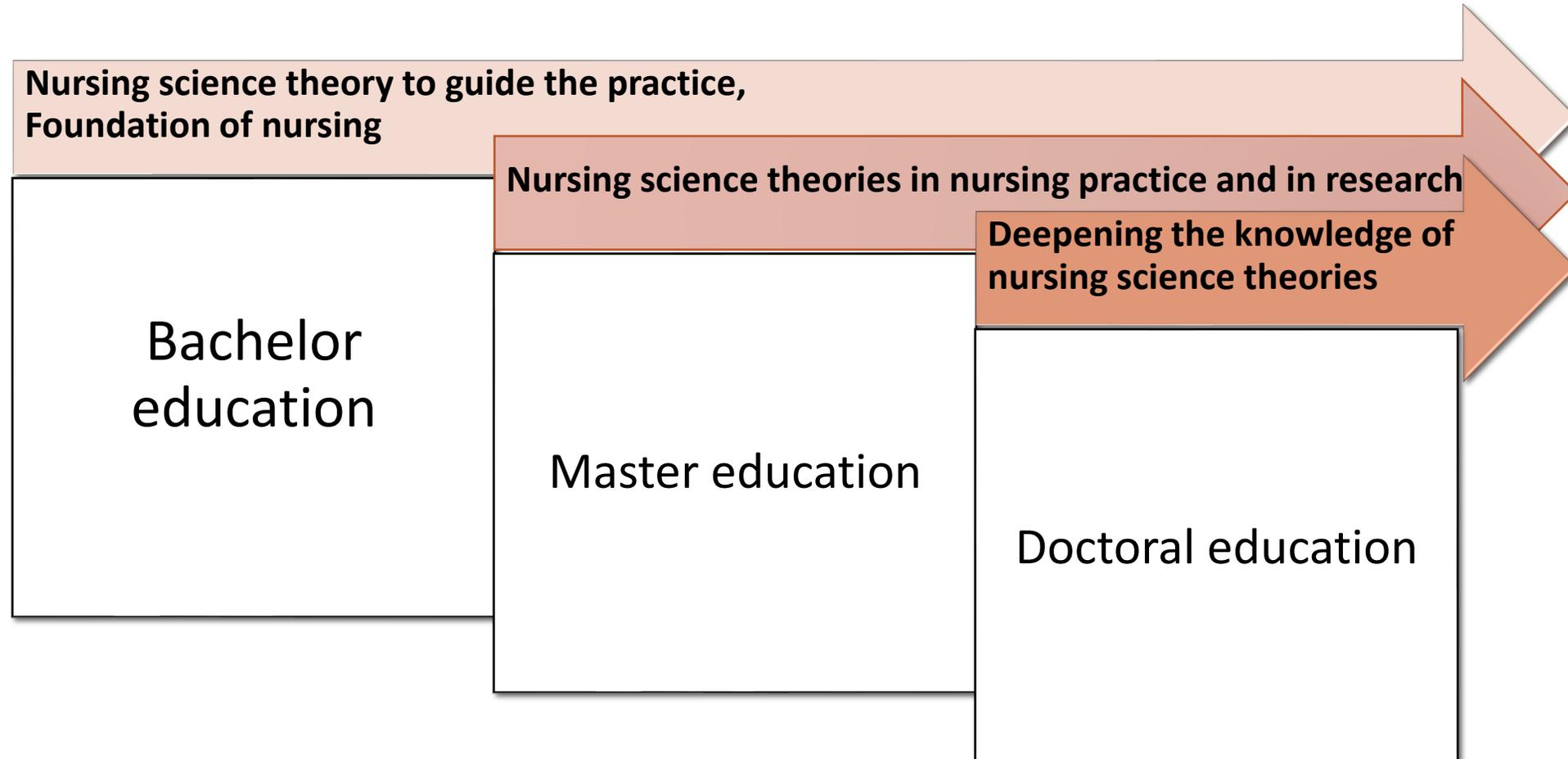
Allow the nursing profession to maintain its professional limits and boundaries

Other healthcare providers acknowledge and understand **the unique contribution that nurses make to healthcare service**

Show in which direction nursing should develop in the future



# Pedagogy of teaching nursing science theories





## BACHELOR STUDENTS

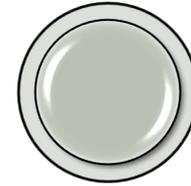
Read, understand and use nursing science theory (theories) in nursing practice.



## MASTER STUDENTS

Using multiple theories in nursing practice and in research (middle-range theories, grand theories, conceptual models...)

