

UNIVERSITY OF CALGARY
FACULTY OF NURSING

COURSE OUTLINE

NURSING 691 (S 01)
ADVANCED NURSING PRACTICE I

WINTER 2009

CLASS TIME: WEDNESDAYS 0900-1200

LOCATION: PF

Course Professor: Dr. Brenda Paton

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Course Description

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

Application of advanced nursing knowledge to practice in student's area of specialty. Emphasis on applying and evaluating assessment and intervention skills for advanced practice with individuals, families, or communities. Beginning development of a conceptual framework for advanced nursing practice.

Prerequisites: Nursing 605 and 611.

Note: Not open to students with credit in Nursing 675.

Course Objectives

This course will offer students the opportunity to blend and simultaneously develop an in-depth understanding of substantive theories, advanced nursing knowledge, clinical skill and judgment, in complex practice environments and health care organizations that characterize advanced nursing practice. Students will begin to articulate their advanced practice through the development of a conceptual framework that is based on theoretical, empirical, ethical and experiential knowledge in one's area of practice.

The focus in this course is on describing one's advanced level of nursing practice in addressing the concerns of clients along a continuum of care or teaching others who are providing care, and articulate this within an evolving conceptual framework. In critically analyzing and synthesizing regulating documents and frameworks (e.g. CNA, 2002; CASN), students will identify and create the key elements of their own framework considering the assumptions, definitions, characteristics, competencies and domains of practice in the literature.

The course has three components: seminar, tutorial and clinical. The seminar will provide an opportunity for the student to describe their population and the focus of their advanced practice. Students will extend their scope of practice by analyzing and synthesizing substantive theories, research and clinical expertise relevant to one's evolving framework, reflective of autonomous, accountable and independent thinking. In tutorial students will work with their faculty mentor to identify and become familiar with substantive theory that can guide the student's practice, and will link this theory to the key elements of advanced practice, as articulated within the evolving conceptual framework. In the practice setting the student will work with a preceptor to identify, examine and critique elements of advanced practice with a particular population and context.

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and clinical expertise relevant to one's evolving framework, reflective of autonomous, accountable and independent thinking.

Seminars/tutorials:

1. Identify and describe substantive theories, experiential knowledge, research, and documents provided by regulating bodies relevant to advanced practice in general.
2. Critically analyze and synthesize substantive theory, research, and literature related to one's practice population and the advanced practice level concerns within this population.
3. Identify and discuss existing / ideal nursing assessments, interventions and outcomes associated with a specific practice phenomena.
4. Define and articulate the constituents of one's advanced nursing practice considering philosophical, empirical, theoretical, experiential, and substantive theory relevant to a particular population or the complex dynamic of teaching those who care.

Clinical:

1. Explore the existence of predominant patterns in a selected practice environment.
2. Integrate and apply your developing theoretical knowledge related to your population of interest when implementing appropriate nursing assessments or interventions and when considering the outcomes of these actions.
3. Extend critical reflective skills through scholarly debate, integration of literature and articulation of learning.
4. Demonstrate beginning level advanced practice skills to the level of proficiency* with complex clinical phenomena. (**Proficiency is characterized by a holistic understanding of clinical scenarios and the ability to attend to the salient aspects when making clinical decisions.*)
5. Demonstrate leadership through autonomous decision-making, independent learning, and accountability in professional activities and professional development.

Context for Learning

Seminar & Tutorial Component

Seminars will be two - three hours in length to a maximum of 26 hours per semester, and meetings with supervisors are expected to be the equivalent of 1 hour each week. You are expected to be a self-directed and self-motivated learner. A critical component of each seminar is the discussion and analysis of advanced nursing practice with your classmates. To be a contributing member of the seminar group you must be prepared to bring forth your interpretation and analyses of the selected readings. At the beginning of the term areas of student interest will be identified and then relevant content will be added to the seminar discussion to address the links between theory, practice, advanced practice and one's evolving conceptual framework.

The **Course Professor** will facilitate your conceptual thinking through the weekly seminars and written assignments. The Course Professor will have a continuing knowledge of your progress in order to stimulate, support, and guide your conceptual skills. You are responsible for requesting individual assistance as necessary.

You are expected to meet with your **Faculty Supervisor** to discuss links between theory and practice in your specialty area. Through these discussions you will be provided an opportunity to develop some clarity about your emerging conceptual framework. The Faculty Supervisor will be actively involved in the direction, supervision, and evaluation of the practice component of the course.

