

**NURSING 611 (L02)**  
**SUBSTANTIVE THEORY**  
**FOR ADVANCED NURSING PRACTICE**

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

**Wednesday 1600hrs to 1850hrs**  
**September 12th – December 9th, 2011**  
**Room PF 2253**

**Course Professor:** **Dr. Shahirose Premji, Associate Professor**  
**Office:** PF 2240  
**Phone:** 403.220.4081  
**Email:** premjis@ucalgary.ca  
**Office hours:** By Appointment Please

**Acknowledgement:** Dr. Jean Chow for being generous and sharing this course outline and all course material related N611 and Dr. Carole Ewashen and Dr. Candace Lind for modifications of the course. 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. Enhance understanding of advanced nursing practice, specifically the interaction of practice, knowledge development, and theory (praxis) that informs advanced practice.
2. Critically analyze phenomena and concepts related to the diversity of advanced practice settings and situations *across multiple system levels*.
3. Conceptualize and articulate the distinctions between advanced and generalist nursing practice; advanced nursing practice and advanced practice nursing.
4. Analyze current literature and research on a phenomenon or concept specific to your study focus 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)*

## ASSIGNMENTS

### A. Advanced Nursing Practice

(20%)

**DUE:** October 5, 2011

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. Obtain informed consent prior to undertaking the interview (see Appendix A).

Some guiding questions *could* include (but need not be limited to) the following:

- ❖ What concepts/phenomena are particularly relevant to your current practice?
- ❖ How has your understanding and valuing around these concepts/phenomena changed as a result of your advanced practice?
- ❖ What is your formal role/position description?
- ❖ What is the nature of your nursing practice?
- ❖ What fits or does not fit with the Hamric, Spross and Hanson framework for advanced nursing practice? Other models of advanced practice?
- ❖ What specifically guides your practice? And how?
- ❖ How is your practice in general different now that you are an advanced practitioner?
- ❖ In your view, what characterizes advanced practice versus generalist practice?

- ❖ What support do you get with respect to practicing at an advanced level?
- ❖ Do you find the concept of ‘advanced practice’ fits for you? How so? How not?

Based on this conversation, write a description of the role and the nature of that person’s practice and responsibilities. Reflect on what you have heard with respect to the concepts/phenomena explored, the nature of advanced practice, and roles for advanced practice nurses in relation to a specific framework, specific policy statements, and in relation to your area of study. ***Incorporate current nursing literature related to the above ideas.***

Your paper will be no longer than 6 double-spaced typed pages excluding title page, 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. depth of analysis and reflection
  - how does this nurse’s practice differ from your own, and what areas of development do you anticipate for your own practice?
  - how does what this nurse say link to your understanding of advanced practice? To current thinking on advanced practice as reflected in the literature
- c. incorporation of relevant literature
- d. scholarly presentation of ideas (i.e. coherence of writing; style; APA format, 6<sup>th</sup> ed.)

*Rubric for Evaluating of Paper A*

Elements	Does not meet requirements ( $\leq$ 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	The articulation of the description of this nurse’s advanced practice role and related concepts/ phenomena demonstrates some beginning	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

	of advanced practice and distinction from generalist practice.  The writing is lacking in intellectual scholarship and has more the flavour of colloquial writing.	knowledge of advanced practice and its distinctions from generalist practice.  The writing shows evidence of attention to scholarship expectations.	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 a brief explanation of how the role of advanced practice is enacted in this practice.	Offers a clear and compelling analysis of advanced practice role and its importance to nursing.

## B. Literature Review and Development of Concept/Phenomenon - Paper

(25 %)

### DUE:

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. Using a particular approach to concept development/ analysis as discussed in class (Walker & Avant or Rodgers), explore the literature reflecting on how nursing and other allied 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.

**Paper format:** The paper should be 12-15 pages in length (excluding title page, references and appendices) and in APA format. Do not use dictionary definitions and do not include conceptual analysis articles as part of your references.

