

**COURSE APPROVAL FORM, Graduate School  
University of Arkansas for Medical Sciences**

This form and attached materials are due in the Graduate School Office on the first Monday of the month. All forms will be submitted to the UAMS Graduate Council Curriculum Committee for review and approval prior to consideration by the Graduate Council.

This form is not required for minor stylistic or editorial corrections to the title or course descriptions. These may be made when revising the catalog copy.

1. **Program:** \_\_\_\_\_ Nursing PhD  
Department Department | Alpha (Department) Code | \_\_\_\_\_

2. **Action proposed** (indicate one or more items): Effective term: Fall 2018

- Add course
- Eliminate course (No outline needed)
- Change title
- Change credit hours from: \_\_\_\_\_ to \_\_\_\_\_
- Change course number from: \_\_\_\_\_ to \_\_\_\_\_
- \_\_\_\_\_ Change description

3. **Course ID, title and description:**

N | P | H | D | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_  
prefix number title (20 characters)

Philosophies and Theories in Science  
catalog name (40 characters)

Scheduled offering:  Fall  Spring  Summer  On demand

To cross list a course, use the Course Cross Listing Form.

Describe the course in sentence form using 50 words or less as it is to appear in the catalog. List prerequisites, co-requisites and possible off-site instructional opportunities or requirements.

This course focuses on analyzing the philosophical bases of science, including nursing, examining and practicing scientific explanation and reasoning processes. This course also focuses on examining strategies for theory development and using theory in science and health research. It also focuses on evaluating and implementing theories.

**PRE-REQUISITES:**

Admission to a University of Arkansas system doctoral program or by consent.

**CO-REQUISITES:**

N/A

**4. Justification:**

Justify this change in terms of course needs or curriculum improvement. State the effect of this change on any degree programs. Identify the courses to be eliminated, if any, if this course is approved. (Course Approval Forms must also be submitted for these courses) Identify any existing course or courses that would extensively overlap or be duplicated if the proposed curricular change occurs. Provide statements of concurrence with the change from the chairperson(s) and dean(s) of the programs/areas offering the affected courses.

The PhD program has approved the combining of the two theory courses, Theoretical Systems in Nursing Research and Theory in Science, to form one comprehensive course. The new course includes the major objectives and essential content of the two courses and eliminates duplication of content. The BSN –PhD students enroll in the master’s level Theory in Nursing course and will receive essential content in this course that was duplicated in the PhD level Theory courses. We carefully analyzed the content of the masters and PhD courses to ensure the essential content is included and eliminated duplication. The master’s prepared nurses who enter the PhD program have already received this content in the previous program. By combining these two courses, eliminating duplication and retaining essential content, we will have 3 additional hours in the curriculum to add updated material as recommended by AACN while remaining within the required course hours for the PhD program.

**5. Course Information:** *This information is not required for seminars, special problems, research, thesis, dissertation, colloquia, practica, etc.*

**Course Title and Course number:** Philosophies and Theories in Science and Research

**Credit Hours:** Three credit hours

**Proposed Date/Semester:** Fall 2018

**Course Description:** This course focuses on analyzing the philosophical bases of science

**Course Goals or Objectives:**

1. Analyze modern and post-modern philosophies to evaluate their impact on development of science and theory.
2. Evaluate ontological and epistemological positions in different philosophies and nursing theories.
3. Implement the nature of scientific explanation, inquiry, and reasoning.
4. Synthesize strategies for knowledge and theory development and their use in the evolution of science and theory.
5. Critique theories based on criteria of a good theory, also discussing the paradigmatic origins and applicability for use in research.
6. Evaluate a selected theory for potential use in the student’s research area.

**Course Prerequisites:** none

**Attendance:**

See the UAMS Graduate School Student Handbook for policy on class attendance. Students are expected to participate in all web-based and classroom-based activities.

**Student Evaluation:**

Class participation	30%
Claim and argument paper and presentation	30%
Theory analysis and evaluation paper and presentation	40%
Total	100%

**Course Evaluation:** Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies. Students have a professional responsibility and obligation to complete these evaluations. All students registered for a course in the College of Nursing each semester or summer session, as a part of the course requirements, must complete the course/faculty evaluation form to ensure ongoing quality improvement in the educational program.

