



**NURSING 501
BNAT
ADVANCED CONCEPTS IN NURSING PRACTICE**

COURSE OUTLINE

**Spring 2010 (June 21-29th)
Administration Building
Room 140**

**Course Professor: Dr. Judy Boychuk Duchscher
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Meetings by Appointment Only

CALENDAR DESCRIPTION

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

COURSE DESCRIPTION

This course will focus attention on the roles, responsibilities, knowledge and relationships related to a new nurse's work. It is intended to provide students with an opportunity to explore, examine, critique and apply their vision toward nursing practice within the current context of health care reform and role restructuring. Praxis will be the underlying process that is used in this course. Participants will be encouraged to examine their and other's developing nursing practice within the context of their final N502 practicum experiences. The discursive practices that underpin, organize and potentially dictate or at least highly influence nurses' work and their understanding of contemporary leadership, management, change and professional role transition will be the particular focus of the course dialectic.

This course will seek to offer senior students an opportunity to examine the institutional motivations, frameworks and practices within which nursing is currently being practiced. This examination will include an analysis of the socio-cultural and politico-economic contexts within which strategies for health care delivery are embedded.

Further, students will be encouraged to critically explore the balance between the institutional-pragmatic focus on efficiency with the theoretical-philosophical orientations of professional nursing practice effectiveness, seeking always to appreciate the nature of this necessarily precarious relationship. Students will be required to ground their analysis of the practice environment in the context of *what is actually happening* to patients, families, and nurses. This will necessitate an appropriate level of rigor and substantiation in terms of the evidence available to support or refute relative positions and arguments related to the issues. Emphasis will be placed on the strategies new nurses might use to successfully integrate into their chosen areas of practice and that will support them to maintain their commitment to quality care and allow them to direct their professional nursing knowledge and skill appropriation.

LEARNING EXPECTATIONS

Through the use of presentation, group analysis of case scenarios, academic networking technology, guest presentations, and dialectical discourse, students will have opportunities to:

- Critically examine and disrupt some of their own and others' expectations of the new graduate transition into professional practice.
- Understand what it means to be an articulate voice for, and effective leader of quality nursing work within the practice setting.
- Explore and discuss the position and potential of new graduates as "change agents" within the practice settings.
- Consider individual and collective strategies to sustain a passionate commitment to nursing practice.
- Rehearse "survival" strategies within the demands of the transition to a graduate nurse role.
- Identify resources and supports for a successful initial professional role transition into nursing.

COURSE OBJECTIVE

To offer students an approach to the analysis of nursing work that focuses on *what actually happens* inside nursing practice with the intent to support their development as key contributors to patient/family/community well-being.

WITHDRAWAL DEADLINE

The last date for withdrawal from this course is **Tuesday, June 22nd, 2010.**

REQUIRED READINGS

Select course materials will be posted under N501 Spring Term 'Course Readings' prior to the first class at <http://blackboard.ucalgary.ca>. If you do not have a University of Calgary Information Technology account, please register at www.ucalgary.ca/it/register. If you **do** have an IT account but cannot remember your password, call 403-220-5555 (IT Support Centre) after the first day of class.

REQUIRED TEXT BOOKS

- 1) CRNE Preparation Guide (5th Edition) **AVAILABLE AT UC BOOKSTORE.**
- 2) Duchscher, J.E.B. (Ed). (2006). *From Surviving to Thriving: Navigating the First Year of Professional Nursing Practice*. Saskatoon, SK: Nursing The Future.

AVAILABLE FOR PURCHASE FROM ANGIE RUSSELL DURING CLASS. PLEASE BRING CASH or PERSONAL CHEQUE (\$20.00) AND YOU WILL RECEIVE A RECEIPT.

EVALUATION

Scenario Analysis 45%

- The scenario will be **POSTED** on Blackboard during the dates/times listed below :

Analysis #1 June 21st 0600-June 23rd 0600
Analysis #2 June 26th 0600 – July 5th 0600

