



UNIVERSITY OF
CALGARY
NURSING

UNIVERSITY OF CALGARY
NURSING 605 L02
PHILOSOPHICAL FOUNDATIONS FOR
ADVANCED NURSING PRACTICE

COURSE OUTLINE

Fall 2011

(September 14th 2011 – December 7th 2011)

Day: Wednesday
Time: 9:00am – 11:50am
Room: 222

Course Professor: Dr Janet Rankin
Office: Professional Faculties Building, PF 2272
Telephone: (403) 220-8336
Email: jmrankin@ucalgary.ca

COURSE DESCRIPTION

Exploration of the philosophical foundations of advanced nursing practice. A process of critical analysis and deconstruction of the various conceptual frameworks and paradigms leading to articulation of the philosophical perspectives that guide advanced nursing practice.

COURSE INTENTS

Upon completion of this course, students will have had opportunities to:

1. Articulate an understanding of different philosophical approaches that may guide advanced nursing practice.
2. Explore various philosophical stances underpinning nursing knowledge and theoretical frameworks, including traditional science, human sciences, critical social sciences, feminisms, interpretive/hermeneutics, post-structuralisms.
3. Interpret the relationships among philosophy, theory, research and practice.
4. Discuss various nursing concepts and theories, their underlying philosophical assumptions, and their implications for nursing practice.
5. Critique their own philosophical views and articulate where they fit within the different philosophical paradigms.

COURSE OVERVIEW

The purpose of this course is to provide a foundation for understanding and articulating the nature of advanced nursing practice, and to create understanding on how philosophical thought has influenced the development and evolution of advanced practice. During this course, students will have opportunities to develop/enhance a variety of inquiry-based practices, including interpretive and critical comparative analysis of ideas, articulation of philosophical concepts, posing and responding to philosophical questions, and engaging in scholarly philosophical discussion. Weekly recommended readings will provide the basis for seminar discussion.

COURSE MATERIALS

All readings except book chapters will be available online through the University of Calgary.

COURSE REQUIREMENTS

Minimum pass for graduate courses is B-. This score is calculated as an average over all assignments; failure to obtain at least a B- on any one assignment does NOT mean failing the course.

PLAGIARISM

Please go to <http://grad.ucalgary.ca/calendar.0.1> for a full explanation of plagiarism and how to avoid it.

STUDENT EVALUATION

<u>Method</u>	<u>Grade</u>	<u>Due Date</u>
ASSIGNMENT 1		
Part A	25%	October 19th
Part B	50%	December 9th
ASSIGNMENT 2	25%	Sign up for Weeks 8-12

Assignment #1. Term Paper

Part A – Beginning to think philosophically about nursing practice (25%) Due: October 19th

Length: 4-5 double line-spaced pages (**excluding references**)

Begin by selecting an issue, question, puzzle, or concern that is relevant to your area of nursing practice. Articulate the background that led you to inquire about this topic, issue or area of concern (i.e. how concern or issue evolved). Describe your understanding of the complexities inherent in the issue or topic and begin to consider some of the tensions inherent in responding to it. Describe why this is significant to your nursing practice and potentially to advanced nursing practice.

Utilize relevant literature (4-6 articles) that you have accessed to help you describe the issue and/or what is known or not known about it.

Part B – Philosophy and clinical practice (50%) Due: December 9th

Building upon the paper developed in Part A, you will more fully elaborate, and critically and comparatively explore the selected topic. You will articulate the knowledge claims, philosophical stance and assumptions of **two philosophical approaches** and describe how looking at the topic from these different perspectives might result in tensions. You will describe your own philosophical position on the topic and use that to begin to articulate your philosophical stance for advanced practice. Use correct APA format (6th Ed APA Manual).

Length: maximum 15 double spaced typed pages.

