

UNIVERSITY OF CALGARY  
FACULTY OF NURSING

COURSE OUTLINE

**NURSING 675 (S 01)**  
**ADVANCED NURSING PRACTICE I**

WINTER 2009

**CLASS TIME: WEDNESDAYS 0900-1200**

**LOCATION: PF 2215**

**Course Professor: Dr. Kathy Oberle**

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## Course Description

### Advanced Nursing Practice I (2S-1T-12)

Application of advanced nursing knowledge to practice. Emphasis on evidence-based assessment tools and intervention skills for advanced practice with individuals, families, or communities. Development of a conceptual framework that could be used to guide advanced nursing practice or a research project.

Prerequisite: Nurs. 605 and 611

**Note:** Not open to students with credit in Nursing 691.

## Course Objectives

The purpose of this course is to help students conceptualize advanced practice nursing in general, and their own advanced practice in particular. To that end the student will develop or adopt a conceptual framework for practice, and begin to apply this framework in the practice area. The student will also begin to explore how a conceptual framework can help to shape research questions and approaches. The course will be organized around four key elements of advanced practice: scholarship, educating, leading and researching. Elements of collaboration, consultation, and ethical decision making will be woven throughout. Students will be expected to examine relevant literature in their areas of practice and bring their learnings to the class discussion, where classmates will explore similarities and differences across areas of practice.

### Seminars:

The focus in this course will be on developing understandings of advanced practice, with a particular emphasis on how research and research questions, as a form of nursing scholarship, are shaped by and shape one's ideas about practice. Students will be provided opportunities to:

1. Identify and discuss key scholars and examine the nature of scholarship in advanced practice with a specific population.
2. Identify and discuss key concepts in educating in advanced practice with a specific population.
3. Identify and discuss key leaders and leadership concepts in advanced practice with a specific population.
4. Identify and discuss key researchers and examine research in advanced practice with a specific population.

5. Describe how they envision incorporating concepts of scholarship, educating, leading and researching into their advanced nursing practice using an existing conceptual framework, or one they have developed.
6. Consider how a practice framework might affect questions raised for research, and describe links between a framework for practice and a framework for a research project.

### **Clinical:**

Students will develop opportunities to:

1. Explore the existence of predominant patterns of scholarship, educating, leading, and researching in a selected practice environment.
2. Integrate and apply developing theoretical knowledge related to a population of interest, when implementing appropriate nursing assessments or interventions and when considering the outcomes of these actions.
3. Consider how their conceptual framework guides them in providing beginning level advanced practice nursing.
4. Practice advanced nursing with complex phenomena at a beginning level of competence.
5. Consider how practice environments shape the kinds of research questions that need to be explored, and develop a beginning research question and conceptual framework for research.

## **Context for Learning**

### **Seminar & Tutorial Component**

Seminars will be two or three hours in length (for a total of 26 hours), and meetings with supervisors are expected to be the equivalent of 1 hour each week. Students are expected to be self-directed and self-motivated. A critical component of each seminar is the discussion and analysis of advanced nursing practice and developing research questions with classmates. To be a contributing member of the seminar group students must be prepared to identify relevant literature and bring forth their interpretation and analyses of their readings. Some students will already have a conceptual framework for practice and research; others will develop their framework(s) through the term. Either way, students are expected to share their ideas with classmates to help enrich understanding of how different perspectives can alter how one looks at practice and research.

The **Course Professor** will facilitate students' conceptual thinking through the weekly seminars and written assignments. Students are responsible for requesting individual assistance as necessary.

Students are expected to meet with their **Faculty Supervisor** to discuss links between theory and practice in the specialty area. Through these discussions students will develop clarity about their emerging conceptual framework, and will explore links between practice and research. The Faculty Supervisor will be actively involved in the direction, supervision, and evaluation of the practice component of the course, and in helping the student develop and/or clarify the research question and framework.

### **Practice Component**

*Twelve hours each week in a selected practice environment*

in the practice environment you are expected to examine the nature of advanced practice and develop advanced practice skills. A portion of your practice time may be spent doing scholarly work (reading, discussing, conceptualizing, writing) to develop the theoretical, conceptual, and philosophical aspects of your advanced practice.

You will negotiate your practice learning experiences with your Faculty Supervisor and preceptor). Together you will develop course objectives to guide you through the term. Student objectives should be targeted toward the following:

1. Exploring interventions related to direct practice;
2. Examining how a conceptual framework can guide advanced practice interventions;
3. Examining how educating and leading form central elements of advanced practice;
4. Examining how scholarship and research in nursing inform practice interventions with a specific population;
5. Examining how research questions emerge from practice.

