CONTENTS

Preface vii

Part 1 Overview of Theory and Theory Development 1

Chapter 1 THEORY IN NURSING: WHERE HAVE WE BEEN? WHERE ARE WE GOING? 3
  Theory Development in Nursing: A Beginner’s Guide 3
  A Historical Glimpse at Theory in Nursing as a Profession 5
  Evolution of Theory Development: Metatheory to Practice Theory 7
  Population- and Domain-Focused Theories and Models 21
  Global Nursing Theory Development Issues and Efforts 24
    Summary 29 • References 30 • Additional Readings 40

Chapter 2 USING KNOWLEDGE DEVELOPMENT AND THEORY TO INFORM PRACTICE 43
  Introduction 44
  Evidence-Based Practice and Practice-Based Evidence 45
  Nursing Informatics 50
  Nursing Practice Research and Theory Development 53
    Summary 56 • Practice Exercise 56 • References 56 • Additional Readings 59

Chapter 3 APPROACHES TO THEORY DEVELOPMENT 61
  Introduction 61
  Elements of Theory Building 63
  Interrelatedness of Elements 67
  Approaches to Theory Building 68
  Strategy Selection 69
  Interrelatedness of Strategies 71
    Summary 72 • References 73 • Additional Readings 74
Part 2  Derivation Strategies  75

Chapter 4  CONCEPT DERIVATION  77
Definition and Description  77
Purpose and Uses  79
Procedures for Concept Derivation  79
Application of Concept Derivation to Nursing  82
Advantages and Limitations  83
Utilizing the Results of Concept Derivation  84
Summary  85  •  Practice Exercise  85  •  References  87

Chapter 5  STATEMENT DERIVATION  88
Definition and Description  88
Purpose and Uses  91
Procedures for Statement Derivation  92
Application of Statement Derivation to Nursing  92
Advantages and Limitations  94
Utilizing the Results of Statement Derivation  95
Summary  95  •  Practice Exercises  96  •  References  97  •  Additional Readings  98

Chapter 6  THEORY DERIVATION  99
Definition and Description  99
Purpose and Uses  100
Procedures for Theory Derivation  101
Examples of Theory Derivation  103
Application of Theory Derivation to Nursing  105
Advantages and Limitations  107
Utilizing the Results of Theory Derivation  108
Summary  108  •  Practice Exercises  109  •  References  109  •  Additional Readings  110

Part 3  Synthesis Strategies  111

Chapter 7  CONCEPT SYNTHESIS  113
Definition and Description  113
Purpose and Uses  114
Approaches to Concept Synthesis  115
Procedures for Concept Synthesis  119
Contents

Advantages and Limitations  120
Utilizing the Results of Concept Synthesis  121
  Summary  121 • Practice Exercises  122 •
  References  123 • Additional Readings  125

Chapter 8  STATEMENT SYNTHESIS  127
Definition and Description  127
Purpose and Uses  129
Procedures for Statement Synthesis  131
Advantages and Limitations  143
Utilizing the Results of Statement Synthesis  143
  Summary  144 • Practice Exercise  144 •
  Self-Assessment Test of Introductory Statistics  146 •
  References  147 • Additional Readings  148

Chapter 9  THEORY SYNTHESIS  149
Definition and Description  149
Example of the Use of Theory Synthesis Process  151
Purpose and Uses  152
Procedures for Theory Synthesis  153
Illustrations of Theory Synthesis  156
Advantages and Limitations  159
Utilizing the Results of Theory Synthesis  159
Theory Synthesis and Integrative Models and Theories  160
  Summary  161 • Practice Exercises  162 •
  References  163 • Additional Readings  164

Part 4  Analysis Strategies  165

Chapter 10  CONCEPT ANALYSIS  167
Definition and Description  167
Purpose and Uses  168
Procedures for Concept Analysis  170
Advantages and Limitations  180
Utilizing the Results of Concept Analysis  184
Response to Criticism of this Method  184
  Summary  186 • An Additional Example and
  Practice Exercise  187 • Practice Exercise  188 •
  References  189 • Additional Readings  192
PREFACE

The aim of this book remains the same as at its inception: to provide readers with a resource on theory development written from a nursing point of view. In particular, we have tried to consider the needs of the students beginning their study of theory development. Stepping into the complex philosophical and metatheoretical works on this topic can be confusing to those who have had no prior exposure to the subject matter. In addition, those works have become vastly more complex and numerous since the first edition of this book. Interest in theory development for nursing also now reaches around the globe. There is also an impatience among nurses to see the relevance of theory to practice. Students in nursing programs are also increasingly diverse in their educational backgrounds, and programs mirror that diversity by designing new educational pathways into nursing and advanced study in nursing.

In recognition of these many changing factors, we have updated chapter materials so that readers may see advances in both the context of theory development in Chapters 1, 2, and 13 and the strategies for concept, statement, and theory development (Chapters 3 to 12).

Chapter 1 provides a historical context to theory development in nursing, as well as new trends affecting theory in nursing, and global perspectives on nursing theory development and material on population- and domain-focused theories. A brief glossary and several reflective activities are provided in this chapter as well. Chapter 2 considers nursing knowledge and theory in its dynamic relationship to practice. After illustrating how theory of a phenomenon may guide nursing assessment and intervention, we cover a range of topics related to knowledge development in nursing, including evidence-based practice, practice-based evidence, and informatics and its linkages to practice and nursing theory. After considering the strategies for concept, statement, and theory development that follow, Chapter 13 covers validation and testing of concepts, statements, and theories. A new section on the central concerns in nursing knowledge has been added to this chapter as nursing advances in its 7th decade of modern knowledge development—launched in Nursing Research in 1952.

As in past editions, Chapter 3 provides the framework for selection of theory construction strategies. Following this, Part 2 covers the derivation strategies related to concepts, statements, and theories in Chapters 4, 5, and 6, respectively. Similarly, Part 3 presents the synthesis strategies and Part 4 presents the analysis strategies related to concepts, statements, and theories. Although some readers will still wish to focus on an isolated strategy, such as concept analysis, in general it is our view that use of a given strategy is strengthened by familiarity with its application from concept to statement to theory. We have provided updated listings and examples of use of the various strategies where these are available. Still, lesser-used strategies require use of classic examples.

NEW TO THIS EDITION

- Questions to Consider appear at the chapter opening to help link the chapter content to students’ needs and interests.
Preface

• A new framework for differentiating theory derivation, theory adaptation, and theory substruction aids students in learning about new theoretical developments for each strategy.

• New discussion in Chapter 3 on the role of concepts in the advancement of nursing as a practice discipline expands the students’ understanding of concept development in nursing, especially in the face of confusion about this topic in the literature stemming from philosophers of (basic) science.

• New examples of theoretical works related to derivation, synthesis, and analysis strategies aid students in learning about new theoretical developments for each strategy.

We collectively thank colleagues, former students, and our families who have contributed in numerous ways to this and to prior editions. Of course, Maggie Hank and Charles Bollinger, senior nursing editor for Appleton-Century-Crofts, made all this possible. As always and wherever you are, thanks, Charlie. We miss you.

Finally, for this edition we give special thanks to Pearson Education staff who made this edition possible: Barbara Price, Ashley Dodge, Pam Fuller, and Zoya Zaman for supporting this sixth edition. We are also especially grateful to U.S. and international external reviewers who took the time to give advice and challenge us to make this edition even better than our vision for it.

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