

AUTHOR INDEX **Advances in Nursing Science** **Volume 14**

A

Acton, Gayle J., Barbara L. Irvin, & Barbara A. Hopkins: Theory-testing research: Building the science. 1991;14(1):52-61.

B

Baldwin, Joan H. *see* Kulbok (1992).
Benner, Patricia: The role of experience, narrative and community in skilled ethical comportment. 1991;14(2):1-21.
Benner, Patricia, Christine Tanner & Catherine Chesla: From beginner to expert: Gaining a differentiated clinical world in critical care nursing. 1992;14(3):13-28.
Bottorff, Joan L.: Nursing: A practical science of caring. 1991;14(1):26-39.

C

Chesla, Catherine: *see* Benner (1992).
Cimprich, Bernadine: A theoretical perspective on attention and patient education. 1992; 14(3):39-51.
Cooper, Mary Carolyn: Principle-oriented ethics and the ethic of care: A creative tension. 1991;14(2):22-31.
Corcoran-Perry, Sheila A.: *see* Newman (1991).

D

Davidson, Alice Ware & Marilyn A. Ray: Studying the human-environment phenomenon using the science of complexity. 1991;14(2):73-87.
Denyes, Mary J.: *see* Villarruel (1991).
Diekelmann, Nancy L.: Learning-as-testing: A Heideggerian hermeneutical analysis of the lived experiences of students and teachers in nursing. 1992;14(3):72-83.
Doering, Lynn: Power and knowledge in nursing: A feminist poststructuralist view. 1992;14-4:24-33.

E

Early, Steven L.: *see* Hagerty (1992).

G

Gortner, Susan R.: *see* Schumacher (1992).

H

Hagerty, Bonnie M.K. & Steven L. Early: The influence of liberal education on professional nursing practice: A proposed model. 1992;14(3):29-38.

Hiraki, Akemi: Tradition, rationality, and power in introductory nursing textbooks: A critical hermeneutics study. 1992;14(3):1-12.
Hopkins, Barbara A.: *see* Acton (1991).
Hughes, Linda: Faculty-student interactions and the student perceived climate for caring. 1992;14(3):60-71.

I

Irvin, Barbara L.: *see* Acton (1991).

J

Jennings, Bonnie Mowinski: Patient outcomes research: Seizing the opportunity. 1991;14(2):59-72.
Johnson, Joy L.: Nursing science: Basic, applied, or practical? Implications for the art of nursing. 1991;14(1):7-16.

K

Kleffel, Dorothy: Rethinking the environment as a domain of nursing knowledge. 1991;14(1):40-51.
Kulbok, Pamela A. & Joan H. Baldwin: From preventive health behavior to health promotion: Advancing a positive construct of health. 1992(14)4:50-64.

L

Lenz, Elizabeth R.: *see* Troumbley (1992).

M

MacPherson, Kathleen I.: Cardiovascular disease in women and noncontraceptive use of hormones: A feminist analysis. 1992;14(4):34-49.
Mitchell, Gail J.: *see* Nagle (1991).

N

Nagle, Lynn M. & Gail J. Mitchell: Theoretic diversity: Evolving paradigmatic issues in research and practice. 1991;14(1):17-25.
Newman, Margaret A., A. Marilyn Sime & Sheila A. Corcoran-Perry: The focus of the discipline of nursing. 1991;14(1):1-6.

O

Olsen, Douglas P.: Empathy as an ethical and philosophical basis for nursing. 1991;14(1):62-75.

P

Powers, Bethel Ann: The meaning of nursing home friendships. 1991;14(2):42-58.

R

Ray, Marilyn A.: *see* Davidson (1991).

S

- Schumacher, Karen L. & Susan R. Gortner: (Mis)conceptions and reconceptions about traditional science. 1992;14(4):1-11.
 Silva, Mary Cipriano & Jeanne Merkle Sorrell: Testing of nursing theory: Critique and philosophical expansion. 1992;14(4):12-23.
 Sime, A. Marilyn: *see* Newman (1991).
 Smith, Mary Jane: Enhancing esthetic knowing: A teaching strategy. 1992;14(3):52-59.
 Sorrell, Jeanne Merkle: *see* Silva (1992).