Objectives are to be submitted in writing no later than February 11, 2009, to your Faculty Supervisor and Clinical Supervisor. These learning objectives can be revised as the practicum progresses and will be used as the basis for the evaluation of your clinical performance.

The **Practice Supervisor** is an expert clinician/practitioner who may be from the Faculty and/or practice setting. He/she serves as a role model and practice guide for development of perceptual, conceptual and intervention skills appropriate for the population within your specialization. The Supervisor will work directly with you over the semester to facilitate learning as per the course objectives and the more specific objectives developed by you and negotiated by you through a learning contract. The Clinical Supervisor should have continuing

knowledge and direct observation of your abilities and progress in order to facilitate learning.

### **Practice Journal**

A journal of your clinical experiences is an essential element of your learning. It should be a “document” that demonstrates your ability to reflect upon your experiences, to critically question and analyze clinical scenarios, to develop hypotheses, and to support your thinking with current research findings and relevant literature, and to reflect on your developing conceptual framework. You will share your journals with your Faculty Supervisor (and possibly your Clinical Supervisor), on a weekly basis or as negotiated. These journals will provide a forum for written and/or oral dialogue. Although there are no specific marks assigned to your journal entries, they will be an essential contribution to the evaluation of your clinical performance.

## **Assignments and Methods of Evaluation**

### **Practice Component**

**40%**

The focus of the practice component will be on the development of perceptual, conceptual and intervention skills for advanced nursing practice with an identified population, and on developing understandings of the relationships between practice and research. Beginning application of the conceptual framework is expected. Practice performance appraisals are the responsibility of the Faculty Supervisor and you with input from the Clinical Supervisors. Please note that appraisals, with a written summary to the Course Professor, should be conducted at midterm (prior to March 5th, 2009) and at the end of term. Final appraisals must include a letter grade recommendation to the Course Professor.

## Seminar Component

**60%**

| Assignment    | Value            | Due Date          |
|---------------|------------------|-------------------|
| Assignment #1 | 30% of term mark | February 25, 2009 |
| Assignment #2 | 20% of term mark | March 18, 2009    |
| Participation | 10% of term mark | April 8, 2009     |

### Assignment #1

In this written assignment of no more than 20 double spaced typed pages (12 font) students will describe their population of focus and articulate a conceptual framework for their advanced practice. Students may adopt (and modify if necessary) an existing framework, or develop their own framework for practice. Philosophical, theoretical, empirical, experiential and ethics literature will be utilized to blend and connect elements of this framework.

### Evaluation Rubric Assignment #1

| <input type="checkbox"/> Elements                       | <b>Fails to meet requirements <input type="checkbox"/> (&lt;= B-)</b>   | <b>Meets requirements <input type="checkbox"/> (B to B+)</b>   | <b>Exceeds requirements <input type="checkbox"/> (A- to A+)</b>   |
|---|---|--|---|
| <input type="checkbox"/> <b>Substantive content</b>     | <input type="checkbox"/> The paper is limited to a surface description of the conceptual framework. It gives a very limited picture of the population of focus and the conceptual framework.                                      | The paper gives a satisfactory description of the population of focus and the conceptual framework, but lacks depth. Links between the framework and the student's advanced practice are not clearly developed.              | The paper offers a sophisticated and insightful description of the population of focus and the elements of the conceptual framework, such that it is clear how the framework will guide the student's advanced practice.  |
| <input type="checkbox"/> <b>Process and Scholarship</b> | The discussion lacks specificity and clarity.<br><br>There are irrelevant links to literature, research and the evolving conceptual framework.<br><br>The paper relies primarily on course materials and issues covered in class. | The argument is developed thoughtfully, and brings in some relevant literature. There is a limited attempt to analyze and synthesize elements from the literature and from practice. There is limited depth to the argument. | The paper demonstrates very good to outstanding expression of the elements of the student's conceptual framework, given the population and context. There is clarity in responding to the question "What are the constituents of my advanced nursing practice?" |