- Both analyses **will be based on the SAME scenario** and should be thoughtful and professionally articulate responses rather than reactions to the scenario.
- The total marks for the analyses will be combined, with attention paid to the marking criteria, the **INITIAL** insights offered by virtue of one's **previous theory and experience** in the nursing program, and the **growth** witnessed in the student from the beginning to the end of the course. As such, for the **FINAL** analysis students are encouraged to reflect on ALL content provided for the course, thoughtfully preparing their response in a WORD document using appropriate APA 5th Edition. Following the marking guidelines offered in the syllabus students will be assisted to meet the criteria for a sound, respectful and critically thoughtful response.
- **Both analyses will be evaluated** on content, level of understanding and insight shown in the critique and résolution stratégies, creativity, respectful criticality (dialectic), evidence-informed and grounded positions taken on the issues presented in the scenario as well as overall professional articulation.
- Remember that you will be marked on BOTH your initial critique AND secondary critique of the **SAME** scenario. **This means you have a chance to REDEEM yourself** ☺ if, for instance, you feel you presented a weak argument of, or superficial insight into the issues presented in the scenario; if you feel your presentation lacked evidence/theoretical or conceptual support; or if your initial analysis was not as articulate as you would have liked.
- The evaluation of your analyses will be as much about your growth over the course as it will be about each individual analysis of the scenario. Obviously the more soundly articulated, evidence-informed, and theoretically supported argument of the issues and your approach to resolution will receive the most favorable overall grade, as is the case with ALL academic assignments.

Resume Writing Assignment**25%**

- Take advantage of your opportunity to work on the **Resume Writing Assignment** IN CLASS with Sue Kersey June 21th **1130-1300 !!!**
- This assignment is **DUE VIA BLACKBOARD** by **MIDNIGHT (2400) June 22nd**

New Graduate Competencies Review Examination**30%**

- Complete the **New Graduate Competencies Review Assignment** prior to CLASS **June 22nd**.
- The opportunity to complete the review assignment will **OPEN 0830 June 19th** on Blackboard Assignments.
- This assignment will be a multiple choice examination that you must **download, print off and complete PRIOR TO CLASS June 22nd** – you will be asked to **HAND IN** this examination to Angie Russell at 0900 June 22nd.
- 5/100% for this exam will be deducted for every 24 hour period it is late, starting at entry to class June 22nd (i.e. 5/100% grade for the assignment will be deducted as of 0900 June 22nd if not handed in, and will remain as 5/100% until June 23rd 0900 when if the assignment is not handed in another 5/100% will be deducted with the cumulative total of 10% remaining until 0900 June 23rd, etc., etc. etc.
- In other words, if you miss the 0900 deadline on ANY day you are wise to keep the exam until 0900 the next day to get the full advantage of your time without further loss of marks.

DEADLINES TO NOTE

DATE	TIME	ACTION
June 19th	0830	NG Competency Review Examination OPENS @ 0830
June 21st	0600	Course Officially Starts Analysis #1 OPENS @ 0600
June 22nd	0830	NG Competency Review Examination DUE @ 0900 in Class to Angie Russell Resume Writing Assignment DUE 2400 – email assignment to Angie Russell @ acesposi@ucalgary.ca
June 23rd	0600	Analysis #1 DUE @ 0600 in Blackboard by digital dropbox (in ‘Tools’ – 3rd from top – Digital Dropbox) or by email to jbduchsc@ucalgary.ca
June 26th	0600	Analysis #2 OPENS @ 0600 by Blackboard
June 29th		Course officially ends
July 5th	0600	Analysis #2 DUE @ 0600 in Blackboard by digital dropbox (in ‘Tools’ – 3rd from top – Digital Dropbox)

CRITICAL ANALYSIS MARKING GUIDE

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.

Elements	Does not meet requirements (F to C-)	Meets requirements (C to B+)	Exceeds requirements (A- to A+)
Substantive Content	Analysis is limited to a surface description of the student's ideas. The analysis of the scenario is inaccurate and/or superficial. There is little to no citation of knowledge/substantiating sources, nor reference to previous experiences, class discussion, course readings, colleagues or guest speakers opinions and positions in the course of the analysis. The analysis does not reflect a depth of exploration of the issues.	Analysis demonstrates an attempt to critically analyze the student's understanding of the issues as supported by a review of previously read literature or the student's experiences in prior courses or clinical practicums. The review of class discussion, course readings and guest lectures supports or refutes some of the issues raised by the students in their analysis. The analysis reflects a minimum to moderate depth of exploration of the issues.	Analysis develops a well articulated critical analysis of the scenario. It considers and posits a "dialectic" of the ideas the student is either explicating, suggesting or assuming. The analysis reveals a deep and broad appreciation of course readings, class discussion and guest presentations as demonstrated through a concerted inclusion of the same in discussing, rationalizing or defending their thinking about the ideas they are presenting in the analysis. The relevance to the contemporary nature of nursing 'work' of the student's thinking or ideas they present is well developed and supported. The analysis reflects a significant depth of exploration of the issues.
Narrative Scholarship	The writing is lacking in intellectual scholarship. Poorly articulated, superficially explored, disorganized thought and idea representation, narrow scope of information, lack of clarity in ideas expressed and lacking in citations.	The writing shows evidence of attention to scholarship expectations. Well articulated, some depth of exploration with a sense of logical flow and idea 'building' over the course of the analysis. A brief but relatively sound explanation is offered of the linkages between ideas discussed within the writings or class, the interpretation of those ideas and implications for nursing practice.	Meticulous APA format (5 th Edition). The analysis is appropriately supported, flows clearly and logically, ideas are well structured, and grammar is excellent to exceptional. The complexity of the student's dialectic is poignantly presented within a reasonable text (points are made without being redundant). The student offers a strong and creative linkage between the scenario and an interpretation of the issue(s), statement of their cause and effect on nursing practice, suggested or recommended (feasible and defensible) solutions that could be feasibly implemented in the daily practice of the nurse.

