The Theory Modeling Party: A Strategy to Enhance Professional Socialization

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Roles of PhD-Prepared Nurses

- Develop the Science
- Steward the Discipline
- Educate the next Generation

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Core Curricular Elements

- Develop the Science
  - *Build scientific depth*
  - *Ways of knowing*
- Steward the Discipline
  - *Theoretical/scientific underpinnings of nursing & other disciplines*
  - *Practice knowledge that informs nursing science*
- Educate the next Generation

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Scholarship

- Nursing scholarship is the generation, synthesis, translation, application, and dissemination of knowledge that aims to improve health and transform health care

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The Scholarship of Discovery

- Primary empirical research
- Analysis of large data sets
- ***Theory development and testing***
- Implementation science
- Health services research
- Philosophical inquiry

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Theory Development

- The process of drawing together scientific and experiential knowledge, assumptions, and principles into a systematic set of statements that have explanatory and predictive power with respect to an area of experience.
- Scientific theories suggest explanations for phenomenon that may be subjected to empirical tests.
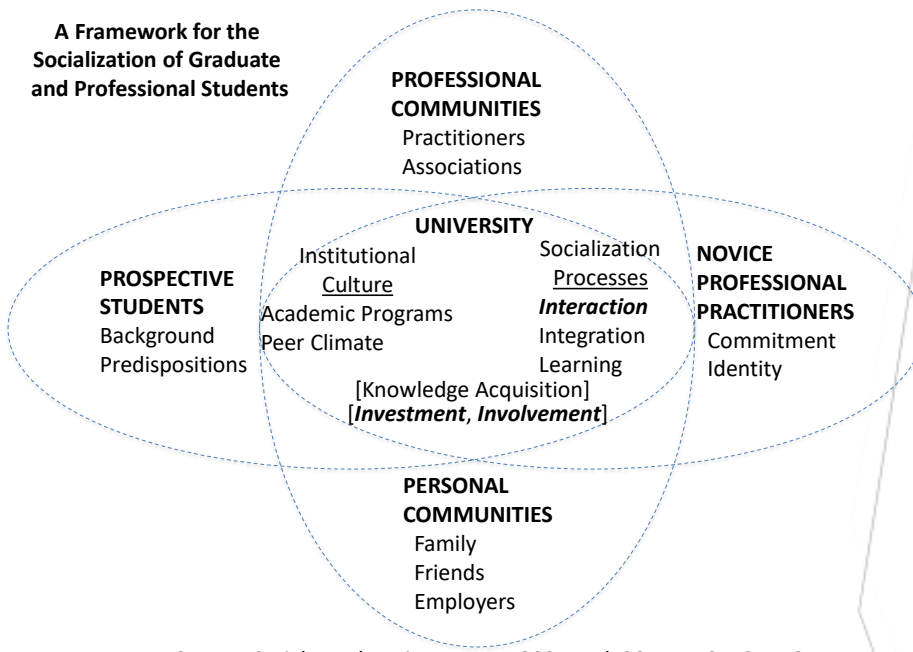
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Essential Elements - Faculty

- Create an environment in which mentoring, ***socialization of students*** as research scholars, and the existence of an intellectual community of scholars is evident.

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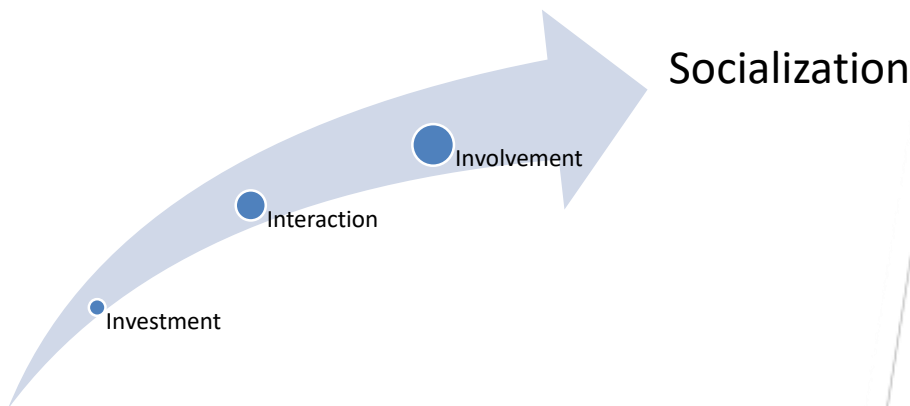
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Essential Elements - Students

