



UNIVERSITY OF  
**CALGARY**  
NURSING

**UNIVERSITY OF CALGARY**  
**NURSING 605**  
**PHILOSOPHICAL FOUNDATIONS FOR**  
**ADVANCED NURSING PRACTICE**

**COURSE OUTLINE**

**Fall 2012**

**(September 12<sup>th</sup> 2012 – December 5<sup>th</sup> 2012)**

**Day: Wednesday**

**Time: 1:00pm – 3:50pm**

**Room: 222**

**Course Professors: Dr Janet Rankin Office PF 2272 Tel 220-8336**  
**jmrarkin@ucalgary.ca**

**Dr Graham McCaffrey Office PF 2239 Tel 220-3516**  
**gpmccaff@ucalgary.ca**

## **COURSE 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 that may guide 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 among 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 analysis 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.

## **COURSE MATERIALS**

**All readings except book chapters will be available online through the University of Calgary.**

## **COURSE REQUIREMENTS**

Minimum pass for graduate courses is B-. This score is calculated as an average over all assignments; failure to obtain at least a B- on any one assignment does NOT mean failing the course.

## **PLAGIARISM**

Please go to <http://grad.ucalgary.ca/calendar.0.1> for a full explanation of plagiarism and how to avoid it.

## **STUDENT EVALUATION**

<b><u>Method</u></b>	<b><u>Grade</u></b>	<b><u>Due Date</u></b>
ASSIGNMENT 1		
Part A	25%	Week 6 October 17th
Part B	50%	Week 13 December 5th
ASSIGNMENT 2	25%	Sign up for Weeks 10-13

### **Assignment #1. Term Paper**

**Part A – Beginning to think philosophically about nursing practice (25%) Due: October 17th**

Length: 4-5 double line-spaced pages (**excluding references**)

Begin by selecting an issue, question, puzzle, or concern that is relevant to your area of nursing practice. If your area of practice is changing and you would like to consider the issues in your future area of practice please consult with me. Articulate the background that led you to inquire about this topic, issue or area of concern (i.e. how concern or issue evolved). Describe your understanding of the complexities

inherent in the issue or topic. Begin to consider some of the tensions inherent in responding to it. Describe why this is significant to your nursing practice and potentially to advanced nursing practice. Utilize relevant literature (4-6 articles) that you have accessed to help you describe the issue and/or what is known or not known about it.

Rubric for Evaluating Formal Paper Part A			
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 rigidly with only surface elements described.	Clearly describes the topic, with first level understanding of tensions. Demonstrates a beginning understanding of how topic is related to intent of N605 which is to challenge the "taken-for-granted" background in which nursing work proceeds.	Offers a clearly identifiable, sophisticated and insightful description and interpretation of the topic and its inherent tensions. Demonstrates a clear understanding of how content advances the tone of the discussions and learning being accomplished in N605.
Process and Scholarship	Discussion around the topic lacks specificity, clarity and insight. Relies primarily on course materials and issues covered in class. Numerous errors in sentence structure, punctuation and diction, including inappropriate APA format and citations. Incorrect use of direct quotes.	Discussion around the topic is specific and reasonably well supported. Uses literature sources beyond course readings. Sentence structure, grammar, punctuation, spelling and syntax are mostly satisfactory. APA format is mostly correct.	Very good to outstanding expression. Writing is scholarly with only minor edits or errors. Flow is clear and logical. Discussion is well supported by literature from a variety of sources and is appropriately referenced in APA style. APA format is correct.
Argumentation	Simplistic view of topic. Little or no effort to grasp possible alternative views.	Demonstrates satisfactory ability to construct/write the arc of an argument that presents the issues logically. Integrates literature reasonably effectively in support of the argument. Demonstrates satisfactory ability to present different sides philosophical insights.	Demonstrates very good to outstanding ability to construct a coherent, logical, well supported argument. Clearly presents the contribution of different philosophical perspectives and explores ways in which tensions might arise when different perspectives are adopted.
Conclusion	There is no clear conclusion, or representation of the constituents of one's own philosophical stance in advanced nursing practice.	Offers a satisfactory discussion that brings components of the paper together and enables the reader to understand the conclusions.	Very good to outstanding articulation of links among concepts and how they lead logically to the author's conclusions.

**Part B – Philosophy and clinical practice (50%) Due: December 5th**

Building upon the paper developed in Part A, you will more fully elaborate, and critically and comparatively explore the selected topic. You will articulate the knowledge claims, philosophical stance and assumptions of **two philosophical approaches** and describe how looking at the topic from these different philosophical approaches would reveal different knowledge, include or exclude different perspectives and solve and/or create different sorts of problems. In your conclusion you will provide additional insight into your own philosophical proclivities and begin to articulate the philosophical frameworks that may guide your advanced practice. Use correct APA format (6<sup>th</sup> Ed APA Manual).

