

**UNIVERSITY OF CALGARY
FACULTY OF NURSING**

COURSE OUTLINE

**NURSING 675 (S 01)
ADVANCED CLINICAL INQUIRY**

WINTER 2012

CLASS TIME: WEDNESDAYS 0900-1200

LOCATION: PF 2253

Course Professor: Dr. Carol Ewashen

Office: PF 2284

Phone: 403 220 6259

Email: ewashen@ucalgary.ca

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 advanced 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 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, scholarship, and nursing education) will be woven throughout.

N675 Seminar Component:

The N675 Course Professor facilitates the seminar component with emphasis on engaged scholarship in relation to advanced practice nursing. 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-ethics interrelatedness). It is expected that all seminar participants will actively engage in seminar discussions, share interpretations and analyses of relevant literature, research, and advanced 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 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 N675 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 to be negotiated with Faculty Supervisor:

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.

Seminar Component

60%

Assignment # 1	15%	February 1-8, 2012
Assignment # 2	30%	March 7-14, 2012
Assignment # 3	15%	April 11, 2012
Advanced Nurse Practicum		
Final Evaluation submitted	40%	April 13, 2012

Assignment #1: Advanced Nursing Practice & the Population Focus

This is an individual written assignment to be no more than five (5) *double spaced typed pages*. Build an argument for advanced practice nursing in relation to an identified population and focus. Identify a guiding conceptual framework for advanced practice including basic assumptions, key premises and directions for advanced practice, research and inquiry, education, leadership and innovation, and/or other salient responsibilities of advanced practice. Substantively support your argument and the basic claims made: Why advanced nursing practice with this particular population and focus? What potential benefits, potential challenges, and limitations for the population, health care service, health policy, nursing research and innovation? It is important to consider relevant: (a) policy documents from regulating and professional bodies, (b) nursing practice background and experiential knowledge, literature including research literature that supports and substantiates the position you are taking as a becoming-advanced nurse practitioner, (c) theories, variety of evidence including experiential and practice, and conceptual frameworks that support and guide the enacting of advanced nursing practice, academically, (inter)professionally, and ethically toward improved health care outcomes, services, and/or policies.

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 with little connection to the role of the advanced practice nurse and to a guiding conceptual framework/concept.	A clear description and analysis of the relevant literature including research literature, theories and conceptual frames specific to advanced practice nursing with an identified population focus.	Very good to exceptional substantiation of argument advanced. Offers comprehensive and compelling picture of the population & focus. Persuasive argument for advanced practice nursing, significance and relevance. Sound substantiation with relevant literature, policy, experiential learning & research literature cited. <i>Outstanding: Elegant exposition of publication quality work that would make a significant, scholarly contribution to the area of investigation</i>

<p>Process and scholarship</p>	<p>Lacks clarity and specificity. Superficial analysis of the advanced practice nurse and advanced practice nursing focus, contribution and responsibilities.</p> <p>Minimal incorporation of substantive, relevant literature including research literature to justify claims made.</p> <p>Minimal analysis of conceptual frame guiding advanced practice nursing</p> <p>The writing is lacking intellectual scholarship with significant colloquial writing. Incorrect use of APA format within the text and the reference list.</p>	<p>A basic argument advanced with the concerns of the population detailed. The role and contributions of the advanced practice nurse is described, with some reference to literature, theory, basic assumptions, and guiding frameworks.</p> <p>The writing shows evidence of attention to scholarship expectations, with minimal errors in sentence structure, grammar, and APA referencing.</p>	<p>Creative analysis of the population and the issues within the health care context. A well articulated, clearly presented, and substantiated argument for the advanced practice nurse and the particular focus.</p> <p>Thoughtful blending of one's nursing background and experiential knowledge with understanding and conceptualizing advanced practice.</p> <p>Includes considerations for research, education, policy, and health care services, locally and globally.</p> <p>The writing is scholarly and relatively free of APA errors, appropriately referenced, clear flow, structure, and grammar.</p>
<p>Conclusion</p>	<p>Minimal concrete evidence of understanding the advanced practice focus and contributions & responsibilities of the advanced practice nurse.</p>	<p>Offers a detailed explanation of the population, practice focus, role of advanced practice nurse, and potential benefits and challenges in specific areas of practice.</p>	<p>There is very good to outstanding articulation of the population, the role of the advanced practice nurse, considering skill and literature.</p>

Assignment #2:

Critical Analysis of Advanced Nursing Practice and Research

This written assignment of no more than 10-12 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 and the framework guiding research, scholarship, leadership and innovation. 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) integrating research studies & other 'evidence' regarding advanced practice nurse-researcher. 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 with particular attention to the advanced practice nurse researcher. The student will demonstrate a thorough understanding and analysis of key literature and research, the contribution to a *developing conceptual framework* for advanced nursing practice, and explicit considerations for nursing research.

Alternate Format - A Research Proposal work in progress: 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+)
Substantive content	Assignment is limited to superficial discussion of literature with little relevance to the role of Advanced Practice Nurse.	A clear description and analysis of the relevant literature including research literature, theories and conceptual frames specific to advanced practice nursing with an identified population focus.	Presents a persuasive argument and analysis of the literature, research, and substantive theories in relation to the APN, the defined focus and practice with emphasis on research. Explicitly relates analysis to the emerging conceptual framework for advanced practice and research noting potential for education, leadership & innovation, policy and quality health service, locally and globally.
Process and scholarship	Analysis lacks clarity, with little relationships to the core competencies and domains of advanced practice. Inconsistent 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 to exceptional level of thoughtful articulation of the relationship between the literature, practice and research and how that contributes to the APN effectiveness and potential contributions for health care service. Particular attention to assessing and intervening as a proficient APN-researcher. The student responds to the question: What core knowledge constitutes the APN-researcher, how does this relate to the conceptual framework, and to practice responsibilities and accountabilities? Consistent 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 research.	Clear discussion, evidence of thoughtful integration of one's background, access to literature and synthesis of this to consolidate the role of the APN-researcher.	A very good to outstanding critical analysis the APN, the guiding conceptual framework and the relation to research.

Assignment #3: Critical Reflective 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 & APN focus, 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 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 (</+B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
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.	Very good to exceptional scholarship apparent in presentation; Incorporates strategies to facilitate interactive group discussion and learning, encourages discussion, respects diverse perspectives; 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, analyzes and critiques models, approaches, and strategies relevant to the APN, within a particular focus. Open to multiple views. Stimulates scholarly, thoughtful discussion and deliberation.
Integration of theory, research, and practice within the seminar context	Occasionally connects theory and research with the role and practice 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. Addresses research, education, policy, health care services as relevant to APN and better health care outcomes for the public.
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, conceptual framework, and specific areas of contribution to health care service.

FACULTY OF NURSING GRADUATE PROGRAM

Revised Grading Scale

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

If the percentage on your assignment is:	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:	
98.0 – 100	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>
93.0 – 97.9	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>
88.0 – 92.9	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>
83.5 – 87.9	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>
78.0 – 83.4	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>

73.5 – 77.9	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>
69.0 – 73.4	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.
63.5 – 68.9	C	2.0	1.85 – 2.14	C	
59.0 – 63.4	C-	1.7	1.50 – 1.84	C-	
54.5 – 58.9	D+	1.3	1.15 – 1.49	D+	
50.5 – 54.5	D	1.0	0.50 – 1.14	D	
49.9 or less	F	0	0.00 – 0.49	F	

2009-02-23
2011-08-30
2011-09-21
Adopted Full Council: 11-09-29

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 (2011/2012) 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 2011-2012, 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 ACCOMMODATIONS

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.