



Nursing 667 Seminar 01
Nurse Practitioner Practice Issues
and Role Integration
Winter 2010

Mondays, February 22, March 1 and 8: 0800 – 1300

Tuesdays, February 23, March 2 and 9: 0900 – 1300

Wednesdays, February 24, March 3 and 10: 0800 – 1200

Class Rooms PF 2253 and PF 2255

Course Instructor: Meg McDonagh RN, MN, NP (Primary Health Care –
Family-All ages)
Senior Instructor

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Course Description: The course provides a systems approach to issues of management of complex health problems in NP practice, medical-legal aspects and role development in extended practice environment.

The course is offered in a seminar format with guest speakers, faculty or students prepared to lead the discussion. Participation is a critical component of the course, as it provides the venue for the expression of critical analysis of the readings.

Objectives: At the end of this course, the student should be able to:

1. Discuss the past, present and future of nurse practitioners within Canada and across international borders.
2. Contrast and compare primary care versus acute care nurse practitioners.
3. Appreciate the unique aspects of the Canadian Health Care system and how nurse practitioners operate within that system.
4. Discuss the use of conceptual frameworks to guide practice and to evaluate the role of the nurse practitioner within an advanced practice role.
5. Articulate strategies to develop, implement and evaluate the role of the nurse practitioner through critical appraisal of the literature.
6. Examine legal parameters of the advanced practice role.
7. Discuss jurisdictional differences related to legislative and regulatory authority for the advanced practice role.
8. Describe and discuss collaborative practice in acute care settings.

Evaluation: The assessment structure is based on the following course activities, with the percentage weighting of each activity as indicated. The final grade for the course will be a composite mark based on the student's performance on these course activities.

Reaction Paper (4 pages)	20%	Due: Monday, March 1
Student Presentation: Clinical Outcome Assessment	10%	Due: Wednesday, March 3
Student Presentation: Conceptual Framework	15%	Due: Tuesday, March 9
Paper: Conceptual Framework	35%	Due: Wednesday, March 10
Class Participation and Peer Review	20%	
Total	100%	

Student Oral and Written Assignments: The expectations for assignments are similar to those previously encountered for student scholarly writing. In addition to the Assessment Rubric attached, general guidelines are as follows:

- The papers are structured according to APA format, with a title slide, untitled introduction, body organized by appropriate headings, conclusion, references, and appendices if needed.
- Spelling and grammar are correct.
- Ideas are clearly articulated with effective communication of interpretations and conclusions.
- Information is well organized, such that logical links are evident within sections of the presentation.
- Relevant evidence is used to support statements and is accurately cited and referenced (see below for more information on adequate referencing).
- The papers/presentations show evidence of:
 - critical thinking, including analysis and synthesis
 - integration of theory and personal experiences
 - original thinking

Adequate Referencing: The above criteria for a presentation indicate that students are required to support statements with relevant evidence. Referring to evidence shows that the student understands what authorities have said about the topic. Students will then build on that understanding to develop their own thoughts and analysis. In order to use evidence to a level expected of a graduate program, students are required to synthesize material from various perspectives and integrate this into their presentation as they discuss their own original and creative position.

There is no definitive answer about how many and what types of sources of evidence must be synthesized and integrated into presentations. However, to determine adequate supporting evidence, students should ask the following questions:

- Have I supported each of the major points in my presentation with relevant evidence or have I put forward only personal opinions that are not substantiated with evidence?
- Have I used a variety of sources that present different perspectives of the evidence to support my position?
- Have I used evidence that is current and relevant to the discussion? If a source is not current, then is it a "classic" source that is still referred to by authorities in the field?
- Have I used both sources included in the course and other sources that allow me to personalize the assignment?

The instructor will consider these same questions to evaluate the adequacy of the evidence used to support student statements.

Intellectual Honesty and Plagiarism: Intellectual honesty is the cornerstone of the development and acquisition of knowledge, and is expected at all times. Students are expected to comply with the Statement on Principles of Conduct specified in the University Calendar. Please refer to the following website for additional information <http://grad.ucalgary.ca/current/usefulinfo>

Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one's own. Be certain that whenever you use a primary or secondary source in your assignments you cite and reference your source using APA format (see below). All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged appropriately. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized in accordance with University guidelines.

Dutiful citation of quotes and paraphrased materials does not mean that students can write an essay assignment by stringing together a series of quotes. Students should always try to summarize or describe someone else's ideas in their own words. When presenting their own ideas or opinions in a paper, students should provide evidence or arguments to substantiate their position.

Freedom of Information and Protection of Privacy: Information (such as phone number address, 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). It will be used for Practicum placement and contact purposes. Your personal information is protected by Alberta's Freedom of Information and Protection and Privacy Act and can be reviewed upon request. If you have any questions about the collection or use of this information, contact the Graduate Office, at (403) 220-6241.

EVALUATION CRITERIA

REACTION PAPER (20%)

Maximum 4-pages, double spaced paper (not including references) critique of a recent article of your choice pertaining to nurse practitioner practice, legislation, controversy of role, utilization in the Canadian health care system, or future of nurse practitioners in Canada.

Paper will be evaluated on student's ability to identify main issue of the article and provide rationale. Please see Assessment Rubric (at end of syllabus) for evaluation criteria.

