

**NURSING 611
Lecture 01**

**INTRODUCTION TO
ADVANCED PRACTICE NURSING**

**Fall 2011
Faculty of Nursing
University of Calgary**

**Wednesday 1300 - 1600h
Sept. 14 – Dec. 7, 2011
Room PF 222**

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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 diverse settings and situations, and across multiple systems levels involving health/illness, individual, family, community, and the larger health and societal systems.

COURSE OBJECTIVES

Student will have opportunities to:

1. Enhance understanding of advanced nursing practice, specifically the interaction of practice, knowledge development, and theory that informs advanced practice.
2. Critically analyze phenomena and concepts related to the diversity of advanced practice settings and situations across multiple systems levels.
3. Conceptualize and articulate the distinctions between advanced and generalist nursing practice.
4. Analyze current literature and research on a phenomenon or concept specific to your study focus/population of interest, and develop a greater understanding of the substantive theory, research and practice models that "fit" and inform advanced practice in that focus area.
5. Conceptualize advanced nursing practice; in particular the tools (conceptual, perceptual, and practice-wise) that frame and guide beginning advanced practice.
6. Conceptualize advanced nursing practice as an ability to assess and intervene with multiple levels (health/illness, individual, family, community, larger system).

COURSE READINGS

Other required readings:

Required readings related to each seminar are available on-line or in a binder in the graduate room for individual student copying.

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. This helps ensure coordination between your focus for graduate study, supervisor expectations, and course expectations.

ASSIGNMENTS

A. Advanced Nursing Practice Interview

(20%)

DUE: September 28, 2011

Maximum paper length: 6 pages (double spaced)

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 with practice. You will identify an individual with a Masters degree in Nursing, working in your area of focus, who considers her/himself 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?
- how has your understanding and valuing of these concepts changed as a result of your advanced practice?
- what guides your practice? And how?
- 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 her/his practice, and what guides that practice?
 - how does the nurse view her/his 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 materials)
 - 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 which includes double-spaced, 6th ed.).

Rubric for Evaluating Paper 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 the role and nature of that person's advanced practice, the related concepts/phenomena explored.	Offers a plausible and convincing account of the role and nature advanced practice and related concepts/phenomena as enacted in this person's nursing practice. Offers some substantiation within the literature of the importance of advanced practice in this area of focus or the lack of research in the area.	Offers a convincing, persuasive, & compelling account of this nurse's advanced practice role and related concepts/phenomena that he/she encounters in practice. In addition to substantiating with literature, offers evidence of personal reflection of the importance of the practice in this area of focus.
Process and Scholarship	The discussion around advanced practice, and related concepts/phenomena lacks a specificity and clarity of the role of advanced practice and distinction from generalist practice. The writing is lacking in intellectual scholarship and has more the flavour of colloquial writing.	The articulation of the description of this nurse's advanced practice role and related concepts/phenomena demonstrates some beginning knowledge of advanced practice and its distinctions from generalist practice. The writing shows evidence of attention to scholarship expectations	The articulation of the description of this nurse's advanced practice role and related concepts/phenomena is coherent and the depth of analysis and reflection clearly articulates the distinction of advanced practice from generalist practice. Advanced practice language is integrally and fluidly embedded. The writing is scholarly and relatively free of APA errors, appropriately referenced, clear flow, structure, and grammar.
Conclusion	Does not attempt to show an overall description of advanced practice role.	Offers an explanation of how the role of advanced practice is enacted in this practice.	Offers a clear and compelling analysis of advance practice role and its importance to nursing.

B. Literature Review and Development of Concept/Phenomenon

(30%)

DUE: November 9, 2011

Maximum paper length: 20 pages (double spaced)

This assignment involves an exploration into the literature that reflects current understanding of a selected phenomenon or concept related to your selected

population/area of interest. Examples of concepts could include dependency, empowerment, therapeutic relationship, and hope. Using a particular approach to concept development/analysis as discussed in class (Rodgers OR Walker & Avant), explore the literature reflecting on how nursing and other health disciplines have come to view this concept/phenomenon. Your discussion will begin with identifying the framework/approach for concept development chosen including the philosophical underpinnings/assumptions and its relationship to your chosen concept, and then proceed to include evidence of analysis, synthesis and critique of a review of the literature and development of the concept.

Assignment will be graded on:

- Thorough and broad selection of relevant and current literature
- Application of a particular framework (choose either Rodgers OR Walker & Avant) for concept analysis and relationship to your concept as related to your population
- Systematic and substantive analysis of concept with incorporation of relevant literature including research literature
- Clear evidence of analysis, synthesis, critique, thoroughness; and relevancy of selected references
- Scholarly presentation of ideas (i.e. coherence of writing style, APA format with particular attention to correct referencing)

Rubric for Evaluating Paper B

Elements	Does not meet requirements (</= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Understanding of selected concept/phenomenon related to area of focus.	Limited understanding of the concept is presented and its relationship to the related area of focus.	Basically describes the selected concept/phenomenon offering minimal substantive knowledge related to the area of focus.	The chosen concept/phenomenon is clearly stated and linked to the importance in this focus area. In this description there is detailed substantive knowledge and understanding presented.
Application of a framework for Concept Analysis.	Does not use a framework for concept analysis.	Framework and its relevance for your concept identified. Application of the framework is basic	Detailed understanding of the framework and application for concept development is rigorous and credible.
Evidence of analysis, synthesis, critique, thoroughness and relevance of literature as it is taken up in	Literature review is minimal and does not represent how it is taken up by nursing and other related health disciplines. Relies primarily on	Demonstrates a beginning ability to write, understand and critique the basic premises of the concept/phenomenon and how it is taken up in nursing and other	Clearly demonstrates sophistication in the ability to write, understand and critique the basic premises of the concept/phenomenon and how it is taken up in nursing and other health disciplines. Synthesis of data (literature review) drawing conclusions of what is known, and

