



CLASS TIME: WEDNESDAYS 0900-1200

LOCATION: PF 2253

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Calendar Description

Advanced Nursing Practice I (2S-1T-12)

Application of advanced nursing knowledge to practice. Emphasis on evidence-based assessment tools and intervention skills for advanced practice with individuals, families, or communities. Development of a conceptual framework that could be used to guide advanced nursing practice or a research project.

Prerequisite: Nursing 605 and 611

Note: Not open to students with credit in Nursing 691.

N675 Course Description

The purpose of this course is to engage graduate students in advanced knowledge and scholarship related to nursing practices. Four key pillars of advanced practice nursing are emphasized: research, engaged scholarship, education (teaching and learning), leadership and innovation. Students will continue (from the work of N611) to (a) analyze, further conceptualize, and articulate advanced practice nursing in general, and in relation to a particular advanced nursing practice focus; (b) further explicate and articulate a conceptual framework for advanced practice, and critically assess the framework in relation to a particular advanced nursing practice; (c) explicate from multiple perspectives how a conceptual framework guides advanced practice inquiry with emphasis on the formulation of research questions, and identification of potential approaches/methods for particular research projects; and, (d) critically and comparatively analyze and synthesize literature relevant to a particular area of advanced nursing practice and share shifts in learning through interactive seminar discussion. Similarities and differences as well as contradictions, contributions, and limitations of across a diversity of knowledges and practices will be examined. Thoughtful analyses of collaboration, consultation, and ethical decision making for advanced practice nursing (inclusive of nursing research and nursing education) will be woven throughout.

N675 Seminar Component:

The N611 Course Professor facilitates the seminar component with emphasis on engaged scholarship in relation to advanced practice. Seminars are two-three hours in length to a maximum of 26 hours. A critical component of each seminar is the engaged, scholarly, interactive discussion and critical analysis of advanced nursing practice (theory/knowledge-research-practice interrelatedness). It is expected that all seminar participants will actively engage in seminar discussions, share interpretations and analyses of relevant literature, research, and practice situations.

Engaged scholarship expectations include, the student:

1. Critical analyzing how well the 'work in progress' conceptual framework fits with advanced nursing practice and in relation to health service, research, education, leadership & innovation, and scholarship for a particular focus area.

2. Explicating how an advanced practice framework guides multiple forms of inquiry, including formulation of research questions, and design of a research project or innovative advanced practice project.
3. Identification of the contributions of key scholars and researchers (nursing and other disciplines) to comparatively analyze key assumptions, premises, contradictions, potentialities, and limitations for advanced nursing practice with a specific population/focus area.
4. Articulating and comparative analyzing different theoretical frameworks guiding nursing inquiry, education, leadership, and research for advanced practice with a particular population/focus area.
5. Describing how scholarship, education, leadership & innovation, and research are envisioned and inter-related in and for a particular advanced nursing practice.

Advanced Nursing Practicum Component:

Twelve hours each week in a selected advanced nursing practicum.

A portion of the allotted practicum time (negotiated with the Practice Supervisor and Faculty Supervisor) may be spent in scholarly work (reading, discussing, conceptualizing, and writing) related to the practicum and to furthering advanced nursing knowledge(s) & practice(s).

Formal arrangements for the practicum and supervisors (preceptors) were made following submission of your "Request for Graduate Clinical Practicum" form. You will negotiate your practice learning experiences with your Faculty Supervisor and Practice Supervisor (preceptor).

Practicum expectations include:

1. Demonstrating beginning level advanced practice skills to the level of proficiency* with complex nursing practice phenomena and/or projects. (**Proficiency is characterized by a holistic understanding of clinical/nursing scenarios and the ability to attend to the salient aspects when making clinical/nursing decisions*).
2. Integrating beginning level advanced theoretical and practice knowledges related to the particular focus of study with particular emphasis on nursing inquiry, nursing assessments and/or interventions and/or thesis projects.
3. Analyzing how practice environments shape the kinds of research questions that need to be explored, and develop a beginning research question and conceptual framework for research.
4. Critically examining how scholarship, education, leadership, and research in a selected advanced practice environment are enacted/practiced as well as which knowledges, processes, and structures support these particular practices.
5. Demonstrating and assessing leadership in practice decision-making, learning, and accountability in professional activities and professional development
6. Extending critical reflexivity through active engagement in substantive scholarly debate, integrating literature and articulating shifts in learning as well as generating questions for further inquiry.