Translate published theories into practice

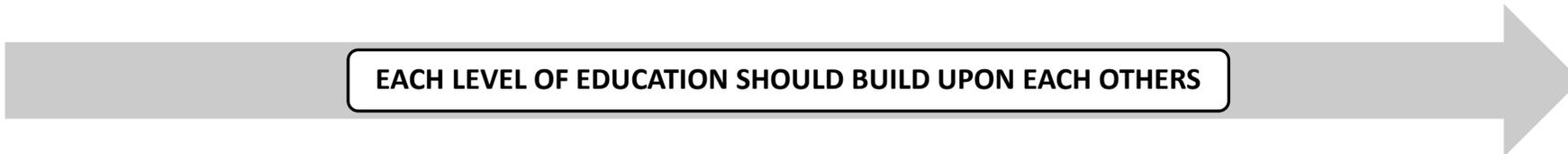


## DOCTORAL STUDENTS

Translates nursing science theories for use in education, management, research and practice

Carry out research to test existing theories

Carry out research to produce new nursing science knowledge (theories)



Adapted from The American Association of Colleges of Nursing



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**List positive things and challenges (barriers) if Kazakh nursing faculties would use a nursing theory as a framework for their nursing education.**

Go to the Padlet website:

**[https://padlet.com/hanna\\_hopia/7wmz79ryy995w4d1](https://padlet.com/hanna_hopia/7wmz79ryy995w4d1)**

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# Pedagogy of teaching nursing science theories

**The focus IS NOT lecturing nursing science theories to the students**

**Focus is on**

**that students (all level) understand and internalize nursing science theories**

**Requires**

**student-centered pedagogical solutions**



# Student-centered pedagogy

Teachers develop **learner autonomy and independence** by putting responsibility for the learning to students themselves

-> **what does it mean when you teach nursing science theories?**

Instructions/tasks/assignments focus on skills and practices that **enable lifelong learning and independent critical thinking**

-> **what kind of assignments you will give to students?**

Highlights the student's **critical role in understanding the meaning** of nursing science theories and how they can **be applied in nursing practice/research/management/education**

-> **how this affects on your teaching?**



## Examples of methods when teaching nursing theories to PhD students

Give reading on nursing theories prior to face-to-face learning/online learning

- > DISCUSS PROS AND CONS OF THE THEORIES
- > FORM A PANEL OF THE STUDENTS
- > ORGANIZE DEBATING COMPETITIONS
- > + other collaborative methods

Show students different ways of using nursing science theories

- students familiarized themselves with the nursing theories and application of theories
- in nursing practice + in different fields of nursing
- in management & leadership
- in education
- **in research**

Courage students to critically reflect so they really understand the usage of theories for different purposes



## LINKAGES BETWEEN RESEARCH AND THEORY

**Research generates theory inductively from practice**  
- theory-generating research

**Research tests theory deductively in practice**  
- Theory-testing research

**Theory guides the research project**  
- Theory-framed research

**Research evaluates the use of theory in practice**  
- Theory-evaluating research

**DOCTORAL STUDENT MUST  
UNDERSTAND HOW RESEARCH AND  
THEORIES ARE LINKED**

*How to teach this?*

(McKenna et al. 2014)

# Teach PhD students to understand how and why theory can guide them across phases of research

**Phase 1: Conceptualizing the Clinical Problem**

**Phase 2: Describing How to Choose a Theory**

**Phase 3: Describing How Theory Guides Study Aims**

**Phase 4: Delineating How Theory Guides Methods (e.g., experimental studies, descriptive studies)**

**Phase 5: Describing How Theory Can Guide Analyses**

**Phase 6: Reporting Study Results**

**Phase 7: Incorporating Theory in Summary Discussions**

From: Maichou et al. 2017. How could nurse researchers apply theory to generate knowledge more efficiently?  
Nursing Scholarship, 49(5): 580–589. doi:10.1111/jnu.12316



## Examples of methods when teaching nursing theories to PhD students

Check from existing Nursing science PhD programs worldwide, e.g.,

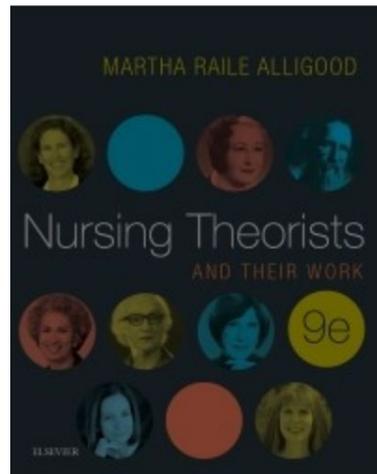
- curriculum and its knowledge base
  - contents of the courses
  - assignments, tests, tasks...
  - evaluation criteria
- > as an example for you





# Materials to use in teaching PhD students

[Use high quality nursing science theory books and e-books, e.g.,](#)



[Use reliable nursing theory websites, e.g.,](#)

<https://nursing-theory.org/index.php>





# Materials to use in teaching PhD students

Use current scholarly articles of nursing theories,  
e.g.,

Use PhD dissertations as examples of nursing  
theory application

Published in final edited form as:

*J Nurs Scholarsh.* 2017 September ; 49(5): 580–589. doi:10.1111/jnu.12316.

**How could nurse researchers apply theory to generate  
knowledge more efficiently?**

Maichou Lor, PhD RN<sup>1</sup>, Uba Backonja, PhD RN<sup>2,3</sup>, Diane R. Lauver, PhD RN FAAN<sup>1</sup>



Master's degree earned nurses who enter research-focused doctoral programs and who have a strong foundation in the theories of the nursing science discipline will develop strong expertise as nurse scholars and thus can give huge contribution to healthcare and people!



# Thank you for your attention and cooperation!

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- Hanna Hopia -