As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for their professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations. Failure to complete the evaluation process will result in a review, based on these standards, of the students' performance by administration.

**Textbooks/Reading Materials:**

**REQUIRED TEXTS:**

Alligood, M.R. (2013). *Nursing theorists and their work (8<sup>th</sup> ed)*. Maryland Heights, Missouri: Mosby/Elsevier. ISBN-13: 9780323091947

Rodgers, B.L. (2005). *Developing nursing knowledge: Philosophy traditions and influences*. Philadelphia: Lippincott Williams & Wilkins. ISBN-13: 9780781747080

Polifroni C., & Welch, M. (1999). *Perspectives on philosophy of science in nursing*. Philadelphia: Lippincott. ISBN-13: 9780781712019

Reynolds, P.D. (2016). *A primer in theory construction*. New York: Routledge. ISBN-13: 978-0205501281. (Older edition is fine too).

**RECOMMENDED TEXTS:**

McEwen, M., & Willis, E. M. (2014). *Theoretical basis for nursing (4<sup>th</sup> ed.)*. Philadelphia: Lippincott, Williams, & Wilkins. ISBN-13: 9781451190311

Glanz, K., Rimer, B.K., Viswanath, K. (Eds.). (2015). *Health behavior: Theory, Research, and Practice* (5<sup>th</sup> ed.). San Francisco: Jossey-Bass. ISBN: 978-1-118-62898-0. (Also available in E-book)

Reed, P. G., Shearer, N. C. (2012). *Perspectives on nursing theory* (6th ed.). Philadelphia: Wolters Kluwer Health, Lippincott Williams & Wilkins. ISBN: 978-0781773836.

**Course Director(s):** Dr. Jean McSweeney/Seongkum Heo

**Tentative Course Schedule:**

**TOPICAL OUTLINE:**

- Introduction and historical and recent philosophical developments
- Philosophy, science, and health profession
- Scientific methods, social sciences, and reactions to logical positivism
- Origin of nursing science
- Philosophies that influence theories, research, and science
- Claim and argument
- Relationship between theory and research
- Application of theory
- Phases in scientific development
- Identification of underpinning theoretical foundation in research presentations and research articles

**6. Program Approvals:**

Jean McSweeney CON, NPhD  
(Print or type) Chairperson, Academic Department or Area

Jean McSweeney 10/31/17  
(Signature) Chairperson, Academic Department or Area Date

\_\_\_\_\_  
College Dean (Dean McGehee for College of Medicine) Date

**7. Graduate School Approvals**

\_\_\_\_\_  
Chairperson, Graduate Council Date

\_\_\_\_\_  
Dean of the Graduate School Date

**UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES  
COLLEGE OF NURSING**

**SYLLABUS**

**NPHD XXXX: Philosophies and Theories in Science and Research**

**DOCTOR OF PHILOSOPHY IN NURSING**

**XXXX XXXX  
XXX Professor, College of Nursing  
Office: RAHN XXXX  
Office Phone: (501) XXX-XXXX  
Fax: (501) 296-1765  
Office Hours: By Appointment & Posted on Blackboard  
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**Patricia Cowan, PhD, RN, FAAN  
Dean & Professor  
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**FALL, 2018**

**COURSE NUMBER AND TITLE:**

NPHD XXXX: Philosophies and Theories in Science and Research

**CATALOG DESCRIPTION:**

This course focuses on analyzing the philosophical bases of science, including nursing, examining and practicing scientific explanation and reasoning processes. This course also focuses on examining strategies for theory development and using theory in science and health research. It also focuses on evaluating and implementing theories.

**COURSE CREDIT:**

Three (3) semester hours

**PRE-REQUISITES:**

N/A

**CO-REQUISITES:**

N/A

**CLASS SCHEDULE:**

This is a web-enhanced blended course conducted over 15 weeks. Students will meet face to face 4 times. In addition, the course also meets at <https://uams.blackboard.com> asynchronous online for 15 weeks. Specific due dates and important dates are listed on blackboard. Additional face-to-face classes can be added by the instructor if necessary.