T

- Tanner, Christine: *see* Benner (1992).
 Troumbley, Patricia F. & Elizabeth R. Lenz: Application of Cox's interaction model of client health behavior in a weight control program for military personnel: Pre-intervention baseline. 1992;14(4):65-78.

V

- Villarruel, Antonia M. & Mary J. Denyes: Pain assessment in children: Theoretical and empirical validity. 1991;14(2):32-41.

Y

- Younger, Janet B.: A theory of mastery. 1991;14(1):76-89.

SUBJECT INDEX

Advances in Nursing Science

Volume 14

A

Art of Nursing

- Nursing science: Basic, applied, or practical? Implications for the art of nursing. (Johnson) 1991;14(1):7-16.

Assessment

- Pain assessment in children: Theoretical and empirical validity. (Villarruel & Denyes) 1991;14(2):32-41.

Attention

- A theoretical perspective on attention and patient education. (Cimprich) 1992;14(3):39-51.

B

Behavior

- From preventive health behavior to health promotion: Advancing a positive construct of health. (Kulbok & Baldwin) 1992;14(4):50-64.

C

Cardiovascular disease

- Cardiovascular disease in women and noncontraceptive use of hormones: A feminist analysis. (MacPherson) 1992;14(4):34-49.

Caring

- Enhancing esthetic knowing: A teaching strategy. (Smith) 1992;14(3):52-59.
 Faculty-student interactions and the student perceived climate for caring. (Hughes) 1992;14(3):60-71.
 Nursing: A practical science of caring. (Bottorff) 1991;14(1):26-39.
 Principle-oriented ethics and the ethic of care: A creative tension. (Cooper) 1991;14(2):22-31.
 The focus of the discipline of nursing. (Newman, Sime & Corcoran-Perry) 1991;14(1):1-6.

Children

- Pain assessment in children: Theoretical and empirical validity. (Villarruel & Denyes) 1991;14(2):32-41.

Complexity

- Studying the human-environment phenomenon using the science of complexity. (Davidson & Ray) 1991;14(2):73-87.

Concept Analysis

- Empathy as an ethical and philosophical basis for nursing. (Olsen) 1991;14(1):62-75.
 From preventive health behavior to health promotion: Advancing a positive construct of health. (Kulbok & Baldwin) 1992;14(4):50-64.

Cox's Model of Health Promotion

- Application of Cox's interaction model of client health behavior in a weight control program for military personnel: A pre-intervention baseline. (Troumbley & Lenz) 1992;14(4):65-78.

Curriculum development

- Learning-as-testing: A Heideggerian hermeneutical analysis of the lived experiences of students and teachers in nursing. (Dieckmann) 1992;14(3):72-83.

Critical theory

- Tradition, rationality, and power in introductory nursing textbooks: A critical hermeneutics study. (Hiraki) 1992;14(3):1-12.

Critique and Replication (Volume 14:4, June 1992)

- Application of Cox's interaction model of client health behavior in a weight control program for military personnel: A pre-intervention baseline. (Troumbley & Lenz) 1992;14(4):65-78.

Cardiovascular disease in women and noncontraceptive use of hormones: A feminist analysis. (MacPherson) 1992;14(4):34-69.

From preventive health behavior to health promotion: Advancing a positive construct of health. (Kulbok & Baldwin) 1992;14(4):50-64.

(Mis)conceptions and reconceptions about traditional science. (Schumacher & Gortner) 1992;14(4):1-11.

Power and knowledge in nursing: A feminist poststructuralist view. (Doerring) 1992;14(4):24-33.

Testing of nursing theory: Critique and philosophical expansion. (Silva & Sorrell) 1992;14(4):12-23.

D

Discipline of Nursing

The focus of the discipline of nursing. (Newman, Sime & Corcoran-Perry) 1991;14(1):1-6.

