

**NURSING 611  
Lecture 02**

**INTRODUCTION TO  
ADVANCED PRACTICE NURSING**

**Fall 2012  
Faculty of Nursing  
University of Calgary**

**Wednesday 1600 - 1850h  
Sept. 12 – Dec. 5, 2012  
Room PF 2253**

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Office hours: by appointment**

## **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.

## 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</i>

					<i>clarity of expression or insufficient command of 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+	
50.0 – 54.4	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(Revised 12-07-10 for a minor error)

Adopted Full Council: 11-09-29

### **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/](http://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.**

## WEEKLY SEMINAR SCHEDULE

- Week 1 - Sept. 12** Introductions, review of course outline. Advancing nursing knowledge: concept, model, framework, theory.  
**Reflective Questions:** What is theory? What guides your nursing practice? How do you expect your practice to change as you move through the MN program? What is the difference between advanced and expert nursing practice?
- Week 2 - Sept. 19** APN Hamric, Spross & Hanson model. Role development, core competencies.  
**Reflective Questions:** Is having a conceptual framework for advanced practice necessary? What are the core roles of advanced practice? Do all advanced practice nurses consider these roles a part of their practice? What are the challenges faced by advanced practice nurses?
- Week 3 - Sept. 26** An APN role with families: Envisioning and understanding the complexity of family-centered care. Examine the importance of linking theory, research and practice in understanding family transitions as well as building therapeutic relationships with families.  
**Guest:** Catherine Laing  
**Reflective Questions:** What models, theories, concepts and worldviews guide family-centred care? What are the implications for the health care system and current health care practices?
- Week 4 – Oct. 3** APN and collaboration with other disciplines: Concepts, diagnosis, assessment, and alternatives. Critically examine the contingent complexity of naming/diagnosing 'health' and 'disease' in relation to particular categorical designations, and sociopolitical-historical events.  
**Guest:** Dr. Marja Verhoef (Professor in Community Health Sciences; Canada Research Chair in Complementary Medicine Research).  
**Reflective Questions:** Which perspectives/theoretical conceptualizations dominate understandings of health, illness and disease? How do nursing practices differ in relation to these understandings? How do alternatives fit in nursing practice? What does collaboration in advanced practice mean to you? How do nurses collaborate with different disciplines?
- Week 5 - Oct. 10** APN and research: Advancing practice through cardiovascular nursing research. The complexities of heart health and disease.  
**Guest:** Dr. Kathryn King-Shier  
**Reflective Questions:** Why do nursing research? How does a program of nursing research inform changes in health care practices over time? How does research affect APN practices?
- Week 6 - Oct. 17** Development/analysis of concepts for nursing: Two approaches (Rodgers OR Walker & Avant).  
**Reflective Questions:** What is concept analysis? What are the different

approaches to concept analysis? Which one would be important for the concepts that I will study in my population?

- Week 7 - Oct. 24** Application of Rodger's concept analysis - an evolutionary process. Various theoretical and philosophical perspectives on suffering and chronic pain. The relationship between theory, research and advanced nursing practice in chronicity and palliative care, especially in relation to suffering. The complexity of palliative care and facing death.  
**Guest:** Dr. Shelley Raffin  
**Reflective Questions:** What is the nature of grief? What is the nature of suffering? Is this a concept that is useful in your practice? In what way? What is the role of the APN in caring for those who are grieving? How does conceptual analysis advance the practice and discipline of nursing?
- Week 8 – Oct. 31** APN role with individuals: An NP's example encompassing 5 areas of advanced practice. Re-configuring 'body' and 'health'; addressing the complexities of re-configuring the 'body' to consider multiple and different understandings of health and healing practices and ways of interacting with individuals.  
**Guest:** Ingrid Meeuwisse (NP at CUPS)  
**Reflective Questions:** How is nursing connected with healing and health? What do you see in this NP practice example? How is nursing connected with the concepts of 'body' and 'health' at individual, family and community levels?
- Week 9 - Nov. 7** Ethics as integral to APN: A foundation of advanced practice. APN in Education: Application of a conceptual framework in nursing education.  
**Reflective Questions:** What does ethical practice mean to you? What is at the core of ethical practice? How does your worldview influence how you think about ethical practice? How does ethical practice differ between APN and expert nurse roles? How does the concept of ethical practice in the assigned articles compare with your understandings about ethics?  
 What does advanced practice in education mean to you? What is at its core? How does your worldview influence how you think about advanced practice in education? How does the concept of sustaining self as presented in the Paton (2005) article compare with your understandings about being an educator in nursing?
- Week 10 - Nov. 14** APN with communities: Concepts and phenomena related to community.  
**Reflective Questions:** What does the concept community mean to you? How is this community as a concept taken up in advanced practice? What other concepts does community bring to mind? What is population health promotion? How can advanced practice nurses be leaders in population health?
- Week 11 - Nov. 21** TIME BACK in lieu of APN interviews (NO CLASS TODAY)

