

NURSING 695
ADVANCED NURSING PRACTICE III
WINTER 2009

UNIVERSITY OF CALGARY
FACULTY OF NURSING
COURSE OUTLINE
H (2S-1T-12)

CLASS TIME: Thursdays, 0900 – 1150 Hrs.

LOCATION: Room 2255
Professional Faculties Building
A Block

**COURSE COORDINATOR/
COURSE PROFESSOR:** Dr. Sandra Reilly
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Calendar/Course Description:

Evaluation of how advanced nursing practice provides a new framework for leadership in the clinical and research areas. Development of strategies whereby advanced nursing practice enables clients, their families and communities, including organizations and regions, to design innovative responses across the continuum of care. (Prerequisite: Nursing 693).

Purpose:

As knowledge workers in knowledge-intense organizations, nurses know that advanced practice depends on clear communication. That is, for knowledge-workers in a health care setting, a meeting provides an excellent venue to clarify and share ideas as well as seek assistance. For this reason, nurses have an obligation to participate fully as discussants at every meeting.

If anything, the advance practice nurse has even a special obligation to assume a discussant role at every meeting. Not only does he or she enjoy a leadership role on the knowledge team, he or she also possesses special knowledge and skills required by others. As such, others expect him or her to share knowledge and/or devise innovative ideas for their benefit.

To prepare you for the responsibilities that you will eventually assume, each student will come to every class prepared to share ideas and experiences pertinent to the seminar topic. Each student not only will have completed the readings, but will freely state his or her opinions in order to advance the discussion or, at other times, the debate. Whether this takes the form of challenging ideas or recommending alternative interventions or proposing amendments to standard practices, the purpose always remains the same. As a practice scientist, the advance practice nurse has an obligation to advance the welfare of those who seek or require her special competencies.

This course aims to assist students in preparing innovative responses for “purposeful focused change” (Drucker) in organizing health care resources and services on the macro-, meso- and micro-levels. It does so in three ways. One, it provides each student an opportunity to work with a faculty mentor and supervisor in a nursing speciality. Two, the course also provides the student with an opportunity to envision advanced nurse practice in the context of health reform. Three, it provides the student with the opportunity to evaluate the role of the advanced nurse practitioner in a local environment. This tripartite approach has the merit of grounding expectations in reality and heightening expectations for the future. The advantages to the student are several. He or she not only refines his or her skills as a practice scientist, but also reflects on how his or her practice contributes to the welfare of clients and the outcomes of an organization, and how he or she can expect his or her practice to change in the future.

Course Objectives:

In the *seminar* component, each student has the opportunity to:

1. analyse the work of advanced practice nurses in knowledge-intense organizations;
2. relate how selected socio-political, economic and historical factors influence the implementation of an advanced nursing practice role;
3. analyse (clinical and research) leadership in planning and evaluating innovative approaches to the management of complex nursing-related problems;
4. evaluate the complexity of advanced practice from a policy standpoint at the macro-, meso- and micro levels.

In the *practice* component, each student has the opportunity to:

1. collaborate with Faculty Mentor(s) and Clinical Supervisor(s) in selecting clinical experiences with clients requiring the knowledge and skills of an advanced practice nurse.
2. evaluate the effectiveness of different interventions with clients who require the competencies of an advanced practice nurse;
3. analyse the appropriateness of different management strategies in working with other team members.

Contexts for Learning:

A. Seminar Component: Three hours per week

Coming at the end of the master's program, N695 represents a singular opportunity to synthesize learning. Certainly, at this juncture in the masters' program, the student has more responsibility for learning and the direction of his or her professional career. As a motivated, self-directed learner, the student wants to discuss substantive issues and engage in lively discussions regarding his or her future practice.

The course professor, for her part, promises to sponsor a spirit of inquiry and intellectual exploration in the weekly seminars. Her role focuses on the seminar component, and as such, concerns itself with how the student conceives her vision of advanced practice as it relates to the welfare of her clients. To this end, each student is encouraged to request assistance as necessary.

B. Practice Component: A minimum of twelve (12) hours per week

Guided by a desire to intervene on behalf of individuals, families, communities and even populations with complex problems, the student will assume responsibility as a self-directed learner. As such, the student will actively participate in choosing his or her clinical learning experiences with a Mentor(s), Supervisor(s), among others. Those choices will in most cases, provide multiple opportunities to observe and collaborate with

other disciplines. This experience will, in turn, help delineate role expectations and responsibilities.

The faculty Mentor is a member of the Faculty of Nursing with expertise in your specialty area. He/she will facilitate conceptual/theoretical thinking and clinical development in this course. The faculty Mentor will actively participate in the direction, supervision, and evaluation of the clinical experience. The faculty Mentor is not necessarily the same person as the faculty Supervisor – indeed, the student and faculty Supervisor can ask another faculty member with expertise in a clinical area to work with the student in the role of faculty Mentor.

