



NURSING 691 (2S-1T-12)

Advanced Nursing Practice I

MN CB

COURSE OUTLINE

Winter Session 2011

Class Day(s)/Time:	Wednesday 0900-1150
Dates:	January 10, 2011 to April 15, 2011
Classroom:	PF222
Course Instructor(s):	<p>Theresa Green Faculty of Nursing Office: PF 2210 Telephone: (403) 220-2464 Email: greentl@ucalgary.ca</p> <p>Annette Lane Faculty of Nursing Office: PF 2278 Telephone: (403) 210-3843 Email: alane@ucalgary.ca</p>
Office Hours:	By appointment

CALENDAR DESCRIPTION

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.

DETAILED COURSE DESCRIPTION

Welcome to Nursing 691. 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. 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 patients along a continuum of care or teaching others who are providing care, and articulating 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.

- 1) 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.
- 2) 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.
- 3) In the clinical (practice) setting the student will work with a preceptor to identify, examine and critique elements of advanced practice with a particular population and context.

COURSE OBJECTIVES

Students in Nursing 691 will be provided with opportunities to:

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 phenomenon.
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.

Questions to reflect upon to guide you through this course:

- What is advanced nursing practice?
- What is the role of the advanced practice nurse, within your context?
- Who is my population of interest, and what characteristics do this population exhibit?
- What predominant patterns of assessment, intervention, and evaluation can I use in my practice? Are these evidence-based? Are they reflective of advanced practice? How? Why?
- What philosophical tenets are foundational to my advanced practice and evolving conceptual framework?
- Are there key concepts and substantive theories that can inform my advanced nursing practice and evolving conceptual framework?
- Why do I need a conceptual framework to guide my practice? How is that framework linked to my philosophical beliefs and informed by substantive theory and experiential knowledge?

COURSE REQUIREMENTS

In order to be successful in Nursing 691, students will complete the following requirements:

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 6th, 2011) and at the end of term. Final appraisals must include a letter grade recommendation to the Course Professor.

Seminar Component

60%

Discussion Board	5%	ongoing
Assignment # 1	15%	February 9 th , 2011
Assignment # 2	25%	March 9 th , 2011
Assignment # 3	15%	April 13 th , 2011*

*Presentations will take place over the final three class sessions, concluding on the final day of classes.

CONTEXT FOR LEARNING

Seminar & Tutorial Component

Seminars will be 2-3 hours in length. 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 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 on a regular basis (frequency at the discretion of the supervisor) to discuss links between theory and practice in your specialty area (tutorial component). 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.

Scholarly contributions to a blackboard discussion revolving around the reflective activities for the week's readings are expected; this will be monitored by the course professors and grading will reflect contributions to the online discussion. The discussion should also focus on dilemmas, issues, observations from your practicum and readings; some concepts may/will be taken up for further discussion in the weekly seminar sessions.

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 further your development of advanced practice skills. A portion of your practice time may be spent doing scholarly work (i.e. 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 clinical practice learning experiences with your Faculty Supervisor and Clinical Practice Supervisor (preceptor).

The Clinical Practice Supervisor is an expert clinician/practitioner who may be from the Faculty and/or practice setting. The clinical practice supervisor 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 clinical practice 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 practice supervisor should have continuing knowledge and direct observation of your abilities and progress in order to facilitate learning.

Learning Needs

The clinical practice component is to be developed by you to meet your identified learning needs. You will develop learning needs and objectives, which should be discussed with and approved as appropriate to advanced nursing practice, by your Faculty Supervisor and Clinical Practice Supervisor (preceptor). They are to be submitted in writing no later than February 10th 2010, 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. 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. Sharing your journal with the course professors is not mandatory, although we welcome the opportunity to share your journey with you.

Tips on Reflective Journaling

Read and experiment with the approach to journaling described in:

Kim, H. S. (1999). Critical reflective inquiry for knowledge development in nursing practice. *Journal of Advanced Nursing*, 29(5), 1205-1212.

