



NURSING 605

Philosophical Foundations for Advanced Nursing Practice

MASTER OF NURSING PROGRAM

COURSE OUTLINE

Fall Session 2010

Class Day(s)/Time:	Monday Evenings, 4.30 – 7.30 pm
Dates:	September 13 to December 6, 2010
Classroom:	PF 2253
Course Professor:	Dr. Andrew Estefan RPN, BN, MN, PhD Faculty of Nursing Office: PF 2253 Telephone: (403) 220-8053 Email: aestefan@ucalgary.ca Office Hours: By appointment

CALENDAR DESCRIPTION

Exploration of the philosophical foundations of advanced nursing practice. A process of critical analysis and deconstruction of the various conceptual frameworks and paradigms leading to articulation of the philosophical perspectives that guide advanced nursing practice.

COURSE OVERVIEW

The purpose of this course is to provide a foundation for understanding and articulating the nature of advanced nursing practice, and to create understanding on how philosophical thought has influenced the development and evolution of advanced practice. During this course, students will have opportunities to develop/enhance a variety of inquiry-based practices, including interpretive and critical comparative analysis of ideas, articulation of philosophical concepts, posing and responding to philosophical questions, and engaging in scholarly philosophical discussion. Weekly recommended readings and workbook completion will provide the basis for seminar discussion.

COURSE OBJECTIVES

Upon completion of this course, students will have had opportunities to:

1. Articulate an understanding of different philosophical approaches guiding advanced nursing practice.
2. Explore various philosophical stances underpinning nursing knowledge and theoretical frameworks, including traditional science, human sciences, critical social sciences, feminisms, interpretive/hermeneutics, post-structuralisms.
3. Interpret the relationships among philosophy, theory, research and practice.
4. Discuss various nursing concepts and theories, their underlying philosophical assumptions, and their implications for nursing practice.
5. Critique their own philosophical views and articulate where they fit within the different philosophical paradigms.

LEARNING ENVIRONMENT

Students are expected to complete assigned readings and activities prior to class in order to fully participate in classroom activities and discussions. Classes are interactive and build on your own personal and practice experiences. Please come to class prepared to share your ideas and experiences. The concepts you explore in the workbook activities and readings will be considered in the context of advanced practice nursing during class/seminar discussion.

COURSE REQUIREMENTS

The minimum grade required to pass a graduate course is a B-. Your grade score is calculated as an average across all assignment work. Failure to achieve a B- on any one assignment does not mean failing the course.

Students are expected to learn and then comply with APA 6th Edition style in all written work. All assignments are due on the date specified in the course outline and are to be submitted electronically (that is, by email) to Dr. Estefan at aestefan@ucalgary.ca

COURSE EVALUATION

Completion of workbook sections 1 – 5 **20 % of total grade**
Due Tuesday October 12, by 4.30pm
Length: as per space in workbook (minimal additions allowed)

You will undertake the sections in the course workbook. Each section requires you to consider one or more aspects of philosophy as it applies to life, living and nursing practice. Each section requires you to **present a perspective** on philosophy and practice, **apply philosophy** to your practice and to read and **integrate the literature** that pertains to your chosen area of practice.

Completion of workbook sections 6 – 10 **20 % of total grade**
Due Monday November 1, by 4.30pm
Length: as per space in workbook (minimal additions allowed)

Sections 7 – 11 of your workbook encourage you to further deepen your philosophical exploration of different aspects of being and knowing that influence nursing practice. In these sections you are being asked to **challenge your current thinking** and practice and, importantly, to **reconstruct** possibilities for the way nursing and practice phenomena are understood and enacted.