**COURSE OVERVIEW:**

The Philosophies and Theories in Science and Research course reflects the mission and philosophy of the UAMS College of Nursing to prepare students for careers as scientists. The course builds upon previous knowledge of nursing and other health theories and serves as the introduction to modes of theory development and application for doctoral students. Critical thinking is developed through student activities such as examining, analyzing, implementing, and evaluating: 1) philosophical bases of science and theories, 2) traditional and contemporary ways of knowledge and theory development in science, 3) scientific explanation and reasoning, and 4) the connection between theories and research. Scholarship is emphasized through student activities.

**COURSE OBJECTIVES:**

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

1. Analyze modern and post-modern philosophies to evaluate their impact on development of science and theory.
2. Evaluate ontological and epistemological positions in different philosophies and nursing theories.
3. Implement the nature of scientific explanation, inquiry, and reasoning.
4. Synthesize strategies for knowledge and theory development and their use in the evolution of science and theory.
5. Critique theories based on criteria of a good theory, also discussing the paradigmatic origins and applicability for use in research.
6. Evaluate a selected theory for potential use in the student's research area.

### **TEACHING METHODS:**

Teaching methods for this course include asynchronous meetings through blackboard, face-to-face classes, readings and assignments, and face-to-face student paper presentations. The class meets at <https://uams.blackboard.com/> asynchronously for online discussion. Online discussion includes original postings about the topics and responses to peer students' and instructor's postings and/or questions. Students are expected to participate in all face-to-face classes and also assigned oral presentations, such theory of interest for the student's future dissertation research study, and claim and argument. Students can expect to spend 3 hours in class, and 15 hours for preparing for the class per week. For the two scholarly papers, students are encouraged to select a claim and a theory (or theories) that can be used for their future dissertation. Before students conduct an extensive literature review regarding the claim or theory (or theories), they are expected to share their ideas with peers and also the instructor for feedback. Students are expected to complete both directed and self-directed readings and assignments.

### **COURSE REQUIREMENTS**

### **EVALUATION:**

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Class participation	30%
Claim and argument paper and presentation	30%
Theory analysis and evaluation paper and presentation	40%
Total	100%

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### **GRADING SCALE:**

Letter grades are derived from course requirements using the following grading scale:

- A = 90% - 100%
- B = 80% - 89.99%
- C = 75% - 79.99%
- D = 70% - 74.99%
- F = < 70%

### **ATTENDANCE:**

See the UAMS Graduate School Student Handbook for policy on class attendance. Students are expected to participate in all web-based and classroom-based activities.

### **FACULTY & COURSE EVALUATION:**

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies. Students have a professional responsibility and obligation to complete these evaluations. All students registered for a course in the College of Nursing each semester or summer session, as a part of the course requirements, must complete the course/faculty evaluation form to ensure ongoing quality improvement in the educational program.

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### **REQUIRED TEXTS:**

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Rodgers, B.L. (2005). *Developing nursing knowledge: Philosophy traditions and influences*. Philadelphia: Lippincott Williams & Wilkins. ISBN-13: 9780781747080

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Reed, P. G., Shearer, N. C. (2012). *Perspectives on nursing theory* (6th ed.). Philadelphia: Wolters Kluwer Health, Lippincott Williams & Wilkins. ISBN: 978-0781773836.

### **APA FORMAT:**

Students will be expected to follow the guidelines as listed below for all scholarly works and papers:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC. Author.

### **FOR ALL SCHOLARLY WORKS AND PAPERS, STUDENTS WILL BE EXPECTED TO ADHERE TO THE FOLLOWING GUIDELINES:**

1. Students must use plagiarism software such as Turn It In for all papers prior to submission and are expected to revise the paper accordingly before submitting on or prior to the due date.
2. Resubmission of student scholarly writing assignments will not be permitted after the final due date without prior approval from the faculty.
3. Remediation may be required for any student identified as having difficulties with scholarly writing (content, logic, flow, grammar, formatting references, etc.). Failure to participate in faculty recommended remediation may result in failure of the course.