- Commit a significant portion of their time to the program
  - Participate in scholarly activities beyond attending class
  - ***Become socialized into a scholarly role***

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A Framework for the Socialization of Graduate and Professional Students

PROFESSIONAL COMMUNITIES
Practitioners
Associations

UNIVERSITY

PROSPECTIVE STUDENTS
Background
Predispositions

Institutional
Culture
Academic Programs
Peer Climate

Socialization
Processes
Interaction
Integration
Learning

NOVICE PROFESSIONAL PRACTITIONERS
Commitment
Identity

[Knowledge Acquisition]
[*Investment*, *Involvement*]

PERSONAL COMMUNITIES
Family
Friends
Employers

ASHE-ERIC Higher Education Report. 2001, Vol. 28 Issue 3, p25. 16p.

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Socialization

Involvement

Interaction

Investment

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Educational Models – Same Goals

Face to Face	Hybrid	Online
Investment	Investment	Investment
Interaction	Interaction	Interaction
Involvement	Involvement	Involvement

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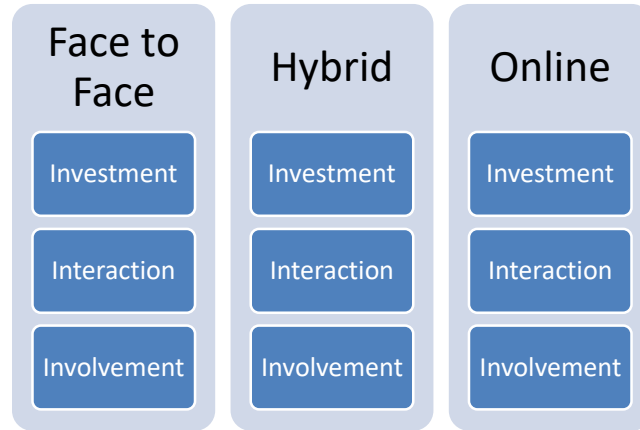
Key Considerations

- Where are the opportunities to include content related to scholarship in theory building, testing, and/or evaluation?
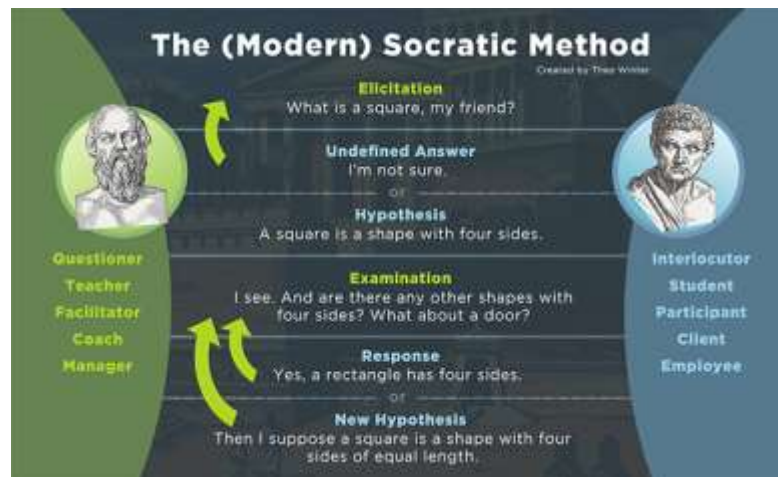- What tools are needed?

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Face to Face Model Experiences

- Opportunities
  - Seminar Courses
    - Theory Modeling Assignments
  - Advising
    - Theory Modeling Party
- Tools
  - Technology
    - Blackboard/Whiteboard/Slides/Transparencies
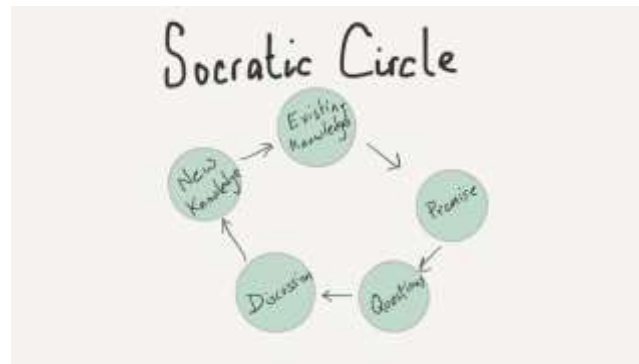 - Strategy
    - Socratic Methods

