

# The University of Lethbridge, Faculty of Health Sciences

## Master of Nursing

University of  
Lethbridge



### **NURSING 5180 – CONCEPTS & INNOVATIONS IN NURSING PRACTICE**

Course Outline – Fall, 2016 (September 7 – December 7, 2016)

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*When people are in pain, upset, or feel their lives have spun out of control, something deeply human is going on. Scientific and other forms of knowledge may be helpful 'tools' but first we need to understand what is needed. Only then can decisions be made – hopefully conjointly – as to what 'tools' might be appropriate and when. [Phil Barker]*

#### **Course Description:**

This course gives you an opportunity to explore an aspect of nursing practice or health care delivery in depth. The aspect selected could be related to the client/patient/family/health care provider and/or the health system. Knowledge of change and leadership theories will provide a foundation for understanding how nurses can demonstrate leadership and innovation related to the aspect of focus.

**Course Objectives:** You will engage in a variety of activities to achieve the following:

- ☞ Analyze an aspect of nursing practice that is of interest/relevance to your program of study
- ☞ Describe the relevance of your analysis to nursing practice, education, research and policy
- ☞ Determine your leadership style and prepare a leadership self-portrait to guide your practice

- ☞ Identify a change theory/model that will guide innovation relative to the selected aspect
- ☞ Develop a strategy for innovation based on the selected change theory or model

### **When and Where:**

The course is delivered in a blended learning format, with two face-to-face meetings during the semester (on campus, September 9 and November 18), and on-line sessions.

### **Required Textbooks:**

There are no required textbooks for the course. Numerous articles/chapters are used in the course; the majority of these are available through the university library or inter-library loan.

### **Course Process:**

This course is offered through a combination of independent reading and study, weekly online sessions, and two face-to-face seminars at the University of Lethbridge. Please note the following about the course process:

#### ***Face-to-Face Seminars:***

- The first face-to-face meeting will review fundamental concepts to this course as well as helpful information aimed at making sure you succeed in this course.
- The second face-to-face meeting will be linked with one of your assignments
- A map of the University of Lethbridge can be found here, in case you need help finding out where buildings are: [http://www.uleth.ca/campus-map/pdf/Printable\\_Directory\\_Map.pdf](http://www.uleth.ca/campus-map/pdf/Printable_Directory_Map.pdf)
- If you need accommodation, we encourage you to try internet sites such as booking.com, which has a list of a variety of accommodations in Lethbridge.
- You are strongly encouraged you to attend the seminars. If you cannot attend at the last minute (e.g. your child becomes ill, unsafe travel conditions, etc.), please let your instructor know as soon as possible.

#### ***On-line Sessions:***

- You will need a reasonably modern computer, and regular and reliable access to the internet; preferably with a high-speed internet connection. Please note that if you have a Macintosh computer, these computers are not always compatible with some University software applications, so you may need to download certain software to ensure compatibility.
- Course files are saved in Microsoft Office 2007 (these files have extensions like .docx or .pptx). If you have not upgraded your software to support Microsoft Office 2007, you will need to download or purchase a Microsoft Office Compatibility Pack for 2007 Office Word, Excel, and PowerPoint File Formats. If you need help with this or if you are having difficulty opening course files, please call the IT Solutions Centre @ 403-329-2490.
- For computer problems, you may call the University of Lethbridge computer help desk, at 403-329-2490, or email them at [help@uleth.ca](mailto:help@uleth.ca). Please note that the hours of this service are Monday – Friday, from 7:30 a.m. – 5:00 p.m. (MST).
- To engage with the on-line sessions, you will login to “**Moodle**,” which is the University of Lethbridge’s online courseware. Moodle is like an on-line classroom. Students can only access Moodle courses in which they are enrolled, so each online Moodle class is a private space restricted to the students in each course.
- You can login to Moodle whenever is convenient for you and engage with the course materials and processes when the time is right for you. That being said, there is a time limit (typically of one to two weeks) when you have to complete work to ensure that everyone moves through the course together throughout the semester.
- As part of your online sessions **you will be asked to do any/all of the following:**
  - Read some articles and/or watch videos
  - Complete learning activities

- Share progress on your assignment for feedback from colleagues (in the Moodle discussion forum).
- Respond to a colleague's work by providing feedback on their work in the Moodle discussion forum.
- Read a short discussion question posted by the instructor on some readings (in the Moodle discussion forum), and post a response to the question.
- Respond to one of your colleague's postings about that question on the Moodle discussion forum.

### **How to Succeed in This Course:**

Everyone generally likes to do well in their courses, and I recognize there is a certain degree of pressure on you – internal and external – to get high grades. Therefore, you may find the following tips and pointers helpful for your success in this course:

- 1) Please read the course outline, particularly the sections on assignment marking and grading so that you understand what is expected of you in the course.
- 2) Please budget about 5 hours per week for the Moodle component of this course. That includes about 2.5-3 hours for any readings, and about 2 hours for work done in the online Moodle discussion forum. In addition, you will need approximately 50 hours to work on your concept analysis and innovation presentation for the course. Please plan ahead for when assignments are due and budget time throughout the semester to complete the course work.
- 3) Organize your busy life to enable your attendance at face-to-face seminars/meetings. A significant portion of your grade is connected with the face-to-face seminars. If you are absent for these important meetings you are not eligible for marks associated with the activities at these meetings.
- 4) ***Please check your university of Lethbridge email every few days (forward them to another email address, if need be) – it's how we normally try to communicate with you! ☺***

### **Assignments:**

Assignment	Weighting	Due
1. Discussion Forum (Weeks 2,4,5)	20%	Week 6 (Tues, Oct 11 @ 2100 h)
(Weeks 7,8,12)	20%	Week 13 (Tues, Nov 29 @ 2100 h)
2. Concept Analysis	40%	Week 7 (Tues, Oct 18 @ 2100 h)
3. Concept Innovation Presentation	15%	Week 10, 48 hours prior to seminar
4. Engagement (face/face seminars)	2.5%	Week 1 @ meeting Sept 9 <sup>th</sup>
	2.5%	Week 10 @ meeting Nov 18 <sup>th</sup>
<b>Total</b>	<b>100%</b>	

Please note all your grades for these assignments will be entered in your individual "gradebook," which can be found in Moodle.

#### **1) Moodle Discussion Forum (40%)**

The purpose of the discussion forum is to provide you with the opportunity to engage in thoughtful reflection and discussion about concepts presented in this course. It also helps us to learn from each other, and to support a community of learners.

*Please note the following general points about the Moodle discussion forum:*

- Please note that the Moodle discussion forum becomes available Wednesday mornings at 0900, and closes Tuesdays at 2100. You cannot post after Tuesdays at 2100, so please be mindful of these deadlines. When submitting your first three and last three postings for grading please keep this deadline in mind and plan your submission accordingly.
- There is no Moodle discussion during the weeks that we have face-to-face meetings.
- There is beauty in brevity! ☺ Please ensure that none of your postings are more than 250 words maximum unless otherwise specified in the posting by the instructor.

- Post your own original answers to the posted questions (informed by the course modules and readings) *prior* to reading and responding to the postings of others. I ask you to post your original thoughts prior to reading what others have said to ensure that the discussion forum presents a rich cornucopia of ideas and experiences, not “what she said.”
- To help ensure your posts are not over 250 words, ***please write your posting in a word processor (e.g., Microsoft Word) first*** – and then do a word count, and a spell check.
- Once you have written your posting in Word, then cut and paste it into the Moodle Discussion Forum in the designated subject thread in text format (not as an attachment) to make sure the discussion is easy to follow.
- Please keep Moodle discussion postings respectful, polite and collegial. While it is fine to have disagreement and diversity of opinion, differences must be handled professionally and respectfully. ☺
- Please follow an established thread if adding to someone else’s idea, question or discussion.
- Finally, please maintain privacy and confidentiality. What’s said on the online discussion forum stays in the forum. In other words, all postings must remain confidential, and you must not share other people’s postings for any reason with anyone outside of the class. Your participation in this online course constitutes **implied consent** to these terms around confidentiality, and violations of confidentiality may constitute an academic offense and/or an issue of professional conduct. Please discuss this with the instructor if you have any concerns.