### **CONFERENCE WITH FACULTY:**

Individual and/or small group conferences with instructor(s) are scheduled as needed, and may be initiated by either student(s) or faculty.

### **TOPICAL OUTLINE:**

- Introduction and historical and recent philosophical developments
- Philosophy, science, and health profession
- Scientific methods, social sciences, and reactions to logical positivism
- Origin of nursing science

- Philosophies that influence theories, research, and science
- Claim and argument
- Relationship between theory and research
- Application of theory
- Phases in scientific development
- Identification of underpinning theoretical foundation in research presentations and research articles

### **Criteria for Class Participation**

**There are two major components of class participation, also see grading rubric.**

- Preparation for class.
- Contributing to class discussion in a substantive way (*depth, critical thinking & also providing references*).

#### **1. Preparation for class prior to going online:**

- a. Read the assigned material and take notes.
- b. Apply the concepts from the reading material to your area of research interest by briefly answering the following questions:
  1. What is the point of view, frame of reference, or orientation of this philosophical or theoretical perspective?
  2. What are the theoretical or philosophical assumptions or presuppositions?
  3. What are the pertinent concepts, definitions, axioms, laws, principles, or models?
  4. What is the purpose, goal, or objective for thinking about my research area in this way?
  5. What is an example of a research question from this perspective?
  6. What information, data, facts, observations, or experiences would I need in order to answer this research question?
  7. What inferences, conclusions, or solutions could I reasonably draw from this information?
  8. What are the implications and consequences of making these interpretations?

#### **2. Class participation during the discussion period:** Actively engage in open discussion with colleagues. Remember discussion etiquette. Listen as carefully as you speak. The following questions can stimulate lively discussion:

- a. **Clarity**
  1. Could you elaborate further?
  2. How might you illustrate what you mean?
- b. **Accuracy**
  1. How could we check on that?

2. How could we verify or test that?

c. **Precision**

1. Could you be more specific?
2. What would be a more exact statement?

d. **Relevance**

1. How does that relate to your research area?
2. How does that help us understand your interests and concerns?

e. **Depth**

1. What factors make this an interesting problem?
2. What are some of the complexities of this question?

f. **Breadth**

1. What is an alternative point of view?
2. How might someone who disagrees with you define this issue?

g. **Logic**

1. Show us how this makes sense to you
2. How does what you say follow from the evidence?

h. **Significance**

1. Why is this an important issue?
2. What makes you think that this is the central concept?

Reference: *Foundation for Critical Thinking (1996)*. Critical thinking workshop handbook, Santa Rosa, CA: Author.

## On-Line Discussion Grading Rubric

Category	Full Credit: <u>Expected</u> <b>10 points</b>	Partial Credit <b>6-9.9 points</b>	Some Credit <b>3-5.9 points</b>	Minimal to No Credit <b>0-2.9 points</b>	No Credit <b>0 points</b>
Quality of information	<b>Topic is fully discussed. Reflects understanding of the content and is significant for Nursing Science.</b>	Topic is discussed. Reflects partial understanding of the content.	Topic is partially discussed. Reflects partial understanding of the content.	Topic is partially discussed. Does not reflect understanding of the content.	Discussion does not relate to topic, or is not posted by due date.
Depth of posting & critical thinking	<b>*Posting is substantive. *Issues are critically analyzed, and implications for nursing science are discussed. *Thoughtful questions are posed to the group.</b>	Posting is substantive. Issues are critically analyzed, and implications for nursing science are discussed. Opinions are not substantiated by references or too many opinion statements (where is the science?)	Posting is substantive. Issues are partially analyzed. Limited implications for nursing science are identified. Opinions are not substantiated well. Questions are not scholarly or are repeated and are not original.	Posting relates to the topic. There is limited discussion of issues and implications for nursing science. Questions are not scholarly or are repeated and are not original. Opinions are not substantiated.	Posting does not relate to the topic, demonstrate critical thinking or discussion is not posted on time.
Use of additional resources	<b>At least 1 reliable reference is cited.</b>	At least 1 reliable reference is cited.	Reference is not from a reliable source or no references are cited.	Reference is not from a reliable source or no references are cited.	No references are cited.
Style, grammar, spelling, APA format	<b>Discussion is written at an advanced graduate level.</b> <i>Reference material is paraphrased and cited appropriately</i>	Discussion is written at an advanced graduate level. <i>Reference material is paraphrased and cited appropriately</i>	Does not explain concept well or is not written at an advanced graduate level. <i>Reference material is missing or not cited appropriately.</i>	Does not explain concept well or is not written at an advanced graduate level. <i>Reference material is missing or not cited appropriately.</i>	Discussion is not written at an advanced graduate level. <i>No references are included.</i>
Response posting	<b>Responds to 2 or more group members. Response demonstrates additional analysis and critical thinking. Uses references for opinion statements.</b>	Responds to 1 or more group members. Response demonstrates additional analysis and critical thinking and references are used for "opinion" statements.	Responds to 1 or more group members. Response adds pertinent information. Opinions are given freely without use of references to substantiate.	Responds to 1 other group member. Response does not add new information to discussion.	Does not respond to other group members.
<b>Total (10 points weekly)</b>					

