



UNIVERSITY OF
CALGARY
NURSING

UNIVERSITY OF CALGARY
NURSING 501
Nursing 501 (Lec 01) BNRT
ADVANCED CONCEPTS IN NURSING PRACTICE

COURSE OUTLINE

Fall 2009 (September 14 to December 7)

Monday 1300-1550

Lecture 01

ST 135

Course Professor: Dr. Janet Rankin

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Office Hours By appointment (Will try to be available on Mondays)

CALENDAR DESCRIPTION

The concepts of leadership, management, and change within the context of nursing and health care. Exploration of strategies for transition to the graduate role and responsibilities inherent in being a nursing professional.

COURSE CONTENT

The course will focus attention on the social organization of nurses' work. It will aim to give students an analysis of their practice within health care reform and hospital restructuring. Praxis will be the underlying process that is used in this course. Participants will have the opportunity to examine their developing nursing practice within the context of their final practicum experiences. The discursive practices that organize nurses' contemporary interest in leadership, management and change will be the particular focus of critical analysis.

The course will endeavour to assist participants to explicate the institutional practices through which their new practice will be organized. These include the bio-medical model of hospital practice, strategies for health care efficiencies, and the regulatory/ professional influences. Students will be guided to notice and critically analyze the routines and conventions of their developing practice within the context of *what is actually happening* to patients and families (and nurses). Emphasis will be placed on the strategies new nurses might use to successfully integrate into their chosen areas of practice that will support them to maintain their commitment to patients.

LEARNING EXPERIENCES

Students will have opportunities to:

- Critically examine and disrupt some of their own and others' expectations of the new graduate.
- Become articulate and diplomatic promoters of RN work.
- Analyze their position and potential within the practice settings as "leaders" or "change agents".
- Develop a passionate and sustainable commitment to their nursing practice.
- Rehearse "survival" strategies within the demands of the transition to a graduate nurse.
- Identify resources and supports for successful transition.

COURSE OBJECTIVE

To offer students an alternative analysis to nursing work that focuses on *what actually happens* inside a nursing practice and that will support their development as key contributors to patient/family/community well-being.

REQUIRED READINGS

A reading package has been prepared and is available for purchase at *Bound and Copied*.

Select course materials will also be posted under the course number at <http://blackboard.ucalgary.ca>. If you do not have a University of Calgary Information Technology account, please register at www.ucalgary.ca/it/register If you **do** have an IT account but cannot remember your password, call:220-5555 (IT Support Centre) after the first day of class.

REQUIRED TEXT BOOK

Canadian RN Exam Prep Guide 4th Ed. Published by the Canadian Nurses Association. Available for purchase in the University of Calgary bookstore.

EVALUATION (see course syllabus for more details)

Academic Writing

The University supports the belief that throughout their University careers, students should be taught how to write well; therefore, written assignments in this course will be evaluated based on the required elements as well as quality academic writing.

Assignment One – Brief (2 page) summary and analysis of the assigned course reading and concurrent class discussion during week 2, week 3 or 4 and week 5. Assignment is worth 45% of the course grade (15% each).

For the selected weeks each student will write a summary of the reading and discussion for that week. The analysis will be submitted the week following the discussion. Please refer to the course syllabus for more detail on the requirements and due dates for these writing assignments.

Due: Sept 28th, Oct 19, Oct 26

Assignment Two – Group explication and presentation of a contradictory practice encountered within nursing education or nursing practice. Individual grades awarded. Assignment is worth 50% of the course grade.

Students will work in groups of (approximately) six to identify and analyze a contradictory experience they have encountered within nursing or nursing education. Class time will be devoted to developing a critical analysis of the social organization of the contradictory experiences. The project will culminate in a facilitated class discussion to review your analysis of the contradictory practices. A brief (2 page) written analytic review of the project will also be submitted.

Due: The Monday following the presentation in class (Dec 7th or Dec 14th)

Assignment Three – Completion of feedback on each of the student presentations conducted during the final two weeks of the course (5%).

Each student is to complete a feedback sheet for each of the group presentations. 5% of the course grade will be awarded for the submission of a complete set of feedback sheets.

Due: December 11th

All course work for submission is to be submitted electronically to jmrankin@ucalgary.ca by 10 pm on the due date. All work must have a face page with title etc. and be referenced appropriately according to APA.

