

NURSING 611

**INTRODUCTION TO
ADVANCED PRACTICE NURSING**

L03

**Fall 2010
Faculty of Nursing
University of Calgary**

**Wednesday 1300hrs to 1550hrs
Sept. 13 – Dec. 10, 2010
Room PF 2255**

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Acknowledgement: Dr. Jean Chow for being generous and sharing this course outline and all course material related N611. Thank you!

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.

Required textbook:

Hamric, A.B, Spross, J.A., & Hanson, H.M. (2008). *Advanced practice nursing*. St. Louis: Saunders.

Recommended reading:

Chinn, P.L. (2008). *Peace and Power: Creative leadership for building communities* (7th ed.). Boston: Jones & Bartlett.

ASSIGNMENTS

A. Advanced Nursing Practice

(15%)

DUE: September 29, 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, 6th ed.).

B. Assignment 2: Annotated bibliography (25%)

DUE: October 27, 2009

Compile an annotated bibliography of 10 current articles on the selected nursing phenomenon that you want to examine for this course (and in the subsequent assignments). Include a regular alphabetical reference list of all the annotations discussed in APA format at the end of your annotated bibliography. The inclusion of concept analysis articles is not appropriate for this assignment.

Criteria:

- a. Each annotation/reference (500 words) contains:
 - complete citation in APA (you may single space where appropriate)
 - synopsis of author's credentials
 - major points made by the author(s)
 - research article (summarize method and results)
 - 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 (10%)**DUE: November 24th and December 1, 8**

Approximately 15-20 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.

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. Paper (35%)

DUE: December 8, 2010 (last day of class)

Concept Analysis Guidelines

This paper will be the third building block in understanding the concept of your interest. The purpose of the paper is to critically analyze the concept 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 (1 point)
- c. Identify uses of the concept-provide at least 3 definitions using different sources (2 points)
- d. Determine the defining attributes (5 points)
- e. Identify a model case (5 points)
- f. Identify antecedents and consequences. Discuss 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. Discuss implications of this concept to nursing and health care (6 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.

E. Class Activities

Students are expected to attend all classes and come prepared to discuss concepts, issues, or present content synthesis/analysis or ask questions. Since the class format is interaction seminar all students are expected to participate in the class discussion based on the pre-class readings. To encourage students to reflect on the relevance of the topic under discussion to their own area/population/specialization of study, students will be required to submit or post summaries. For the online discussion, students are expected to use academic language and avoid jargons or uncommon abbreviations.

Criteria for evaluating summaries/discussions (15%)

- a. synthesis, comprehensiveness, and succinctness (3 points)
- b. relevance of reflections/comments/points (2 points)
- c. evidence of critical analysis of relevance of the topic to own area/population/specialization of study (3 points)
- d. scholarliness, and professionalism (2 points)
- e. level of engagement in/with class (3 points)
- f. contribution to peer learning (2 points)

ASSIGNMENT SUMMARY

<u>Method</u>	<u>Grade</u>	<u>Due Date</u>
ASSIGNMENT 1	15%	September 29
ASSIGNMENT 2	25%	Oct 27
ASSIGNMENT 3	10%	Nov. 24, Dec 1, 8

ASSIGNMENT 4
Class Activities

35%
15%

Dec. 8
Discussion, summaries

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