FACULTY OF NURSING GRADUATE GRADING SCALE (Graduate Studies, September 2009)

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 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 Note: A student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the program recommends otherwise. Individual programs may require a higher minimum passing grade. <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	

WITHDRAWAL DEADLINE

The last date for withdrawal from this course without penalty is January 21, 2011.

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 (2010/2011) calendar regarding intellectual honesty, plagiarism, and academic misconduct.

STUDENT MISCONDUCT

Plagiarism is a serious offence. The penalty is academic probation or requirement to withdraw in addition to an F on the assignment and possibly an F in the course as a whole.

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 Calendar 2010-2011, Academic Regulations, Student Misconduct: 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.

ACADEMIC WRITING

The University supports the belief that throughout their University careers, students should be taught how to write well; therefore, written assignments in this course will be evaluated based on the required elements as well as quality academic writing.

For further information, please refer to the official online University of Calgary Calendar 2010-2011, Academic Regulations, E. Course Information, E.2 Writing Across the Curriculum: www.ucalgary.ca/pubs/calendar/

REAPPRAISALS AND APPEALS

For information on reappraisals and appeals, refer to the official online University of Calgary Calendar 2010-2011, Academic Regulations, I. Reappraisal of Grades and Academic Appeals: www.ucalgary.ca/pubs/calendar/

Please note the 15 day timeline from the receipt of a mark and a request for reappraisal and/or appeal to the Associate/Assistant Dean, Undergraduate Programs.

ACADEMIC ACCOMODATIONS

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation, you must officially register with the Disability Resource Centre. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor within the first week of the start of this course.

Further information can be obtained at: www.ucalgary.ca/drc/ or by calling 403-220-8237.

Assignment #1

This is an individual written assignment to be no more than five (5) double spaced typed pages (12 font). You will describe the population that is expected to benefit from your advanced practice. This may be individuals, families, group or community, and may include patients, students or nursing staff. You will discuss characteristics of the population, including demographics (to the extent known or available) and indicate some of the problems, issues or concerns that you might expect in this population that might be addressed by an advanced practice nurse. It is important to consider documents from regulating bodies, your background and experiential knowledge/skills, and nursing theory in responding to how the advanced practice nurse may address the concerns of the population. This assignment will contribute 15% to the final grade.

Rubric for Evaluation Assignment #1

Elements	Does not meet requirements (</+ B -)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Substantive content	Assignment is limited to a surface description of the population and context, with little connection with the role of the advanced practice nurse.	Offers a plausible and convincing description of the population and context.	Offers comprehensive and compelling picture of the population. Demographics accurately described with appropriate acknowledgement of resources and substantiation from the literature.
Process and scholarship	<p>The description of the population lacks clarity and specificity. Superficial analysis on the role of the advanced practice nurse with this population.</p> <p>The writing is lacking intellectual scholarship and characterized with significant colloquial writing. Incorrect use of APA format within the text and the reference list.</p>	<p>The concerns of the population acknowledged. The role and contributions of the advanced practice nurse role within this context is described, with some reference to background and theory.</p> <p>The writing shows evidence of attention to scholarship expectations, with occasional errors in sentence structure, grammar, and APA referencing.</p>	<p>Creative analysis of the population and the concerns within this population and context, with a well articulated and clearly presented discussion on the role of the advanced practice nurse. The assignment reflects a thoughtful blending of one's background and experiential knowledge, theory and policy.</p> <p>The writing is scholarly and relatively free of APA errors, appropriately referenced, clear flow, structure, and grammar.</p>
Conclusion	Minimal concrete evidence on understanding of the population and the contributions of the advanced practice role.	Offers a brief explanation of the population and the role of advanced practice nurse.	There is very good to outstanding articulation of the population, the role of the advanced practice nurse, considering skill and literature.

Assignment #2

This written assignment of no more than twelve (12) typed pages (double-spaced, 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 in 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 developing conceptual framework. **This assignment will comprise 25% of the final grade.**

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 the context of one's population and practice.
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 to 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? Consistently accurate use of APA format.
Conclusion	Minimal discussion and analysis of the literature, the role of the advanced practice nurse and the strategies for assessment, intervention and evaluation.	Clear discussion, evidence of thoughtful integration of one's background, access to literature and synthesis of this to consolidate the role of the APN.	A very good to outstanding description of the developing role of the APN and their conceptual framework within a particular population and context.