**WHEN SAVING THE DOCUMENT IN YOUR FILES PRIOR TO SUBMISSION YOU MUST PUT YOUR LAST NAME AND THE ASSIGNMENT NUMBER IN THE DOCUMENT TITLE AS INDICATED BELOW:
Chow analysis1.doc or Chow puzzle.doc**

**Also in the subject of the email put your name and the title of the course and assignment:
Chow analysis 1 NURS 501**

Rubric for evaluating Assignment One – Brief (2 page) summaries and analysis of designated course readings and concurrent class discussion during week 2, week 3 or 4, and week 5 of the term. Each summary and analysis is worth 15% of the course grade to make this work worth 45% of the course grade.

Elements	Does not meet requirements (F to C-)	Meets requirements (C to B+)	Exceeds requirements (A- to A+)
Substantive Content	Two page summary is limited to a surface description of the author's ideas. The analysis of the class discussion is inaccurate and/or superficial.	Two page summary demonstrates an attempt to critically analyze the author's position. The review of the class discussion captures some of the issues raised. There is an attempt to discuss how the reading and discussion are relevant (or not) to your nursing work (or nurses' work in general).	Two page summary develops a well articulated critical analysis of the assigned reading. It considers and posits "another side" of the discursive conversation the author is entering. The analysis of the class discussion demonstrates effective skills to listen, synthesize and respond to the ideas under discussion. The relevance (or not) to nursing work is well developed.
Process and Scholarship	The writing is lacking in intellectual scholarship.	The writing shows evidence of attention to scholarship expectations	The writing is scholarly and relatively free of APA errors, appropriately referenced, clear flow, structure, and grammar. The ideas are expressed within the two page limit.

Rubric for Evaluating Assignment Two – Group explication and presentation of a contradictory practice encountered within nursing education or nursing practice. Individual grades awarded. Assignment is worth 50% of the course grade.

Elements	Does not meet requirements (F to C-)	Meets requirements (C to B+)	Exceeds requirements (A- to A+)
<p>Identification and articulation of the puzzle.</p> <ul style="list-style-type: none"> • Standpoint • Tensions and contradictions. • Grounding in the “everyday world” • Position in relation to “theory”. 	<p>Description of puzzle is superficial. The standpoint and happenings are not clearly discussed. The puzzle loses sight of “something happening” moving to theoretical rather than an empirical description of the issue.</p>	<p>The puzzle is clearly described in a way that will be “familiar” to class participants. The standpoint in the puzzle is apparent. The puzzle stays firmly linked into “something happening”. The puzzle is grounded in an empirical description and the student presenters resist using theories and concepts to explain their findings.</p>	<p>The puzzle is presented in its full complexity. The standpoint is clearly articulated and contributes to how the puzzle can be viewed. The puzzle offers rich examples of “things happening” and the “problem for people” is readily apparent. While some of the theories that “explain” the puzzle may be referenced, the empirical issues are kept in the forefront and the references to theory support us to question some of the taken-for-granted understandings about the topic.</p>
<p>The “social organization of knowledge”</p>	<p>Does not reflect insight into how the social world of nurses can be understood using the analytical framework of the social organization of knowledge. The “dominant” or “taken-for-granted” explanations of the social world are upheld.</p>	<p>Reflects some insight into how the puzzle can be understood using the framework of the social organization of knowledge. Dominant approaches to “knowing” about the puzzle are described. The presentation disrupts how the puzzle is usually explained and offers a glimpse into an alternate understanding.</p>	<p>The social organization of the puzzle is clearly articulated. The dominant ways of “knowing” about the puzzle are described and richly referenced. The presentation brings a strong critical perspective in regards to “whose interests” can be examined.</p>
<p>A useful beginning analysis is developed.</p>	<p>The presentation lacks a useful new analysis that allows the audience to “track and map” how the puzzle is generated. The presentation does not provide new insight or understanding in relation to how the contradictions and tensions of the puzzle are socially organized.</p>	<p>A beginning analysis is developed. There are some “empirical” clues identified (texts, talk, activities) that provide some groundwork for further thinking. Hunches are presented and questions developed.</p>	<p>The preliminary analysis offers a new way of thinking about the puzzle. Good empirical evidence is offered (texts, talk, activities) that demonstrate an effort to go beyond the classroom discussions and actually begin to explicate the issue using the analytic tools provided. There is advanced understanding of the analytical tools discussed throughout the course and insight into how they spread new light on the topic.</p>

