

NURSING 611

**INTRODUCTION TO
ADVANCED PRACTICE NURSING**

**Fall 2009
Faculty of Nursing
University of Calgary**

**Wednesday 4-7 pm
Sept. 9 – Dec. 2, 2009
Room PF 2253**

**Course Professor: Jean Chow
Office: PF 2239
Phone: (403) 220 -4630
Email: j.chow@ucalgary.ca**

Office hours: Wednesday 1400-1600

COURSE DESCRIPTION

This course is an introduction to substantive theory related to advanced nursing practice. Advanced nursing practice can be articulated as significantly different than generalist practice. A beginning examination of the theories that inform advanced practice in nursing is important as a grounding for the conceptual, perceptual, and executive skills that will be developed in particular specialty areas of advanced practice. Through readings, seminars, and assignments, you will have the opportunity to consider the interrelatedness of theory, research, clinical skill, critical thinking, and scholarship in advanced nursing practice. Woven throughout the course is the understanding that advanced practice occurs across a variety of systems levels: health/illness, individual, family, community, and the larger health and societal systems.

COURSE OBJECTIVES

Student will have opportunities to:

1. Conceptualize advanced nursing practice as an ability to assess and intervene with multiple systems levels (health/illness, individual, family, and larger systems).
2. Examine relationships among theory, research, and practice in advanced nursing practice.
3. Develop a critical understanding of phenomena and concepts related to multiple systems levels of advanced practice.
4. Begin to conceptualize and articulate the distinctions between advanced and generalist nursing practice.
5. Analyze the current literature on a phenomenon or concept within the student's population of interest, and examine utility of the concept in an advanced practice setting.

COURSE READINGS

In addition to the course text, students are advised to consult with their supervisor and obtain a substantive content textbook that is most related to their own area/population/specialization of study, and/or to seek articles that are relevant to their own practice. Readings related to each seminar are required and are available on-line or in a binder in the grad room. Most of the readings are available on-line. You will find direct links to most of the available articles in the course syllabus on Blackboard.

ASSIGNMENTS

A. Advanced Nursing Practice

(15%)

DUE: September 30, 2009

This assignment provides you with the opportunity to talk with an individual in advanced practice to learn more about the nature of that practice and explore the integration of

concepts/phenomena around practice. You will identify an individual with a Masters degree in Nursing, working in your area of focus, who considers him/herself to be practicing at an advanced level. Arrange to meet with that person and conduct an interview. Some guiding questions *could* include (but need not be limited to) the following:

- what is the nature of your nursing practice?
- what concepts/phenomena are particularly relevant to your current practice?
- what guides your practice?
- in your view, what characterizes advanced practice versus generalist practice?

Based on this conversation, write a description of the role and the nature of that person's practice. Reflect on what you have heard with respect to the concepts/phenomena explored, the nature of advanced practice, and roles for advanced practice nurses. Incorporate current nursing literature related to these ideas. Your paper will be no longer than 6 double-spaced typed pages excluding references or appendices and will be graded on:

- a. coherent articulation of this nurse's advanced practice role
 - how does the nurse describe his/her practice, and what guides that practice?
 - how does the nurse view his/her practice as different from generalist practice?
- b. evidence of reflection on the interview
 - how does what this nurse says link to your understanding of advanced practice? To current thinking on advanced practice as reflected in the literature (no more than three references required, and these may be from the course syllabus)
 - how does this nurse's practice differ from your own, and what areas of development do you anticipate for your own practice?
- c. scholarly presentation of ideas (i.e. coherence of writing; style; APA format, 5th ed.).

B. Assignment 2: Annotated bibliography (30%)

DUE: October 28, 2009

Compile an annotated bibliography of 10 current articles on your selected nursing phenomenon that you want to examine for this course (and in the subsequent assignments). You may go through the course readings and include references that are of particular interest to your topic. Also, you should include findings from your own literature research. As an introduction, summarize each reference in around 500 words (2 pages double spaced) the main perspectives you found on your phenomenon in the literature. Organize the annotations topically, according to the perspectives/aspects identified. Include a regular alphabetical reference list of all the annotations discussed in APA format at the end of your annotated bibliography.

