

LEARNING CONTEXT:

Canada's first ministers of health endorsed *primary health care* (PHC) as the vehicle for renewing medicare in Canada. PHC, as we know, attempts to make medicare more comprehensive, equitable and client-centered.

The renewal of medicare will require organizations and providers to redesign delivery systems; overcome resistance to change; win over clients/patients to new ways of thinking, and resolve conflicts between and among stakeholders. However, change will only occur if members of the nursing profession throw their support behind the endeavour.

Advanced practice nurses, in particular, are critical players in medicare renewal. More specifically, they have the scientific and experiential knowledge to understand the complexity of various systems across the life span. That is, they possess the skill set with which to evaluate evidence-informed practices and the experience on all levels of care with which to identify the impact of evidence-informed practice on the health of their populations and the health care delivery system respectively. As administrators, educators and providers, they are also situated to introduce change and improve the quality of care. In addition, as members of the single largest group of providers, they have the knowledge and support that are essential for change to take place. And they possess the special competencies to manage linkages between and among those systems. Indeed, they are critical for strategic healthcare renewal.

With renewal of medicare in mind, this course has four general purposes. First, it provides future advanced practice nurses with an opportunity to place their evolving respective practice frameworks within the context of a Primary Health Care approach. Second, the course also provides students with opportunities to formulate a personal leadership style appropriate to their future undertaking as advanced practice nurses. Third, the course promotes the concept that the practical "integration of knowledge" or improving the practice of nursing represents a critical element in nursing leadership. Fourth, the course supports the idea that any practice framework has to incorporate public participation and trans-disciplinary collaboration. In summary, the course provides students with the opportunity to assume a leadership role in promoting the renewal of medicare by means of PHC. Stated differently, this course emphasizes *cognitive praxis* or nursing as a practical, human science that improves the health of its people and ultimately the health of the nation.

This introduction is meant to provide direction to the course. However, the outcomes of any course ultimately rely on what participants bring to the work at hand. For this reason, the instructor expects students to participate wholeheartedly in seminar meetings. That is, the instructor expects students to participate fully in seminar discussions, contributing their observations and criticisms drawn from readings and clinical experiences. To this end, students want to make meaningful contributions to the dialogues so essential to the graduate learning experience.

LEARNING APPROACHES:

The course employs three different approaches to learning. The three components include: seminars, tutorials, and clinical practicums.

Seminar Component:

There are twelve seminars of two hours each. At these meetings, the instructor, guest lecturers and students discuss the philosophical and practical underpinnings of PHC renewal. They consider the implications of the health determinants on their respective populations of interest. They analyze how the principles of PHC affect the effectiveness and efficiency of services to their respective populations of interest. In so doing, N693 benefits the student in yet another way. Sharing ideas about how to improve the quality of care for different populations, each student has multiple opportunities to learn from others about the commonalities of nursing practice and how improvements in one specialty area can improve practice in another.

To understand the implications of leadership, evidence informed practice, integrated delivery system models and PHC to health reform, the instructor will set aside one hour over each of six seminar meetings to discuss readings on these subjects. In each of these meetings, one student will assume a *lead discussant* role, and the others will participate as discussants. Appropriate arrangements will be made on the first day of class.

Seminars also include formal student-presentations that complement the seminar discussions. The presentations insure that all students have an opportunity to discuss leadership in the context of PHC and how it addresses the needs of their respective populations of interest.

Tutorial Component:

Tutorials take place outside of the regular seminar meetings. There are twelve tutorial meetings of one hour each. They provide students with regular opportunities to meet with their respective academic supervisors—arrangements for these meetings are left to the discretion of the students and academic supervisors.

Clinical Component:

Clinical practicums require a minimum of twelve hours a week. As self-directed learners, students actively participate in designing their clinical learning experiences with their respective academic supervisors, clinical preceptors, among others. Those choices—one assumes—are driven by the students' long-term goals to delineate their role expectations and responsibilities, with specific populations, as future advanced practice nurses.

Using the [Request for Graduate Clinical Practicum](#) form, in consultation with their respective faculty mentors and clinical supervisors, students identify and negotiate their respective goals for the practicum. [The Co-ordinator of Clinical Resources in the Faculty of Nursing completes the formal arrangements for such placements with the Educational Co-ordinator of each agency.]

The clinical preceptors are expert clinicians/practitioners from the Faculty and/or clinical settings. They serve as role models and practice guides in the development of conceptual and intervention skills appropriate for the population within different specializations. The clinical preceptors work directly with students according to the course and clinical objectives as well as the learning contracts.