<p>Implications of findings for practice</p> <p>Practice is defined broadly and includes the everyday worlds of nurses and/or students.</p>	<p>Does not attempt to link interpretations of the text to the practice context.</p>	<p>Offers a brief explanation of the links and implications of the interpretations for practice.</p>	<p>Offers a strong and creative linking between the analysis and interpretations to the puzzle and shaping it into possible implications for practice (or everyday life).</p>
<p>Scholarship of individual submissions.</p>	<p>Writing style is bland & factual, disconnected from the selected method. Numerous errors in sentence structure, grammar, punctuation, flow, and clarity.</p> <p>Numerous errors in APA formatting and citations.</p>	<p>Writes in a manner that is congruent with analytic framework introduced throughout the semester. Sentence structure, grammar, & punctuation are strong with occasional minor errors or lack of clarity.</p> <p>Follows APA (5th ed) format appropriately with few errors.</p>	<p>Demonstrates fluent capacity to write in a manner that illustrates and exemplifies the analytic framework introduced throughout the semester. The complexity of the analytical experience is well described. Sentence structure, grammar punctuation, flow, and clarity are excellent with negligible errors.</p> <p>Meticulous APA format is followed consistently.</p>
<p>Presentations: Engagement, creativity, and interest</p>	<p>Student's choice of presentation format does not serve to engage the audience, show evidence of critical thinking, or show or create general interest in the topic itself. Nor is a good case made about the relevancy of the topic. An analysis of the social organization of the puzzle is not apparent.</p>	<p>Presentation format serves to engage and interpretively hold up the topic. An analysis of the social organization of the puzzle is evident but not well developed.</p>	<p>Presentation format is highly reflective of an analysis of a social organization and shows strong evidence of how something is organized to happen as it does. The facilitated discussion has elements that engage and stimulate the class participants. The format of the discussion allows for the sharing of substantially interesting ideas that link personal stories with analytically rigorous evidence.</p>
<p>Facilitation of group discussion</p>	<p>The presentation of the topic and analysis is flat and lacks sophistication. Presentation does not include opportunities for active participation by classmates. Invitations and questions posed are too simplistic to effectively engage participation.</p>	<p>The topic and analysis show a satisfactory to good level of sophistication, and creativity. Poses questions or comments that effectively create openings for participation by all present. Responsively incorporates & addresses ideas offered by classmates to extend the discussion.</p>	<p>The topic and analysis shows a very good to outstanding level of creativity, sophistication, analysis, and extension. Poses thought-provoking questions that lead to deep scholarly discussion of the topic & push understanding of the topic beyond what was originally known.</p>

FACULTY OF NURSING UNDERGRADUATE GRADING SCALE

If the percentage on your assignment is:	The grade on your assignment is:	The weighted grade points will be taken from:	If the total for all assignments is:	Your final grade will be:	And the GPA for the course will be:
98.0 – 100	A+	4.0	3.95-4.00	A+	4.0 Outstanding -- exceptional analysis and synthesis of subject matter.
93.0 – 97.9	A	3.9	3.85-3.94	A	4.0 Excellent -- superior performance, showing comprehensive understanding of subject matter.
88.0 – 92.9	A-	3.7	3.50-3.84	A-	3.7
83.5 – 87.9	B+	3.3	3.15-3.49	B+	3.3
78.0 – 83.4	B	3.0	2.85-3.14	B	3.0 Good -- clearly above average performance with knowledge of subject matter generally complete.
73.5 – 77.9	B-	2.7	2.50-2.84	B-	2.7
69.0 – 73.4	C+	2.3	2.15-2.49	C+	2.3
63.5 – 68.9	C*	2.0	1.85-2.14	C	2.0 Satisfactory - basic understanding of the subject matter. [Minimum passing grade for NURS 203/211.]
59.0 – 63.4	C-	1.7	1.50-1.84	C-	1.7
54.5 – 58.9	D+	1.3	1.15-1.49	D+	1.3
50.0 – 54.4	D	1.0	0.50-1.14	D	1.0 [Minimum passing grade for theory courses.]
49.9 or less	F	0	0.00-0.49	F	0.0

Approved by Faculty of Nursing, Executive Committee of Council, June 9, 2005

Editorial Revisions: August 7, 2009

WITHDRAWAL DEADLINE

The last date for withdrawal from this course with full refund is September 21st. Last day to withdraw with permission is November 28th.

Course standards will adhere to the University of Calgary calendar standards for:

- academic accommodation
- academic integrity
- freedom of Information and protection of privacy
- reappraisals and appeals

Extensions to assignment deadlines may be granted at the faculty discretion (decision is usually based on faculty grading workload and ability to accommodate a late submission). Extensions must be requested at least one day in advance of the due date. Assignments submitted late without an extension will be deducted at a rate of 10% per day.

Class attendance will enhance the learning and final grade achievement. The course is designed to foster a particular approach to thinking. This way of thinking requires a “shift” from the conventional/dominant ways of thinking about nursing work. The new learning is built week to week (rather like math and science!). Missing weeks of discussion and reading may jeopardize students’ ability to grasp the conceptual framework being advanced and will detract from students’ ability to engage in the ideas.