Criteria:

- a. Each annotation/reference contains:
 - complete citation in APA (you may single space where appropriate)
 - synopsis of author's credentials
 - major points made by the author(s)

- identification of type, e.g., literature review, research article (summarize method and results), or research based text book chapter.
 - brief critique/summarizing statement of your critical reflection on the article
- b. Evidence of a variety of sources that meet academic standards
 - c. On a final page a reference list of all the 10 references included (single spaced)
 - d. Use of headings

C. Assignment 3: Class Presentation (15%)

To be scheduled November 25 and December 2

Approximately 20 minutes in length.

This class presentation is an opportunity for you to share your thinking and its evolution related to your concept of interest. You will present a brief overview of thinking related to the concept analysis you are developing for your final paper followed by your analysis of the applicability of the concept to your practice. You will also discuss briefly how the concept might be applied in other practice areas.

The presentation will be graded on:

- a. synthesis, comprehensiveness, and succinctness of presented material
- b. evidence of creative analysis
- c. scholarliness, professionalism, and engagement of presentation style

D. Scholarly paper (40%)

DUE: December 9, 2009 (last day of class)

Concept Analysis Guidelines

This paper will be the third building block in understanding the phenomenon of your interest. The purpose of the paper is to critically analyze the phenomenon you are studying. Select a concept that has relevance for your population of interest. Use the procedure outlined for concept analysis (p. 64-74) in Walker and Avant's book entitled "Strategies for Theory Construction in Nursing." Follow the steps outlined in the book and discuss the implications or potential implications for nursing and health care. Examples of concepts include dependency, helplessness, therapeutic relationship, and hopelessness.

Paper format: The paper should be 10-12 pages in length and in APA format. The page number does not include the cover page and the list of references. At least ten references should be used from multiple sources, three of which are research articles. Dictionary definitions are not considered part of the 10 required references. Do not include conceptual analysis articles as part of your references.

Criteria

You will provide an in depth discussion of concept using Walker and Avant's framework

- a. Select a concept
- b. Determine the aims of analysis (2 points)
- c. Identify uses of the concept-provide at least 3 definitions using different sources (3 points)
- d. Determine the defining attributes-(6 points)
- e. Identify a model case (6 points)
- f. Identify antecedents and consequences Discuss all the antecedents you have found and identify which ones are important to the analysis of the concept. Discuss the consequences of the concept and discuss the significance of the consequences (6 points)
- g. Define empirical referents (5)
- h. Discussion of implications of this concept to nursing and health care (7 points)
- i. Scholarly presentation using APA format (5 points)
- j. Paper demonstrates depth in analysis and critical understandings
- k. Maximum length 10-12 pages, references and cover page not included.

ASSIGNMENT SUMMARY

<u>Method</u>	<u>Grade</u>	<u>Due Date</u>
ASSIGNMENT 1	15%	September 30 2009 (Week 4)
ASSIGNMENT 2	30%	Oct 28, 2009 (Week 8)
ASSIGNMENT 3	15%	Nov. 25, Dec 2 (Weeks 11, 12)
ASSIGNMENT 4	40%	Dec. 9, 2009 (Week 13)

Grading System

ACADEMIC REGULATIONS AND STUDENT MISCONDUCT

You are responsible for understanding and complying with the academic regulations as specified in The University of Calgary calendar 2008-2009. Intellectual honesty is expected at all times and compliance with the guidelines will be enforced.

Grading System

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	3.9	3.85 – 3.94	A	4.0 - Excellent Superior performance showing comprehensive understanding of the subject matter
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 (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 year of the program)
B-	2.7	2.50 – 2.84	B-	2.7 - Minimum pass for students in the Faculty of Graduate Studies (Note: 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)
C+	2.3	2.15 – 2.49	C+	2.3 - Unsatisfactory (Note: All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of graduate studies course requirements)
C	2.0	1.85 – 2.14	C	2.0
C-	1.7	1.50 – 1.84	C-	1.7
D+	1.3	1.15 – 1.49	D+	1.3
D	1.0	0.50 – 1.14	D	1.0
F	0	0.00 – 0.49	F	0

CLASS SYLLABUS: AGENDA AND READINGS

Note: Readings with an asterisk mark are available on-line. Readings not on-line will be available in a binder in the Grad Room.

Week 1 - September 9 – Introduction to the Course and to Advanced Practice Nursing

Topic: Advanced Practice Nursing: How is advanced practice understood? Who embodies and enacts “advanced practice?” Who is considered a legitimate “advanced” practitioner and what criteria are used? How do you expect your practice to change as you move through the MN program? What do you think about the difference between advanced and expert nursing practice?