Practice Supervisor/Preceptor: The *Practice Supervisor/Preceptor* is an expert nurse clinician/practitioner who may be from the Faculty and/or practicum setting. He/she serves as a

model and practice guide for you in the development of perceptual, conceptual and intervention skills appropriate for the population within your specialization. The Practice Supervisor will work directly with you to facilitate learning as per the course objectives and the more specific practicum objectives developed and negotiated by you through a **learning contract**.

Learning experiences and objectives are to be negotiated by you with the Faculty Supervisor and the Practice Supervisor/Preceptor. Course objectives, activities/experiences/projects, and expected outcomes are to be explicated in a learning contract. Possible Practicum Objectives include: 1. Engaging in assessment and interventions related to direct advanced practice; 2. Critically analyzing how a conceptual framework guides advanced practice inquiry & practice with emphasis on assessment & interventions; 3. Explicating how research, scholarship, education, and leadership are enacted in practice and critical to advanced nursing practice; 4. Explicating how nursing scholarship and research inform advanced practice assessments and interventions for a particular population/focus of study.

The Learning Contract with Practicum Objectives is to be submitted in writing no later than February 2-9, 2011 (Week Four-Five), to your Faculty Supervisor and Clinical Supervisor with a copy to the N611 Course Professor. The learning contract is understood as a ‘work in progress’ that can be revised as the practicum progresses. The learning contract is to be used as the basis for midterm and final evaluation of your practicum (advanced practice) performance.

N675 Tutorial Component:

It is expected that the student will meet with an identified **Faculty Supervisor for one hour per week** to (a) identify the practicum focus and related learning objectives/intents in collaboration with the practicum preceptor, (b) identify criteria and expectations for practicum midterm and final evaluation in collaboration with the practicum preceptor, and (c) further understanding how the emerging conceptual framework for advanced practice fits with the ‘realities’ of practice in a particular area of study.

The Faculty Supervisor is responsible for active involvement in the direction, supervision, and evaluation of the practice component of the course in collaboration with the student and the practicum preceptor.

COURSE REQUIREMENTS

Practicum Component

40%

The negotiated practicum learning contract provides focus for evaluation of the practicum component. Practice performance appraisals are the responsibility of the Faculty Supervisor and student with evaluation input from the Practice Supervisors. Please note that appraisals, with a written summary to the Course Professor, are to be conducted at midterm and at the end of term. Final practicum appraisals must include a letter grade recommendation submitted by the Faculty Supervisor to the Course Professor.

Critical Reflective Writings/Journals:

Written documentation and critical reflection on the practicum experiences is an essential element of your learning. It should be a “document” that demonstrates ability to (a) substantively reflect upon practice experiences in relation to advancing nursing knowledge and scholarship, (b) critically question and analyze practice scenarios, (c)

develop further inquiry including generate research questions and/or hypotheses, and (d) critically analyze current research findings and relevant literature, in relation to advanced nursing practice and the developing conceptual framework.

You will discuss critical reflective writings/journals with your **Faculty Supervisor (and possibly your Practice Supervisor)**, on a weekly basis or as negotiated. These writings and reflections provide a forum for written and/or oral dialogue with supervisors, preceptors, and in seminars. Although there are no specific marks assigned to your journal entries, they will be an essential contribution to the evaluation of your practicum performance.

Tips on Reflective Journaling:

Kim, H. S. (1999). Critical reflective inquiry for knowledge development in nursing practice. *Journal of Advanced Nursing*, 29(5), 1205-1212.

Kinsella, E. A., (2009). Professional knowledge and the epistemology of reflective practice. *Nursing Philosophy*, 11, 3-14.

Seminar Component

60%

Assignment # 1	15%	February 16, 2011
Assignment # 2	30%	March 16, 2011
Assignment # 3	15%	April 15, 2011

Assignment #1: Advanced Nursing Practice & the Population-Practice Focus

This is an individual written assignment to be no more than five (5) *double spaced typed pages*. Delineate the population that is expected to benefit from advanced nursing practice. This may be individuals, families, group or community, and may include patients, students or nursing staff. Discuss characteristics of the population, including demographics (to the extent known or available) and indicate some of the problems, issue or concerns that you might expect in this population that might be addressed by an advanced practice. Build an argument for advanced practice in relation to the identified population. Identify basic assumptions and key premises. Explicate and support: Why advanced nursing practice? What benefit to the population, to health care service, to policy, to research? It is important to consider documents from regulating bodies, your background and experiential knowledge and practice, and relevant literature & research, theories and conceptual frameworks in responding to how the advanced practice nurse may provide professional ethical nursing care in relation to the identified focus of care.