- Week 12 - Nov. 28** APN and larger systems: The health care system, nursing leadership,  
**Guest:** Dr. Jeanne Besner  
**Reflective Questions:** How far have we come with bringing primary health care into policies in the 21st century? How do you understand primary health care, primary nursing and scope of practice? What role do you see for APNs in primary health care? What do you see as a suitable scope of practice for APNs? What does nursing leadership mean to you?
- Week 13- Dec. 5** Pulling it all together: Systems level leadership in APN, conceptual framework development.  
**Guest:** TBA  
 Overview of class concepts; developing a collective vision of advanced nursing practice.  
**Reflective Questions:** What have you learned in your concept analysis that has changed your thinking and shaped your practice as an advanced practice nurse? What is the vision of APN that you take away from this course? What is our class' collective vision of advanced nursing practice for the future? What literature source do you wish to share with your colleagues that will help them in their advanced nursing practice? What do you analyze as the critical challenges for the future of advanced nursing practice? What do you base this on?

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### WEEKLY CLASS READINGS

Note: Readings with an asterisk mark\* are available on-line. Readings not on-line are either from your textbook, or will be available in the F2012 N611 Lecture 02 binder in the Graduate Study Room (2250).

#### Readings Week 1 - Sept. 12:

\*Canadian Nurses Association. (2008). *Advanced nursing practice: A national framework*. Ottawa, ON: Author. (<http://www.cna-nurses.ca/>)

\*Canadian Nurses Association. (2008). *Advanced nursing practice: Position statement*. Ottawa, ON: Author.

Spross, J. A., & Lawson, M. T. (2009). Conceptualizations of advanced practice nursing. In A. B. Hamric, J. A. Spross & C. M. Hanson (Eds.). *Advanced practice nursing: An integrative approach* (4th ed.). (pp. 33-38; 44-70). St. Louis, MO: Saunders Elsevier.

#### Readings Week 2 - Sept. 19:

Brykczynski, K. A. (2009). Role development of the advanced practice nurse. In A. B. Hamric, J. A. Spross & C. M. Hanson (Eds.). *Advanced practice nursing: An integrative approach* (4th ed.).



(pp. 95-117). St. Louis, MO: Saunders Elsevier.

- \*Bryant-Lukosius, D., & DiCenso, A. (2004). A framework for the introduction and evaluation of advanced practice nursing roles. *Journal of Advanced Nursing*, 48(5), 530-540.
- \*Laperriere, H. (2008). Developing professional autonomy in advanced nursing practice: The critical analysis of sociopolitical variables. *International Journal of Nursing Practice*, 14, 391-397.
- \*Micevski, V., Korkola, L., Sarkissian, S., Mulcahy, V., Shobbrook, C., Belford, L., & Kells, L. (2004). University health network framework for advanced nursing practice: Development of a comprehensive concept framework describing the multidimensional contributions of advanced practice nurses. *Canadian Journal of Nursing Leadership*, 17(3), 52-64.