Focus: Introductory discussion of advanced practice nursing and the various advanced practices taken up by nurses. Beginning discussion on the complexity of nursing phenomena, clinical reasoning and judgment, and the relationships between theory, research and practice, while exploring some examples from your area of practice.

Overview of the course goals and discussion of scholarly expectations and academic regulations regarding plagiarism and intellectual honesty.

Week 2 - September 16 – Re-configuring ‘Body’ and ‘Health’

Topic: The complexities of re-configuring the “body” to consider multiple and different understandings of “health” and “healing” practices.

Focus: Despite nurses’ profound basic and advanced interaction with human bodies, reflection upon embodiment, the body as a biophysical construct and lived experience was a neglected area in nursing. Over the last decade, however, a growing nursing literature on the body has emerged, generating new questions about the conceptualization of the body, body and mind relationships, impaired bodies, and post-human bodies. How do advanced practice nurses deal and interact with the fleshy body? What do you think about the body? Health? Healing? How is nursing work connected to the concept of body and body work? How is nursing connected with healing and health? What about the concept of body at individual, family, and community levels?

Week 3 - September 23 –Empowerment, Self-efficacy and Resilience

Topic: To consider the aspects of empowerment, self-efficacy, and resilience in relation to the patient/client’s condition.

Focus: What is empowerment? How is it represented in the nursing literature? How can notions of power affect our understanding of empowerment? What is self-efficacy? How can constructions of this concept influence practice with individual, family and community? What is resilience? How might that concept be important in your practice? For example, should you be working to enhance resilience in individual, family or community?

Is that a reasonable goal for nursing? How might we assess for the presence or absence of resilience, or is that something that is reasonable to do?

Week 4 – September 30 – Heart Health and Disease

Topic: The Complexities of Heart Health and Disease: Advancing practice through cardiovascular nursing research. How does a program of nursing research inform changes in health care practices over time and specifically, in advanced nursing care practices?

Guest speaker:

Dr. Kathryn King, Professor, Faculty of Nursing, University of Calgary

Cardiovascular disease is the leading causes of death in the Western world. The complex biophysical, social, cultural, and gendered construction of heart health will be examined. Guest speaker, Dr. Kathryn King, is a Nurse Scientist who conducts a nationally funded research program in the area of heart health. She will share her perspective on the relationship between theory, research and practice in advancing nursing practice especially in relationship to gender, ethnicity, and quality of health care practices. Dr. King's research interests include Cardiac Surgery Recovery, Cardiac Risk Factor Modification, Health Decision-making, and Cardiac Rehabilitation. Research methods include: Clinical Trial, Outcomes Research (descriptive cohort), and Qualitative (grounded theory).

Medical Association, 291, 1220-1225.

Week 5 - October 7 – Concepts: Hope, Transition and Transcendence

Topic: Dealing with the client's intentionality in terms of what the future holds is an important feature of advanced practice nursing.

Focus: The nature of human existence entails hope. Nurses have had the privilege of being with clients as they express their hopes in relation to the context in which they find themselves in. What is the nature of hope? What is the role of the APN in promoting hope? What is the nature of transition? How does it feature in your practice? What is the nature of transcendence? Is this a concept that is useful in your practice? In what way?

Week 6 - October 14– Chronic Pain and Suffering: Facing Death

Topic: Understanding pain and suffering from different perspectives and the consequences for re-configuring advanced nursing practices.

Guest speaker:

Dr. Shelley Raffin, Associate Professor, Faculty of Nursing, University of Calgary

Various theoretical and philosophical perspectives on suffering and chronic pain will be examined. Guest speaker, Dr. Shelley Raffin, conducts research on the phenomenon of suffering. She will share her perspective on the relationship between theory, research and practice in advancing nursing practice in the area of chronicity and palliative care,

especially in relation to suffering. The complexity of palliative care and facing death in terminal illness will be explored.

Week 7- October 21 –Concepts: Diagnosis, Assessment, and Alternatives

Topic: Critically examining the contingent complexity of naming/diagnosing “health” and “disease” in relation to particular categorical designations, and sociopolitical-historical and discursive events. Which perspectives/theoretical conceptualizations dominate understanding health, illness and disease? How do nursing practices differ in relation to these understandings? How do alternatives fit in with diagnosis and assessment?