nursing and other health disciplines.	course materials and secondary source citations. It is unclear how the author is making sense of the literature.	health disciplines. Beginning synthesis of data evident. Effectively incorporates examples from a reasonable cross-section of current literature to support key points. Quotes are appropriately used and well integrated, explored, and discussed. Uses, whenever possible, primary source citations.	what further work needs to be done is evident. Synthesis conveys to the reader the "state of the art" in a given area. Draws upon relevant and current literature. Excellent integration of quoted material, relying more on own interpretation rather than on overuse of direct quotes. Noticeable effort to reference primary sources
Literary skill and scholarship	Writing style is bland & factual, disconnected from the selected concept/phenomenon Numerous errors in sentence structure, grammar, punctuation, flow, and clarity. Numerous errors in APA formatting and citations.	Writes in a manner that is congruent with the selected nature of concept/phenomenon. Sentence structure, grammar, & punctuation are strong with occasional minor errors or lack of clarity. Follows APA (6 th ed) format appropriately with few errors	Demonstrates throughout a fluent capacity to write in a manner that illustrates and exemplifies the selected nature of the concept/phenomenon Sentence structure, grammar, punctuation, flow, and clarity are excellent with negligible errors. Meticulous APA format is followed consistently.

C. Rethinking the Concept in Relation to Advanced Practice

(35%)

Due: December 7, 2011

Maximum Length: 15-20 pages (double-spaced)

The paper will be graded on the following basis:

Return to your chosen concept/phenomenon of interest and from your analysis of current literature in the second assignment, offer a reconceptualization of the concept in relation to advanced practice. In this reconceptualization, the intent is to offer evolving ideas about this concept and advanced practice in general. Raise questions for further inquiry. Integrate the ideas explored in this course: substantive theories that inform your practice, standards and professional documents that address advanced practice, relational ethics and other ways of knowing, interprofessional and collaborative practice (this may include theories learned from other classes such as Nursing 605). Analyze how this reconceptualization of your phenomenon might influence advancing nursing practice, as well as the effect for individuals, families, communities, and the larger health care

system.

Assignment will be graded on:

- Coherent articulation of findings within the literature
- Depth of reflection, analysis, and interpretation of these findings
- Creativity of reconceptualization of concept in relation to advanced practice
- Analysis of potential implications of the reconceptualization
- Integration of topics/concepts/readings from class
- Scholarly presentation of ideas

Rubric for Evaluating Paper C

Elements	Does not meet requirements (<= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Summary findings of concept as present in the literature	Offers a surface description of the content of the text.	Offers plausible and convincing interpretations of the meaning of the text, in the current literature.	Offers convincing, persuasive & compelling interpretations of the meaning of the text in the current literature, captured succinctly and clearly.
Re- conceptual-ization of concept.	Incongruence is evident in the re-shaping of the concept. Minimal ideas from class are incorporated.	Ideas from class are incorporated in a manner that shows evidence of moving the concept away from the standard way of thinking presented in the literature.	Integrates ideas from class in a reflective and analytic manner and creatively examines the concept from a different lens. Moves understanding well beyond the obvious content of the text, and shows evidence of creative thoughtfulness.
Implications of new findings for practice	Does not attempt to link interpretations of the text to the practice context.	Offers a brief explanation of the links and implications of the interpretations for nursing practice with individuals, families, communities and the larger health care system.	Offers a strong and creative linking between the analysis and interpretations of the concept and shaping it into possible implications for nursing practice with individuals, families, communities and the larger health care system.
Scholarship	Writing style is bland & factual, disconnected from the concept. Numerous errors in sentence structure, grammar, punctuation,	Writes in a manner that is congruent with the re-thinking of the concept. Sentence structure, grammar, & punctuation are strong with occasional minor	Demonstrates fluent capacity to write in a manner that illustrates and exemplifies the rethinking of the concept. Sentence structure,

	flow, and clarity. Numerous errors in APA formatting and citations.	errors or lack of clarity. Follows APA (6 th ed) format appropriately with few errors	grammar punctuation, flow, and clarity are excellent with negligible errors. Meticulous APA format is followed consistently.
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D. Class Participation**(15%)**

The success and process of this course involves reflection and discussion on the part of the participants. As a participant you bring to the class values and professional experiences as a nurse that shape and add to the richness of discussion. Your contribution throughout the course is important to your growth as well as the growth of your fellow classmates. In this graduate course you will have the opportunity to co-lead a class discussion. During the last class there will be further opportunity for each student to share their thinking and the evolution of their thinking related to advancing nursing practice. Together, the class will venture on developing a collective vision for advancing nursing practice.

ACADEMIC REGULATIONS AND STUDENT MISCONDUCT

You are responsible for understanding and complying with the academic regulations as specified in The University of Calgary Calendar 2011-2012. Intellectual honesty is expected at all times and compliance with the guidelines will be enforced.

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	

Late Assignments

Please note that marks will be deducted for late assignments at a rate of 10% per day, or portion thereof (inclusive of weekends).

Student Misconduct

Plagiarism is a serious offence which will result in the following penalty and application:

1. In cases in which the dean and/or faculty is satisfied that a student is guilty of plagiarism, cheating or other academic misconduct in circumstances which suggest a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be either suspension or expulsion from the faculty.
2. In cases in which the dean and/or faculty is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the faculty, and in the most serious cases, expulsion from the University.

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 occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged.

For further information on Student Misconduct Policies, please refer to the official online University of Calgary Graduate Calendar, Academic Regulations, O. Student Misconduct: www.ucalgary.ca/pubs/calendar/

Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation.