

**Web Course Outline**  
**GS/NURS 5400 3.0 – Fall 2017**  
**ADVANCED NURSING PRACTICUM**

### **Contact Information**

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This course is offered as a distance course using Moodle. Students require an active Moodle account to access it.

### **Calendar Course Description**

Participants engage in an advanced practicum in nursing theory-guided practice, leadership, or teaching-learning (186 hours). Concurrently, students participate in online activities. Both the practicum and online components must be successfully completed in order to pass the course. Practicum sites and evidence of the scholarship will be individually determined based on the student's learning focus.

*Prerequisites: Nursing 5100 6.0, 5200 3.0, 5300 3.0*

*Pre/Co-requisites: two electives, inside or outside Nursing*

### **Expanded Course Description**

This course is an opportunity for students to engage in a 186-hour advanced practicum in nursing theory-guided practice in a selected domain of nursing (for example, care of individuals, families, groups, or communities; leadership; or teaching-learning). Concurrently, students participate in an online symposium. Both the practicum and symposium components must be successfully completed in order to pass the course. The course is built on two assumptions about *advanced nursing practice*: (a) its theoretical foundations are in the discipline of Nursing, and (b) it epitomizes leadership. Also incorporated is the Canadian Nurses Association (CNA) (2002) definition of advanced nursing practice (ANP)\* as “nursing practice that maximizes the use of in-depth nursing knowledge and skill in meeting the health needs of clients (individuals, families, groups, populations or entire communities). In this way, ANP extends the boundaries of nursing’s scope of practice and contributes to nursing knowledge as well as the development and advancement of the practice.” The CNA position statement also indicates that “the characteristics and competencies of ANP are most frequently demonstrated in clinical practice (direct care), but they may also be demonstrated within the domains of education, research or administration .However, it would be difficult for educators, researchers or administrators to demonstrate the characteristics and competencies for advance nursing practice without a significant clinical component in their practice.” The course provides an opportunity to synthesize and utilize knowledge acquired throughout

the program. Individual learning experiences and learning goals/objectives are established by the student in consultation with the Course Director and preceptor.

- available: <http://www.cna-aiic.ca/>

Students are also encouraged to become familiar with the documents and activities of the Canadian Advance Practice Nurses Association and the Ontario counterparts, the Clinical Nurse Interest Group (RNAO) and the Nurse Practitioner Association of Ontario.

- <http://cns-ontario.rnao.ca/>
- <http://www.npao.org/>

Both the Clinical Specialist Association of Ontario and the Clinical Nurse Specialist Association of Canada have Facebook pages you can also access.

All files posted on line should be in Word. I also ask that all files submitted for grading are identified by your surname first, then given name, and then the name of the assignment.

An example would be:           Jensen Elisabeth - 5400 Presentation.ppt  
   Jensen Elisabeth - 5400 Reflective Paper.doc

## **Learning Outcomes**

The student will be able to:

1. Conceptualize nursing processes in a selected field of nursing (practice, leadership, or teaching-learning) from a chosen nursing theoretical perspective;
2. Integrate supporting philosophies and theories that inform nursing practices in the area of study;
3. Incorporate evidence, best practices, and multiple ways of knowing in practice within the selected field of nursing;
4. Critically examine how organizations and socio-political contexts influence the selected field of nursing;
5. Demonstrate leadership in the selected field of nursing, including critically examining institutional practices and formulating a vision of leadership in nursing;
6. Reflectively critique her/his practice and knowledge synthesis, identifying areas for future development.

## **Required Text:**

Title:           Canadian Perspectives on Advance Practice Nursing  
 Author:       Staples, E, Ray, S.L., & Hannon, R. A. (Eds).  
 Publisher:     Canadian Scholars Press Inc.  
 Edition/year: 2016

ISBN# ISBN 978-1-55130-911-8 (ebook)

Title: Publication Manual of the American Psychological Association, 6<sup>th</sup> Ed.  
 Author: American Psychological Association  
 Publisher: American Psychological Association  
 Edition/year: 2009  
 ISBN# 978-1-4338-0561-5

**Recommended Text(s):**

***Practice Stream-***

Title: Foundations of Clinical Nurse Specialist Practice  
 Author(s): Fulton, J.S., Lyon, B.L., & Goudreau, K.A.  
 Publisher: Springer  
 Edition/year: 2014  
 ISBN#: 9780826110671

***Teaching/Learning Stream-***

Title: Teaching Strategies for Nurse Educators, 3rd Ed.  
 Author(s): DeYoung, S.  
 Publisher: Prentice Hall  
 Edition/year: 2014  
 ISBN#: 13: 978-0133565232

***Leadership/Management-***

Title: Nursing Leadership from a Canadian Perspective  
 Author(s): Pangman, V.C., & Pangman, C.  
 Publisher: Lippincott Williams & Wilkins  
 Edition/year: 2009  
 ISBN#: 0-7817-7794-1

**Learning Plan**

The proposed learning plan is due at the end of the first week of class, and will become the contract for the practicum hours. The course requires that 186 hours are spent in the placement learning to be a Master of Nursing in the area of leadership, teaching/learning, or practice. Depending on your area of focus, it is expected that your plan includes demonstration of the behaviours expected of a person with an MScN practicing in that field. If your focus is on practice, your learning plan will include activities designed to help you gain confidence at the CNS level. If your focus in Teaching/Learning, you will engage in the activities associated with that work such as delivery of teaching, evaluation of learning, and involvement in curriculum evaluation and development. If your focus is Leadership/Management you will engage in working with people to achieve goals in a formal way, and this may include human resource management and may include involvement in budgeting.

