



Dalhousie University
School of Nursing

Master of Nursing
STUDENT HANDBOOK

*For the academic year
2015-2016*

MASTER OF NURSING STUDENT HANDBOOK: TABLE OF CONTENTS

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SECTION A
GENERAL INFORMATION

Students should always consult the Faculty of Graduate Studies website (<http://dalgrad.dal.ca>) for the most up-to-date information and forms.

Dalhousie University School of Nursing

Mission

The School of Nursing advances health and social justice by educating nurses to be leaders; generating, translating and applying nursing knowledge; and informing and influencing health-related public policy, practice and planning.

Vision

The School of Nursing will become one of the top five Faculties/Schools of Nursing in Canada.

We will be recognized for our:

- Leadership in innovative nursing education, research, scholarship and practice
- Interdisciplinary, interprofessional, inter-sectoral and collaborative approaches
- Strategic role in the formulation and realization of healthy public policy, and
- Contributions to the betterment of society, regionally, nationally and globally

Values

We value:

- Excellence, innovation and leadership in education, research, scholarship and practice
- Professional competence, integrity and accountability
- Critical inquiry and open exchange of ideas
- Faculty governance
- Diversity, equity and social justice
- Inter-sectoral, interprofessional and interdisciplinary collaboration
- Effective relationships with our communities, and
- A positive working environment that supports respect, creativity and scholarship

Strategic Directions

- Continuing to advance our educational excellence
- Position our research programs nationally and internationally
- Advance equity in health
- Transform our structures

GRADUATE PROGRAMS PHILOSOPHY

The mission of Dalhousie University is: “Learning, discovery and innovation, and social engagement (with our students, the university and the world).” In Canada, the Charter of Rights and Freedoms defines us as a nation and identifies what we hold to be fundamental freedoms: freedom of conscience and religion; freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication; freedom of peaceful assembly; and freedom of association. It is within this democratic social context that the Canada Health Act provides the foundation for our health care system and professional practice. This foundation, which underpins Medicare, reflects values of social justice and inclusion and the belief that health is a right, not a privilege. Such values and beliefs also inform the School of Nursing’s mission, its vision for the future, and the principles which guide our work. As practitioners, teachers and researchers, nurses occupy a privileged position of trust within which they care for and advocate for others, educate nurses, generate knowledge and shape policy that impacts the profession and the health and well-being of individuals, families, groups and communities.

Health

Health is the capacity to function optimally with a sense of well-being, given personal choices and environmental challenges, constraints and resources. People can achieve a state of well-being in the presence of disease. Health is a dynamic process which changes with time and varies according to circumstances. Health has many components which form an integrated whole: emotional, physical, mental, social, cultural, sexual, environmental and spiritual.

In concert with the Ottawa Charter for health promotion, we believe health is created and lived by people within the settings of their everyday life. Caring for oneself and others, being able to make decisions and have control over one’s life circumstances, and ensuring that the society one lives in creates conditions that allow for the attainment of health by all its members, contributes to the creation of an optimum state of health.

We believe that health is determined in part by income and social status, social support networks, social environment, physical environment, education, employment and working conditions, personal health practices and coping skills, gender, culture, healthy child development, health services, and biology and genetic endowment.

Nursing

We believe that nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well, and in all settings, within the philosophy of primary health care. Nursing includes health promotion, illness prevention, injury reduction, health protection, and the care of sick, disabled and dying people. Advocacy, research, participation in shaping health policy and health systems, management, education, and social and political action are also key nursing roles. We believe that nurses must practice ethically, adhering to values of person-centered evidence-informed safe competent and ethical care; health and well-being; choice; dignity; confidentiality; social justice and diversity; accountability; continuing competence; application of knowledge, skills and judgement; respectful inter and intra professional relationships; civility; professional leadership; and self-regulation.

Teaching and Learning

Teaching and learning are viewed as a reciprocal process, a democratic and collaborative process based on the principles of adult learning whereby faculty, students, clients, and learning partners engage in partnerships of mutual respect, critical reflection, sharing, and support. This reciprocal process requires discipline in incorporating responsibility, commitment, openness to challenge and risk taking and responsiveness to a changing environment.