Practice Component

Twelve hours each week in a selected practice environment

The practice environment will be one that you have selected with the intent of fostering your advanced nursing practice. You are expected to develop your development of 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.

Formal arrangements for practice placements and supervisors (preceptors) were made following submission of your "*Request for Graduate Clinical Practicum*" form. You will negotiate your practice learning experiences with your Faculty Supervisor and Supervisor (preceptor).

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 you in the 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.

Learning Needs

The clinical component is to be developed by you to meet your identified learning needs. The learning needs and objectives should be discussed with, and approved as appropriate to advanced nursing practice, by your Faculty Supervisor and Clinical Supervisor (preceptor). They are to be submitted in writing no later than February 9th, 2009, to your Faculty Supervisor and Clinical Supervisor. These learning needs can be revised as the practicum progresses and will be used as the basis for the evaluation of your clinical performance.

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. Your journals will be a source for discussion in seminar; as well, 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. 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.

Assignment	Value	Due Date
Assignment #1	35%	March 4, 2009
Assignment #2	15%	March 25, 2009
Assignment #3	10%	April 15, 2009

Seminar Component

60%

Assignment #1

In this written assignment of no more than 15 double spaced typed pages (12 font) students will have the opportunity to consolidate their learning through the articulation of their conceptual framework. Through the process of understanding the population of interest, the concerns within this population and the context of the advanced practice role (clinical experience), each student will identify the main element of their conceptual framework, with sound reasoning as to how this element has surfaced as the central element. As well, peripheral yet relevant elements will be identified and discussed in relation to this main element and the description or 'picture' of the conceptual framework. Philosophical, theoretical, empirical, experiential and ethical literature, theory and background will be utilized to blend and connect elements of this draft of the conceptual framework.

Evaluation Rubric Assignment #1

<input type="checkbox"/> Elements	Fails to meet requirements <input type="checkbox"/> (</= B-)	Meets requirements <input type="checkbox"/> (B to B+)	Exceeds requirements <input type="checkbox"/> (A- to A+)
Substantive content	The paper is limited to a surface description of coming to the topic or issue. The paper introduces a topic that is not related to the population or the role of the advanced practice nurse or conceptual model.	The paper clearly describes the topic, with first level understanding of core characteristics of the role of the advanced practice nurse with this population and context. The significance of the core element in the advanced practice level is well reasoned and articulated.	The paper offers a clearly identifiable, sophisticated and insightful description, interpretation and critique of the element/s of one's conceptual framework, and how it is reflective of the advanced practice role.
Process and Scholarship	The discussion around the topic, underlying assumptions and relevance to advanced nursing	The main and peripheral element/s of the conceptual framework is described thoughtfully,	The paper demonstrates very good to outstanding expression of the elements of one's own advanced

	<p>practice lacks specificity and clarity.</p> <p>There is irrelevant links to literature, research and the evolving conceptual framework.</p> <p>The paper relies primarily on course materials and issues covered in class.</p> <p>There are numerous errors in sentence structure, punctuation and diction, including inappropriate APA format and utilization of direct quotes.</p>	<p>considering one's background, literature and context. Several literature sources beyond course readings are utilized to support reasoning. The paper demonstrates the ability to explain and critique current literature.</p> <p>Sentence structure, grammar punctuation and diction are satisfactory with occasional errors.</p>	<p>practice, given the population and context. There is clarity in responding to the question "What are the constituents of my advanced nursing practice?" Very good to excellent acknowledgment of the theoretical contributions of scholars, experiential knowledge, and the context.</p> <p>Writing is scholarly and relatively free of APA errors, appropriately referenced, coherent, clear flow, structure and grammar. □</p>
Argumentation	<p>The paper demonstrates a simplistic view of the topic, with little or no effort to grasp possible suggestions in articulating one's advanced nursing practice.</p>	<p>The impact of the analysis of the population and the role of the advanced practice nurse is utilized within the conceptual framework, revealing a relevant central/s element that could be reflective of the advanced practice nurse role, although higher level critical analysis and synthesis could further enhance credibility.</p>	<p>The paper envisages the inter-relationship between the population, context, concerns and articulation of the advanced practice nurse role, as it is evolving.</p> <p>Accurate use of APA format, integrated throughout the text and reflective of scholarly writing. Reference list accurate, beyond course requirements and formatted appropriately.</p>
Conclusion	<p>There is no clear conclusion, or representation of the constituents of one's own advanced practice nurse role.</p>	<p>□ There is a good to satisfactory explanation of the population and the role of the advanced practice nurse, with some sound reasoning.</p>	<p>There is very good to outstanding description and articulation of the conceptual framework, given the population, context and the role of advanced practice nurse.</p>