### **Readings Week 3 - Sept. 26:**

- \*Bell, J. M. (1996). Advanced practice in family nursing. One view [Editorial]. *Journal of Family Nursing*, 2(3), 244-247.
- \*Bell, J.M. (1995). The dysfunction of dysfunctional. *Journal of Family Nursing*, 1(3), 235-237.
- \*Duhamel, F., & Talbot, L. R. (2004). A constructivist evaluation of family systems nursing interventions with families experiencing cardiovascular and cerebrovascular illness. *Journal of Family Nursing*, 10(1), 12-32.
- \*Leahy, M. & Harper-Jaques, S. (1996). Family-nurse relationships: Core assumptions and clinical implications. *Journal of Family Nursing*, 2(2), 133-151.

### **Readings Week 4 - Oct. 3:**

- \*Agdal, R. (2005). Diverse and changing perceptions of the body: Communicating illness, health, and risk in an age of medical pluralism. *The Journal of Alternative and Complementary Medicine*, 11(Suppl. 1), S67-75.
- \*College and Association of Registered Nurses of Alberta (2011). *Complementary and/or alternative therapy and natural health products: Standards for Registered Nurses*. Edmonton, AB: Author.
- Hanson, C. M., & Spross, J. A. (2009). Collaboration. In A. B. Hamric, J. A. Spross & C. M. Hanson (Eds.). *Advanced practice nursing: An integrative approach* (4th ed.). (pp. 283-309). St. Louis, MO: Saunders Elsevier.
- \*Patterson, C., Kaczorowski, J. Smith, K., Mills, D.A. (2003). Complementary therapy practice: Defining the role of advanced nurse practitioners. *Journal of Clinical Nursing*, 12, 816-823.

**Readings Week 5 - Oct. 10:**

DePalma, J. A. (2009). Research. In A. B. Hamric, J. A. Spross & C. M. Hanson (Eds.). *Advanced practice nursing: An integrative approach* (4th ed.). (pp. 217-243). St. Louis, MO: Saunders Elsevier.

\*King, K. M., Tsuyuki, R.T., Faris, P. D., Currie, G., Maitland, A., & Collins-Nakai, R. L. (2005). The women's recovery from sternotomy (WREST) study: Design of a randomized trial of a novel undergarment for early use after sternotomy. *American Heart Journal*, *149*, 761-767.

King, K. M., LeBlanc, P., Sanguins, J., & Mather, C. M. (2006). Gender-based challenges faced by older Sikh women as immigrants: Recognizing and acting on the risk of coronary artery disease. *Canadian Journal of Nursing Research*, *38*(1), 17-40.

\*King, K. M., Thomlinson, E., Sanguins, J., LeBlanc, P. (2006). Men and women managing coronary artery disease risk: Urban-rural contrasts. *Social Science & Medicine*, *62*(5), 1091-1102.

**Readings Week 6 - Oct. 17:**

\*Hanks, R. G. (2007). Barriers to nursing advocacy: A concept analysis. *Nursing Forum*, *42*, 171-177.

\*Rodgers, B. L. (1989). Concepts, analysis and the development of nursing knowledge: The evolutionary cycle. *Journal of Advanced Nursing*, *14*, 330-335.

\*Sun, Y., Knobf, M. T. (2008). Concept analysis of symptom disclosure in the context of cancer. *Advances in Nursing Science*, *31*, 332-341.

Walker, L. O., & Avant, K. C. (2004). Concept analysis. In L. O. Walker & K. C. Avant. *Strategies for theory construction in nursing* (4th ed.). (pp. 63-83). Englewood Cliffs, NJ: Prentice Hall.

\*Wade, G. H. (1999). Professional nurse autonomy: Concept analysis and application to nursing education. *Journal of Advanced Nursing*, *30*(2), 310-318.

**Readings Week 7 - Oct. 24:**

\* Cassell, E. (1991). Recognizing suffering. *Hastings Center Report*, *21*(3), 24-31.

\*Georges, J. M. (2004). The politics of suffering: Implications for nursing science. *Advances in Nursing Science, 27*, 250-256.