Each of the learning outcomes needs to be addressed in the learning plan.

## Evaluation

Personalized learning outcomes, based on the course/program goals, are the basis of the learning plan (see template below). The required learning evidences should be incorporated into the learning plan as a means to demonstrate goal achievement. The required learning evidences in this course are as follows:

1. Completion of a learning plan, midterm and final evaluation including preceptor feedback (**Pass/Fail**).
  - a. Learning Plan is **due September 20, 2017**
  - b. Midterm evaluation is due the week of **October 18, 2017**
  - c. Final evaluation is due **December 4, 2017**
2. Presentation of praxis experience in one online symposium (**40%**) Presented live on line using ZOOM on October 18 or October 25. All students are expected to attend. This can be done using a PPT presentation. The presentation allows you to tell your classmates about your praxis and should generate discussion. All discussion will be in real time. You will have 20 minutes to present and 10 minutes for questions, just like at a conference.
  - a. Reflects **application** of the competencies identified by CNA to your experience in your practicum. Identify any gaps between what you are doing in your placement and the APN competencies as identified by CNA. You may also want to consult the CNSAO and CAAPN websites for further understanding of advance practice nursing. If you are in a leadership or teaching/learning streams expect gaps, address these and comment on the state of competency development for that area of nursing work.
  - b. Reflects the **application** of Nursing Theory, and nursing research to the area of nursing chosen for the practicum. For leadership/management and teaching/learning practica, other theories and bodies of research may be more appropriate than a nursing theory.
3. Reflective Paper (**40%**). – 5-6page reflective learning journey paper, **due December 4, 2017**. This is a scholarly paper. These are professional reflections, not personal ones. What have you learned?? How well did your chosen theoretical models support your work in your placement? What were its strengths and weaknesses? How were you informed by the research? What might you have changed, if anything? Are there areas where more development would help? References to support your perspectives/arguments and scholarly writing (see APA) are required.
4. On-line Participation—**20%** - due at the end of the course (Week 12) Students will submit a proposed grade with arguments to support the self evaluation of involvement. This proposal will be taken into consideration in determining the final grade for participation. Contributions in posts should reflect

knowledge beyond required or recommended readings and need to demonstrate synthesis. Posts are expected to be substantive and need to reflect critical thinking as well as graduate level knowledge and expertise. **This will be no longer than one page.** I reserve the right to make the final decision as to the participation grade.

### Learning plan template

Your learning plan should contain at least one personalized goal for each of the course learning outcomes (see above). In developing your plan, take care to distinguish between goals and the learning experiences or activities planned in order to meet the objectives. Goals focus on the outcome, product, or end results, and should be stated in observable/measurable terms, so that the student, preceptor, and course director will be able to know when they have been met. The format will be consistent with the requirements of College of Nurses QA program. The supporting documents are found at: <http://www.cno.org/en/learn-about-standards-guidelines/publications-list/list-of-all-publications/>

Look for the QA Package, which is free to download.

The following heading can help to organize your plan:

- *Course Learning Outcome*
- *Learning Goal* (what is the purpose of my practicum experience in the context of my life as a nurse?) Goals should support the development of competencies and skills at the graduate level, associated with your area of focus. Goals tend to be broad statements. What do you want to learn or achieve? “Upon completion of this course, I will be able to ....” can assist with clarity of your learning goal(s). These should be specific and measurable and are the outcome of your learning activities.
- *Activities/Strategies* (address the Q: How will I learn?): Specify the activities that you will be undertaking during the required practicum hours. These are operational statements. These need to be measurable so that the actions can be evaluated by your preceptor.
- *Evaluation Criteria* (address the Q: How do I want to be evaluated?): State the criteria or standards against which you want to be evaluated and who will be doing the evaluation (self, peer, preceptor, teacher or some combination?).
- *Indicators/Evidence* (How will I know I have learned it? What are the deliverables? How will others see I achieved my goal?): State how you will demonstrate that you have met your objectives and goals. These indicators should include the required evidences for the course and should reflect demonstration of learning related to personalized course/program objectives. These are the evidence of learning that will support your self evaluation.
- *Evaluator*: Who is responsible for evaluating my learning outcomes; self, preceptor, professor?
- *Target Dates*: provide dates for submission of learning evidences.

***Important Dates:*** November 10, 2017 is the last day to drop without receiving a grade