Diversity, theoretic

Theoretic diversity: Evolving paradigmatic issues in research and practice (Nagle & Mitchell) 1991;14(1):17-25.

E

Education, liberal

The influence of liberal education on professional nursing practice: A proposed model. (Hagerty & Early) 1992;14(3):29-38.

Education, nursing

Enhancing esthetic knowing: A teaching strategy. (Smith) 1992;14(3):52-59.

Faculty-student interactions and the student perceived climate for caring. (Hughes) 1992;14(3):60-71.

Learning-as-testing: A Heideggerian hermeneutical analysis of the lived experiences of students and teachers in nursing. (Diekelmann) 1992;14(3):72-83.

Education, patient

A theoretical perspective on attention and patient education. (Cimprich) 1992;14(3):39-51.

Elderly

The meaning of nursing home friendships. (Powers) 1991;14(2):42-58.

Empathy

Empathy as an ethical and philosophical basis for nursing. (Olsen) 1991;14(1):62-75.

Environment

Rethinking the environment as a domain of nursing knowledge. (Kleffel) 1991;14(1):40-51.

Studying the human-environment phenomenon using the science of complexity. (Davidson & Ray) 1991;14(2):73-87.

Esthetics

Enhancing esthetic knowing: A teaching strategy. (Smith) 1992;14(3):52-59.

Estrogen replacement

Cardiovascular disease in women and noncontraceptive use of hormones: A feminist analysis. (MacPherson) 1992;14(4):34-49.

Ethics

Empathy as an ethical and philosophical basis for nursing. (Olsen) 1991;14(1):62-75.

Principle-oriented ethics and the ethic of care: A creative tension. (Cooper) 1991;14(2):22-31.

The role of experience, narrative and community in skilled ethical comportment. (Benner) 1991;14(2):1-21.

Evaluation

Patient outcomes research: Seizing the opportunity. (Jennings) 1991;14(2):59-72.

Theory-testing research: Building the science. (Acton, Irvin & Hopkins) 1991;14(1):52-61.

Existentialism

A theory of mastery. (Younger) 1991;14(1):76-89.

Expertise

From beginner to expert: Gaining a differentiated clinical world in critical care nursing. (Benner, Tanner & Chesla) 1992;14(3):13-28.

F

Feminism

Cardiovascular disease in women and noncontraceptive use of hormones: A feminist analysis. (MacPherson) 1992;14(4):34-49.

Power and knowledge in nursing: A feminist poststructuralist view. (Doerring) 1992;14(4):24-33.

Friendship

The meaning of nursing home friendships. (Powers) 1991;14(2):42-58.

H

Health

The focus of the discipline of nursing. (Newman, Sime & Corcoran-Perry) 1991;14(1):1-6.

Health promotion

Application of Cox's interaction model of client health behavior in a weight control program for military personnel: A pre-intervention baseline. (Troumbley & Lenz) 1992;14(4):65-78.

From preventive health behavior to health promotion: Advancing a positive construct of health. (Kulbok & Baldwin) 1992;14(4):50-64.

Hermeneutics

Learning-as-testing: A Heideggerian hermeneutical analysis of the lived experiences of students and teachers in nursing. (Diekelmann) 1992;14(3):72-83.

Tradition, rationality, and power in introductory nursing textbooks: A critical hermeneutics study. (Hiraki) 1992;14(3):1-12.

I

Illness prevention

From preventive health behavior to health promotion: Advancing a positive construct of health. (Kulbok & Baldwin) 1992;14(4):50-64.

Instrument development

Pain assessment in children: Theoretical and empirical validity. (Villarruel & Denyes) 1991;14(2):32-41.

K

Knowledge development

(Mis)conceptions and reconceptions about traditional science. (Schumacher & Gortner) 1992;14(4):1-11.

Nursing: A practical science of caring. (Bottorff) 1991;14(1):26-39.

Nursing science: Basic, applied, or practical? Implications for the art of nursing. (Johnson) 1991;14(1):7-16.