Assignment will be graded on:

- thorough and broad selection of relevant and current literature
- application of a particular framework 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 - Paper*

Elements	Does not meet requirements (<= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Understanding of selected	Limited understanding of the concept is	Basically describes the selected	The chosen concept/phenomenon is clearly

concept/phenomenon related to area of focus.	presented and its relationship to the related area of focus.	concept/phenomenon offering minimal substantive knowledge related to the area of focus.	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.  Evidence of analysis, synthesis, critique, thoroughness and relevance of literature as it is taken up in nursing and other allied health disciplines.	Does not use a framework for concept analysis.  Literature review is minimal and does not represent how it is taken up by nursing and other related allied health disciplines.  Relies primarily on course materials and secondary source citations. It is unclear how the author is making sense of the literature.	Framework and its relevance for your concept identified. Application of the framework is basic  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 allied 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 possibly, primary source citations.	Detailed understanding of the framework and application for concept development is rigorous and credible.  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 allied health disciplines. Synthesis of data (literature review) drawing conclusions of what is known, and 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 <sup>th</sup> 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.

## **B. Literature Review and Development of Concept/Phenomena - Class Presentation (10%)**

**DUE:**

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 paper and link relate it to your focus area..

*Rubric for Evaluating Part B Class Presentation*

<b>Elements</b>	<b>Does not meet requirements (&lt;= B-)</b>	<b>Meets requirements (B to B+)</b>	<b>Exceeds requirements (A- to A+)</b>
<b>Understanding of selected concept/phenomenon related to area of focus.</b>	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.
<b>Application of a framework for Concept Analysis.</b>  <b>Evidence of analysis, synthesis, critique, thoroughness and relevance of literature as it is taken up in nursing and other allied health disciplines.</b>	Does not use a framework for concept analysis.  Minimal integration of literature and no discussion on how it is taken up by nursing and other related allied health disciplines.  It is unclear how the author is making sense of the literature.	Framework and its relevance for your concept identified. Application of the framework is basic  Demonstrates a beginning ability understand and critique the basic premises of the concept/phenomenon and how it is taken up in nursing and other allied health disciplines. Beginning synthesis of data evident.	Detailed understanding of the framework and application for concept development is rigorous and credible.  Clearly demonstrates sophistication in the ability to understand and critique the basic premises of the concept/phenomenon and how it is taken up in nursing and other allied health disciplines. Synthesis of data (literature review) drawing conclusions of what is known, and what further work needs to be done is evident. Synthesis conveys to the reader the “state of the art” in a given area.
<b>Engagement of Presentation Style</b>	Opinion, analysis, and ideas are offered in a simplistic way which does not engage classmates. Language not in keeping with target audience and/or venue. Language is bland and factual.	Opinion and analysis are offered in a way that does not consistently engage classmates. Responsively shares ideas that extend classmates thinking. Language is not always appropriate for intended audience and/or venue.	Opinion and analysis are offered in a way that engages classmates. Shares thought-provoking ideas that would push our inquiry well beyond the readings. The A+ engages participants well beyond their expectations of the topic! Language appropriate for intended audience and/or venue. Language is interesting, precise and eloquent/articulate.
<b>Voice &amp;</b>	Voice quality is too	Voice quality is good,	Voice and presence are

<b>vivacity</b> <b>Time frames</b>	loud or too quiet. Student simply reads slides or notes. Goes over 15 minutes.	& voice modulates to create interest. Slightly over or under 15 minutes.	interesting and dynamic! Presentation precisely timed.
---------------------------------------	---	---	---

### C. Rethinking the Concept(s) in Relation to Advanced Practice

(35%)

**Due: December 7, 2008**

#### **Maximum Length: 15 pages, excluding title page, reference list and appendices**

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 (NB: 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*