Rubric for Evaluating Formal Paper Part A			
Elements	Does not meet requirements (<= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Substantive content	Paper is limited to a surface description of coming to the topic or issue. Introduces topic that is not related or marginally related to the intent of N605	Clearly describes the topic, with first level understanding of tensions. Demonstrates a beginning understanding of how topic is related to intent of N605.	Offers a clearly identifiable, sophisticated and insightful description and interpretation of the topic and its inherent tensions. Demonstrates a clear understanding of how content is related to intent of N605.
Process and Scholarship	Discussion around the topic lacks specificity, clarity and insight. Relies primarily on course materials and issues covered in class. Numerous errors in sentence structure, punctuation and diction, including inappropriate APA format and citations. Incorrect use of direct quotes.	Discussion around the topic is specific and reasonably well supported. Uses literature sources beyond course readings. Sentence structure, grammar, punctuation, spelling and syntax are mostly satisfactory. APA format is mostly correct.	Very good to outstanding expression. Writing is scholarly and relatively free of errors. Flow is clear and logical. Discussion is well supported by literature from a variety of sources and is appropriately referenced in APA style. APA format is correct.
Argumentation	Simplistic view of topic. Little or no effort to grasp possible alternative views.	Demonstrates satisfactory ability to construct an argument that presents the issues logically. Integrates literature reasonably effectively in support of the argument. Demonstrates satisfactory ability to present different sides of the picture.	Demonstrates very good to outstanding ability to construct a coherent, logical, well supported argument. Clearly presents different sides of the picture and begins to explore ways in which tensions might arise when different perspectives are adopted.
Conclusion	There is no clear conclusion, or representation of the constituents of one's own philosophical stance in advanced nursing practice.	Offers a satisfactory discussion that brings components of the paper together and enables the reader to understand the conclusions.	Very good to outstanding articulation of links among concepts and how they lead logically to the author's conclusions.

Rubric for Evaluating Formal Paper Part B			
Elements	Does not meet	Meets requirements	Exceeds requirements

	requirements(<= B-)	(B to B+)	(A- to A+)
Substantive content	Paper is limited to a surface description of coming to the topic or issue. Introduces topic that is not related to the course content. Discussion around the topic, underlying assumptions and relevance to advanced nursing practice lacks specificity and clarity.	Clearly describes the topic, with first level understanding of philosophical tensions. Underlying assumptions that lead to two different views of the topic are described well and related to specific paradigmatic views. Significance of the topic to the student's advanced nursing practice is clear.	Offers a clearly identifiable, sophisticated and insightful description, interpretation and critique of the topic. Demonstrates clear understanding of two paradigmatic views that can be brought to bear on the topic, and how these differing views can result in tensions. Clear articulation of the student's own philosophical beliefs about the topic, reflecting the philosophical stance evident in the student's advanced nursing practice. Expressed philosophy of practice is ontologically and epistemologically coherent.
Process and Scholarship	Comments and analysis lack supporting literature with minimal insight on philosophical views. Relies primarily on course materials and issues covered in class. Numerous errors in sentence structure, punctuation and diction, including inappropriate APA format and utilization of direct quotes.	Demonstrates ability to present the topic and underlying assumptions and paradigmatic views reasonably clearly. Uses several literature sources beyond course readings to support comments. Scholarly writing is generally satisfactory with few errors in sentence structure, syntax, spelling, grammar and punctuation. APA format mostly correct.	Outstanding expression of the topic, underlying assumptions and paradigmatic views. Writing is scholarly and essentially free of APA errors, appropriately referenced, coherent, clear flow, structure and grammar.
Argumentation	Simplistic view of topic. Little or no effort to grasp possible alternative views.	Paradigmatic views are acknowledged, though perhaps not addressed or explored effectively. Flow is logical reasonably easy to follow.	Develops argument logically and clearly with smooth flow. Envisages consequences and tensions of paradigmatic views on own philosophical stance.
Conclusion	There is no clear conclusion, or representation of the constituents of one's own philosophical stance in advanced nursing practice.	Offers a satisfactory explanation of philosophical views and tensions that have some impact on practice. Some connection to own philosophical stance.	Very good to outstanding articulation of student's ontological and epistemological stance for advanced nursing practice.

Note: Plagiarism will not be tolerated. **You must cite your sources. If you use direct quotes from any source you must put the text in quotation marks and indicate the page number(s).** Note that APA limits the amount of text that can be quoted directly in any single quote. Please try to paraphrase rather than patch together a series of quotes from other sources, as the latter is considered very poor academic style. You **may** use your edits from your previous submission to include salient pieces of writing that are relevant to the final assignment.

Assignment #2 - Identifying Philosophical and Paradigmatic Assumptions Inherent in Everyday Work-life (Full class session) 25%

Due: To be negotiated during week 10, 11, 12 and 13

The ability to critically examine the philosophical and paradigmatic assumptions that influence one's nursing practice is enhanced through reflection, reading, thinking and dialogue. In this assignment students will engage in all of these skills by presenting a picture of their everyday work-life – the context and responsibilities - and an analysis of their nursing practice considering philosophical and paradigmatic views.