Power and knowledge in nursing: A feminist poststructuralist view. (Doerring) 1992;14(4):24-33.

Rethinking the environment as a domain of nursing knowledge. (Kleffel) 1991;14(1):40-51.

The focus of the discipline of nursing. (Newman, Sime & Corcoran-Perry) 1991;14(1):1-6.

Theoretic diversity: Evolving paradigmatic issues in research and practice (Nagle & Mitchell) 1991;14(1):17-25.

L

Language

Tradition, rationality, and power in introductory nursing textbooks: A critical hermeneutics study. (Hiraki) 1992;14(3):1-12.

Learning and education (Volume 14:3, March 1992)

A theoretical perspective on attention and patient education. (Cimprich) 1992;14(3):39-51.

Enhancing esthetic knowing: A teaching strategy. (Smith) 1992;14(3):52-59.

Faculty-student interactions and the student perceived climate for caring. (Hughes) 1992;14(3):60-71.

From beginner to expert: Gaining a differentiated clinical world in critical care nursing. (Benner, Tanner & Chesla) 1992;14(3):13-28.

Learning-as-testing: A Heideggerian hermeneutical analysis of the lived experiences of students and teachers in nursing. (Diekelmann) 1992;14(3):72-83.

The influence of liberal education on professional nursing practice: A proposed model. (Hagerty & Early) 1992;14(3):29-38.

Tradition, rationality and power in introductory nursing textbooks: A critical hermeneutics study. (Hiraki) 1992;14(3):1-12.

M

Mastery

A theory of mastery. (Younger) 1991;14(1):76-89.

Meaning

Enhancing esthetic knowing: A teaching strategy. (Smith) 1992;14(3):52-59.

Menopause

Cardiovascular disease in women and noncontraceptive use of hormones: A feminist analysis. (MacPherson) 1992;14(4):34-49.

N

Narrative

From beginner to expert: Gaining a differentiated clinical world in critical care nursing. (Benner, Tanner & Chesla) 1992;14(3):13-28.

Principle-oriented ethics and the ethic of care: A creative tension. (Cooper) 1991;14(2):22-31.

The role of experience, narrative and community in skilled ethical comportment. (Benner) 1991;14(2):1-21.

Noddings, Nel

Faculty-student interactions and the student perceived climate for caring. (Hughes) 1992;14(3):60-71.

Nursing practice research (Volume 14:2, December 1991)

Pain assessment in children: Theoretical and empirical validity. (Villarruel & Denyes) 1991;14(2):32-41.

Patient outcomes research: Seizing the opportunity. (Jennings) 1991;14(2):59-72.

Principle-oriented ethics and the ethic of care: A creative tension. (Cooper) 1991;14(2):22-31.

Studying the human-environment phenomenon using the science of complexity. (Davidson & Ray) 1991;14(2):73–87.

The meaning of nursing home friendships. (Powers) 1991;14(2):42–58.

The role of experience, narrative and community in skilled ethical comportment. (Benner) 1991;14(2):1–21.

Nursing process

Tradition, rationality, and power in introductory nursing textbooks: A critical hermeneutics study. (Hiraki) 1992;14(3):1–12.

O

Outcomes

Patient outcomes research: Seizing the opportunity. (Jennings) 1991;14(2):59–72.

P

Pain

Pain assessment in children: Theoretical and empirical validity. (Villarruel & Denyes) 1991;14(2):32–41.

Paradigms

Rethinking the environment as a domain of nursing knowledge. (Kleffel) 1991;14(1):40–51.

Studying the human-environment phenomenon using the science of complexity. (Davidson & Ray) 1991;14(2):73–87.

Theoretic diversity: Evolving paradigmatic issues in research and practice (Nagle & Mitchell) 1991;14(1):17–25.

Phenomenology

From beginner to expert: Gaining a differentiated clinical world in critical care nursing. (Benner, Tanner & Chesla) 1992;14(3):13–28.