*Please note the following specific instructions for how to do postings on the discussion forum:*

- Each of the weeks that we have Discussion Forum you are required to make two postings:
  - Your first posting is an answer (250 words or less) to the question that the instructor posts on the discussion forum.
    - ✓ The purpose of this posting is to demonstrate that you have gained an understanding of some of the question and your ability to discuss the issues critically.
    - ✓ Please also note that you should raise at least one new idea/point from (other than the point your instructor raised) – to demonstrate your understanding of the question – and this point should be supported with peer reviewed evidence.
  - After you have done that, read a few of the postings from your classmates\*, pick one of the postings that catches your interest, and reply to that person (again, in 250 words or less).
    - ✓ The purpose of this posting is to demonstrate that you can respectfully engage with your classmates’ statements and ideas.
    - ✓ *Please do not write postings like “Betty, your ideas are wickedly awesome, and I totally agree with you.”* Rather, these postings should affirm, challenge and/or extend the postings of your classmates, by adding your own new insights and/or reactions to what your classmates are posting. The idea is to extend the discussion, not to just ‘agree’ with someone (although you can still agree with people, but you need to move the overall discussion forward).
- Please note that your postings will be graded using the “Moodle Discussion Posting Marking Criteria,” located towards the end of this course outline.

**\*NB: In the event that enrollment is low** (e.g. n=1), the discussion forum will be more of a conversation with the instructor, or simply a smaller discussion between peers (e.g. n≥2). In these cases, the instructor will respond to your original posts with prompting questions, and your responses to these prompts will take the place of your responding to peers. In other words, you will:

1. Study the module and complete the readings.
2. Post your own original answers to the posted questions (as above).
3. Respond to each of your instructor’s questions.
4. Respond to any further questions from your instructor.

## **2) Concept Analysis (40%)**

The purpose of this assignment is to engage you in a broad and deep analysis of a concept of interest. This is important because in many cases there is disagreement/ambiguity about concepts. Therefore, you need to develop sensitivity relative to a concept’s multiple meanings/uses and precision in relation to how you’re

using a concept(s) in a project or research study. There are many publications of conceptual analyses and you may find it helpful to read several as you select/refine your concept and complete your analysis. Please include the following in your concept analysis:

- State the concept of interest and aim of the concept analysis
  - ✓ For what purpose are you doing the analysis, what do you hope to gain through the analysis?
- Describe how the concept was and is used
  - ✓ Use literature to identify the concept's many uses: implicit, explicit, physiological, psychosocial, social, historical, metaphorical, philosophical, ordinary, scientific
- Describe the defining attributes
  - ✓ Characteristics you see associated with the concept. Please note how you determined these were indeed defining attributes
- Identify and discuss the antecedents and consequences
  - ✓ *Antecedents* manifest prior to the concept's occurrence – they are primary and determining factors that influence (or even predict) the concept's occurrence and therefore they must come before the concept in order for it to occur. Antecedents can be numerous as well as diverse - are there latent effects and/or contextual features that shape the concept, does intersectionality play a role and how?
  - ✓ *Consequences* are the outcomes/results that occur due to the concept (they can be positive and negative).
- Describe and critique the empirical referents
  - ✓ Are there consistent referents used and do they indeed measure what they intend to? Is there one 'gold standard'? Have the empirical referents changed over the years and how? What about the reliability and validity of the measurements? Do you conclude that one should treat all empiric referents measures as a-priori perfect or imperfect, if so why?
- Describe and critique aesthetic referents
  - ✓ What are the qualitative descriptions that give a rich understanding of how people experience/understand/make sense of the concept? How have they changed over time? How does context influence the concept's referents?
- Provide a 'model' case
  - ✓ Clinical case of ≤ 500 words that includes the defining attributes of the concept (if your case is real, please obscure patient/client/setting details)
- Synthesize key findings in your concept analysis – is this concept well understood and described or are there 'gaps' in areas related to the concept that are important for nurses?
- Discuss the relevance of your analysis
  - ✓ Consider relevance for nursing practice, education, research, policy
- Concluding observations about the state of your concept based on your analysis

### **3) Concept Innovation Presentation & Facilitated Discussion (15%)**

In your analysis you articulated various dimensions of the concept and why the concept is important for nursing practice, education, research, policy. It is not enough to understand a concept, we must take the knowledge forward and make ordinary – sometimes extraordinary things happen around that concept. The purpose of this assignment is for you to share your strategy to stimulate change. In this assignment you will identify an evidence based leadership or change theory that is a good fit for you as a leader and for your concept (or some part/piece of your concept) as an innovation. You will map out a strategy for a change – based on your selected theory and relative to what you found in your concept analysis - in practice, education, research or policy. Then, you will present what you've found with your classmates and facilitate a short discussion around the strengths, weaknesses, opportunities and threats in your approach. *You must submit your final presentation to the instructor in the Moodle assignment Dropbox 48 hours prior to the presentation time.*