**Length: maximum 15 double spaced typed pages.**

**Rubric for Evaluating Formal Paper Part B**

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 two 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 two paradigmatic views that can be brought to bear on the topic, and how these differing views can result in tensions. Clear articulation of the student's own philosophical beliefs about the topic, reflecting the philosophical stance evident in the student's advanced 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 several 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 paradigmatic 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 paradigmatic views 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 advanced nursing practice.

**Note:** Plagiarism will not be tolerated. **You *must* cite your sources. If you use direct quotes from any source you *must* put the text in quotation marks and indicate the page number(s).** Note that APA limits the amount of text that can be quoted directly in any single quote. Please try to paraphrase rather than patch together a series of quotes from other sources, as the latter is considered very poor academic style. You **may** use your edits from your previous submission to include salient pieces of writing that are relevant to the final assignment.

**Assignment #2 - Identifying Philosophical and Paradigmatic Assumptions Inherent in Everyday Work-life (Full class session depending on number of pairs) 25%**

**Due: To be negotiated. Student facilitated sessions will happen during week 10, 11, 12 and 13**

The ability to critically examine the philosophical and paradigmatic assumptions that influence one's nursing practice is enhanced through reflection, reading, thinking and dialogue. In this assignment students will engage in all of these skills by presenting a picture of nurses' everyday work-life – the context and responsibilities - and an analysis of their nursing practice considering philosophical and paradigmatic views. The discussion will be framed within a "theme" or topic that is currently circulating within nursing discourse (see page 16 course outline for examples of the sorts of themes/concepts to consider and some good resources to get you started).

**Students will work in pairs and be responsible for LEADING A CLASS DISCUSSION. It is important that the discussion is related to practice and is reflective of the context/situation, the available nursing literature and nursing theory *and* is framed by an understanding of the philosophical and/or paradigmatic assumptions that organize the discourse. Each pair of students will receive the same grade on the presentation. Students are required to:**

1. Present a picture of everyday work-life (Basically, tell us about a context(s) where nurses practice, how this context(s) has evolved, and how it is situated within health provision).
2. Highlight some of the elements that arise as contradictory within that practice context. Describe the "everyday" sorts of things that happen within nurses' 'knowing', 'being' and 'doing'.
3. Identify assumptions made about nurses' work within this context, focusing on the 'theme for the day'.
4. Analyze how these assumptions impact on your own nursing practice and the broader values and beliefs of the profession of nursing.
5. Provide a pre-reading article(s) that will enhance discussion **minimum of one week before your scheduled facilitation.**
6. As your plans for your session are coming together, make an appointment with Janet to provide an overview of the planned classroom activities to consult about **the papers to be circulated and the learning activities you are planning.**

### Rubric for Evaluating Assignment #2 - Presentation

Elements	Does not meet requirements (<= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Clarity and depth of the representation of the practice context with details 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 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 sophistication, analysis and extension of thinking.
Examination of underlying assumptions and impact of these on practice	Context is limited to description with no elaboration on underlying assumptions and 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.
Quality of class discussion and choice of learning materials and references.	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.
Quality of presentation Style	Demonstrates little interest or passion for the topic. Power-point, if used, is read rather than utilized as an adjunct to the facilitation/presentation. Poor use of available time. Rigid and inflexible with participation.	Demonstrates a satisfactory level of engagement with the topic and participants. Power-point, if used, is integrated in an interactive way. Learning activities bring depth to participants' ability to think about the topic. Voice quality is good. Good use of available time. Can flex with ideas as they arise.	Demonstrates enthusiasm and immersion with the topic. Facilitates engaging and opening conversation with participants. Learning activities are creative and absorbing. Presentation supports sophisticated scholarly thinking among participants. Discussion of the readings advances philosophical insights. Excellent use of available time. Can flex with ideas while building on the discussion to make core points.

# **ACADEMIC REGULATIONS AND STUDENT MISCONDUCT**

You are responsible for understanding and complying with the academic regulations as specified in the University of Calgary Calendar. Intellectual honesty is expected at all times and compliance with the guidelines will be enforced.

## **APPEALS AND REAPPRAISALS**

Students are referred to the University of Calgary calendar (Faculty of Graduate Studies) for guidelines for appeals and reappraisals.

## **Freedom of Information and Protection of Privacy (FOIPP)**

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). Your personal information is protected by Alberta's Freedom of Information and Protection of Privacy Act and can be reviewed on request. FOIPP legislation disallows the practice of having students retrieve assignments from a public place. Term assignments will be handed in and returned to students electronically.

## **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	

2011-08-30