

**NURSING 695**  
**ADVANCED NURSING PRACTICE III**  
**WINTER 2011**

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

**CLASS TIME:** Thursdays, 0900 – 1150 Hrs.

**LOCATION:** Room 2253  
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 advanced 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 advanced 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 practice nurse 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 his or her vision of advanced practice as it relates to the welfare of his or 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 a 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 each student's perceptual, conceptual and intervention skills appropriate for the population within his or her 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 Advanced 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 the subject of health reform. It remains for the future advanced practice nurse to select an appropriate innovation/improvement for his or her specialty.

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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 Appendix A for the *Criteria for Evaluating Written Assignments*

**DUE DATE: February 24, 2011**

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 guide by the 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/improvement for assignment # 1 as well as introducing said innovation/improvement 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 14, 2011**

Assignment # 3:      Oral Briefing about 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 briefing conversation so essential to the graduate learning experience.

A series of oral briefings about innovation will provide another such opportunity. That is, each student will conduct an oral briefing in which he or she distributes briefing notes beforehand and then invites other students and the course professor to discuss the feasibility of an innovation/improvement in terms of the individual student's practice. [More information about the purpose and organization of briefing notes is available in Appendix A of this syllabus. As a courtesy, each student will email a copy of his or her briefing notes to other students and the course professor twenty-four hours before class. Lastly, any student has permission to invite a guest to attend the presentation.]

In preparing his or her briefing each student will want to remember what they already know about advanced practice nursing. One, it meets the needs of a specific population, with defined characteristics. Two, it enumerates specific outcomes, with exact metrics. Three, it is guided by a holistic nursing philosophy that places the patient,

family or community at the center. Four, it advances primary health care in order to support the effectiveness and efficiency of the system. Five,

Before concluding, some general comments about conducting a presentation regarding innovative thinking seem in order. In doing so, I want to turn to Peter Senge. He 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 presentation is, of course, left to the author (student) of the briefing notes. However, in preparing the briefing notes the 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 presentation. 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)**

<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

				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 Appendix B, entitled N695 Criteria for Grading Written Assignments.

## 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 2010-2011 (pp. 54-57). Of course, the university expects intellectual honesty at all times.

### Appendix A

#### NURSING 695 – WINTER 2011 CRITERIA FOR GRADING WRITTEN ASSIGNMENTS

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

- 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.

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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).
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## Appendix B What is a briefing Paper?

Briefings, whether in the form of briefing notes, briefing papers, or oral briefings, are used to keep decision makers informed about the issues they are responsible for. In government, briefings are the principal means of communication between government managers and their ministers (or other senior officials).

The demands of government these days are such that senior officials must constantly learn and retain information about an enormous range of topics and issues, which change rapidly. The only way they can do this is to rely on concise, clear, reliable briefings.

### What is a briefing note and when is it used?

Written briefings are usually done in the form of briefing notes. A briefing note is a short paper that quickly and effectively informs a decision-maker about an issue. A useful briefing note distills often complex information into a short, well-structured document.

Briefing notes usually deal with "issues"—subjects of debate. But briefing notes are also prepared for any topic someone needs to be informed about. It might be a policy matter, a situation, a report, action by another government—in fact, anything that government deals with.

Briefing notes are typically written for those senior-level decision-makers who

- have to keep track of many, often unrelated, issues
- may not be familiar with the issues and may not have any related background
- for whatever reason, cannot spend time doing their own research
- need a capsule version of the key points and considerations about an issue

### What are the characteristics of a good BN?

A well-prepared briefing note quickly and efficiently fills a person in on an issue. The most valuable BN is clear, concise and easy to read. To succeed, a briefing note should be:

- **short:** one to two pages, and always as short as possible
- **concise:** a short document isn't necessarily concise; concise means every word is used as efficiently as possible
- **clear:** keep it simple and to the point; always keep your reader firmly in mind and include only what matters to that reader
- **reliable:** the information in a briefing note must be accurate, sound and dependable; any missing information or questions about the information should be pointed out
- **readable:** use plain language and design your BN for maximum readability (use white space, subheadings, lists, font, and other means of making reading easier)

### How is a BN structured?

Briefing notes often follow a standard format, but **THERE ARE MANY VARIATIONS** on that format. We will look at a variety of sample briefing notes and briefing note templates in class. The most important point to remember about the structure of briefing notes is that they have three main parts:

- **the purpose** (usually stated as the issue, topic or purpose)
- **a summary of the facts** (what this section contains and the headings used will be determined by the purpose of the briefing note)
- **the conclusion** (this may be a conclusion, a recommendation or other advice, or both)

**These three main parts are presented under some or all of the following section headings. Remember, any briefing note you write will only have the sections that are relevant to your purpose and audience.**

**Issue** (also Topic, Purpose): A concise statement of the issue, proposal or problem. This section should explain in one or two lines why the BN matters to the reader. It sets out in the form of a question or a statement what the rest of the note is about.

**Background:** The details the reader needs in order to understand what follows (how a situation arose, previous decisions/problems, actions leading up to the current situation). Typically this section gives a brief summary of the history of the topic and other background information. What led up to this problem or issue? How has it evolved? Do not repeat information that you're including in the Current Status section.

**Current Status:** Describes only the current situation, who is involved, what is happening now, the current state of the matter, issue, situation, etc.

**Key Considerations:** A summary of important facts, considerations, developments—everything that needs to be considered now. While you will have to decide what to include and what to leave out, this section should be as unbiased as possible. Your aim is to present all the details required for the reader to be informed or to make an informed decision. Keep the reader's needs uppermost in your mind when selecting and presenting the facts. Remember to substantiate any statements with evidence and to double check your facts. Additional details may be attached as appendices.

**Options** (also Next Steps, Comments): Basically, observations about the key considerations and what they mean; a concise description either of the options and sometimes their pros and cons or of what will happen next.

**Conclusion and/or Recommendations:** Conclusions summarize what you want your reader to infer from the BN. Many readers jump immediately to this section, so be sure it covers the points you most want your reader to be clear about. Do not introduce anything new in the Conclusion. If you are including a recommendations section, it should offer the best and most sound advice you can offer. Make sure the recommendation is clear, direct and substantiated by the facts you have put forward.

### **Before you start writing, be sure you are clear about**

- why you're writing the BN (your purpose)
- who you're writing the BN for (your reader)
- what that person most needs to know
- the points you will cover
- how you will structure your information

**After you have drafted your BN, use the following questions as an editing guide:**

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- Is the purpose of the briefing note clear?
  - Is the language simple, economical and clear?
  - Is everything there that needs to be there?
  - Is anything there that isn't essential to the purpose?
  - Is the BN easy to read, understand and remember?
  - Do the sections lead logically from one to another?
  - Is the BN designed so that it is inviting to the reader?
  - Is there a good balance between white spaces and text?
  - Has the briefing note been carefully edited and proofread?

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