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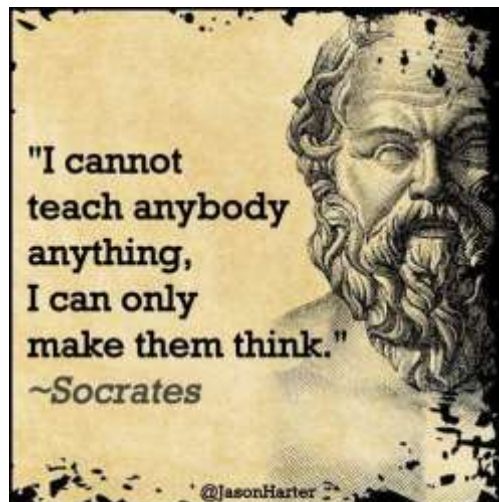
Socratic method - Wikipedia

The Socratic method (also known
as method of Elenchus, elenctic method,
or Socratic debate), is a form of
cooperative argumentative dialogue
between individuals, based on asking and
answering questions to stimulate critical
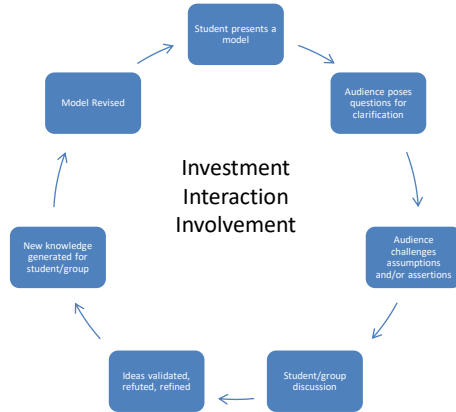thinking and to draw out ideas and
underlying presuppositions.

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THE SOCRATIC METHOD: SIMPLIFIED

1. Ask a challenging, open-ended question.
2. Build on the first question by asking why?
3. Come up with ideas based on these questions.
4. Interrogate your ideas with continual questions.
5. Repeat steps 2-4 to get closer to a better solution.
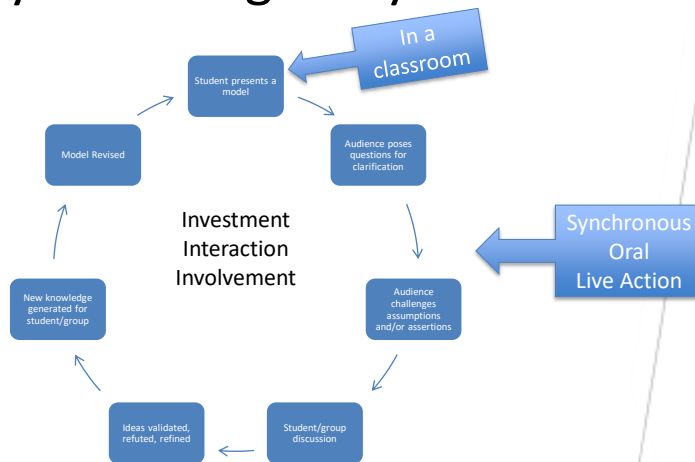It is ideal that you ask these questions with a group of people to get different perspectives.