Assignment #3

This assignment is a critical reflective presentation of the student's learning, contribution to the learning community, description of their developing conceptual framework, stimulation of scholarly debate, and integration of theory, research and practice in the seminar context. This assignment will take the form of a 20-minute power point presentation of the critical reflection. **Together with the course professor's observation and assessment of in-class contributions, this assignment will comprise 15% of the final grade.**

Evaluation Rubric 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.

Class Schedule

Date	Topic	Hours	Reflective Activity for Seminar Discussion
January 12	Introduction Envisioning ANP	3	<ul style="list-style-type: none"> Who you are.... What is your focus & how do you envision this course being helpful to you? Areas of interest What is advanced nursing practice? How is advanced nursing practice different from what I do now? How would I define these terms: concept; phenomenon; theory; model; framework? How do these terms relate to my practice? What does a practice framework look like? Why should I use one? Do I have to develop one?
January 19	Ways of Thinking in Advanced Practice – Models of ANP & Scope of Practice	3	<ul style="list-style-type: none"> What is scope of practice? What influences development of scope of practice? What are the core competencies of an APN
January 26	Describing the population, literature, the role of ANP and critique.	3	<ul style="list-style-type: none"> Why is scholarship important to me as an APN? Who are the <i>Nurse Scholars</i> in my area of focus? What can I learn from these nurse Scholars? How do I integrate theory, evidence and practice?
February 2	ANP - Substantive Theory, Empirical, Experiential and Ethical Knowledge	3	<ul style="list-style-type: none"> Is there an existing framework that would guide my practice? Do I see a framework beginning to emerge? What should that framework look like? Could this framework guide my practice? How????
February 9	Reconceptualizing the skills & knowledge needed for advanced practice: your evolving conceptual framework	3	Assignment #1 due <ul style="list-style-type: none"> Am I starting to make sense of all of this? Are my journal entries about my clinical practice helping my thinking? How is my framework taking shape? What should that framework look like for my practice?
February 16	No class this week	-	READING, WRITING & REFLECTING
February 23	Reading Week	-	-
March 2	ANP: Direct patient care	3	<ul style="list-style-type: none"> How will my role be similar or different from the role I read about or observe? What are the roles of an APN?

			<ul style="list-style-type: none"> • What can I integrate into my practice from what exists in the literature?
March 9	ANP: Consultation	3	Assignment #2 due <ul style="list-style-type: none"> • What am I seeing in my clinical practicum that is helping me think about my APN role as a consultant? • Do I see how the roles of an APN are unfolding for me?
March 16	ANP: Expert coaching & guidance	3	<ul style="list-style-type: none"> • What am I seeing in my clinical practicum that is helping me think about my role in coaching and guidance as an APN? • Do I see how the roles of an APN are unfolding for me?
March 23	ANP: Leadership in clinical, professional and systems realms	3	<ul style="list-style-type: none"> • How do you envision 'leadership'? • Role recognition and acceptance
March 30		3	<ul style="list-style-type: none"> • Presentations
April 6		3	<ul style="list-style-type: none"> • Presentations
April 13		2 - 3	<ul style="list-style-type: none"> • Presentations if needed, wrap-up & evaluation

REQUIRED TEXTBOOKS/RESOURCES

The following required textbook is **available for purchase at the University of Calgary Bookstore**.

Required:

Hamric, A., Spross, J., & Hanson, C. (2008). *Advanced practice nursing: An integrative approach* (4th ed.). St. Louis: Elsevier.

Recommended:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.
For help with understanding APA formatting <http://www.psywww.com/resource/apacrib.htm>

Articles: links will be posted on Blackboard.

Reading List:

January 12: Envisioning Advanced Nursing Practice

Spross, J., & Lawson, M. (2008). Conceptualizations of Advanced Practice Nursing. In A. Hamric, J. Spross, & C. Hanson (Eds), *Advanced practice nursing: An integrative approach*. (4th ed., pp. 33-44). St. Louis: Elsevier.