Focus: The framing of health, diagnoses and disease will be analyzed as a complex and contingent event. In his book *Making Sense of Illness*, Dr. Robert Aronowitz, physician and historian of medicine, shows how diseases and new disease categories are the outcome of a social process of negotiations in which many parties are stakeholders. The meaning of illness is a complex affair of which the individual experiences of patients, doctors or nurses is only a part. Diagnoses and diseases have controversial and contested histories, and understanding them is not easy, as the analysis of different (nursing and interprofessional) phenomenon will demonstrate.

Guest speaker: Dr. Marja Verhoef

Marja J.Verhoef, PhD is a Professor in the Department of Community Health Sciences at the University of Calgary. She received a PhD in epidemiology from the University of Calgary and holds a Canada Research Chair in Complementary Medicine Research. Her research focuses on a wide range of factors related to complementary and alternative medicine (determinants of use, decision making, communication, information needs, meaning and importance of evidence and integration of CAM in conventional medicine). She is very interested in developing appropriate methodological approaches to evaluate complementary and alternative therapies and approaches. She is Co-Chair of the Canadian Interdisciplinary Network for CAM Research (IN-CAM) and was the first President of the International Society of Complementary Medicine Research.

Week 8 – October 28 – Community Development and Health Promotion, Empowerment and Emancipation

ASSIGNMENT 2 DUE

Topic: The challenges for advanced practice nursing in effecting a health promotion agenda for the 21st century.

Guest Speaker: Dr. Janice Kinch

Focus: While community development and health promotion practices are considered primary concerns for nursing practice and promoted as unique areas of nursing expertise, different philosophies and theoretical conceptualizations guide practice. Differences are compared and contrasted with a view to how advanced practice nurses best position in relation to this evolving multidisciplinary health care service domain.

Week 9 - November 4 – Envisioning Family-Centered Care in Health Systems

Topic: Understanding the complexity of ‘family centered care’ and envisioning a different future for health care services with families.

Focus: Various frameworks related to the explanation of the families’ experience of health, illness and aging will be examined. The class will include a discussion of the family perspective in relation to the health care system and interprofessional health services. The importance of linking theory, research and practice in understanding family transitions as well as in building (therapeutic) relationships with families for advanced practice nurses will also be explored.

Guest Speaker: Lorraine Thirsk

Week 10 - November 18 –Primary Health Care

Topic: Primary Health Care: Enacting Full Scope of Practice

Guest Speaker: Dr. Jeanne Besner was AARN President from January 2003 to September 2005. She has been Director, Health Systems and Workforce Research Unit, Calgary Health Region since 2001. She has practiced in a variety of nursing positions as public health nurse, nurse practitioner, nurse epidemiologist, Director of Public Health Nursing and Director, Primary Care Development. Current research focuses on optimizing Scopes of Practice as provider roles and responsibilities evolve in the context of collaborative and integrated models of health care service delivery. She is an Adjunct Professor with the Faculty with the Faculty of Nursing, University of Calgary and University of Alberta. She was appointed to the Health Council of Canada in December 2003, as one of 13 non-government ‘expert’ representatives, and currently serves as the Chair of the Health Council. Dr. Besner graciously consented to join us in discussing the complexity of primary health care practices within the contemporary Canadian health care service system, and where advanced practice nursing best fits in relation to an evolving primary health care agenda.

Focus: Recently the Calgary Health Region has adopted a primary health care focus and CARNA is promoting the implementation of primary health care. The notion and practice of primary health care emerged in the seventies, especially through the WHO conference in Alma-Ata in 1974, resulting in the Health for All in 2000 strategy. Where are we with the primary health care policy in the 21st Century? What different perspectives on primary health care have developed, and what are the current debates? Why do Alberta Health and CARNA emphasize the need and importance of primary health care now? What is the role of advanced practice nurses and nurse practitioners in primary health care?

Week 11 November 25 Oral Paper Presentations--Assignment 3

Week 12 – December 2 – Oral Paper Presentations--Assignment 3

Week 13 – December 9 – Course Evaluations

ASSIGNMENT 4 is due today!

Focus:

As the N611 course draws to an end, we will gain further understanding of advanced practice across different advanced practice nursing specialties, revisit our understanding of advanced practice nursing, and reflect on how the understandings and insights gained in this course will inform your clinical practice/practicum.