Students will work in pairs and be responsible for LEADING A CLASS DISCUSSION on the context (environmental, institutional), practice AND THE PHILOSOPHICAL ASSUMPTIONS THAT IMPACT HOW HEALTH/NURSING CARE HAPPENS. It is important that this understanding of practice is reflective of BOTH context/situation and available nursing literature and nursing theory. Each pair of students will receive the same grade on the presentation. Students are required to:

1. Present a picture of everyday work-life (Basically, tell us about the context where you practice and how this context has evolved and is situated within health provision)
2. Highlight elements of the context within which you practice. (Basically, tell us how you practice)
3. Identify assumptions made on nurses' work within this context, focusing on the theme for the day.
4. Analyze how these assumptions impact on your own nursing practice and the broader values and beliefs of the profession of nursing.
5. Provide a pre-reading article(s) that will enhance discussion **the week before your scheduled facilitation.**
6. Make an appointment with Janet to provide an overview of the planned classroom activities to consult about **the papers to be circulated and the learning activities you are planning**

Rubric for Evaluating Assignment #2 - Presentation

Elements	Does not meet requirements (<= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Representation of practice context, highlighting how practice is influenced.	Account is limited to a surface description of practice context.	Offers a plausible and convincing account of the context in which practice happens. Presentation of context shows a satisfactory to good level of sophistication.	The context is presented in a manner that includes socio-political and historical influences. Offers a thought provoking exploration and analysis of the impact of the philosophical assumptions inherent to advanced nursing practice. Presentation demonstrates a very good to outstanding level of sophistication, analysis & extension.
Underlying assumptions & impact of these on practice	Context is limited to description with no elaboration on underlying assumptions & impact of these on practice.	The prevailing stance and underlying assumptions described with minimal opportunity for interpretation and impact on practice.	Descriptive and interpretive elements of the interface between values, beliefs and practice are fluidly incorporated throughout presentation. The work of nurse scholars and theorists is acknowledged and integrated throughout presentation.
Class discussion and reference to relevant and significant sources.	Presentation does not encourage open discussion and participation by classmates. Questions that are posed are too simplistic to effectively engage classmates.	Poses questions that effectively create openings for participation by all present. Responsively incorporates & addresses ideas offered by classmates to extend and embellish the discussion.	Poses questions that lead to deep scholarly discussion, interpretations and analysis beyond what was originally presented.
Presentation Style	Demonstrates little interest or passion for the topic. Powerpoint, if used is read rather than utilized as an adjunct to the presentation	Demonstrates a satisfactory level of engagement with the topic and participants. Voice quality is good.	Demonstrates enthusiasm and immersion with the topic, engaging and opening conversation with participants.

ACADEMIC REGULATIONS AND STUDENT MISCONDUCT

You are responsible for understanding and complying with the academic regulations as specified in the University of Calgary Calendar. Intellectual honesty is expected at all times and compliance with the guidelines will be enforced.

APPEALS AND REAPPRAISALS

Students are referred to the University of Calgary calendar (Faculty of Graduate Studies) for guidelines for appeals and reappraisals.

Freedom of Information and Protection of Privacy (FOIPP)

Information (such as a phone number, addresses, tracking sites of practica, etc.) that you may be asked to provide is collected under the authority of the Universities/Colleges Act and Freedom of Information and Protection of Privacy Act, Section 32(c). Your personal information is protected by Alberta's Freedom of Information and Protection and Privacy Act and can be reviewed on request. FOIPP legislation disallows the practice of having students retrieve assignments from a public place. Term assignments will be handed in and returned to students electronically.

FACULTY OF NURSING GRADUATE PROGRAM Revised Grading Scale

Legend: *Italics - Criteria extracted from Faculty of Education grading scale.*

If the grade on your assignment is:	The percentage will be taken from:	If the total for all assignments is:	Your final grade will be:	
A+	4.0	3.95 - 4.00	A+	Outstanding <i>Elegant exposition of publication quality work that would make a significant scholarly contribution to the area of investigation.</i>
A	4.0	3.85 - 3.94	A	Excellent - Superior performance showing comprehensive understanding of the subject matter. <i>Exceptional performance that goes beyond the specified requirements of the assignment, and demonstrates a comprehensive understanding of the subject matter that includes the ability to critically assess and creatively apply knowledge to new situations.</i>
A-	3.7	3.50 - 3.84	A-	Very good performance <i>Clarity of thought and expression that reveals the rich meaning of and complex relationship between assumptions, ideas and actions, and includes a critical examination of the topic. Relevant reference material has been correctly documented and effectively integrated into a well developed line of thought.</i>
B+	3.3	3.15 - 3.49	B+	Good performance <i>Subject matter is generally understood at the literal level. Wide reading, critical questioning and creative insights may be absent. Prose style reveals a clear, logical, concise and coherent expression of ideas. Work displays conventional grammar, punctuation and spelling, with a minimum of errors.</i>
B	3.0	2.85 - 3.14	B	Satisfactory performance Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each registration anniversary year of the program. <i>Subject matter is generally understood, but the work displays minimum scholarship. Some gaps in knowledge and inconsistencies in thinking may be evident. Lapses in clarity of expression and the development of a clear line of thought might be evident. Work may display consistent errors in conventional form and require heavy editing on the part of the instructor.</i>
B-	2.7	2.50 - 2.84	B-	Minimum pass for students in the Faculty of Graduate Studies <i>Work submitted at this level lacks understanding, absence of clarity of expression or insufficient command of conventional form such that content cannot be effectively conveyed.</i>
C+	2.3	2.15 - 2.49	C+	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. A student who receives a grade of F will normally be required to withdraw unless the program recommends otherwise.
C	2.0	1.85 - 2.14	C	
C-	1.7	1.50 - 1.84	C-	
D+	1.3	1.15 - 1.49	D+	
D	1.0	0.50 - 1.14	D	
F	0	0.00 - 0.49	F	