## CRITERIA FOR EVALUATING CLAIM AND ARGUMENT

### Paper

**General requirements:**

1. Typewritten, double-spaced, margins of 1" on all sides, font no smaller than size 12.
2. Professional writing style, APA 6<sup>th</sup> edition for scientific papers.
3. Evidence of proof reading for correct spelling, grammar and plagiarism.
4. Submitted on time
5. Limit to 10 pages. Page limitation does NOT include cover page, abstract page, or reference list.

Evaluation Criteria		Point Value	Your Score
Abstract	-Generate a structured abstract using below subheadings and less than 300 words.) -Background: Present the issue (problem) and the importance, and what has not been known or gap that leads to your purpose statement. -Purpose statement: Present the purpose of your paper very clearly. -Methods: Present your search methods, including search engines, key terms and the combining methods, number of articles that you found after you combined all searches of key terms, inclusion and exclusion criteria, and number of articles remained that you applied all the inclusion and exclusion criteria, and number of articles that you included in your paper. -Results: Clearly present the findings that are directly connected to your purpose statement. -Conclusion and implication: Present a conclusion or conclusions clearly based on the results section (do not repeat the findings) and considering your purpose statement. Also present the implication of the findings to research, education, and/or practice.	5	
Introduction	-Clearly identify the phenomenon of concern for which there is a need for theory development in nursing -Discuss the importance of the phenomenon -Discuss what has been known or done about the phenomenon -Discuss what has not been known or done or the gap -State the purpose of your study	10	
Claim	-Clearly state your claim that you want to support -Example: Patients with heart failure need to control body weight to improve symptoms and reduce hospitalization and mortality rates.	10	
Arguments	Coherently present your arguments. Your arguments together should directly support your claim logically. Example: 1. Approximately 75% of patients with heart failure are admitted to hospitals due to worsening of heart failure symptoms.	15	

	<p>2. Heart failure patients with obese II and III groups have had higher rates of hospitalization and mortality than those who with lower body mass indexes.</p> <p>3. Heart failure patients with too low body mass indexes also have had higher rates of hospitalization and mortality rates than those with appropriate body mass indexes.</p>		
Supporting Evidence	Cogently present evidence to support each of your arguments: Provide research evidence for each of arguments.	10	
Divergent Claim	Acknowledge the existence of divergent claim(s). <sup>*</sup> Example: Patients with heart failure do not need to control body weight to improve symptoms and reduce hospitalization and mortality rates.	10	
Refute Divergent Argument	-Refute the divergent claim(s) or synthesize a dialectic resolution for the conflict between your claim and the divergent claim(s). <sup>*</sup> -Examples: <ol style="list-style-type: none"> <li>1. In some studies, hospitalization and mortality rates in heart failure patients with obese II or III groups did not differ from those in patients with overweight or obese I group or did not differ across body mass index groups.</li> <li>2. However, more studies with more rigorous study designs showed that heart failure patients with overweight and/or obese I group had lower rates of hospitalization and mortality rates than those with other obese groups.</li> </ol>	10	
Use of Claim	-Cogently present how this position can be of use to you or other nurses to develop theories or to develop nursing profession. -This section needs to be at least one paragraph to show how the findings can be used to develop nursing theories or nursing profession. -Example: In above case presented, the findings can be used to develop a theory showing U-shaped relationship between obesity and health outcomes. In addition, the findings can be used for nurses to manage obesity in patients with heart failure to improve symptoms and reduce hospitalization and mortality rates. Nurses should encourage patients with heart failure to avoid too high or too low body mass indexes.	10	
Format	Complies with APA format Limits to 10 pages	10	
Presentation	Present your claim and argument (See below grading rubric)	10	
Total		100	