Canadian Nurses Association. (2008). *Advanced practice: A national framework*, Ottawa, ON: CNA. http://www.cna-aiic.ca/CNA/documents/pdf/publications/ANP_National_Framework_e.pdf

DiCenso, A. (2008). Roles, Research & Resilience: The evolution of advanced practice nursing. *Canadian Nurse*: November, 37-40. <http://library1.ucalgary.ca/u.php?id=2899>

Donnelly, G. (2006). The Essence of Advanced Nursing Practice. *The Internet Journal of Advanced Nursing Practice*, 8(1):1-14. <http://library1.ucalgary.ca/u.php?id=2929>

Bryant-Lukosius, D., DiCenso, A., Browne, G., & Pinelli, J. (2004). Advance practice nursing roles: development, implementation and evaluation. *Journal of Advanced Nursing*, 48(50), 519-529.
<http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/j.1365-2648.2004.03234.x/pdf>

January 19: Ways of thinking in advanced nursing practice: Models and Scope of Practice

Spross, J. & Lawson, M. (2008) Conceptualizations of Advanced Practice Nursing. In Hamric, A., Spross, J., & Hanson, C. (Eds.). *Advanced practice nursing: An integrative approach* (4th ed., pp.46-70). St. Louis: Elsevier.

Fawcett, J., Newman, DM., & McAllister, M. (2004). Advanced Practice Nursing and Conceptual Models of Practice. *Nursing Science Quarterly*, 17(2):135-8.
<http://nsq.sagepub.com.ezproxy.lib.ucalgary.ca/content/17/2/135.full.pdf+html>

White, D., Oelke, N., Besner, J., Doran, D., McGillis Hall, L., & Giovanettie, P. (2008). Nursing scope of practice: Descriptions and challenges. *Nursing Leadership*, 21(1), 44-57.
<http://www.ona.org/documents/File/pdf/NursingScopeofPractice.pdf>

Clarín, O. A. (2007). Strategies to overcome barriers to effective nurse practitioner and physician collaboration. *The journal for nurse practitioners* 3.8:538. <http://library1.ucalgary.ca/u.php?id=2897>

Spoelstra, S. & Robbins, L. (2010). A Qualitative Study of Role Transition from RN to APN. *International Journal of Nursing Education Scholarship*, 7(1):1-13.
<http://www.bepress.com.ezproxy.lib.ucalgary.ca/cgi/viewcontent.cgi?article=2020&context=ijnes>

January 26: Describing the population: literature, the role of ANP and critique

- Brykcaznski, K. (2008). Role Development of the Advanced Practice Nurse. In Hamric, A., Spross, J., & Hanson, C. (Eds). Advanced practice nursing: An integrative approach (4th ed., pp. 95-116). St. Louis: Elsevier.
- Ruel, J., & Motyka, C. (2009). Advanced practice nursing: A principle-based concept analysis. *J of the American Academy of Nurse Practitioners*, 21: 384-392. <http://library1.ucalgary.ca/u.php?id=2901>
- ProfettoMcGrath, J., and Profetto-McGrath (2007). Clinical nurse specialists' use of evidence in practice: a pilot study. *Worldviews on evidence-based nursing* 4(2) :86. <http://library1.ucalgary.ca/u.php?id=2915>
- Gardner, G., Chang, A., & Duffield, C. (2007). Making Nursing Work: breaking through role confusion of advanced practice nursing. *Journal of Advanced Nursing*, 57(4), 382-391. <http://library1.ucalgary.ca/u.php?id=2927>
- Woods, L. P. "The contingent nature of advanced nursing practice." *Journal of advanced nursing* 30.1 (1999):121. <http://library1.ucalgary.ca/u.php?id=2926>

February 2: Framing ANP Knowledge - Substantive Theory, Empirical, Experiential and Ethical Knowledge.