The Supervisor is an expert from the Faculty and/or practice setting. He/she serves as a role model and practice guide in the development of your perceptual, conceptual and intervention skills appropriate for the population within your specialization. The Supervisor will work directly with the student over the semester to facilitate learning as per the course and clinical objectives as well as the learning contract. Consequently, the Supervisor is someone with knowledge of the student's abilities and intentions in order to facilitate his or her learning.

Using the Request for Graduate Practicum form, in consultation with his or her Mentor and Supervisor, each student will identify and negotiate his/her goals for the practicum. [The Co-ordinator of Practicum Resources in the Faculty of Nursing will complete the formal arrangements for such placements.]

Criteria and Relative Weights of Assignments

Seminar Component: 60%

Assignment # 1 Scholarly Paper: A Reasonable Proposal for Innovation in Advance Practice Nursing (25%)

Each student will prepare a paper that essentially answers the question: what innovation can I propose to advance provincial policies regarding the delivery of health? From this primary question, others also present themselves. Does the innovation support the principles of primary health care and/or policy directives? Can I demonstrate that the adoption of the innovation represents reasonable risk-taking on the part of the organization? Do the anticipated outcomes benefit my clients and their families?

Given the parameters of the course, these questions go beyond merely responding to change. They expect the advanced practice nurse to take a multi-focal approach to problems, and in so doing assist members of the team, whether in administrative, clinical or educational units, to thrive, not actually to improve, in the midst of change. Management theorists describe this approach as transformational because it goes beyond focusing on functions and activities. Rather than concentrating on processes associated with work, the question asks the future advanced practice nurse to focus on outcomes. That is, instead of accentuating processes, the question speaks to outcomes or the fit between processes and outcomes.

One other point needs consideration. Although assignments # 1 and # 2 have the same relative weight with regards to grading, the first assignment has special importance for one particular reason. Whereas both assignments focus on the practical matter of introducing innovation, the first assignment focuses on the selection of the innovation itself. Fortunately, there are in every specialty a multitude of best practices available, which have yet to be implemented locally. The government of Alberta has stated as much on page one of its latest white paper on the subject of health reform. It remains for the future advanced practice nurse to select an appropriate one for his or her specialty. Once the innovation is selected, the student can prepare a strategy for its implementation. This is the work of assignment # 2.

NOTE: The paper, excluding references and appendices, cannot exceed 5000 words, and has to conform to APA format. Please refer to Criteria for Evaluating Written Assignments for information about grading standards.

DUE DATE: February 20, 2009

Assignment # 2 Scholarly Paper: Application and Feasibility of an Innovation in Advanced Practice Nursing (25%)

This assignment continues where assignment # 1 leaves off. That is, assignment # 2 focuses on the application and feasibility of an innovation in an area of practice. Possibly more complex in its ideation, assignment # 2 requires the consideration of all the elements that constitute any successful practice.

To help in the preparation of both assignments, the course professor has included in the course readings a recently published guide [Agency for Healthcare Research and Quality (2008). *Will It Work Here? A Decisionmaker's Guide to Adopting Innovations*. Rockville, MD: U.S. Department of Health and Human Services] for adopting an innovation. The guide is useful both in selecting an innovation for assignment # 1 as well as introducing said innovation in practice. As such, like any guide it is less prescriptive than informative; and it provides sufficient latitude for the student to exercise considerable choice.

DUE DATE: April 09, 2009

Assignment # 3: Dialogue Regarding the Selection or Applicability and/or Feasibility of an Innovation in Advanced Practice Nursing (10%)

As a general rule, each student will actively participate in each seminar meeting. He or she will take part in seminar dialogues, contributing his or her observations and criticisms drawn from readings and clinical experiences. Providing his or her unique perspective, each student will make a meaningful contribution to the dialogues so essential to the graduate learning experience.

The dialogue about innovation will provide another such opportunity. That is, during the term, students and the course professor will discuss the selection or

applicability and/or feasibility of an innovation in terms of an individual student's practice. In so doing, the student will present a written account or scenario of a challenge, drawn from personal experience or from the literature. The 500 word scenario will describe a complex problem that befits a discussion group of graduate nursing students about to complete their masters' degrees. Over forty-five minutes, the members of the class will, after reading the scenario, join with the author (student) of the scenario in exchanging ideas about how the innovation addresses the problem. In so doing, he or she will take a systems' approach.

Peter Senge recommends that innovative responses to complex problems in health delivery organizations require dialogue by those willing to suspend their assumptions and biases in order to devise such responses. In so doing, it is important to keep some rules in mind. One, systems' thinking looks at the problem as a whole, where inter-relationships matter more than individual parts and where discussants look for patterns that require change. Two, discussants are fully invested in finding innovative responses to a problem. Next, discussants understand that relational and not linear thinking is the basis of any innovation. Four, moving problems from one domain to another only makes today's solutions tomorrow's problems. And five, for the discussants, interaction is more important than information sharing.