*Please include the following in your presentation and facilitated discussion:*

- Description of the concept and rationale for the need for change/innovation
- Succinct strategy for change in practice, education, research or policy that is clearly grounded in theory and derived from the concept analysis
- Evidence of current, relevant scholarly literature that informed the presentation (at least 10 articles), correctly cites scholarly references throughout presentation using APA (6<sup>th</sup> Edition) guidelines, presents within 15 minute time limit and uses no more than 8 PowerPoint or Prezi Slides
- Facilitated discussion of strategy's strengths and weaknesses
- Scholarly response to peer input
- Discussion/question period of 8 – 10 minute time limit

#### 4) **Participation & Engagement (5%)**

Participation and engagement are assessed at each of the face-to-face meetings. Behaviors that support participation and engagement include:

- ◆ Ask questions (of your instructor and your classmates) to help your understanding;
- 🗣️ Participate fully (as an individual and in group) yet judiciously; encourage/validate others;
- 📵 Turn cell phones off/set to vibrate. Do not take calls, send/receive text messages during seminar;
- 😊 Demonstrate courtesy to your classmates by limiting cross-talking. Listen fully and avoid interrupting when someone is speaking. Demonstrate open, non-verbal behaviors;
- 🕒 Arrive to seminar/return from breaks on time and stay the entire time. If you are late, please remove your coat, start up your laptop (if using), and get out your notebook prior to entering the classroom. Once you enter the classroom please join the group with minimal disruption;
- 💻 Use laptops & iPads for note-taking. Please check emails outside of seminar time

To avoid any surprises, please review the Participation and Engagement Marking Guide in this syllabus to familiarize yourself with the assessment criteria.

**Overall grades:** The determination of grades for assignments and final grades for Masters of Nursing (School of Graduate Studies) courses is as follows:

Letter Grade	Comments	GPA	Percent
A+	Outstanding	4.0	97 - 100
A	<b>Excellent</b>	4.0	93 - 96
A-	Commendable	3.7	90 - 92
B+	Very good	3.3	87 - 89
B	<b>Good</b>	3.0	83 - 86
B-	Satisfactory	2.7	80 - 82
Note: Any course grade with a grade of less than B- cannot be considered for credit in a graduate program			
C+		2.3	77 - 79
C		2.00	73 - 76
C-		1.70	70 - 72
D+		1.30	67-69
D		1.00	63 - 66
F		0.00	Less than 63

#### **What if my life falls apart and I can't get my work done on time?**

Life can be stressful, and unforeseen challenges can make it hard to meet deadlines. If you need a little bit of extra time, small extensions can usually be negotiated, **but only if you contact the instructor ahead of**

***time*** (*the sooner, the better*). Otherwise, to be fair to everyone in the class, late assignments will be deducted 5% per day late, unless you provide written documentation (e.g., from counsellor, nurse, physician, funeral director) within one week of the submission deadline as to why you could not get the assignment in on time (e.g., due to illness, emotional difficulties, death in immediate family).

### **Accommodations for Students with a Disability:**

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment or to talk to them on the phone. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

### **Academic Integrity and Plagiarism:**

Please review the University of Lethbridge Graduate Calendar sections on Academic and Non-Academic Offences. Please also note that the U of L subscribes to Turnitin.com, a plagiarism detection service and your work may be submitted to this system to verify its originality.