\*You can combine your argument and divergent argument parts if it is more logical to combine them than discussing the parts separately. The score will be transformed to 30% of the final grade.

## Presentation: Grading Rubric

<i>Criteria for Evaluating Your Presentation</i>	<i>Point Value</i>	<i>Your Score</i>
<b>Content: relevance, breadth, depth:</b>		
o Describe the key points of the theory type	10	
o Briefly identify the development or historical perspective	5	
o Explain how the theory category is related to health or nursing science & how it is thought to improve health	10	
o Identify the common concepts in this category	10	
o Explain possible measurement and evaluation issues	5	
o Include a list of common theories included in this category.	10	
<b>Logical Flow</b>	10	
<b>Clarity</b>	10	
<b>Stays within time limits</b> (15 minutes for presentation, 5 for questions)	5	
<u>Use of audio-visual aids:</u> appropriate for content, adds to clarity, Format ( <i>font size, #words, colors, etc.</i> )	10	
Stimulates audience questions and discussion	7.5	
Reference List included and appropriate (APA Format correct)	7.5	
<b>TOTAL</b>	<b>100</b>	

100 scores will be transformed to the score given for each of the presentations.

**Criteria for Evaluating your Final Theory Evaluation Paper**

**General Requirements:**

1. 5-10 double-spaced pages, not including title page, abstract, and reference pages.  
 Typewritten, double-spaced, margins of 1" on all sides, font no smaller than size 12.
2. Professional writing style, APA 6<sup>th</sup> edition for scientific papers.
3. Evidence of proofreading for correct spelling and grammar.
4. Submitted on time (*at least 20% off for late submissions, % may increase as late time increases*)

**Specific Requirements:**

Evaluation criteria		Point Value	Your Score
Introduction	-In one or two paragraphs, explain how this area of research interest is significant for nursing. -Write your research question. -Identify which method you are using to analyze and evaluate your theory.	10	
Identification of the Theory	-Describe the theory and show how it was developed. -Briefly identify the philosophical underpinnings of your theory. -Explain why you selected this theory. -Show how you used the theory to develop your research question.	15	
Analysis	-Show the structure of the theory. -Identify the concepts. -Identify the statements. -Examine the relationships among concepts and statements.	20	
Evaluation	-Follow evaluation method (cite which method you use) selected and make sure to include points below. -Show what the theory describes, explains, predicts and/or controls. -Identify any logical fallacies. -Provide a model, in the form of a concept map, equation, diagram, or some other format, to show the relationships among the concepts. Use the model to show the level of parsimony your theory has achieved.	15	
Usefulness	-Include a paragraph that synthesizes and cites at least three examples of how your theory has been used and tested. -Show how you would use your theory to support your dissertation research.	20	

Format	-Readable, clear, logical. -References are comprehensive, current, and appropriate for the topic.	10	
Presentation	Presentation of theory analysis and evaluation paper	10	
Total		100	

The score will be transformed to 40% of the final score

UAMS College of Nursing  
NPHD XXXX: Philosophies and Theories in Science and Research  
Fall, 2018  
Final: 9/13/2017: PhD retreat: SH  
Draft: 7/10/2017: SH