Philosophy

(Mis)conceptions and reconceptions about traditional science. (Schumacher & Gortner) 1992;14(4):1–11.

Testing of nursing theory: Critique and philosophical expansion. (Silva & Sorrell) 1992;14(4):12–23.

Philosophy of Nursing Science (Volume 14:1, September 1991)

A theory of mastery. (Younger) 1991;14(1):76–89.
Empathy as an ethical and philosophical basis for nursing. (Olsen) 1991;14(1):62–75.

Nursing: A practical science of caring. (Bottorff) 1991;14(1):26–39.

Nursing science: Basic, applied, or practical? Implications for the art of nursing. (Johnson) 1991;14(1):7–16.

Rethinking the environment as a domain of nursing knowledge. (Kleffel) 1991;14(1):40–51.

The focus of the discipline of nursing. (Newman, Sime & Corcoran-Perry) 1991;14(1):1–6.

Theoretic diversity: Evolving paradigmatic issues in research and practice (Nagle & Mitchell) 1991;14(1):17–25.

Theory-testing research: Building the science. (Acton, Irvin & Hopkins) 1991;14(1):52–61.

Poststructuralism

Power and knowledge in nursing: A feminist poststructuralist view. (Doerring) 1992; 14(4):24–33.

Power

Power and knowledge in nursing: A feminist poststructuralist view. (Doerring) 1992; 14(4):24–33.

Practice

Testing of nursing theory: Critique and philosophical expansion. (Silva & Sorrell) 1992;14(4):12–23.

The influence of liberal education on professional nursing practice: A proposed model. (Hagerty & Early) 1992;14(3):29–38.

The role of experience, narrative and community in skilled ethical comportment. (Benner) 1991;14(2):1–21.

R

Research methods

Patient outcomes research: Seizing the opportunity. (Jennings) 1991;14(2):59–72.

Studying the human-environment phenomenon using the science of complexity. (Davidson & Ray) 1991;14(2):73–87.

Testing of nursing theory: Critique and philosophical expansion. (Silva & Sorrell) 1992;14(4):12–23.

Theory-testing research: Building the science. (Acton, Irvin & Hopkins) 1991;14(1):52–61.

S

Science

(Mis)conceptions and reconceptions about traditional science. (Schumacher & Gortner) 1992;14(4):1–11.

Nursing: A practical science of caring. (Bottorff) 1991;14(1):26–39.

Nursing science: Basic, applied, or practical? Implications for the art of nursing. (Johnson) 1991;14(1):7–16.

Power and knowledge in nursing: A feminist poststructuralist view. (Doerring) 1992; 14(4):24–33.

Studying the human-environment phenomenon using the science of complexity. (Davidson & Ray) 1991;14(2):73-87.

Skill acquisition

From beginner to expert: Gaining a differentiated clinical world in critical care nursing. (Benner, Tanner & Chesla) 1992;14(3):13-28.

Social networks

The meaning of nursing home friendships. (Powers) 1991;14(2):42-58.

Stress

A theory of mastery. (Younger) 1991;14(1):76-89.

T

Textbooks

Tradition, rationality, and power in introductory nursing textbooks: A critical hermeneutics study. (Hiraki) 1992;14(3):1-12.

Theory development

A theory of mastery. (Younger) 1991;14(1):76-89.

Patient outcomes research: Seizing the opportunity. (Jennings) 1991;14(2):59-72.

Testing of nursing theory: Critique and philosophical expansion. (Silva & Sorrell) 1992;14(4):12-23.

Theory-testing research: Building the science. (Acton, Irvin & Hopkins) 1991;14(1):52-61.

Therapeutics

A theoretical perspective on attention and patient education. (Cimprich) 1992;14(3):39-51.

W

Weight control

Application of Cox's interaction model of client health behavior in a weight control program for military personnel: A pre-intervention baseline. (Troumbley & Lenz) 1992;14(4):65-78.

Women's health

Cardiovascular disease in women and noncontraceptive use of hormones: A feminist analysis. (MacPherson) 1992;14(4):34-49.