Groups working together for grades are expected to work collaboratively and to equitably share the project work. If groups experience dysfunction they are encouraged to consult with faculty to develop strategies to support healthy group practices. Students who think their group has not

worked effectively can add an addendum to their final assignment describing the issue and their actions to resolve it. Also, students who do the “background” work for the facilitated class discussion but who do not have a “star” role in the presentation may describe their contribution to the group in an addendum to the 1 page summary. All group work for grades will be assigned individual marks based on the available evidence from in class participation, standard of analysis (according to the rubric) and faculty assessment of any additional information in the addenda.

COURSE SCHEDULE

	Topic	Readings and Activities
Week 1 Sept 14	Introduction to thinking about the social organization of nurses' work.	Please come to class prepared to discuss your understandings of some of the day to day challenges and frustrations nurses in direct practice face. Specific examples from your practice settings would enhance this class.
Week 2 Sept 21	New graduate transitions. Guest lecture Dr Judy Boychuk Duchscher	Reading Boychuk Duchscher (2009). Transition shock: The initial stages of role adaptation for newly graduated Registered Nurses. <i>Journal of Advanced Nursing</i> 65 (5). 1103-1113. Blackboard
Week 3 Sept 28	The social organization of contradictions in nursing work. Assignment Due 15% grade for 2 page summary and analysis of discussion from week two	Reading Campbell, M. and Jackson, N. (1992). Learning to Nurse: Plans, accounts and action. <i>Qualitative Health Research</i> (2) 4. 475-496 Blackboard Activity Reading the discourse critically. Who's writing? What are they saying? In whose interests? How does it “work”?
Week 4 Oct 5	The social organization of contradictions in nursing work.	Reading Rankin & Campbell (2006). <i>Managing to Nurse: Inside Canada's Health Care Reform</i> . University of Toronto Press. Toronto. (Chapter two and three). Courseware package Puzzle Activity Group work – Stories of puzzles and contradictions
Oct 12	Thanksgiving Monday	

<p>Week 5 Oct 19</p>	<p>An analysis for thinking a puzzle in the everyday world.</p> <p>Assignment Due 15% grade for 2 page summary and analysis of discussion from week three or four</p>	<p>Reading Campbell, M. and Gregor, F. (2005). <i>Mapping Social Relations: A Primer in Doing Institutional Ethnography</i>. Garamond Press. Toronto. (Chapter one and two).</p> <p>Courseware package</p> <p>Puzzle Activity Group work – Choosing a puzzle</p>
<p>Week 6 Oct 26</p>	<p>What other critical scholars are saying</p> <p>Assignment Due 15% grade for 2 page summary and analysis of discussion from week five</p>	<p>Reading Nelson, S. and Gordon, S. (2006) <i>Complexities of care: Nursing reconsidered</i>. Chapter One. Moving beyond the virtue script in nursing: Creating a knowledge-based identify for nurses. Cornell University Press. Ithaca.</p> <p>Courseware package</p> <p>Puzzle Activity Group work – Explaining the puzzle. What are the conventional explanations. Whose standpoint is being taken? What are the clues to the social organization?</p>

Week 7 Nov 2	Preparation for the CRNE	Reading CRNE Prep guide.
Week 8 Nov 9	Communicating nurses' work: How to talk about what we actually do.	Reading Buresh, B. and Gordon, S. (2006) <i>From Silence to Voice: What Nurses Must Communicate to the Public</i> . Cornell University Press. Ithaca. (Chapters three, four and five). Courseware package Puzzle Activity Group work – What is actually happening? How is it organized? What are the clues? Group may want to go to the library and book time with a reference librarian. It is critical to learn what is being said about the puzzle in the discourse.
Week 9 Nov 16	More on transitions	Reading Boychuk, Duchscher, J. and Cowin, L. (2006). The new graduates' professional inheritance. <i>Nursing Outlook</i> 54 (3). Boychuk, J. and Myrick, F. (2008). The prevailing winds of oppression: Understanding the new graduate experience in acute-care. <i>Nursing Forum</i> 43 (4). 190-203. Learning Activity Guest lecturer: Dr. Judy Boychuk Duchscher
Week 10 Nov 24	The nurse project	Reading Rankin, Janet M. (2009). The nurse project: An analysis to take back our work. <i>Nursing Inquiry</i> Puzzle Activity Students to consider what they have "discovered". How will they discuss findings with colleagues?
Week 11 Nov 30	Puzzles	Activity Student facilitated discussions
Week 12 Dec 7	Puzzles	Activity Student facilitated discussions