PRESENTATION - IDENTIFICATION OF A PRACTICE OUTCOME FOR CLINICAL PRACTICE (10%)

The student will identify an outcome measure relevant to her/his advanced clinical practice. The outcome will be based upon characteristics of the patient population, the nature of the student's clinical practice and be evidence based and therefore supported by the literature. The presentation should address the following:

- a) Define the question that this outcome measure will answer;
- b) Outline the methods to assess the outcome;
- c) Delineate logistics of data collection;
- d) Define the criteria used to measure "success".

Provide a 10 minute presentation that provides an overview of the above. A one page brief describing the above points is to be submitted the day of the presentation. Please see Assessment Rubric for evaluation criteria.

CONCEPTUAL FRAMEWORK PAPER (35%) AND PRESENTATION (15%)

In 9 -11 pages, double spaced, describe the theoretical nursing practice framework that guides your advanced nursing practice.

This paper should include:

- a) a description of the practice setting and patient population,
- b) relevant literature supporting the key components of the framework – key concepts, philosophical underpinnings and theoretic assertions
- c) diagram or schema if applicable
- d) a brief case to illustrate clinical application of the framework.

Please see Assessment Rubric for evaluation criteria.

PRESENTATION CRITERIA:

Provide a 20 minute presentation about your conceptual framework paper. Please see Assessment Rubric for evaluation criteria.

Participation and Peer Review

Demonstrates engagement and active participation with classmates, Instructor and guest speakers. Contributes original thoughts or ideas and is respectful of others' views. Validates position taken or provides rationale for it based on current literature. Provides thoughtful written feedback of classmates' work presented during seminar.

U of C Grading System

The grading scale to be used will be:

Legend: *Italics - Criteria extracted from Faculty of Education grading scale.*

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	

Students are expected to comply with the academic regulations specified in the University of Calgary Calendar. Intellectual honesty is expected.

Assessment Rubric

NURS 667: Oral and Written Assignments

Name _____ Date _____

Adapted from the Schreyer Institute Position Paper Rubric and Rubric to Assess Oral Communication; <http://www.schreyerinstitute.psu.edu/Tools/>

	Exceptional = 4	Admirable = 3	Acceptable = 2	Attempted = 1
Idea Development	Takes a strong, well-defined position; uses at least four appropriate reasons with at least three supporting details for each reason	Clear position taken and defined some reasons and some details present but not fully developed	Position not clearly stated; development brief, unrelated, unsupported general statements, reasons and details; minimal facts used	No clear position taken; undeveloped; reasons no facts used
Organization	Speaker demonstrates logical, subtle sequencing of ideas through well-developed sections; transitions are used to enhance organization; a gripping introduction and a strong conclusion evident; listener can follow line of reasoning	Generally clear and well organized; section development present but not perfected; a few minor points may be confusing	Logical organization; organization of ideas not fully developed; introduction and conclusion present but not fully developed	No evidence of section structure; no introduction or conclusion; illogical organization of ideas
Use of Resources	Uses appropriate information from all subject areas to support position; uses additional resources to develop position; uses a range of primary and secondary sources (six or more); listeners gain insight	Demonstration of subject knowledge; uses of four resources; helpful information is included	Little use of multi-subject areas of knowledge; uses less than four resources	No evidence of subject matter or resources used; listeners gain little from presentation
Management of Time	Presented within time frame given; utilizes class time appropriately; seeks help in research and presentation skills as needed; evidence of using class reading assignments in critical thinking and analysis	Exceeds time frame given by less than 5 minutes; utilizes class time appropriately; evidence of using class reading assignments in critical thinking and analysis	Exceeds time frame given by more than 5 minutes; minimal incorporation of class reading assignments in critical thinking and analysis	Unprepared; presentation unfinished; no evidence of critical thinking and analysis of class reading assignments

	Exceptional = 4	Admirable = 3	Acceptable = 2	Attempted = 1
Mechanics and Language Usage	Error free presentation; accurate spelling and punctuation, capitalization, and usage; variety of sentence structure; rich vocabulary	Few errors present in spelling and punctuation, capitalization, and usage; some attempt at sentence variety; occasional use of rich vocabulary	Incorrect sentence structure, spelling, punctuation, capitalization; repetitious vocabulary; weak language usage	Multiple errors present in sentence structure, spelling, punctuation, capitalization; weak vocabulary and incorrect language usage
Use of Communication Aids	Technology enhances presentation; prepared in professional manner; font size is large enough to be seen by all; details minimized so main points stand out	Technology contributes to quality of presentation; font size appropriate for reading; appropriate information is included; some material is not supported by visual aids	Technology contributes to quality of presentation; font size appropriate for reading; appropriate information is included; some material is not supported by visual aids	Technology poorly prepared or used inappropriately; font size too small to be easily seen; too much information included; unimportant material highlighted; listeners may be confused
Presentation	Neatly typed, numbered pages; assembled with care; cover sheet with name, class, instructor's name, date; creative ideas present; good graphics Consistently clarifies, restates, and responds to questions; summarizes when needed Personal appearance is completely appropriate for the occasion and audience	Neatly presented; cover sheet complete with attention to aesthetics Generally responds to audience comments, questions, needs; misses some opportunities for interaction Personal appearance is generally appropriate for occasion and audience; however, some aspects of appearance reflect lack of sensitivity to nuances of the occasion or expectations of audience	Presentation legible but lacks visual appeal; no cover sheet Sometimes responds to audience comments, questions, needs; misses opportunities for interaction Personal appearance is generally appropriate for occasion and audience; however, some aspects of appearance reflect lack of sensitivity to nuances of the occasion or expectations of audience	Difficult to read; not assembled with care; lacks cover sheet Responds to questions inadequately Personal appearance is inappropriate for the occasion and audience