In terms of assignment # 3, the manner of the dialogue is left to the author (student) of the scenario. However, in preparing the scenario the author (student) wants to present a complex problem, which involves multi-system concerns. The student can choose to discuss the selection of an innovation or alternatively present an innovation, and then examine its applicability and feasibility. He or she has the choice. Ultimately, the decision is left to him or her about how to engage the members of the class in an open dialogue.

Each student will receive 10% upon completion of his or her dialogue. This represents full credit for the assignment.

DUE DATES: To Be Determined on an Individual Basis

Practice Component: 40%

Each student will engage in a practicum specifically designed to foster competence in undertaking the complex responsibilities of an advanced nurse practitioner in a health care organization. Each student will focus on the integration of his/her client(s) into the overall delivery of health services. Each student will design guidelines, goals and evaluation criteria in consultation with the Faculty Mentors and others on the Faculty and in the clinical organization.

Once the learning and evaluation criteria are negotiated, certainly no later than January 30, 2009, each student will submit them in writing to the Faculty Mentor(s) and Clinical Supervisor (s). Subject to revision, these criteria will form the basis for evaluating clinical performance.

FACULTY OF NURSING GRADUATE PROGRAM 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 performance showing comprehensive understanding of the subject matter
A-	3.7	3.50 - 3.84	A-	3.7 - Very good performance
B+	3.3	3.15 - 3.49	B+	3.3 - Good performance
B	3.0	2.85 - 3.14	B	3.0 - 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 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

In addition, the student can refer to a handout, entitled N695 Criteria for Grading Written Assignment, which the course professor will make available to each student on the first day of class and on Blackboard.

Academic Regulations and Student Misconduct:

Students have a responsibility to comply with the academic regulations regarding intellectual honesty, plagiarism and academic misconduct as spelled out in the University of Calgary Calendar 2008-2009 (pp. 54-57). Of course, the university expects intellectual honesty at all times.

Outlines: \N695 Advanced Nursing W09.doc
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NURSING 695 – WINTER 2009
CRITERIA FOR GRADING WRITTEN ASSIGNMENTS

LETTER GRADES CRITERIA: Content, Organization, Style, & Mechanics

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- A+** Reserved for work that meets all the criteria for an "A", and then goes beyond what faculty ordinarily expect of students in the course. Words like "exceptional", "innovative" and others that describe "extra-ordinary" work characterize an "A+" accomplishment. Consequently, the "A+" conveys special recognition for a student's performance.
- A** Ideas clearly and concisely articulated
Discussion reflects critical analysis of ideas.
Paragraphs are logically and clearly related.
Writing exhibits logical and analytical thought.
Organization and development of ideas demonstrate understanding of the topic.
Paper critically uses a variety of resources.
Writing presents sound arguments for conclusions.
Writing displays an extensive and accurate vocabulary.
Word usage is precise and efficient.
Sentences are varied and engaging.
Mechanics of good writing are evident through skillful and creative use of format.
The format of the paper leads the reader easily through the writer's thinking.
- B** Writing contains some interesting ideas.
Writing displays a good grasp of the topic.
Evidence in support of arguments presented clearly and accurately.
Writing occasionally contains vague statements or disorganized passages.
Writing occasionally supports the central ideas of the discussion.
Writing displays lapses in argument, organization, style or mechanics.
Writing generally presents a properly developed and coherently organized discussion of ideas, but requires some revisions to achieve the quality of an "A" paper.
Writing regularly displays the proper use of syntax and appropriate vocabulary.
Writing consistently uses correct spelling, punctuation, and grammar.
- C** Paper contains some interesting ideas, but ideas are not fully discussed, either because of poor understanding of the topic or from a lack of critical assessment.
Documentation of resources is limited in scope.
Uneven quality of writing, occasionally exhibiting a tentative grasp of elements of style and mechanics
Vocabulary appears limited.
Paper occasionally contains serious grammatical errors and/or several minor errors.
Writing demonstrates a grasp of English usage, but some erratic

application in punctuation, spelling, grammar and the like exists.

- D* Treatment and development of ideas are rudimentary, and exhibit a poor grasp of the topic.
Arguments appear superficial, and display weak use of the problem-solving process.
Paper makes some attempt to document argument, but resources are limited.
Introduction and conclusions are vague, weak, or cursory.
Argument is discernible, but inadequately developed.
Use of paragraphs and sentences is repetitive, and the paper does not read smoothly.
Writing displays an inappropriate use of words.
Writing displays a limited vocabulary.
- F* Text mainly summarizes ideas on the topic.
Paper presents ideas in a superficial or platitudinous manner.
Writing gives no evidence of logical, problem-solving or critical skills.
Paper lacks continuity and logical development.
Language usage is limited.
Writing exhibits errors in common English usage.
Writing displays impoverished vocabulary.
Writing fails to observe minimum standards of form (syntax, grammar, spelling and punctuation).