### **Copyright Statement:**

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

**Marking Guide for Discussion Forum (first 3 = 20%; last 3 = 20%)**

Student: \_\_\_\_\_

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40**Preparation**

- Demonstrated clear knowledge base in response to the question as evidenced by reference to – and understanding of – scholarly literature to support response
- Demonstrated links between peer reviewed literature and clinical nursing practice (ability to apply peer reviewed literature to clinical examples and/or experience)
- Logical and scholarly development of ideas, arguments and conclusions
- Consistent and appropriate use of personal insights, experiences, and/or examples as evidence of personal engagement with the question

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20**Contribution**

- Postings clearly contribute to and advance the online discussion
- Postings clearly reflect thoughtfulness and reflection when considering the instructor's question and/or other classmates' postings
- Postings appear to spark interest from classmates, and extend their thinking
- Postings use a wide array scholarly literature to support/enhance contributions

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15**Respect**

- Postings clearly demonstrate respect for others by being courteous, using appropriate tone and language
- Postings within the specified time frame

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15**Format**

- Postings are under 250 words (unless specified otherwise by the instructor for the posting), free of errors in spelling, punctuation & grammar
- Postings are clearly in the appropriate topic thread, and easy for others to find
- Sources are cited correctly using APA 6<sup>th</sup> Edition

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10**Learning**

- Postings indicate your overall learning and development throughout the course as evidenced through clear and consistent examples of your increased understanding
- Indication of what you have learned from your colleagues through the forum

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100

Total mark for first 3 postings: = \_\_\_\_/100 = \_\_\_\_/ 20

Total mark for final 3 postings: = \_\_\_\_/100) = \_\_\_\_/ 20



### Marking Guide for Concept Analysis (40%)

Concept: \_\_\_\_\_ Student: \_\_\_\_\_

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**80**

**Content of Concept Analysis:**

- Introduction that identifies the concept, the aim of concept analysis and the importance of doing the analysis
- Description of how the concept was and is used
- Description of concept's defining attributes
- Identification of antecedents and consequences
- Description & critique of empirical referents
- Description & critique of aesthetic referents
- Presentation of concept using an exemplar case
- Discussion of relevance of concept analysis findings for nursing practice, education, research, policy
- Inclusion of scholarly material to support ideas (min 20 peer-reviewed sources)
- *Synthesis* of key findings
- Conclusion

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**20**

**Organization and Expression of Ideas:**

- Grammar, punctuation and spelling; synthesis of ideas, organization of material, logical presentation of ideas, summary of key points
- Title page, reference page, clear citation style (APA 6<sup>th</sup> edition), within page count (15 pages excluding title page, reference page and appendix)

**Total mark = \_\_\_\_\_ / 100 = \_\_\_\_\_ / 40**

**Marking Guide for Concept Innovation Presentation & Facilitated Discussion (15%)**

Concept: \_\_\_\_\_ Student: \_\_\_\_\_

**Presentation Content and Delivery:**

**80**

- Describes concept and substantiates the need for change/innovation with evidence
- Provides a succinct strategy for change in practice, education, research or policy
- Demonstrates use of current, relevant scholarly literature to inform the strategy for change (min 10 peer reviewed resources)
- Correctly cites scholarly references throughout presentation using APA 6<sup>th</sup> Edition guidelines, presents within 20 minute time limit and uses no more than 8 PowerPoint or Prezi Slides

**Facilitated Discussion:**

**20**

- Engages student peers in a thoughtful discussion of strategy's strengths, weakness, opportunities and threats
- Initiates and sustains the interest and functioning of the group discussion
- Response to peer input and questions demonstrates significant and scholarly knowledge of your concept and change/leadership theory
- Keeps discussion within 8-10 minute time limit

**Total mark = \_\_\_\_\_ / 100 = \_\_\_\_\_ / 15**

**Marking Guide for Seminar Participation and Engagement**  
**Student: \_\_\_\_\_**

**A. Preparation (Prepared & done readings prior to meeting?)**

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Completely inadequate preparation

Just adequate preparation

Extremely well prepared

**B. Contribution (Contribute productively to group discussion and work?)**

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Little or no contributions

Contributes, but just enough to get by

Exceptional contributions

**C. Respect (Show respect for other people, and encourage others' ideas?)**

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Little or no Respect

Generally respectful of others

Extremely respectful

**D. Flexibility (Flexible and open-minded during disagreements?)**

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Little or no flexibility

Sufficiently flexible

Exceedingly flexible and open

**E. Dedication (Punctuality)**

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Little or no Dedication

Acceptable

Excellent dedication

**Total score for Assessment #1: \_\_\_\_\_/50 = \_\_\_\_\_/2.5 \**

**Total score for Assessment #2 : \_\_\_\_\_/50 = \_\_\_\_\_/2.5**