Course Objectives:

In the seminar component, students have the opportunity to:

1. place their respective practice frameworks within the context of a PHC philosophy;
2. analyze the implications of primary health care on their respective populations of interest;
3. interpret research findings as they apply to decisions about their populations of interest and the health care delivery system;
4. incorporate leadership competencies in their respective roles as advanced practice nurses;
5. consider the implications of their respective practice frameworks on policy.

In the clinical component, students have the opportunity to:

1. collaborate with Academic and Clinical Supervisor(s) in selecting experiences with clients requiring the knowledge and skills of an advanced nurse practitioner.
2. evaluate the effectiveness of different administrative, clinical and educational interventions;
3. analyze the appropriateness of different strategies in working with other practitioners on the health team.

Criteria and Relative Weights of Assignments

Seminar Component: 60%

The seminar component has three assignments. Together they comprise sixty percent of the final grade.

Assignment # 1: Scholarly Paper (20%)

Each student will prepare a paper that essentially answers the following question: **how does PHC inform my practice?** This fundamental question will consider three other questions. One, what is my (sub) population of interest? Two, what are the needs/problems of my population of interest? And three, how does PHC address their respective needs/problems? The instructor will discuss the organization and content of the paper in the first class.

The paper, excluding references and appendices, cannot exceed 5000 words, and has to conform to APA format. Please refer to "Criteria for Evaluating Written Assignments", found below, for information about grading standards.

DUE DATE:

October 16, 2012

In refining their practice frameworks as future advanced practice nurses, each student first ought to reflect on his or her respective metaphysical and moral beliefs about the world. This is an important initial step in order to commit oneself to a life's work.

A practice framework draws on principles from nursing and/or anthropological and/or biological and/or psychological and/or sociological fields of study. The choice of principles, of course, is driven by how such principles benefit a specific population of interest.

Lastly, for the purposes of this course, it is necessary for each student to reflect how his or her respective, practice framework advances the principles of primary health care. Such reflections provide a larger context for any framework.

Before discussing the second assignment, one last word on the development of a practice framework seems advisable. Over the life of a career, a practice framework undergoes constant refinement, whether due to advances in the field, changes in the environment or knowledge learned from professional experience. Consequently, at this point in a graduate degree program, a practice framework remains a work in-progress, until such time it gathers more shape, presumably in N695.

Assignment # 2: Written Analysis of a Presentation (25%)

For the purposes of this assignment, each student will provide a written analysis of the *forty-five [45]* minute seminar presentation, at which he or she answers the following question: **how do leadership principles inform my practice framework as an advanced practice nurse?** The instructor will discuss the parameters for the presentation and the subsequent paper at the beginning of the term.

Each student can think of this assignment as a written analysis of his or her oral presentation as well as selected comments made by classmates and the instructor during the presentation. Evaluation of the assignment hinges on the level of critical analysis and the application of ideas discussed in the course and the literature.

~~Each student will submit his or her written assignment two weeks following the presentation.~~ Extensions are available on an individual basis.

Each student has complete latitude in how he or she conducts his or her presentation. For the sake of good order, any request for a postponement calls for written permission from the course instructor.

The written analysis, excluding references and appendices, cannot exceed 5000 words, and has to conform to APA format. Please refer to "Criteria for Evaluating Written Assignments", found below, for information about grading standards.

DUE DATE: To Be Arranged on an Individual Basis

Assignment #3: Lead Discussant & Discussant Roles in Seminar (15%)

The third assignment has two parts. The first part, with a relative weight of 10%, concerns each student's *lead discussant* role during one hour in one seminar meeting. The second part, with a relative weight of 05%, relates to each student's *discussant role* during the five other meetings in which others assume the role of lead discussant.

A lead discussant is someone that advances a discussion about a subject of common interest, usually presented in academic papers. The lead discussant points to, without taking a personal stance, inconsistencies or inaccuracies or improbabilities in the papers before the group. He or she wants to kick-start a discussion, without dominating the conversation. The aim is not to present a prepared argument but to discover what others think. Hopefully, there is a sufficient critical mass of ideas for everyone to come away better informed and more stimulated about the topic.

For her part, the course instructor will provide pertinent readings on selected subjects. For their part, students will assume *lead discussant* or *discussant* roles with regards to the selected readings. That is, on each of six successive seminar meetings, one student will lead others in a conversation of the readings, in the hour set aside for the discussion.