Created by Lyn Chen

Theory Modeling Party
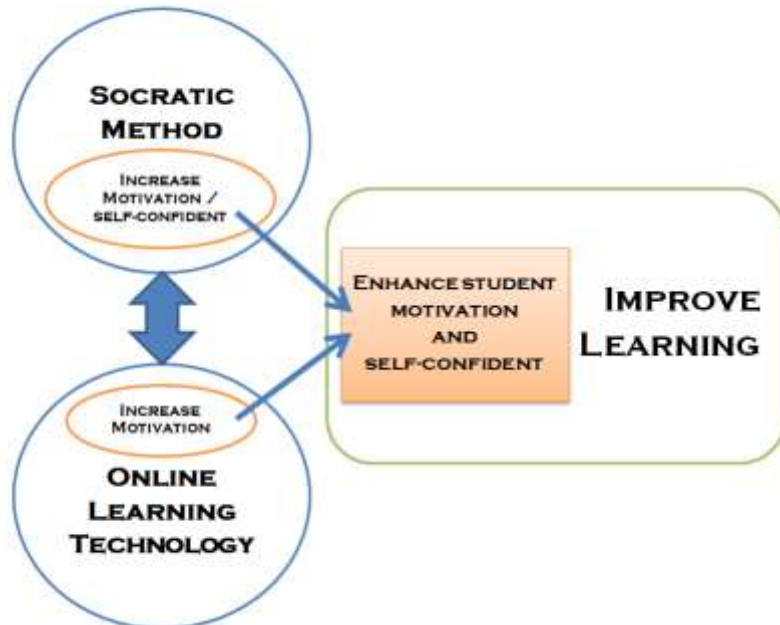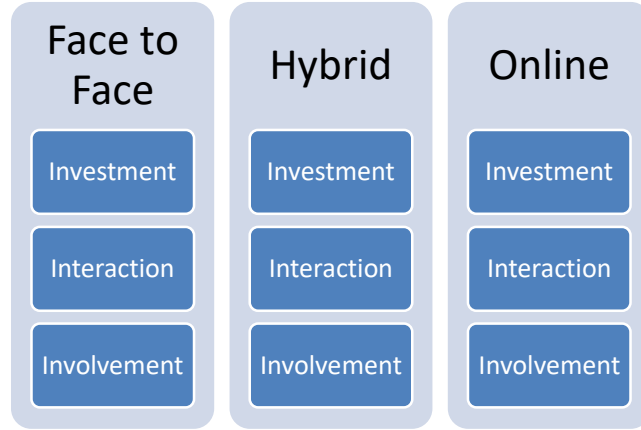

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Theory Modeling Party

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Educational Models – Same Goals

Face to Face	Hybrid	Online
Investment	Investment	Investment
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SOCRATIC METHOD

INCREASE MOTIVATION / SELF-CONFIDENT

INCREASE MOTIVATION

ONLINE LEARNING TECHNOLOGY

ENHANCE STUDENT MOTIVATION AND SELF-CONFIDENT

IMPROVE LEARNING

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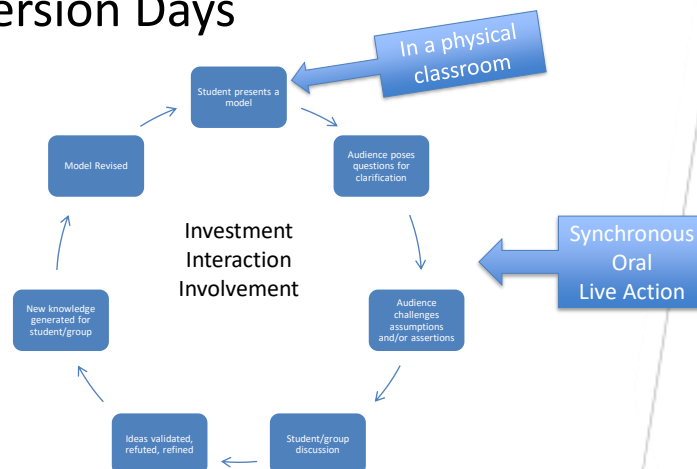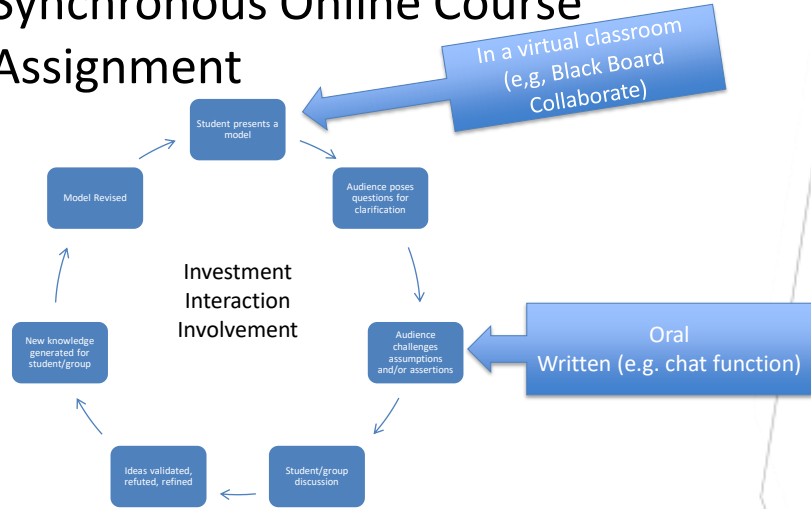
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Hybrid Model Experiences