|                        |  |   |   |
|------------------------|--|---|---|
|                        | There are numerous errors in sentence structure, punctuation and diction, including inappropriate APA format and utilization of direct quotes. | Sentence structure, grammar punctuation and diction are satisfactory with occasional errors.  | Very good to excellent acknowledgment of the theoretical contributions of scholars, experiential knowledge, and the context. Strong evidence of integration of relevant literature.<br><br>Writing is scholarly and relatively free of grammatical, syntactical and APA errors, appropriately referenced, coherent, and has a clear flow. □ |
| □ <b>Argumentation</b> | □ The paper demonstrates a simplistic view of the topic, with incohesive argument about the nature of the student's advanced practice.         | The role of the advanced practice nurse is reflected to an extent within the conceptual framework, revealing central element that could be reflective of the advanced practice nurse role, although higher level critical analysis and synthesis could further enhance credibility. | The paper is well developed. It demonstrates the inter-relationship between the population, context, concerns and articulation of the advanced practice nurse role, as it is evolving.  |
| □ <b>Conclusion</b>    | □ There is no clear conclusion, or representation of the constituents of one's own advanced practice nurse role.                               | □ There is a good to satisfactory explanation of the population and the role of the advanced practice nurse, with some sound reasoning.   | There is very good to outstanding description and articulation of the conceptual framework, given the population, context and the role of advanced practice nurse.  |

**Assignment #2**

In no more than 10 double-spaced typed pages the student will demonstrate how his or her conceptual framework might link with research questions OR the student will describe the conceptual framework chosen for his or her research.

**Evaluation Rubric for Assignment #2**

| <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>Substantive content</b>     | Assignment is limited to superficial discussion of the way in which a conceptual framework guides research and the development of research questions.  | Offers a clear description of the way in which the conceptual framework guides research.   | Presents a persuasive and sophisticated argument about how a conceptual framework and its underlying philosophy guide and direct the development of research questions and selection of method.  |
| <b>Process and scholarship</b> | <p>Analysis lacks clarity, and depth. Argument is superficial. There is little evidence that the student understands the links between conceptual frameworks and research.</p> <p>The paper is poorly constructed, with poor flow and little coherence. It contains grammatical, syntactical and spelling errors. APA is used incorrectly.</p> | <p>The student presents a clear argument but it lacks depth and sophistication.</p> <p>The paper is structured reasonably logically but may lack flow. Links among ideas may be unclear in places.</p> <p>The paper is relatively well written, with a minimum of grammatical and syntactical errors. APA is used correctly.</p> | <p>The student develops an elegant and well structured argument. There is strong evidence of high level thinking and sophisticated reasoning.</p> <p>The paper is very well written, with clear, logical and succinct arguments. There are few, if any, grammatical and syntactical errors. APA is used correctly.</p> |



| <b>If the grade on your assignment is:</b> | <b>The percentage will be taken from:</b> | <b>If the total for all assignments is:</b> | <b>Your final grade will be:</b> | <b>And the GPA for the course will be:</b>   |
|--|---|---|----------------------------------|--|
| A+   | 4.0                                       | 3.95 - 4.00                                 | A+                               | 4.0 - Outstanding  |
| A  | 4.0                                       | 3.85 – 3.94                                 | A                                | 4.0 - Excellent superior<br>Superior – shows comprehensive understanding of the subject matter   |
| A-   | 3.7                                       | 3.50 – 3.84                                 | A-                               | 3.7 - Very good  |
| B+   | 3.3                                       | 3.15 – 3.49                                 | B+                               | 3.3 - Good   |
| B  | 3.0                                       | 2.85 – 3.14                                 | B                                | 3.0 - Satisfactory<br>(Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each year of the program)               |
| B-   | 2.7                                       | 2.50 – 2.84                                 | B-                               | 2.7 - Minimum pass for students in the Faculty of Graduate Studies<br>(Note: Students who accumulate two grades of B- or lower may be required to withdraw from program by the Faculty of Graduate Studies, regardless of their grade point average) |
| C+   | 2.3                                       | 2.15 – 2.49                                 | C+                               | 2.3 - Unsatisfactory<br>(Note: All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of graduate studies course requirements)   |
| C  | 2.0                                       | 1.85 – 2.14                                 | C                                | 2.0  |
| C-   | 1.7                                       | 1.50 – 1.84                                 | C-                               | 1.7  |
| D+   | 1.3                                       | 1.15 – 1.49                                 | D+                               | 1.3  |
| D  | 1.0                                       | 0.50 – 1.14                                 | D                                | 1.0  |
| F  | 0   | 0.00 – 0.49                                 | F                                | 0  |

Students are expected to comply with the academic regulations specified in the University of Calgary calendar. Intellectual honesty is expected at all times. Please refer to the University of Calgary (2008/2009) calendar regarding intellectual honesty, plagiarism, and academic misconduct.