Assignment #2

This written assignment of no more than 10 double spaced typed pages (12 font) offers the student the opportunity to identify, describe and critically examine substantive theories and literature, research, and documents provided by regulating bodies, which are relevant to one's practice population and the

developing role of the advanced practice nurse in this context. Specifically, through observing the APN throughout their practicum, the student offers a critique at the level of literature, assessment, evaluation, intervention and research of the role. In writing up this assignment, the student considers the core competencies and domains of advanced practice, literature/research, experiential knowledge and the context, pursuing and analyzing core knowledge in the role, and the contribution of this to one's conceptual framework.

Evaluation Rubric for Assignment #2

Elements	Does not meet requirements (</+B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Substantive content	Assignment is limited to superficial discussion of literature with little relevance to the role of Advanced Practice Nurse.	Offers a clear description of the literature, research, relevant theories in relation to the role of an advanced practice nurse.	Presents a persuasive perspective of the literature, research, and substantive theories in relation to the role of the APN within this context.
Process and scholarship	Analysis lacks clarity, with little relationships to the core competencies and domains of advanced practice. Inappropriate use of APA format throughout the text and references	Utilizes literature and research to formulate a plausible discussion and stance of the role of the APN, and the conceptual, perceptual and intervention skills. Relatively accurate use of APA format with consistent scholarly grafting of written work, sentences, and paragraph structures.	Assignment reflects a high level and thoughtful articulation of the relationship between the literature, research, and contextual knowledge that contributes towards the APN role within a population and context. Strategies that contribute towards the development of the role in this context are discussed in relation to the knowledge required in assessing, intervening and evaluating. The student responds to the question: What core knowledge is represented within this role and how does this contribute towards one's conceptual framework?
Conclusion	Minimal discussion and analysis of the literature, the role of the advanced	Clear discussion, evidence of thoughtful	A very good to outstanding description

	practice nurse and the strategies for assessment, intervention and evaluation.	integration of one's background, access to literature and synthesis of this to consolidate the role of the APN.	of the developing role of the APN within a particular population and context.
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Assignment #3

This assignment is a critical reflective presentation of the students learning, contribution to the learning community, stimulation of scholarly debate, and integration of theory, research and practice in the seminar context. The student is offered the opportunity to critique their own participation and learning and conclude with a mark, worth 10% of the final grade, which is well grounded and reasoned through the self-critique. Presentation of the critical reflection may be at the student's discretion. However, if it is chosen that the student would prefer to articulate this in a written assignment, a maximum of 5 pages will be adhered to.

Rubric for Assignment #3

Elements	Does not meet requirements (</+B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Contribution to learning community	Occasionally makes meaningful reflection on the group's efforts; discussions; however marginal effort to become involved.	Frequently attempts to guide discussion and to present relevant viewpoints for consideration by the group; interacts respectfully and informatively.	Shows consistent awareness of the needs of community; frequently attempts to motivate group discussion, encouraging open discussion and respecting floor time of others; presents creative approaches to discussion.
Stimulation of scholarly debate	Occasionally makes connections between practicum experiences and scholarship.	Frequently attempts to offer alternative views, supported with literature.	Consistently and insightfully explores, critiques, and examines models, approaches, and strategies relevant to the role of the APN, within particular contexts,

			being open to multiple views and stimulating debate.
Integration of theory, research, and practice within the seminar context	Occasionally connects theory and research with the role of the APN.	Frequently offers connections between theory, research, and the practice of the APN within a particular context.	Consistently acknowledges the potential contributions of APN's in the care of patients and families, utilizing core competencies, theory and research.
Critical reflection of own learning	Some discussion on the role of the APN, with little relationship to enhancing practice and/or patient & family care.	Clear analysis of learning with some reflection on the contribution of this to APN role & conceptual framework.	Very good to outstanding analysis and synthesis of learning and contribution of this learning to evolving APN practice and conceptual framework.

Grading System (August, 2002)

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:	And the GPA for the course will be:
A+	4.0	3.95 - 4.00	A+	4.0 - Outstanding
A	4.0	3.85 – 3.94	A	4.0 - Excellent superior 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 (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 (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 (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 (2007/2008) calendar regarding intellectual honesty, plagiarism, and academic misconduct.