- Opportunities
  - Online Courses
  - Immersion Days
  - Advising
- Tools
  - Technology
    - Blackboard/Whiteboard/PowerPoint Slides
    - Collaborate/Zoom/VoiceThread
  - Socratic Method

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Theory Modeling Party – Immersion Days

Investment
Interaction
Involvement

In a physical classroom

Synchronous Oral Live Action

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Theory Modeling Party – Synchronous Online Course Assignment

In a virtual classroom (e,g, Black Board Collaborate)

Student presents a model

Audience poses questions for clarification

Model Revised

Audience challenges assumptions and/or assertions

Oral
Written (e.g. chat function)

Investment
Interaction
Involvement

New knowledge generated for student/group

Ideas validated, refuted, refined

Student/group discussion

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Theory Modeling Party – Asynchronous Online Course Assignment

Discussion Board Post
Kaltura Video Post
Voice Thread Post

Student presents a model

Audience poses questions for clarification

Model Revised

Audience challenges assumptions and/or assertions

Discussion Board Post
Kaltura Video Post
Voice Thread Post

Investment
Interaction
Involvement

New knowledge generated for student/group

Ideas validated, refuted, refined

Student/group discussion

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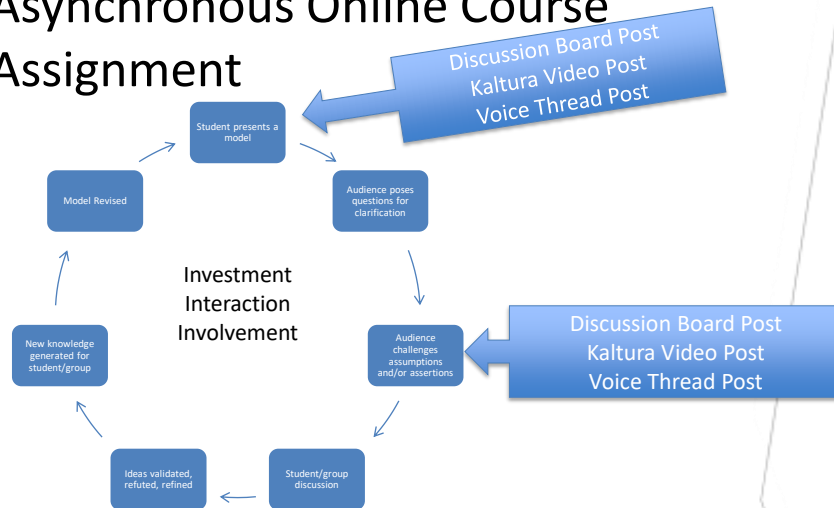
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Theory Modeling Party –Advising Sessions
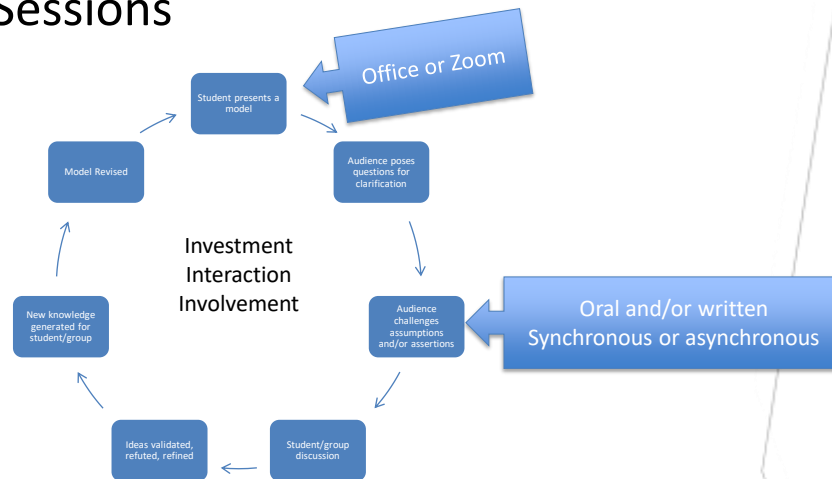
Opportunities

- ***Philosophy of Human Science***
- Statistical Methods for Nursing Research
- Qualitative Research
- ***Analysis & Construction of Theory***
- Advanced Statistical Concepts for Nursing Research
- Scientific Integrity
- ***Foundations & Advanced Concepts***
  - Biobehavioral
  - Health Care Quality
- Health Policy, Leadership, & Advocacy
- Synthesis
- ***Practicum***
- Electives

