



**NURSING 605
PHILOSOPHICAL FOUNDATIONS IN
ADVANCED NURSING PRACTICE**

COURSE SYLLABUS

**Fall 2011
Professional Faculties Building
Room 2253
Monday 1600-1850
September 12th-December 9th**

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

CALENDAR DESCRIPTION

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

COURSE INTENTS

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

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

COURSE OVERVIEW

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

DATE	CLASS TOPIC
September 12 th	Introduction to Philosophy
September 19 th	Philosophy and Knowledge
September 26 th	Ontology
October 3 rd	Epistemology
October 10 th	NO CLASS - THANKSGIVING DAY HOLIDAY
October 17 th	Hegemony
October 24 th	Axiology
October 31 st	Methodology
November 7 th	Applying Philosophy to Nursing Practice
November 14 th	NO CLASS – CONSULTATIONS PAPER/PRES
November 21 st	The Future of Nursing Knowledge
November 28 th	Presentations
December 5 th	NO CLASS – PAPER PREPARATION

COURSE REQUIREMENTS

Minimum pass for students in the Faculty of Graduate Studies 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.

Failure to obtain at least a B- on any one assignment does NOT mean failing the COURSE.

WITHDRAWAL DEADLINE
September 23rd , 2011

REQUIRED READINGS

Select course ARTICLES will be posted in Blackboard under **N605 FALL Term 'Readings'** 10 days prior to the first class at <http://blackboard.ucalgary.ca>. **THE ARTICLES TO BE READ FOR EACH CLASS ARE IDENTIFIED IN THE CLASS OUTLINE.**

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.

ADDITIONAL READING

Rodgers, B.L. (Ed), (2005). *Developing nursing knowledge: Philosophical traditions and influences*. Philadelphia: Lippincott, Williams and Wilkins.

THIS IS HOW THE COURSE WORKS:

- 1) Read the **study guide** for that week.
- 2) Read the **articles** listed for each class.
- 3) Consider the **'thoughts to ponder'** (in class notebook) as you read the literature.
- 4) **Know the readings well** – annotate them, makes notes in the margins, summarize them for yourself – the more prepared you are, the better you will do in the CRP. Your **40 minute Critical Reflective Papers (40MP)** (see Course Evaluation) will be based on course readings **ONLY** and will be 'cumulative' (with each paper, you have the opportunity to draw on increasing resources).

EVALUATION

PHILOSOPHICAL PAPER (20%)

- The purpose of this paper is to DISCUSS a philosophical foundation and its influence on an area of nursing practice
- It is suggested that you explore an nursing practice topic/concept upon which you plan to build your research proposal or about which you plan to write your final course-based paper
- It is suggested that you review your considered paper topic and approach with faculty before proceeding
- Papers should be **NO LONGER than 2000 words** (NOT including title page and references) and written in APA format (6th Edition)
- **Submit paper to faculty email at jbduchsc@ucalgary.ca**

CLASS PRESENTATION (15%)

- This assignment will allow students to explore various philosophical traditions and theoretical frameworks, underpinning nursing knowledge
- Groups will consist of 2-3 students/group
- Presentations will constitute a fundamental and indepth review and critique of a chosen philosophical framework, including (at the *minimum*) it's history, origins, primary tenets, how it IS or COULD BE utilized to advance nursing practice, what research questions, methodology, data collection strategies would be congruent with that philosophical tradition, and what the potential challenges nursing practitioners might face in applying the tradition to a chosen area of nursing practice
- This presentation will be marked on scholarly presentation as well as creative teaching approaches to knowledge transfer (dialogue facilitation) by your peers

40 MINUTE CRITICAL REFLECTION PAPERS (40MP) (50%)

- This assignment constitutes a SERIES of 4 'small papers' that generate an intellectually sound and articulate response to the question posed WITHIN a 1000 word limit (approx 4 pages)
- You will NOT receive advanced notice of these examinations
- **ALL 40MPs will be completed IN CLASS TIME**
- **MAKE EACH WORD COUNT !!!!** Start with an outline (take 10 minutes at the start to make a PLAN !)
- **Then use the remaining 40 minutes to write your paper**
- The minute papers will respond to a QUESTION from faculty and be a **MAXIMUM of 1000 words**
- Students will be given **40 minutes of CLASS TIME** to complete the papers :
 - **Paper #1 (/100) = 10% of TOTAL MARKS** for course
 - **Paper #2 (/100) = 10% of TOTAL MARKS** for course
 - **Paper #3 (/100) = 15% of TOTAL MARKS** for course
 - **Paper #4 (/100) = 15% of TOTAL MARKS** for course
- Papers can be **hand-written** or **typed** (provided the .doc file is posted to faculty email **PRIOR to the close of the paper writing session**)
- the question will be posted on a powerpoint slide during class
- Students will be given **exactly 40 minutes** to complete the paper and may use **ONLY** course resources (NO web sources or articles from other classes) to develop and support their response

to the question – **students are strongly advised to ORGANIZE their course readings** (make notes, highlight and tab each article) to **increase access to key concepts** once the question has been posed

- Students will be expected to **CITE but not reference** (all citations will originate from course readings)
- **PARTICIPATE in dialogue within the class** – this will assist you to articulate the concepts in your paper
- **See marking guide below for overview of criteria**

