

Sixth Edition

STRATEGIES FOR THEORY CONSTRUCTION IN NURSING

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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.

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- 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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