READINGS AND DISCUSSION QUESTIONS

N605 Lecture 2– Fall 2011 Readings

Week 1

Introduction to course and content – Philosophy and nursing knowledge.

Questions to guide your thinking:

- What is philosophy?
- What is nursing knowledge?
- How does practice knowledge develop?
- How is it linked to philosophy?
- Do I yet have a philosophy of practice/what is my philosophy of practice?
- How does understanding philosophy help us to understand interdisciplinary differences?

Week 2

Truth and certainty (Positivisms, modern science, and nursing theories)

Questions to guide your thinking

- How have traditional approaches to science and knowledge development influenced nursing?
- How can we think about nursing knowledge and ways of knowing?
- How do ways of approaching knowledge influence our thinking about nursing practice and the development of nursing models?
- How might notions of ethical practice trouble the “science” of nursing?
- How do understandings of realism influence development of nursing knowledge?
- How do elements of realism influence your thinking about practice?

Week 3

Identity and Experience (constructivism, interpretivism and hermeneutics)

Questions to guide your thinking:

- How is it that reality might be “constructed” rather than “objective”?
- If truth is a construction, what are the processes by which a truth is reached?
- If context and bias are inherent to the interpretivist stance, what sort of knowledge that is useful for advanced practice might emerge from this type of philosophy?
- How might something like Gadamer’s Hermeneutic Circle provide nurses with new insights for practice?

Week 4

Writing Workshop

Questions to guide your thinking:

- How do I prepare to write?
- How do I organize the ideas from my reading?
- How do I track my references?
- How do I organize headings?
- How do I use topic sentences?
- How do I build sentences into paragraphs?
- How do I proofread my paper?
- What are the weaknesses in my writing?

Read:

Week 5

Reconstructing ontological imperatives (Ethics and morality)

Questions to guide your thinking:

- How has ethics shaped your practice to date?
- What ethical dilemmas or frustrations do you experience?
- How is ethics different to morality?
- What is the purpose of an ethical “principle”?
- If nurses do not practice principle-based ethics, what other ethical practice options are there?

Week 6: Power and criticism (Feminisms and critical social theory)

Questions to guide your thinking:

- How is knowledge in nursing constructed? By what mechanisms and how is different knowledge valued and placed?
- How do oppression and understandings of difference influence how nursing care is delivered?
- How might patriarchy contribute to organising health care delivery and nursing practice?
- What might it mean to “know practice” through a “gendered” lens?
- How might a “critical stance” influence your advanced practice?

Week 7

Continuity and discontinuity (postmodernism & post-structuralism)

Questions to guide your thinking:

- What is postmodernism?
- What is post-structuralism?
- How has postmodernism influenced the development of nursing knowledge?
- How has postmodernism influenced thinking about nursing practice?
- What light might postmodern thought cast on nurse-patient relationships and nursing practice as a whole?

Week 8

Writing workshop

Questions to guide your thinking

- What did I learn from the review of my paper?
- How can I articulate my writing challenges now?
- How would I approach segments of the paper differently?
- How can I continue to tighten and polish my writing?

Read

Read your paper very carefully. Accept all the edits in your reviewed paper and print it. Print the original. Carefully compare sentence to sentence. Review the comments in the track changes document. Prepare an edited draft of your paper to generate discussion and insight in a class discussion. (I may ask several of you to share excerpts from your writing on the power point to facilitate discussion. Put on your “thick academic skin!!!).

Week 9

At the borders of identity and practice (Queer theory and gender)

Questions to guide your thinking:

- What might be the practice implications of deconstructing gender?
- What are the ways that gender organises your experience of the world?
- If identity can be liberated from gender, what possibilities for identity might exist?

Week 10

STUDENT PRESENTATIONS

Week 11

STUDENT PRESENTATIONS

Week 12

STUDENT PRESENTATIONS

Week 13

Consultations re final papers. No schedule class