CLASS DIALOGUE (15%)

- Students will offer comment, critique, challenge and dialectic during class
- The student's demonstrated ability to respond, direct, facilitate, question, clarify and support will be considered
- Students will be evaluated on the quality of their discourse by their peers
- Using the 'questions to ponder' as you peruse your readings will provide you with a comprehensive underpinning for discussion

MARKING GUIDES

RUBRIC FOR EVALUATING CLASS PRESENTATIONS

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

RUBRIC FOR EVALUATING PHILOSOPHICAL PAPER

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

RUBRIC FOR EVALUATING CLASS DIALOGUE

PEER EVALUATED

ELEMENTS	Does not meet requirements (</= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Substantive content	Dialogue is limited to a surface description of coming to the topic or issue. Discussion around the topic, underlying assumptions and relevance to advanced nursing practice lacks specificity and clarity.	Clearly makes their points or advances their philosophical position with first level understanding of philosophical tensions. Underlying assumptions that lead to different views of the topic are articulated well and related to specific paradigmatic views.	Offers a clearly identifiable, sophisticated and insightful description, interpretation and critique of the class discussion. Demonstrates clear understanding of philosophical views that can be brought to bear on the discussion, and how these differing views can result in tensions. Clear articulation of the student's philosophical beliefs about the topic are evident. Expressed philosophy of practice is ontologically and epistemologically coherent.
Process and scholarship	Comments and analysis lack support with minimal insight on philosophical views. Relies primarily on course materials and issues covered in class.	Demonstrates ability to present the topic and underlying assumptions and paradigmatic views reasonably clearly. It is apparent that the student has thoroughly read and understood course readings.	Outstanding expression of the topic, underlying assumptions and philosophical views. Uses literature and experiences beyond course readings to support comments.
Argumentation	Simplistic view of topic. Little or no effort to grasp possible alternative views.	Paradigmatic views are acknowledged, though perhaps not addressed or explored effectively.	Develops argument logically and clearly with smooth flow. Envisages consequences and tensions of differing perspectives and practices on own philosophical stance. Demonstrates humility in approach to colleagues, opening and inviting opposing perspectives and honouring colleague's beliefs.

RUBRIC FOR EVALUATING 40 MINUTE CRITICAL REFLECTION PAPERS (40MP)

Elements	Does not meet requirements (F to C-)	Meets requirements (C to B+)	Exceeds requirements (A- to A+)
Knowledge 50 marks	The 40MP constitutes a narrow description of the student's ideas.	The 40MP demonstrates an <u>attempt</u> to generate an analytical response to the question posed. There is evidence of class discussion, course readings and guest lectures reflected in the student's response. The 40MP reflects a minimum to moderate depth of exploration of the issues.	The 40MP reveals a well articulated response to the question posed. The student offers a "dialectic" response, revealing a deep and broad appreciation of multiple perspectives related to the topic underlying the question. There is commentary within the paper that demonstrates the student's knowledge of the contemporary nature of nursing 'work'. The paper reflects a significant depth of exploration of the issues.
Synthesis 25 marks	There is no citation to substantiate the student's thinking nor reference to previous experiences, class discussion, course readings, colleagues or guest speakers opinions and positions.	Response is supported by literature and ideas/thoughts are relatively well connected. There is some evidence that the student understands the relationships between the issues.	Response is highly cited with course readings as the subject demands. The student demonstrates a clear and comprehensive understanding of the relationships amongst issues and concepts.
Writing 25 marks	The writing is completely 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 the scholarship expectations of a final term undergraduate nursing student. The student's ideas are relatively well articulated, and there is some depth of exploration with a sense of logical flow in the paper. A brief but relatively sound explanation is offered of the linkages between ideas discussed within the 40MP as well as the implications for nursing practice.	Applies consistent APA format (6 th Edition) for citations. The paper is well supported, flows clearly and logically, ideas are well structured, and grammar is excellent to exceptional. The complexity of the student's understanding is evident without being redundant. The student offers a strong and creative linkage between the question and an interpretation of the issue the question reveals, the impact of the issue on nursing practice, and, when appropriate, solutions that could be feasibly implemented in the daily practice of the nurse.

NOTE: Citations ARE expected / References are NOT expected

FACULTY OF NURSING GRADUATE PROGRAM

Revised Grading Scale

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

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

2009/02/23
2011-08-30

OVERALL STUDENT GRADING IN N605

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. The critical nature of presence and participation in dialogue, the opportunity for dialectic, and the need to critical analysis of contemporary knowledge in nursing expected at the graduate level will influence the quality of your learning.</p> <p>Evaluative outcome will be presented in a 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 N605 STUDENTS

- All assignments are due on a specified date but may be negotiated with the primary faculty for the course
- **PLEASE SUBMIT PAPER IN .doc FORMAT** (NOT .docx)
- **Submit paper to faculty email at jbduchsc@ucalgary.ca**
- Students in N605 are expected to use APA (5th or 6th Edition) format for all written assignments.
- **Please check Blackboard regularly** because last minute changes/important announcements will be communicated in that way.

UNIVERSITY OF CALGARY GENERAL STUDENT INFORMATION

Adapted from

<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

August, 2010

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 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 10% 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.