RESUME WRITING ASSIGNMENT MARKING GUIDE

COVER LETTER

Format	Overall balance and uniformity with resume Spacing consistent	/10
Salutation	No "To whom it may concern" or "Sir or Madame" Address to Dear (last name only if name is known)	
Sections	Included are introduction (not starting with "I") Sell paragraph(s) and closing paragraphs	
Cover Letter	Targeted Skills clearly identified and supported by examples Phone number and email in closing paragraph	
Writing Skills	Perfect spelling Correct tense usage	
Signature	Signed in ink on hard copy or by script font on electronic copy NOTE: For N501 submission you will be required to use an electronic signature	

FORMAT OF THE RESUME

Impression	Overall balance and uniformity; text and format consistent throughout; no template!	/10
White space	Appropriate amount to provide visual appeal	
Section Headings	Always put a space after headings Clear and concise Bold in capitals 2 pt. size larger than text No underlining direct text Line across page is okay to split sections up	
Experiential Headings	Bold title of the position and dates State name of company	
Layout	Content easy to find Appealing, consistent Positions not split up by page break	
Typeface	Font size of 11 or 12 for body, Arial or Times New Roman	
Reproduction	Original or looks like original, laser printing NOTE: For N501 submission you will NOT be required to submit hard copy original	
Pages	Name and the word 'Page' with numerical number on top of second and subsequent pages Same font as the body of the resume	
Dates	In reverse chronological order within sections, Justified either left or right	

WRITING SKILLS

Spelling and Grammar	Perfectly spelled and typed No pronouns	/15
Action Verbs	Begin each duty with a specific vs. general types of action verbs No superlatives used (e.g. excellent)	
Verb Tense	Used in correct past or present tense Not using “ing” at the end of the verb	
Parallel Form	Similar sentence/bullet structure used consistently	
Bullets	Uses point form Solid black bullets Brief, concise writing No periods at the end of points Maximum of five bullets per heading	
Sections/Headings	Prioritized in order of importance according to needs of the employer Listed in reverse chronologically within the sections	
Detail	Specific detail in explaining your actions, qualifying and quantifying appropriately Providing action verb (what YOU did = achievements, results, outcomes and/or purpose of your actions)	

SECTIONS

Contact Information	Name is bold, font of 14 or 16 (remaining info 11-12 font) List city and province, professional email address Telephone contact information	/15
Profile (OPTIONAL)	List targeted skills, identified by related examples	
Education	Bold degree and year of graduation May include GPA, awards and scholarships	
Related Courses or Research (OPTIONAL)	Provide specific detail and explain actions and outcomes	
Professional Development	List courses, where taken and date	
Certifications	List certifications, where taken and date	
Interests	Identified with details (names of authors, countries visited, leagues, etc.)	