- Hamric, A. (2008). A Definition of Advanced Practice Nursing. In Hamric, A., Spross, J., & Hanson, C. (Eds.). Advanced practice nursing: An integrative approach (4th ed., pp.75-93). St. Louis: Elsevier.
- Brykczynski, K. (2008). Role Development of the Advanced Practice Nurse. In Hamric, A., Spross, J., & Hanson, C. (Eds.) Advanced practice nursing: An integrative approach (4th ed., pp. 95-116). St. Louis: Elsevier.
- Mantzoukas, S. (2007). Review of advanced nursing practice: the international literature and developing the generic features. *Journal of clinical nursing* 16 (1): 28. <http://library1.ucalgary.ca/u.php?id=2914>
- Reed, P.G. (2008). Practitioner as theorist, *Nursing Science Quarterly*, 21(4), 315-321. <http://library1.ucalgary.ca/u.php?id=2895>
- White, J. (2009). Patterns of knowing: Review, critique and update. In A.M. Barker (Ed.), Advanced Practice Nursing, Essential Knowledge for the Profession (pp. 419-433). Sudbury, MA: Jones & Bartlett Publishers.

February 9: Reconceptualizing the skills & knowledge needed for advanced practice: your evolving conceptual framework

- Cooke, L, Gemmill, R, & Grant, M (2008). Advanced Practice Nurses Core competencies: A framework for developing and testing an Advanced Practice Nurse Discharge intervention. *Clinical nurse specialist A Journal for Advanced Practice Nursing*, 22(5), 218-225. <http://library1.ucalgary.ca/u.php?id=2894>
- McNamara S; Giguère V; St-Louis L; Boileau J., (2009). Development and implementation of the specialized nurse practitioner role: Use of the PEPPA framework to achieve success. *NURS HEALTH SCI*, 11(3): 318-25. <http://library1.ucalgary.ca/u.php?id=2922>
- Gardner, G., Gardner, A., Middleton, S., Della, P., Kain, V., & Doubrovsky, A., (2010). The work of nurse practitioners. *JAN* 66(10):2160-2169. <http://library1.ucalgary.ca/u.php?id=2892>

- Doane, G. H. (2008). Knowledge translation in everyday nursing: From evidence-based to inquiry-based practice. *Advances in Nursing Science*, 31(4), 283-295. <http://library1.ucalgary.ca/u.php?id=2902>
- Manley, K., and MANLEY. 1997). A conceptual framework for advanced practice: an action research project operationalizing an advanced practitioner/consultant nurse role. *Journal of clinical nursing* 6.3 (:179. <http://library1.ucalgary.ca/u.php?id=2891>
- Mick, D. J. (2000). Advanced practice nursing role delineation in acute and critical care: application of the strong model of advanced practice. *Heart & lung* 29(3):210. <http://library1.ucalgary.ca/u.php?id=2918>

February 24: Reading week

March 2: APN – Direct patient care

- Franks, V. (2004). Evidence-based uncertainty in mental health nursing. *Journal of Psychiatric and Mental Health Nursing*, 11, 99-105. <http://library1.ucalgary.ca/u.php?id=2904>
- MUSCLOW, S. L. (2002). The emerging role of advanced nursing practice in acute pain management throughout Canada. *Clinical nurse specialist* 16.2:63. <http://library1.ucalgary.ca/u.php?id=2908>
- Elsom, S. (2007). Exploring the expanded practice roles of community mental health nurses. *Issues in mental health nursing* 28.4. <http://library1.ucalgary.ca/u.php?id=2906>
- Quaglietti, S., Blum, L., & Ellis, V. (2004). The Role of the Adult Nurse Practitioner in Palliative Care. *Journal of Hospice and Palliative Nursing*, 6(4): 209-214. <http://library1.ucalgary.ca/u.php?id=2907>
- Maloney, A.M. & Volpe, J. (2005). The Inpatient Advanced Practice Nursing Roles in a Canadian Pediatric Oncology Unit. *Journal of Pediatric Oncology Nursing*, 22: 254-257. <http://library1.ucalgary.ca/u.php?id=2909>
- Goudreau, K., Baldwin, Kathleen, Clark, A., Fulton, J., Lyon, B., Murray, T., Rust, J., & Sendelbach, S. (2007). A vision of the future for clinical nurse specialists: Prepared by the National Association of Clinical Nurse Specialists, *Clinical Nurse Specialist, A Journal for Advanced Nursing Practice*, 21(6), 310-320. <http://library1.ucalgary.ca/u.php?id=2900>