Identifying philosophical and paradigmatic assumptions inherent in work contexts
Due on agreed presentation date **25% of total grade**
Length: Presentation 40 minutes, discussion 20 minutes

The ability to critically examine the philosophical and paradigmatic assumptions that influence one's nursing practice is enhanced through reflection, reading, thinking and dialogue. In this assignment you will engage in all of these skills by presenting a picture of your everyday work life—the context and responsibilities—and an analysis of your nursing practice considering philosophical and paradigmatic views. You will select a theme to structure your presentation and you will work in pairs: both responsible for presenting and leading class discussion on context, environment, institution, practice and how nursing and health care happens. The presentation must reflect context and experience as well as nursing/professional literature and philosophical theory. Both of you will receive the same grade for the presentation. You are required to:

1. Present a picture of your everyday work-life (basically, tell us about the context where you practice and how this context has evolved and is situated within health care provision);
2. Highlight important elements of the context, including how you practice (such as scope, what you do, etc);
3. Identify the assumptions made about nurses' work within this context, focusing on the theme you have chosen for your presentation;
4. Analyze how these assumptions influence or affect their own nursing practice and the broader values and beliefs of the profession of nursing;
5. Provide a pre-reading article for the class in order to enhance discussion.

Term paper **35% of total grade**

Due Monday November 29, by 4.30pm
Length: 10 pages

In your term paper, you will have the opportunity to explore a particular practice problem, complexity or even a frustration in your current practice. You will then consider this problem using two differing philosophical positions that you have explored in class and through your readings and activities. Your paper will enable you to explore why the issue you chose is a problem as well as to critically consider how the issue may be thought about differently or even transformed. In this paper, you will begin to make some statements or expressions about your philosophical stance for advanced practice.

RUBRIC FOR EVALUATING WORKBOOK SECTIONS

ELEMENTS	Does not meet requirements (<= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Substantive content	The workbook activities are limited to surface descriptions of issues, activities or events. These descriptions do not provide sufficient background or depth. Little evidence of engagement with the intent of NURS 605 to develop philosophical thinking.	A plausible and convincing engagement with issues, activities and event. Descriptions offer depth and richness and offer some evidence of engagement with philosophical thought.	Sophisticated presentation of issues, activities and events. Central ideas and themes are presented in a way that facilitates a philosophical discussion
Process and scholarship	Discussion/activity is vague and lacks specificity, clarity and insight. Relies primarily on course materials and issues covered in class. Little or no evidence of independent reading, resource investigation.	Discussion is specific and reasonably well supported with relevant literature. Sources beyond course readings and coursework are accessed.	Very good to outstanding expression. Writing is scholarly and relatively free of errors. Flow is clear and logical and is well supported by reference to a variety of relevant literature.
Analysis and synthesis	Simplistic view of the topic is presented. Little or no effort made to grasp possible alternative views. Does not develop new information or material	Demonstrates a satisfactory ability to craft an academic argument. Analysis is logical and offers insights into competing perspectives.	Very good to outstanding ability to construct a coherent, logical and well supported argument or discussion.
Presentation	Numerous errors in sentence structure, punctuation and grammar. Inaccurate application of APA style.	Satisfactory organization and structure, evidenced by appropriate sentencing, grammar and punctuation. APA style is mostly correct.	Very good to outstanding presentation, evidenced by excellent grammar, sentence structure and use of punctuation. APA format is correct.

RUBRIC FOR EVALUATING CLASS PRESENTATIONS

ELEMENTS	Does not meet requirements (</= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Representation of practice context, highlighting how practice is influenced.	Account is limited to a surface description of practice context.	Offers a plausible and convincing account of the context in which practice happens. Presentation of context shows a satisfactory to good level of sophistication.	The context is presented in a manner that includes socio-political and historical influences. Offers a thought provoking exploration and analysis of the impact of the philosophical assumptions inherent to advanced nursing practice. Presentation demonstrates a very good to outstanding level of sophistication, analysis & extension.
Underlying assumptions & impact of these on practice.	Context is limited to description with no elaboration on underlying assumptions & impact of these on practice.	The prevailing stance and underlying assumptions described with minimal opportunity for interpretation and impact on practice.	Descriptive and interpretive elements of the interface between values, beliefs and practice are fluidly incorporated throughout presentation. The work of nurse scholars and theorists is acknowledged and integrated throughout presentation.
Class discussion and reference to relevant and significant sources.	Presentation does not encourage open discussion and participation by classmates. Questions that are posed are too simplistic to effectively engage classmates.	Poses questions that effectively create openings for participation by all present. Responsively incorporates & addresses ideas offered by classmates to extend and embellish the discussion.	Poses questions that lead to deep scholarly discussion, interpretations and analysis beyond what was originally presented.
Presentation Style	Demonstrates little interest or passion for the topic. PowerPoint, if used is read rather than utilized as an adjunct to the presentation	Demonstrates a satisfactory level of engagement with the topic and participants. Voice quality is good.	Demonstrates enthusiasm and immersion with the topic, engaging and opening conversation with participants.