<b>Elements</b>	<b>Does not meet requirements (<math>\leq</math> B-)</b>	<b>Meets requirements (B to B+)</b>	<b>Exceeds requirements (A- to A+)</b>
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-conceptualization 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	Does not attempt to	Offers a brief explanation of	Offers a strong and creative

of new findings for practice	link interpretations of the text to the practice context.	the links and implications of the interpretations for nursing practice with individuals, families and the larger health care system.	linking between the analysis and interpretations of the concept and shaping it into possible implications for nursing practice with individuals, families and the larger health care system.
Scholarship	Writing style is bland & factual, disconnected from the concept. 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 re thinking of the concept. Sentence structure, grammar, & punctuation are strong with occasional minor errors or lack of clarity.  Follows APA (5 <sup>th</sup> ed) format appropriately with few errors	Demonstrates fluent capacity to write in a manner that illustrates and exemplifies the rethinking of the concept. Sentence structure, grammar punctuation, flow, and clarity are excellent with negligible errors.  Meticulous APA format is followed consistently.

#### D. Class Participation

(10%)

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. As well, during the last class there will be an 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.

Although the final evaluation of this mark rests with faculty, you (the student) will participate in providing a self-evaluation of your participation, including a proposed grade out of 10. The evaluation submitted should include an assessment of your contribution to discussion in general and during the last class.

#### ASSIGNMENT SUMMARY

<u>Method</u>	<u>Grade</u>	<u>Due Date</u>
A. Advanced Nursing Practice Paper	20%	October 5, 2011
B. Literature Review and Development of Concept/Phenomenon - Paper	25%	
B. Literature Review and Development of Concept/Phenomena - Class Presentation	10%	



C. Rethinking the Concept(s) in Relation to Advanced Practice	35%	December 7 <sup>th</sup> , 2011
D. Class Participation	10%	December 7 <sup>th</sup> , 2011

## ACADEMIC REGULATIONS AND STUDENT MISCONDUCT

You are responsible for understanding and complying with the academic regulations as specified in The University of Calgary Graduate calendar 2011-2012 – available online at:

<http://grad.ucalgary.ca/calendar>. Intellectual honesty is expected at all times and compliance with the guidelines will be enforced.

### \*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 2010-2011, Academic Regulations, Student Misconduct, Statement of Intellectual Honesty, Integrity in Scholarly Activity, Plagiarism/Cheating/Other Academic Misconduct, Academic Misconduct – Criminal Offence, and Academic Appeals: <http://grad.ucalgary.ca/calendar>. Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation.

## GRADING SYSTEM

**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</i>

				<i>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	

2009/02/23  
2011-08-30

## 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 AND 2 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 4 TOPIC: DEVELOPMENT/ANALYSIS OF CONCEPTS FOR NURSING: (WALKER & AVANT)**

#### **WEEK 5 TOPIC: RE-CONFIGURING ‘BODY’ AND ‘HEALTH’**

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 6 TOPIC: CONCEPTS: DIAGNOSIS, ASSESSMENT, & ALTERNATIVES**

**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 7 TOPIC: PRIMARY HEALTH CARE: ENACTING FULL SCOPE OF PRACTICE**

**Focus:** The Alberta Health Services 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 21<sup>st</sup> 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 8 TOPIC: HEART HEALTH AND DISEASE: ADVANCING PRACTICE IN CARDIOVASCULAR NURSING**

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?

### **WEEK 9 TOPIC: CHRONIC PAIN AND SUFFERING; FACING DEATH**

Various theoretical and philosophical perspectives on suffering and chronic pain will be examined. The complexity of palliative care and facing death in terminal illness will be explored.

### **WEEK 10 TOPIC: HOPE, TRANSITION, & 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 11 TOPIC: ENVISIONING FAMILY-CENTERED CARE**

**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.

### **WEEK 12 TOPIC: 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 13 TOPIC: COMMUNITY DEVELOPMENT: HEALTH PROMOTION, EMPOWERMENT, AND EMANCIPATION**

**Topic:** The challenges for advanced practice nursing in effecting a health promotion agenda for the 21<sup>st</sup> century.

**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.

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.