Teaching and learning demand that the partners understand and accept the responsibilities of the roles, functions, and behaviours necessary to develop a challenging learning encounter for building capacity and reaching desired outcomes. Evaluation is an integral part of this reciprocal process.

The graduate nursing programs also reflect the commitment to a philosophy of life-long learning. Faculty value nursing as an art and a science and recognize that nursing practice is based on a diversity of evidence that allows teachers and learners to question and create relevant and effective action for the promotion and maintenance of health.

Graduate education in nursing embodies a search for knowledge and encourages the examination of ideas and values. It aims to develop an attitude of commitment to expanding the scope of nursing knowledge and enhancing the quality of nursing practice. It does this in an educational environment that is ever responsive to the profession's needs and characterized by inquiry, investigation, flexibility, and challenge. Graduate education prepares students who will have an advanced level of academic and clinical preparation and who will be leaders in advancing nursing practice, health related knowledge, research and policy development.

PROGRAM GOALS

Nursing is a practice discipline. In the Master of Nursing program, scholarship is regarded as the thought and knowledge behind practice, and practice is regarded as scholarship in action. Our advanced nursing practice program recognizes and responds to society's need for nurses with specialized and advanced knowledge and skills. The graduate has rigorous academic preparation and strong skills in verbal and written communication, critical analysis, and decision making. These skills can be applied in educational, practice, research, management, or policy making roles and in graduate education programs at the doctoral level.

To meet these aims, the graduates of the program achieve the following objectives:

1. Develop an increased understanding of the social construction of nursing knowledge.
2. Synthesize knowledge from nursing and a range of health and other academic disciplines toward enhancing the principles and spirit of primary health care.
3. Synthesize theoretical, empirical, and experiential knowledge to become critically reflective and articulate practitioners.
4. Demonstrate leadership skills needed to influence change in nursing and health care on a professional, social, and political basis.
5. Contribute to ongoing scholarly advancement of nursing knowledge.
6. Develop, implement, and evaluate strategies for advanced nursing practice at the client and system level.

IN ADDITION, DEPENDING ON THE OPTION CHOSEN (THESIS, HEALTH POLICY PRACTICUM, NURSE PRACTITIONER), THE GRADUATE WILL HAVE FOCUSED PREPARATION TO:

- plan and implement a systematic study of nursing phenomena, and communicate the findings verbally and in writing.

- develop, apply and/or evaluate nursing and/or health-related policy, and communicate policy analysis verbally and in writing.
- implement nurse practitioner competencies with specific populations in accordance with provincial and national standards.

See specific sections of the handbook for detailed information about each option.

PROGRAM OVERVIEW

The Master of Nursing program is a 36-credit hour program with three program options: thesis, health policy practicum, or nurse practitioner. Students complete required courses and focused electives in practice-related theory and research that are the foundation of all advanced nursing practice roles. Through seminar discussion and presentation, preparation of academic papers, and focused clinical practicum experiences, students acquire the knowledge, skills and attributes that are the basis for professional and clinical leadership. In each of the program options students continue to develop knowledge and abilities through a combination of elective and/or required courses and practice experiences leading to completion of degree requirements.

Nursing practice foci include community/public health nursing approaches to population health and the nursing care of individuals and families across the life cycle in situations of health and illness within a variety of settings. For students in the thesis and health policy practicum options these practice foci include adult health, community health, mental health, maternal child health, and families with ill children. For students in the nurse practitioner option the practice foci include family/all ages and adult health. Nursing practice foci and elective course options are available based on faculty resources and expertise (on-site or obtainable), significant student demand, availability of clinical and other resources, and actual or potential demand created by changes in health care delivery, society, and society's health status.

Graduate nursing students work with their supervisor (thesis or health policy practicum) to declare a program of study with the course options that are congruent with their specific goals for contributing to the improvement of the health of society. Students are expected to apply their experiential and theoretical knowledge to analyse clinical situations, whether student or employment related. Regardless of the option chosen, students develop increasing expertise within a mentoring relationship with the thesis, policy practicum, or clinical supervisor.

