



UNIVERSITY OF CALGARY
NURSING 605
PHILOSOPHICAL FOUNDATIONS FOR
ADVANCED NURSING PRACTICE

COURSE OUTLINE

Winter 2011
(January 12th 2011 – April 13 2011)

Day: Wednesday
Time: 4:pm- 7:00pm
Room: A 167

Course Professor: Dr Janet Rankin
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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.

Required Text: Rodgers, B.L. (2005). *Developing Nursing Knowledge, Philosophical Traditions and Influences*, Philadelphia: Lippincott Williams & Wilkins.

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.

STUDENT EVALUATION

| <u>Method</u> | <u>Grade</u> | <u>Due Date</u> |
|---------------|--------------|------------------------|
| ASSIGNMENT 1 | | |
| Part A | 25% | Feb 7, 2011 |
| Part B | 50% | April 13 2011 |
| ASSIGNMENT 2 | 25% | Sign up for Weeks 8-12 |

Assignment #1. Term Paper

Part A – Beginning to think philosophically about nursing practice (25%) Due: Feb 16th

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. 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 and 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.

Part B – Philosophy and clinical practice (50%) Due: April 11th

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 perspectives might result in tensions. You will describe your own philosophical position on the topic and use that to begin to articulate your philosophical stance for advanced practice. Use correct APA format (6th Ed APA Manual).

Length: maximum 15 double spaced typed pages.

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 that is not related or marginally related to the intent of N605 | Clearly describes the topic, with first level understanding of tensions. Demonstrates a beginning understanding of how topic is related to intent of N605. | Offers a clearly identifiable, sophisticated and insightful description and interpretation of the topic and its inherent tensions. Demonstrates a clear understanding of how content is related to intent of 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 and relatively free of 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 an argument that presents the issues logically. Integrates literature reasonably effectively in support of the argument. Demonstrates satisfactory ability to present different sides of the picture. | Demonstrates very good to outstanding ability to construct a coherent, logical, well supported argument. Clearly presents different sides of the picture and begins to explore 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. |

Rubric for Evaluating Formal Paper Part B

| Elements | Does not meet | Meets requirements | Exceeds requirements |
|----------|---------------|--------------------|----------------------|
|----------|---------------|--------------------|----------------------|

| | requirements(<= B-) | (B to B+) | (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.

Assignment #2 - Identifying Philosophical and Paradigmatic Assumptions inherent in everyday work-life (60 minutes) 25%

Due: To be negotiated

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 their everyday work-life – the context and responsibilities - and an analysis of their nursing practice considering philosophical and paradigmatic views.

Students will work in pairs and be responsible for presenting and LEADING A CLASS DISCUSSION on the context (environmental, institutional), practice AND THE PHILOSOPHICAL ASSUMPTIONS THAT IMPACT HOW HEALTH/NURSING CARE HAPPENS. It is important that this understanding of practice is reflective of BOTH context/situation and available nursing literature and nursing theory. 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 the context where you practice and how this context has evolved and is situated within health provision)
2. Highlight elements of the context within which you practice. (Basically, tell us how you practice)
3. Identify assumptions made on 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 that will enhance discussion.
6. Make an appointment with Janet to provide an overview of the discussion.

Rubric for Evaluating Assignment #2 - Presentation

| 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 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 & extension. |
| 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 | Demonstrates a satisfactory level of engagement with the topic and participants. Voice quality is good. | Demonstrates enthusiasm and immersion with the topic, engaging and opening conversation with participants. |

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|--|-----------------------------|--|--|
| | adjunct to the presentation | | |
|--|-----------------------------|--|--|

GRADING SCALE

Grades will be allocated to each assignment according to their individual weighting. The final course grade will be determined according to the following scale (FON Graduate Program, August, 2002).

| 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: | And the GPA for the course will be: |
|-------------------------------------|------------------------------------|--------------------------------------|---------------------------|-------------------------------------|
| A+ | 4.0 | 3.95 - 4.00 | A+ | 4.0 Outstanding |
| A | 4.0 | 3.85 - 3.94 | A | 4.0 Excellent |
| A- | 3.7 | 3.50 - 3.84 | A- | 3.7 Very Good |
| B+ | 3.3 | 3.15 - 3.49 | B+ | 3.3 Good |
| B | 3.0 | 2.85 - 3.14 | B | 3.0 Satisfactory |
| B- | 2.7 | 2.50 - 2.84 | B- | 2.7 Minimum Pass |
| C+ | 2.3 | 2.15 - 2.49 | C+ | 2.3 Unsatisfactory |
| C | 2.0 | 1.85 - 2.14 | C | 2.0 Unsatisfactory |
| C- | 1.7 | 1.50 - 1.84 | C- | 1.7 Unsatisfactory |
| D+ | 1.3 | 1.15 - 1.49 | D+ | 1.3 Unsatisfactory |
| D | 1.0 | 0.50 - 1.14 | D | 1.0 Unsatisfactory |
| F | 0 | 0.00 - 0.49 | F | 0 Unsatisfactory |

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 and 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.

Week 8
March 9: **STUDENT PRESENTATIONS**

Week 9
March 23: **Open study for final paper**

Week 10
March 23: **STUDENT PRESENTATIONS**

Week 11
March 30: **STUDENT PRESENTATIONS**

Week 12
April 6: **STUDENT PRESENTATIONS**

Week 13
April 11: **STUDENT PRESENTATIONS**