



**Nursing 611  
Fall, 2012  
Lec 01**

**SUBSTANTIVE THEORY: AN INTRODUCTION  
TO ADVANCED NURSING PRACTICE**

**Wednesday:13:00-16:00  
Room: PF222**

**Course Professor:**

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## COURSE DESCRIPTION

## N611 COURSE OBJECTIVES

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)

## COURSE TEXT AND READINGS

Readings related to each seminar are required and are available in the following formats:

- **Online on blackboard** under “course documents” (many of the sources are linked directly to the library database or are available as a pdf)
- Please consult with your graduate supervisor to obtain an idea of key substantive content and scholarly literature most related to your area/population/specialization of study. This helps ensure coordination between your focus for graduate study, supervisor expectations, and course expectations.

## ASSIGNMENTS

### [A] Advanced Nursing Practice

(20 %)

**Due: October 10<sup>th</sup> 2012**

**Maximum of 8 pages, excluding reference list and appendices**

This assignment provides you with the opportunity to talk with an individual in advanced practice with the objective of learning more about the nature of that practice and exploring the integration of concepts/phenomena around practice. You will identify an individual with a Masters degree in Nursing who considers him/herself to be practicing at an advanced level, and who is working in your area of focus. Arrange to meet with that person and conduct an interview.

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/position of the interviewee 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 and responsibilities 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 these ideas. Your paper will be graded on:

- coherent articulation of the description of this nurse's advanced practice role
- depth of analysis and reflection
- incorporation of relevant literature
- scholarly presentation of ideas (i.e. coherence of writing; style; APA format, 6<sup>th</sup> 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 focus of practice, the	Offers a plausible and convincing account. Offers some literature and	Offers a convincing, persuasive, & compelling account of this nurse's

	advanced nurse practice role & responsibilities and how advanced practice is conceptualized as well as enacted in practice.	research substantiation for claims Coherent description of advanced practice from the perspective of the interviewee. Analysis and reflection included.	advanced practice, role and responsibilities, and related concepts/phenomena that encountered in advanced practice. In addition to substantiating with literature, offers evidence of critical reflection and analysis of the importance and relevance of the particular advanced practice in this area of focus.
Process and Scholarship	<p>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.</p> <p>The writing is lacking in intellectual scholarship and has more the flavour of colloquial writing.</p>	<p>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.</p> <p>The writing shows evidence of attention to scholarship expectations</p>	<p>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. Relevant literature including research literature is cited.</p> <p>The writing is scholarly and relatively free of APA errors, appropriately referenced, clear flow, structure, and grammar.</p>
Conclusion	Does not attempt to show an overall description or analysis of advanced practice role, responsibilities and conceptualization.	Offers a brief, general synthesis of main issues @ the advanced practice nurse and how advanced practice is conceptualized and enacted.	Offers a clear and compelling analysis of advance practice, role and responsibilities, focus of practice, conceptualization, and its importance and relevance to nursing and to society.

### **[B] Literature Review and Development of Concept/Phenomenon**

**Due: November 7<sup>th</sup> 2012**

**(40 %)**

**Maximum paper length: 20 pages, excluding reference list and appendices**

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.

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**

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.	Minimal and superficial use of 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 nursing and other allied health disciplines.	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	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.	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.

	literature.	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.	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 (5 <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.

**[C] Rethinking the Concept(s) in Relation to Advanced Practice**

**40%**

**Due: December 5<sup>th</sup> 2012**

**Maximum Length: 15, excluding 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**

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 concept/conceptual framework and the fit with advanced practice and a particular focus of study. Relevant literature cited including research literature. Clear, plausible argument advanced.	Offers convincing, persuasive & compelling interpretations of the concept and the fit with advanced practice nursing. in the current literature captured succinctly and clearly. Writes a compelling argument with supporting claims for advanced practice specific to a particular concept/framework.
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. Critical analysis of concept in relation to advanced practice evident	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 – individual, community, health care organization; local and global	Does not attempt to link interpretations to advanced practice across a variety of populations/ care foci.	Offers a basic plausible explanation of the links and implications of the interpretations for nursing practice with individuals, families 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 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.	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.	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

	Numerous errors in APA formatting and citations.	Follows APA (6 <sup>th</sup> ed) format appropriately with few errors	with negligible errors. Succinct and clear writing. Persuasive argument explicitly stated and developed with claims substantively supported  Meticulous APA format is followed consistently.
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### **ACADEMIC REGULATIONS AND PRINCIPLES OF CONDUCT**

You are responsible for understanding and complying with the academic regulations as specified in The University of Calgary calendar 2012-2013.

<http://www.ucalgary.ca/pubs/calendar/grad/current/index.htm>

*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 percentage on your assignment is:	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:	
98.0 – 100	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>
93.0 – 97.9	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>
88.0 – 92.9	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>
83.5 – 87.9	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>
78.0 – 83.4	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>
73.5 – 77.9	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</i>

					<i>conventional form such that content cannot be effectively conveyed.</i>
69.0 – 73.4	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.
63.5 – 68.9	C	2.0	1.85 – 2.14	C	
59.0 – 63.4	C-	1.7	1.50 – 1.84	C-	
54.5 – 58.9	D+	1.3	1.15 – 1.49	D+	
50.5 – 54.5	D	1.0	0.50 – 1.14	D	
49.9 or less	F	0	0.00 – 0.49	F	

2009-02-23

2011-08-30

2011-09-21

Adopted Full Council: 11-09-29