Rubric for Evaluation Assignment #1

Elements	Does not meet requirements (</+ B -)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Substantive content	Assignment is limited to a surface description of the population and context, with little connection with the role of the advanced practice nurse.	Offers a plausible and convincing description of the population and argument for advanced practice. Provides some substantiation for claims.	Offers comprehensive and compelling picture of the population and argument for advanced practice. Demographics accurately described with relevant acknowledgement of resources and substantiation from the literature including research literature.

Process and scholarship	The description of the population lacks clarity and specificity. Superficial analysis on the role of the advanced practice nurse with this population. The writing is lacking intellectual scholarship and characterized with significant colloquial writing. Incorrect use of APA format within the text and the reference list.	The concerns of the population acknowledged. The role and contributions of the advanced practice nurse role within this context is described, with some reference to background and theory. The writing shows evidence of attention to scholarship expectations, with occasional errors in sentence structure, grammar, and APA referencing.	Creative analysis of the population and the concerns within this population and context, with a well articulated and clearly presented discussion on the role of the advanced practice nurse. The assignment reflects a thoughtful blending of one's background and experiential knowledge, theory and policy. The writing is scholarly and relatively free of APA errors, appropriately referenced, clear flow, structure, and grammar.
Conclusion	Minimal concrete evidence on understanding of the population and the contributions of the advanced practice role.	Offers a brief explanation of the population and the role of advanced practice nurse.	There is very good to outstanding articulation of the population, the role of the advanced practice nurse, considering skill and literature.

Assignment #2:

Theory/Conceptual - Advanced Nursing Practice - Research Inquiry Nexus

This written assignment of no more than ten (10) typed pages (double-spaced) offers the student the opportunity to describe and critically examine substantive theories and literature, and documents provided by regulating bodies, which are relevant to one's advanced practice focus (advanced practice with a particular focus or research inquiry focus) and the developing framework for and scholarship of advanced nursing practice and/or research. Specifically, through observing the APN in the practicum, the student offers a review and comparative analysis of related literature (focus on assessment & intervention and/or research inquiry) including research studies & 'evidence' regarding advanced practice. In writing up this assignment, the student considers the core competencies and domains of advanced practice, advanced practice nurse literature, research, experiential, and practice-based knowledge. The student will evidence a thorough understanding and analysis of key literature and research, the contribution to a *developing conceptual framework* for advanced nursing practice, and considerations for research.

Alternate Format: The written assignment will be framed around research inquiry related to advanced nursing practice. The assignment will incorporate assignment #2 details with particular emphasis on establishing the background for inquiry, the significance and relevance to advanced practice and to health service, coming to the research question (proposed research questions), the proposed methodology & key assumptions, and fit with the developing advanced practice conceptual framework, and finally, justification for the particular research with identification of who benefits and how.

Evaluation Rubric for Assignment #2

Elements	Does not meet requirements (</+B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
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Substantive content	Assignment is limited to superficial discussion of literature with little relevance to the role of Advanced Practice Nurse.	Offers a clear description of the literature, research, relevant theories in relation to the role of an advanced practice nurse.	Presents a persuasive perspective of the literature, research, and substantive theories in relation to the APN within the context of one's population and practice. Relates discussion to the emerging conceptual framework for advanced practice and/or research
Process and scholarship	Analysis lacks clarity, with little relationships to the core competencies and domains of advanced practice. Inappropriate use of APA format throughout the text and references	Utilizes literature and research to formulate a plausible discussion and stance of the role of the APN, and the conceptual, perceptual and intervention skills. Relatively accurate use of APA format with consistent scholarly grafting of written work, sentences, and paragraph structures.	Assignment reflects a high level and thoughtful articulation of the relationship between the literature, research, and contextual knowledge that contributes to the APN role within a population and context. Strategies that contribute towards the development of the role in this context are discussed in relation to the knowledge required in assessing, intervening and evaluating. The student responds to the question: What core knowledge is represented within this role and how does this contribute towards one's conceptual framework? Consistently accurate use of APA format.
Conclusion	Minimal discussion and analysis of the literature, the role of the advanced practice nurse and the strategies for assessment, intervention and evaluation.	Clear discussion, evidence of thoughtful integration of one's background, access to literature and synthesis of this to consolidate the role of the APN.	A very good to outstanding description of the developing role of the APN and their conceptual framework within a particular population and context.