March 9: APN – Consultation

- Llewellyn, L. & Day, H. (2008). Advanced nursing practice in paediatric critical care. *Paediatric Nursing*, 20(1): 30-33. <http://library1.ucalgary.ca/u.php?id=2910>
- Umbrell, C.E. (2006). Trauma case management: A role for the Advanced Practice Nurse. *Journal of Trauma Nursing*, 13(2), 70-75. <http://library1.ucalgary.ca/u.php?id=2911>
- Jarrett, L. & Emmett, M. (2009). Utilizing trauma nurse practitioners to decrease length of stay. *Journal of Trauma Nursing*, 16(2): 68-72. <http://library1.ucalgary.ca/u.php?id=2912>
- Swartz, M., Grey, M., Allan, J., Ridenour, N., Kovner, C., Walker, P.H. & Marion, L. (2003). A day in the lives of APNs in the U.S. *Nurse Practitioner*, 28(10), 32-39. <http://library1.ucalgary.ca/u.php?id=2913>
- Elliott, N. (2010). 'Mutual Interacting': a grounded theory study of clinical judgement practice issues. *JAN*, 66(12): 711-721. <http://library1.ucalgary.ca/u.php?id=2890>

March 16: APN - Expert Coaching & Guidance

- Mondy, C., Cardenas, D., & Avila, M., (2003). The role of an advanced practice public health nurse in bioterrorism preparedness. *Public health nursing* [0737-1209], 20(6):422. <http://library1.ucalgary.ca/u.php?id=2917>

- Wilson-Barnett, J. (2000). Recognising advancing nursing practice: evidence from two observational studies. *International journal of nursing studies* 37(5):389. <http://library1.ucalgary.ca/u.php?id=2916>
- Smith Higuchi, K., Hagen, B., Brown, S., & Zieber, P. (2006). A new role for advanced practice nurses in Canada. *Journal of Gerontological Nursing*, 32(7), 49-57. <http://library1.ucalgary.ca/u.php?id=2924>
- DiCenso, A., Auffrey, L., Bryant-Lukosis, D., Donald, F., Martin-Misener., Matthwes, S., et al. (2007). Primary health nurse practitioners in Canada. *Contemporary Nursing*, 26(1), 104-115. <http://library1.ucalgary.ca/u.php?id=2925>
- Heale, R. & Butcher, M. (2010). Canada's First Nurse Practitioner-Led Clinic: A Case Study in Healthcare Innovation. *Nursing Leadership*, 23(3): 21-29

March 23: APN – Leadership & Evaluation of Practice

- Canadian Nurses Association: Position Statement: Nursing Leadership (2009). www.Can-nurses.ca
- Bonsall, K. & Cheater, F. (2008). What is the impact of advanced primary care nursing roles on patients, nurses and their colleagues? A literature review. *International Journal of Nursing Studies*, 45: 1090-1102. <http://library1.ucalgary.ca/u.php?id=2923>
- Richmond, T. & Becker, D. (2005). Creating an advanced practice nurse-friendly culture: A marathon, not a sprint. *AACN Clinical Issues*, 16(1), 58–66. <http://library1.ucalgary.ca/u.php?id=2921>
- MacDonald, J. Herbert, R. & Thibeault, C. (2006). Advanced practice nursing: Unification through a common identity. *Journal of Professional Nursing*, 22(3), 172-179. <http://library1.ucalgary.ca/u.php?id=2920>
- OERMANN, M. H. (2002). Outcomes research: an essential component of the advanced practice nurse role. *Clinical nurse specialist* 16(3):140. <http://library1.ucalgary.ca/u.php?id=2919>
- DiCenso, A. & Bryant-Lukosius, D. (2010). Clinical Nurse Specialists and Nurse Practitioners in Canada. A Decision Support Synthesis. **Canadian Health Services Research Foundation**. Obtained on-line 2010/12/08 www.chsrf.ca. (this article is for your files – it is a report prepared for the CHSRF and is 122 pages long).

March 30: presentations

April 6: presentations

April 13: Presentations, wrap-up & evaluation