DUE DATE: To Be Arranged on an Individual Basis

Clinical Component: 40%

Students will engage in a practicum specifically designed to foster competence in undertaking the complex responsibilities of an advanced nurse practitioner in a health care organization. Students will focus on the integration of their respective clients into the overall delivery of health services. Students will design guidelines, goals and evaluation criteria in consultation with academic supervisors as well as others on the Faculty and in the clinical organization.

Once the learning and evaluation criteria are negotiated, certainly no later than **September 30, 2012**, students will submit them in writing to their respective academic and clinical supervisor(s). Subject to revision, these criteria will form the basis for evaluating clinical performance.

REQUIRED TEXTBOOKS/READINGS

There are required readings for specific seminar classes. These readings are available on BlackBoard - <http://blackboard.ucalgary.ca>; which is accessed through the University of Calgary, IT User Account. If you do not have an IT account, please go to www.ucalgary.ca/it/register for instructions on how to register.

In addition to the required readings for specific classes, students will receive, when appropriate, Supplemental Required Readings, one week before class. These will, if necessary, accommodate other learning needs as they become evident. Also, students will suggest supplementary readings, pertinent to NURS 693 topics, if they so desire.

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+ | |
| 50.0 – 54.4 | D | 1.0 | 0.50 – 1.14 | D | |
| 49.9 or less | F | 0 | 0.00 – 0.49 | F | |

ACADEMIC REGULATIONS AND STUDENT MISCONDUCT:

Students have a responsibility to comply with the academic regulations regarding intellectual honesty, plagiarism and academic misconduct as spelled out in the University of Calgary Calendar 2012-2013 (pp. 48-50). Of course, the university expects intellectual honesty at all times.

In addition, students can refer to a handout, entitled N693 Criteria for Grading Written Assignment, which is found below, and posted on Blackboard.

CRITERIA FOR GRADING WRITTEN ASSIGNMENTS

LETTER GRADE CRITERIA: Content, Organization, Style, & Mechanics

- A+** Reserved for work that meets all the criteria for an "A", and then goes beyond what faculty ordinarily expect of students in the course. Words like "exceptional", "innovative" and others that describe "extra-ordinary" work characterize an "A+" accomplishment. Consequently, the "A+" conveys special recognition for a student's performance.
- A** Ideas clearly and concisely articulated
Discussion reflects critical analysis of ideas.
Paragraphs are logically and clearly related.
Writing exhibits logical and analytical thought.
Organization and development of ideas demonstrate understanding of the topic
Paper critically uses a variety of resources.
Writing presents sound arguments for conclusions.
Writing displays an extensive and accurate vocabulary.
Word usage is precise and efficient.
Sentences are varied and engaging.
Mechanics of good writing are evident through skilful and creative use of format.
The format of the paper leads the reader easily through the writer's thinking.
- B** Writing contains some interesting ideas.
Writing displays a good grasp of the topic.
Evidence in support of arguments presented clearly and accurately.
Writing occasionally contains vague statements or disorganized passages.
Writing occasionally supports the central ideas of the discussion.
Writing displays lapses in argument, organization, style or mechanics.
Writing generally presents a properly developed and coherently organized discussion of ideas, but requires some revisions to achieve the quality of an "A" paper.
Writing regularly displays the proper use of syntax and appropriate vocabulary.
Writing consistently uses correct spelling, punctuation, and grammar.
- C** Paper contains some interesting ideas, but ideas are not fully discussed, either because of poor understanding of the topic or from a lack of critical assessment.
Documentation of resources is limited in scope.

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- Uneven quality of writing, occasionally exhibiting a tentative grasp of elements of style and mechanics
Vocabulary appears limited.
Paper occasionally contains serious grammatical errors and/or several minor errors.
Writing demonstrates a grasp of English usage, but some erratic application in punctuation, spelling, grammar and the like exists.
- D* Treatment and development of ideas are rudimentary, and exhibit a poor grasp of the topic.
Arguments appear superficial, and display weak use of the problem-solving process.
Paper makes some attempt to document argument, but resources are limited.
Introduction and conclusions are vague, weak, or cursory.
Argument is discernible, but inadequately developed.
Use of paragraphs and sentences is repetitive, and the paper does not read smoothly.
Writing displays an inappropriate use of words.
Writing displays a limited vocabulary.
- F* Text mainly summarizes ideas on the topic.
Paper presents ideas in a superficial or platitudinous manner.
Writing gives no evidence of logical, problem-solving or critical skills.
Paper lacks continuity and logical development.
Language usage is limited.
Writing exhibits errors in common English usage.
Writing displays impoverished vocabulary.
Writing fails to observe minimum standards of form syntax, grammar, and spelling.