Plan for the Interaction(s)

- Technology Training
  - Faculty
  - Students
- Set expectations
  - Content
  - Time
  - Sequencing
  - Socratic Method (Critique & Feedback)
  - Revise & Resubmit

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Socratic Seminar
Ground Rules

1. Speak so that all can hear you.
2. Listen closely.
3. Speak without raising hands.
4. Refer to the text.
5. Talk to each other.
6. Ask for clarification. Don't stay confused.
7. Invite & allow others to speak.
8. Consider all viewpoints & ideas. Discuss ideas rather than each other's opinions.
9. Stick to the point under discussion; make notes about ideas you want to bring up later.
9. Know that you are responsible for the quality of the seminar.

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Guiding Principle

"Whenever a theory appears to you as the only possible one, take this as a sign that you have neither understood the theory nor the problem which it was intended to solve."

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The Development of My Conceptual Model

—

Liz Sloss
PhD Candidate
Virginia Commonwealth University

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Version 1 (2nd Semester - 702/704/770)

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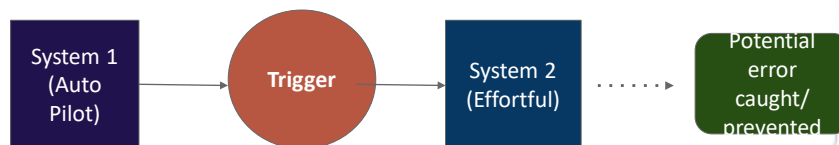
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Version 2 (4th & 5th Semester -

Structure:

Microsystem:
- Unit Factors (Patient Population, Human and Physical Resources, Culture)
- Individual (Nurse) Factors
- Management and Leadership Factors

Process:
- Medication Administration
- *Nurses' cognition, thinking, and decision making during medication administration*

Outcomes:
- Near-miss and medication error detection, medical error reduction, safety and quality outcomes

Macrosystem:
- Organizational Factors (Financial Resources, Administration and Leadership, Culture)
- Healthcare Policy & Regulatory Structure (Reimbursement Structure, Other Factors)

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Version 2.1 (5th Semester - End of 732)

Structure:

Individual Factors:
- Education, number of years of employment at facility, average number of hours worked/week
- Individual nurse workload

Process:
- Medication Administration
- *Nurses' cognition, thinking, and decision making during medication administration*

Outcomes:
- Alert generation during BCMA (medical error reduction, safety and quality outcomes)

Microsystem:
- Patient Population
- Nursing Management and Leadership
- Culture

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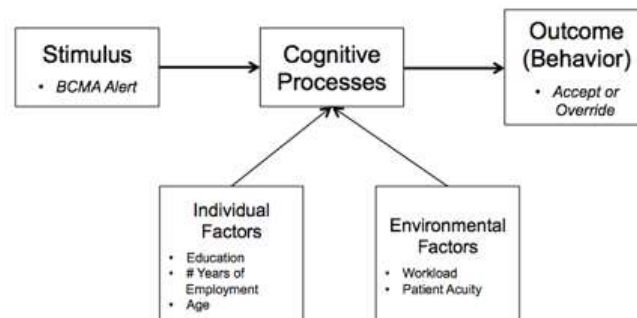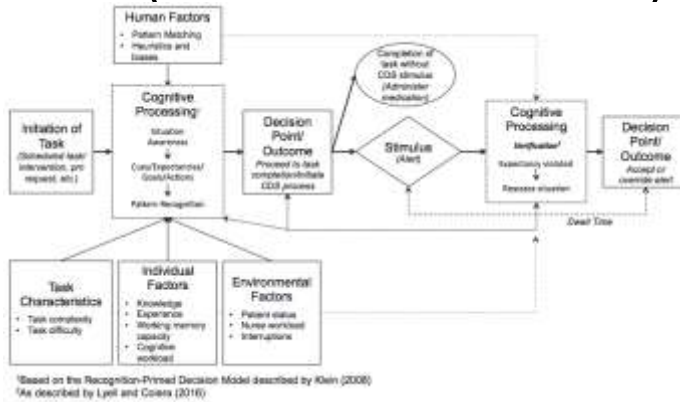
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Version... (6th Semester - N797)

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Version... (6th Semester - N797)

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Version… (6th Semester - N797)

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Comps Version (6th Semester - N797)

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Many Thanks!

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