



UNIVERSITY OF
CALGARY

FACULTY OF NURSING
Winter 2011

Mondays, February 28, and March 7: 0830 – 1300

Tuesdays, February 22, March 1 and 8: 0830 – 1300

Wednesdays, February 23, March 2 and 9: 0830 – 1300

Class Rooms PF 2206

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

Phone: 403-220-6799

Email: mkmcdona@ucalgary.ca

Office Hours: PF2241 - Monday to Wednesday by appointment

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 (2 pages)	20%	Due: Monday, February 28
Student Presentation: Clinical Outcome Assessment	10%	Due: Wednesday , March 2
Student Presentation: Nurse Practitioner Practice Framework	15%	Due: Tuesday, March 8
Paper: Nurse Practitioner Practice Framework	35%	Due: Wednesday, March 9
Class Participation and Peer Review	20%	Ongoing
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 Rubrics attached, general guidelines are as follows:

- 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 paper/presentation.
- Relevant evidence is used to support statements and is accurately cited and referenced.
- The work shows evidence of:

-
- critical thinking, including analysis and synthesis
 - integration of theory and personal experiences
 - original thinking

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

- Have I supported each of the major points in my paper/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 "seminal" source that is still referred to by experts in the field?

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 and provide key supporting rationale;
- b) Outline the methods used to assess the outcome;
- c) Delineate logistics of data collection;
- d) Define the criteria used to measure "success".

Provide a 15 minute presentation that provides an overview of the above. Submit a **one page** brief that includes a definition of the practice outcome(s) chosen with a full list of references used in the presentation. Please see Assessment Rubric for evaluation criteria.

NURSE PRACTITIONER FRAMEWORK PAPER (35%) AND PRESENTATION (15%)

In 9 -11 pages, double spaced, describe the nursing practice framework that guides your NP practice with emphasis upon your use and maintenance of a nursing perspective.

This paper should include:

- a) a description of the practice setting and patient population,
- b) select key concepts central to your practice and population
- c) relevant literature supporting the key concepts and philosophical underpinnings and theoretic assertions
- d) describe the importance of keeping a nursing perspective in your nurse practitioner practice
- e) diagram or schema if applicable (optional)
- f) a brief case to illustrate clinical application of the concepts that are central to you practice and population.

Please see Assessment Rubric for evaluation criteria.

PRESENTATION CRITERIA:

Provide a 30 minute presentation about your NP practice framework based on your paper. Please see Assessment Rubric for evaluation criteria.

Late Assignments:

A penalty of 10% per day will be deducted (weekends included) for late assignments.

Participation and Peer Review (20%)

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

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

- See page 5 of course syllabus for penalty for late assignments.

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	

Legend: *Italics - Criteria extracted from Faculty of Education grading scale. 2009/02/23*

Rubric for Evaluating Reaction Paper

Elements	Does not meet requirements (<= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
<u>Identification of Main Issues</u>	Simplistic view of issues. Limited analysis of article to identify main issues. May contain logical contradictions. Ideas are occasionally based on relevant and substantiated facts and are accurate.	Discussion of issues is comprehensive and analysis is presented in greater depth and complexity for some but not all issues. Ideas are generally based on relevant and substantiated ideas and are accurate.	Discussion of issues is comprehensive and analysis presented in greater depth and complexity for all issues. Ideas are consistently based on relevant and substantiated ideas and are consistently accurate.
<u>Critique</u>	No critique is presented in the paper or no support is presented for opinions. The relationship between the article and the intents of the assignment remains unclear.	Presents opinion & analysis which adds to the meaning. Periodically provides additional relevant content to support opinions or generate interest.	Student's critique of the article is comprehensive. Additional relevant content is added to spur interest & understanding.
Literary skill	Writing style is bland & factual. Numerous errors in sentence structure, grammar, punctuation & diction.	Writes in a manner that is congruent with the selected issue or focus of the paper. Sentence structure, grammar punctuation & diction are strong with occasional minor errors.	Demonstrates throughout a fluent capacity to write in a manner that illustrates and exemplifies the issue being discussed. Language is interesting, precise and eloquent/articulate. Sentence structure, grammar punctuation & diction are excellent with negligible errors.
Style	Numerous errors in APA formatting and citations. Does not follow guidelines provided (e.g., page limit).	Follows APA (6 th Ed) format appropriately with few errors. Inconsistently follows the guidelines provided (e.g., page limit).	Meticulous APA format is followed consistently. Consistently follows the guidelines provided (e.g., page limit)

Comments:

Rubric for Evaluating Development of a Practice Outcome Presentation

Elements	Does not meet requirements (<= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Identification of an Outcome Measure	Outcome measure is not clearly stated or its relevance to advance practice nursing is not obvious. It is difficult to decipher the goal, the relationships being explored, the nature of the population of interest, and/or how success will be measured. Oversimplification of a complex problem or the problem is not measurable.	Clearly describes the outcome measure (variables to be examined) and provides context to appreciate the relevance of the outcome to the patient population, advance practice nursing, etc. Significance of the topic is clear (who cares and why).	Outcome measure (key research questions and variables to be examined), its relevance to advance practice nursing & significance are clearly identifiable, sophisticated & insightful. The thesis of an A+ paper is highly original, opening new arenas of discussion related to the selected topic.
Methods/ Literature	Vaguely describes how the method chosen will answer the clinical practice question to be answered. It is unclear how the presenter is making sense of the literature.	Clearly describes how the method chosen will address the clinical question to be answered by the clinical practice outcome measure. Makes a clear connection between the method chosen and the literature.	Draws upon current, peer-reviewed literature to describe and support how the method chosen will address the clinical question to be answered by the clinical practice outcome measure. Clearly proposes answers to questions such as why this (these) are the best outcome measurements for the population and clinical outcome desired.
Data Collection & Success	Simplistic view of process or tool needed to gather data. Limited insight into identifying criteria which indicate success.	Able to articulate basic process and implementation issues for data collection. Demonstrates an understanding of the necessary criteria for the data collected to indicate success.	Makes novel connections between issues related to the data collection process and the indications of overall success. Illuminates the proposed methodology including procedures to be followed, and implications. Demonstrates analytic depth in articulation of the implementation of proposed strategies to collect data and measure success.
Voice, class engagement & Time frames	Voice quality is too loud or too quiet. Student simply reads slides or notes. Goes excessively over allotted time or finishes very early.	Voice quality is good, & voice modulates to create interest. Slightly over allotted time. Glances at notes but maintains eye contact with audience.	Voice and presence are interesting and dynamic! Maintains eye contact consistently. Presentation on time.
Brief (Handout)	Outcome measure(s) is not clearly defined or lacks supporting rationale. Numerous errors in APA formatting and citations.	Outcome measure(s) is defined and well supported by the literature. Follows APA (6 th ed) format appropriately with few errors to references.	Outcome measure is clearly defined and strongly supported by the literature. APA (6 th ed.) format is followed consistently. The summary is error free.

Rubric for Evaluating Paper on NP Practice Framework & Maintaining Nursing Perspective

Elements	Does not meet requirements (</= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Description of practice setting, patient population, and key concepts	Description is vague, difficult to identify or unclear. Oversimplification of a complex issue. Introduces a topic not in keeping with intent of assignment.	Clearly describes the clinical practice setting and identifies that specific patient population that provides the context for this paper.	Goes beyond basic description of contributions to advanced practice in terms of key concepts, setting and patient population. Demonstrates sophisticated & insightful writing. The A+ paper is highly original, opening new arenas of discussion related to the selected topic.
Review of Literature	Does not include review of relevant work related to Nurse Practitioner practice. Points/statements often lack supporting evidence. Numerous quotes or quotes may be poorly integrated & explored.	Demonstrates ability to explain and support relevant current literature related to Nurse Practitioner practice. Effectively incorporates examples. Quotes are well integrated, explored and discussed.	Draws upon cutting edge, current, peer-reviewed literature in specific areas related to the paper topic. Demonstrates analytic depth and sophistication to critique current literature. Clearly proposes answers to questions such as “so what?” or “who cares?” and “what are the implications for the field of advance practice nursing.”
Argument for Nursing Perspective	Simplistic view of topic. Little or no effort to grasp that it makes a difference to NP role if practicing from a nursing or medical model.	Arguments are acknowledged, though perhaps not addressed or explored effectively. Provides a basic comparison and contrast of significance of nursing and medical models.	Makes novel connections to material that illuminates the importance of maintaining a nursing perspective with practice. Demonstrates analytic depth and sophistication in articulation of views.
Literary skill & Style	Writing style is bland & factual, and disconnected. Numerous errors in sentence structure, grammar, punctuation & diction. Numerous errors in APA formatting and citations.	Writes in a scholarly manner. Sentence structure, grammar punctuation & diction are strong with occasional minor errors. Follows APA (6 th Ed.) format appropriately with few errors.	Demonstrates throughout a fluent capacity to write in a manner that illustrates and exemplifies the focus area. Sentence structure, grammar punctuation & diction are excellent with negligible errors. Meticulous APA format is followed consistently.
Case Study	Case study does not clearly connect the key concepts of the NPs practice.	Case study presented is clearly linked to the key concepts of the NP’s practice and the significance of this practice to the patient population is explicated.	The case study presented clearly illustrates the key concepts of the NP’s practice. Demonstrates depth and sophistication in articulation of contribution to advanced nursing practice.

Rubric for Evaluating Presentation of NP Practice Framework

Elements	Does not meet requirements (\leq B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Description of practice setting, population of interest, and key concepts.	Clinical practice issue and rationale is difficult to identify or unclear. Introduces a topic not in keeping with practice setting or patient population.	Clearly describes the clinical practice issue and makes reference to its relevance for the patient population and/or clinical practice setting.	Clinical practice issue and its relevance to advance practice nursing & significance are clearly identifiable, sophisticated & insightful.
Identify key or seminal literature related to your practice and framework.	Makes little or no reference to theorists and/or authors whose work supports practice framework.	Makes reference to key theorists or authors seminal to practice framework; however link may not be well established or implied.	Makes comprehensive references to all key theorists/authors from which the practice framework arises. Also references authors whose work is supportive of the framework but offers an alternative perspective.
Ability to Engage classmates (i.e., Target Audience)	Opinion, analysis, and ideas are offered in a simplistic way, which does not engage classmates. Language is bland and factual.	Opinion and analysis are offered in a way that does not consistently engage classmates. Responsively shares ideas that extend classmates thinking.	Opinion and analysis are offered in a way that engages classmates. Shares thought-provoking ideas that would push our inquiry well beyond the readings. The A+ engages participants well beyond their expectations of the topic! Language is interesting, precise and eloquent/articulate.
Use of AV equipment	PPT has too much text on slides or is overly busy with animation. Contains numerous errors. Font or background chosen makes it difficult to read.	Size of font generally appropriate. Slides usually contain only key points. Occasional format or typographical errors.	Superbly done. Font size, colours, and animation chosen to accentuate content not distract from it. No errors. Uses video, AV aid to augment presentation and clarify key points.
Voice & vivacity Time frames	Voice quality is too loud or too quiet. Student simply reads slides or notes. Goes over 30 minutes.	Voice quality is good, & voice modulates to create interest. Slightly over by 1-2 minutes. Mostly maintains eye contact with audience.	Voice and presence are interesting and dynamic! Presentation precisely timed. Consistently maintains eye contact with audience.