TOTAL POTENTIAL MARKS**/50**

OVERALL STUDENT GRADING IN N501

Overall Grade	The overall grade for EACH assignment will be a calculated average of the two components identified above (Substantive Content and Scholarship).
Course Grade	<p>Your final grade in this course will reflect the weighting of the course assignments. Your presence and participation in class, your engaged reading of assigned literature and your critical listening skills during lecture time (guest and faculty) will influence the quality of your assignments. Assignment will be by letter grade. The letter grade will be converted to the university scale grade points x weighting factor for the assignment=weighted grade points.</p> <p><u>Sample:</u></p> <p>Letter Grade A</p> <p>Converted to $3.7 \times 0.15^* = 0.555 = 0.56$ [*15% is the weighting factor for the Assignment]. The final grade in the course will be a function of the calculated weighted grade and will represent your Grade Point Average (G.P.A.).</p> <p>This grade is automatically graded by Blackboard – please ensure you calculate your own grade and discuss any discrepancies with faculty.</p>

MISCELLANEOUS INFORMATION FOR N501 STUDENTS

- All assignments are due on the date specified. Unless otherwise negotiated, the final grade on late assignments will be reduced by 5/100% of your **ASSIGNMENT GRADE/100** for each 24-hour period (or portion thereof) following the deadline for submission of the assignment. No assignment will be accepted if it is 3 or more days late.
- Students in N501 June Spring 2010 term are required to use APA 5th Edition format for all written assignments.
- Unless otherwise indicated/ negotiated, you are expected to submit the Assignments via Blackboard.
- **Please check Blackboard regularly** because last minute changes/important announcements will be communicated in that way.

FACULTY OF NURSING UNDERGRADUATE STANDARD GRADING SCALE

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

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

Editorial Revisions: August 7, 2009

UNIVERSITY OF CALGARY GENERAL STUDENT INFORMATION

Freedom of Information and Protection of Privacy Act

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). It will be used for Practicum placement and for contact purposes. Your personal information is protected by Alberta's Freedom of Information and Protection and Privacy Act and can be reviewed on request. If you have any questions about the collection or use of this information, contact Laura Hampson, Student Advisor at (403) 220-4636 or email: hampson@ucalgary.ca

Academic Accommodation

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.

Reappraisals and Appeals

Appeals initiated by all students will be governed by the University's regulations and procedures. Appeals at the Faculty level must be in writing, directed to the Dean and submitted within 15 days of the event or ruling giving rise to the appeal. Any such appeal must specify (a) exactly what is being appealed, (b) grounds for the appeal, and (c) the remedy sought. If sufficient grounds are not specified in the letter of appeal, the Chairperson of the Committee on Appeals may refuse to entertain the appeal.

Academic Regulations and Integrity of Student Work

You are expected to review the University of Calgary Calendar 2009– 2010 regarding

- ◆Plagiarism
- ◆Cheating
- ◆Other academic misconduct and its consequences for your grade/remaining in the program.

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

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

Extensions to assignment deadlines may be granted at the faculty discretion (decision is usually based on faculty grading workload and ability to accommodate a late submission). Extensions must be requested at least one day in advance of the due date. Assignments submitted late without an extension will be deducted at a rate of 5% per day.

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

Academic Misconduct

1) Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. **Deliberate** plagiarism occurs when someone tries to pass off the work, ideas, or terms of another as his or her own.

Unintentional plagiarism can occur when someone is unfamiliar with the proper way to cite a source or because of a lack of understanding of when a source needs to be cited. Sometimes plagiarism occurs because of sloppy note-taking that fails to distinguish between the ideas of others and the researcher's own ideas. There are many situations that result in intentional and/or unintentional plagiarism, all of which should be avoided!

Most commonly **plagiarism exists when:**

- (a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) Parts of the work are taken from another source without reference to the original author,
- (c) The whole work (e.g., an essay) is copied from another source, and/or,

(d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

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 is an extremely serious academic offence.

It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis or dissertation.

How Can it Be Avoided?

The best ways to avoid plagiarism are to plan ahead, stay organized, and learn to cite sources properly. Expectations at an undergraduate level are rarely that you will be coming up with your own original theories. Rather, you are usually researching the theories of others in order to familiarize yourself with the field and develop skills of critical thinking. Even at more advanced levels and for professional researchers, ideas never develop in a void. Research is always built on what came before and so the sources that gave the inspiration or background for new ideas must be credited. Many of the ideas and concepts you will include in your papers you will have found somewhere and professors will expect to see your sources credited. If you give credit properly, you will likely never find yourself in a position of having unintentionally plagiarized.

If, however, you are thinking of intentionally plagiarizing, for whatever reason, remember that the consequences are serious. If you feel you cannot complete an assignment before the due date or don't feel up to the task, see your professor in advance to deal with the situation rather than risking expulsion from the University.

2) Cheating is an extremely serious academic offence. Cheating at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.

3) Other academic misconduct includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.

Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

Handing in the same work for credit in two different courses without the permission of both the instructors is also considered plagiarism.