Assignment #3: Critical Reflexivity Presentation or Paper

This assignment is a *critical reflective presentation* of the student's learning, contribution to the learning community, description of their developing conceptual framework, stimulation of scholarly debate, and *integration of theory, research and practice* in the seminar context. This assignment may take the form of a 20-minute power point presentation of the critical reflection or as an *alternate format*, the student may choose to articulate this in a *written assignment* (a maximum of 5-7 pages) submitted to the course professor. *The written assignment may be structured as a research letter of intent or draft research proposal.* This assignment will comprise 15% of the final grade.

Evaluation Rubric Assignment #3

Elements	Does not meet requirements	Meets requirements	Exceeds requirements (A- to A+)
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	(</+B-)	(B to B+)	
Contribution to learning community	Occasionally makes meaningful reflection on the group's efforts; discussions; however marginal effort to become involved.	Frequently attempts to guide discussion and to present relevant viewpoints for consideration by the group; interacts respectfully and informatively.	Shows consistent awareness of the needs of community; frequently attempts to motivate group discussion, encouraging open discussion and respecting floor time of others; presents creative approaches to discussion.
Stimulation of scholarly debate	Occasionally makes connections between practicum experiences and scholarship.	Frequently attempts to offer alternative views, supported with literature.	Consistently and insightfully explores, critiques, and examines models, approaches, and strategies relevant to the role of the APN, within particular contexts, being open to multiple views and stimulating debate.
Integration of theory, research, and practice within the seminar context	Occasionally connects theory and research with the role of the APN.	Frequently offers connections between theory, research, and the practice of the APN within a particular context.	Consistently acknowledges the potential contributions of APN's in the care of patients and families, utilizing core competencies, theory and research.
Critical reflexivity/ reflection of own learning	Some discussion on the role of the APN, with little relationship to enhancing practice and/or patient & family care.	Clear analysis of learning with some reflection on the contribution of this to APN role & conceptual framework.	Very good to outstanding analysis and synthesis of learning and contribution of this learning to evolving APN practice and conceptual framework.

**FACULTY OF NURSING GRADUATE GRADING SCALE
(Graduate Studies, September 2009)**

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:	And the GPA for the course will be:
A+	4.0	3.95 - 4.00	A+	4.0 - Outstanding
A	4.0	3.85 – 3.94	A	4.0 - Excellent superior Superior – shows comprehensive understanding of the subject matter
A-	3.7	3.50 – 3.84	A-	3.7 - Very good
B+	3.3	3.15 – 3.49	B+	3.3 - Good
B	3.0	2.85 – 3.14	B	3.0 - Satisfactory (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 year of the program)
B-	2.7	2.50 – 2.84	B-	2.7 - Minimum pass for students in the Faculty of Graduate Studies (Note: Students who accumulate two grades of B- or lower may be required to withdraw from program by the Faculty of Graduate Studies, regardless of their grade point average)
C+	2.3	2.15 – 2.49	C+	2.3 - Unsatisfactory (Note: All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of graduate studies course requirements)
C	2.0	1.85 – 2.14	C	2.0
C-	1.7	1.50 – 1.84	C-	1.7
D+	1.3	1.15 – 1.49	D+	1.3
D	1.0	0.50 – 1.14	D	1.0
F	0	0.00 – 0.49	F	0

Students are expected to comply with the academic regulations specified in the University of Calgary calendar. Intellectual honesty is expected at all times. Please refer to the University of Calgary (2010/2011) calendar regarding intellectual honesty, plagiarism, and academic misconduct.

STUDENT MISCONDUCT

Plagiarism is a serious offence. The penalty is academic probation or requirement to withdraw in addition to an F on the assignment and possibly an F in the course as a whole.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged.

For further information on Student Misconduct Policies, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, K. Student Misconduct: www.ucalgary.ca/pubs/calendar/

Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation.

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.

For further information, please refer to the official online University of Calgary Calendar 2010-2011, Academic Regulations, E. Course Information, E.2 Writing Across the Curriculum: www.ucalgary.ca/pubs/calendar/

REAPPRAISALS AND APPEALS

For information on reappraisals and appeals, refer to the official online University of Calgary Calendar 2010-2011, Academic Regulations, I. Reappraisal of Grades and Academic Appeals: www.ucalgary.ca/pubs/calendar/
Please note the 15 day timeline from the receipt of a mark and a request for reappraisal and/or appeal to the Associate/Assistant Dean, Graduate Programs.

ACADEMIC ACCOMODATIONS

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation, you must officially register with the Disability Resource Centre. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor within the first week of the start of this course.

Further information can be obtained at: www.ucalgary.ca/drc/ or by calling 403-220-8237.