RUBRIC FOR EVALUATING TERM PAPER

ELEMENTS	Does not meet requirements (</= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Substantive content	Paper is limited to a surface description of coming to the topic or issue. Introduces topic that is not related to the course content. Discussion around the topic, underlying assumptions and relevance to advanced nursing practice lacks specificity and clarity.	Clearly describes the topic, with first level understanding of philosophical tensions. Underlying assumptions that lead to two different views of the topic are described well and related to specific paradigmatic views. Significance of the topic to the student's advanced nursing practice is clear.	Offers a clearly identifiable, sophisticated and insightful description, interpretation and critique of the topic. Demonstrates clear understanding of two philosophical views that can be brought to bear on the topic, and how these differing views can result in tensions. Clear articulation of the student's own philosophical beliefs about the topic, reflecting the philosophical stance evident in the student's advanced nursing practice. Expressed philosophy of practice is ontologically and epistemologically coherent.
Process and scholarship	Comments and analysis lack supporting literature with minimal insight on philosophical views. Relies primarily on course materials and issues covered in class. Numerous errors in sentence structure, punctuation and diction, including inappropriate APA format and utilization of direct quotes.	Demonstrates ability to present the topic and underlying assumptions and paradigmatic views reasonably clearly. Uses several literature sources beyond course readings to support comments. Scholarly writing is generally satisfactory with few errors in sentence structure, syntax, spelling, grammar and punctuation. APA format mostly correct.	Outstanding expression of the topic, underlying assumptions and philosophical views. Writing is scholarly and essentially free of APA errors, appropriately referenced, coherent, clear flow, structure and grammar.
Argumentation	Simplistic view of topic. Little or no effort to grasp possible alternative views.	Paradigmatic views are acknowledged, though perhaps not addressed or explored effectively. Flow is logical reasonably easy to follow.	Develops argument logically and clearly with smooth flow. Envisages consequences and tensions of differing perspectives and practices on own philosophical stance.
Conclusion	There is no clear conclusion, or representation of the constituents of one's own philosophical stance in advanced nursing practice.	Offers a satisfactory explanation of philosophical views and tensions that have some impact on practice. Some connection to own philosophical stance.	Very good to outstanding articulation of student's ontological and epistemological stance for advanced nursing practice.

FACULTY OF NURSING GRADUATE GRADING SCALE

If the percentage 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 -- exceptional analysis and synthesis of subject matter.
A	4.0	3.85-3.94	A	4.0 Excellent -- superior performance, showing comprehensive understanding of 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 associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as calculated 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 the 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 grade 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	0.0

STUDENT MISCONDUCT

Plagiarism is a serious offence which will result in the following penalty and application:

1. In cases in which the dean and/or faculty is satisfied that a student is guilty of plagiarism, cheating or other academic misconduct in circumstances which suggest a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be either suspension or expulsion from the faculty.
2. In cases in which the dean and/or faculty is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the faculty, and in the most serious cases, expulsion from the University.

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 2009-2010, Academic Regulations, K. 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.

REAPPRAISALS AND APPEALS

For information on reappraisals and appeals, refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, I. Reappraisal of Grades and Academic Appeals: www.ucalgary.ca/pubs/calendar/

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 professor 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.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP)

Information (such as a phone number, addresses, tracking sites of practica, etc.) that you may be asked to provide is collected under the authority of the Universities/Colleges Act and Freedom of Information and Protection of Privacy Act, Section 32(c). Your personal information is protected by Alberta's Freedom of Information and Protection and Privacy Act and can be reviewed on request.

If you have any questions about the collection or use of this information, contact the U of C Faculty of Nursing, Senior Student Advisor Laura Hampson at 403-220-2728. FOIP legislation disallows the practice of having students retrieve assignments from a public place. Some assignments may be retrieved through the General Office. If a student is unable to pick up an assignment from the professor or General Office, a stamped, self-addressed envelope must be provided for the return of the assignment.