\*Johnson, S. (2007). Hope in terminal illness: An evolutionary concept analysis. *International Journal of Palliative Nursing, 13*, 451-459.

### **Readings Week 8 - Oct. 31:**

Frank, A. W. (1991). The body as territory and as wonder. In: A. W. Frank. *At the will of the body* (pp. 50-63). Boston: Houghton Mifflin Company.

Anderson, A. R. & O'Grady, E. T. (2009). The primary care nurse practitioner. In A. B. Hamric, J. A. Spross & C. M. Hanson (Eds.). *Advanced practice nursing: An integrative approach* (4th ed.). (pp. 380-400). St. Louis, MO: Saunders Elsevier.

\*Najman, J. & Smith, G. (2000). The embodiment of class-related and health inequities: Australian policies. *Australian and New Zealand Journal of Public Health, 24*(1), 3-4.

\*Newman, M.A., Smith, M.C., Pharris, M.D., & Jones, D. (2008). The focus of the discipline revisited. *Advances in Nursing Science, 31*(1), E16-27.

### **Readings Week 9 - Nov. 7:**

Hamric, A. B., & Delgado, S. A. (2009). Ethical decision making. In A. B. Hamric, J. A. Spross & C. M. Hanson (Eds.). *Advanced practice nursing: An integrative approach* (4th ed.). (pp. 315-342). St. Louis, MO: Saunders Elsevier.

\*Hartrick, G. (1997). Relational capacity: The foundation for interpersonal nursing practice. *Journal of Advanced Nursing, 26*(3), 523-528.

\*Storch, J. L., & Kenny, N. (2007). Shared moral work of nurses and physicians. *Nursing Ethics, 14*, 478-491.

\*Paton, B. (2005). Sustaining self: Moving beyond the unexpected realities of teaching in practice. *Nursing Inquiry, 12*(1), 51-59.

### **Readings Week 10 - Nov. 14:**

Butterfield, P. (1990). Thinking upstream: Nurturing a conceptual understanding of the societal context of health behavior. In W. Cody (Ed.). *Philosophical and theoretical perspectives for advanced nursing practice* (4th ed.). (pp. 183-189). Mississauga, ON: Jones & Bartlett.

\*Butterfield, P. (2009). The TERRA framework: Conceptualizing rural environmental health inequities through an environmental justice lens. *Advances in Nursing*

*Science*, 32, 107-117.

\*Frankish, C. J., Moulton, G. E., Quantz, D., Carson, A. J., Casebeer, A. L., Eyles, J. D., ... Evoy, B. E. (2007). Addressing the non-medical determinants of health. *Canadian Journal of Public Health*, 98(1), 41-47.

\*Lind, C., & Smith, D. (2008). Analyzing the state of community health nursing: Advancing from deficit to strengths-based practice using appreciative inquiry. *Advances in Nursing Science*, 31, 28-41.

### **Readings Week 11 - Nov. 21:**

No readings this week - TIME BACK in lieu of APN interviews

### **Readings Week 12 - Nov. 28:**

\*Canadian Nurses Association (2003, September). Primary health care-The time has come. *Nursing Now: Issues and Trends in Canadian Nursing*, 16, 1-4.

\*College and Association of Registered Nurses of Alberta (2008). *Primary health care*. Edmonton, AB: Author.

World Health Organization (2003). *Primary health care: A framework for future strategic directions*. Geneva, Switzerland: Author.

Spross, J. A., & Hanson, C. M. (2009). Clinical, professional, and systems leadership. In A. B. Hamric, J. A. Spross & C. M. Hanson (Eds.). *Advanced practice nursing: An integrative approach* (4th ed.). (pp. 249-279). St. Louis, MO: Saunders Elsevier.

### **Readings Week 13:**

Schober, M., & Affara, F. A. (2006). Future prospects and critical challenges for advanced nursing practice. In M. Schober & F. A. Affara. *International council of nurses: Advanced nursing practice*. (pp. 154-166). Oxford, UK: Blackwell.

TBA