**MASTER OF NURSING/
MASTER OF HEALTH ADMINISTRATION PROGRAM (not available at the his time)**

The joint MN/MHA program at Dalhousie University is a **78-credit hour** program offering a conceptual background for the increasingly complex managerial tasks that need to be performed in health service organizations and health-related government departments. An effort is made to balance political, social, cultural, medical and psychological approaches to understanding the health care delivery system with those of the management sciences. Graduates require in-depth knowledge of nursing and management, as well as, the ability to apply advanced behavioural and social skills. The program offers opportunities to study in the practice areas of Community Nursing, Nursing Families with Ill Children, Maternal/Child Nursing, Mental Health Nursing, and Adult Nursing. Elective(s) to enhance the practice or research areas may be chosen from a variety of fields. A thesis is required.

The MN/MHA program is a collaborative effort between the School of Nursing and the School of Health Administration. It is designed to enable students to:

1. advance knowledge in the area of nursing management;
2. analyse, implement, and evaluate theories and models relevant to nursing;
3. conduct independent, and/or collaborative research;
4. work collaboratively with allied professional persons in planning, implementing, and evaluating health care;
5. demonstrate leadership in nursing and society; and
6. pursue doctoral level education.

Graduates of the MN/MHA program are expected to be leaders in the professional discipline of nursing. The graduate has rigorous academic preparation and strong skills in critical inquiry, logical analysis, and decision making which can be applied in management, clinical or research positions and in graduate education at the doctoral level.

ADMISSION REQUIREMENTS FOR THE MASTER OF NURSING AND MASTER OF NURSING/MASTER OF HEALTH ADMINISTRATION PROGRAMS

Candidates are accepted under the general regulations of the Faculty of Graduate Studies. Meeting minimal requirements does not ensure admission.

Application deadline is **February 1** for September admission. All materials listed below must be received by the deadline date.

1. All applicants must be licensed to practice as a registered nurse (active practitioner) in a province in Canada or in a foreign country. Students completing the nurse practitioner option must be licensed/registered in the province or territory in which they complete clinical practice as a student.
2. Students with a 4-year bachelor's degree or equivalent with a minimum "B" standing (3.0 grade point average) are eligible for admission.
3. Undergraduate-level classes in research and statistics are required.
4. Applicants for the health policy practicum or thesis are not required to have nursing experience prior to application. Applicants for the nurse practitioner option must have completed a minimum of the equivalent of 2 years *full-time* recent relevant clinical practice.
5. A curriculum vitae and statement of career goals are required of all applicants.
6. THREE letters of reference are required: Two (2) letters of academic reference (e.g., former professor or a thesis supervisor); one (1) letter of professional reference).
7. A personal interview with the Associate Director Graduate Studies, School of Nursing, or their designate(s) is required.
8. To be admitted to the MN/MHA program candidates must apply to and be accepted to both Schools. (Program currently unavailable)
9. Applicants for the Master of Nursing/Master of Health Administration program must take the Graduate Management Admission Test (GMAT) and have the results forwarded to the Coordinator of the Graduate Program, Health Administration, PRIOR to the application deadline.
10. Official English Proficiency Test Score Results:
For international applicants whose primary language is not English, minimum scores for English proficiency are:
IELTS 7 across all components
MELAB 85
TOEFL 600 (written); 237 (computer); applicants taking the non-computer TOEFL test should also take the TWE component
CanTest 4.5 overall, with no band score lower than 4.0
CAEL 60 overall, with no band score lower than 50

English proficiency test scores are sent directly to the School of Nursing.

For program information contact MHA Program (902-494-1547) or MN Program (902-494-2397).



Dalhousie University

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Graduate Studies Committee Terms of Reference

The Graduate Studies Committee is a Standing Committee of School Council.

Purpose

The purpose of the Graduate Studies Committee is to review the academic regulations regarding the graduate programs: develop and evaluate the curricula of the graduate programs; assess their social relevance; oversee quality assurance; ensure they meet the requirements of the University, and the College of Registered Nurses of Nova Scotia (CRNNS) as required, and to report to the School Council regarding same.

Membership

Ex Officio Member and Chair: Associate Director Graduate Studies; Ex Officio Voting Member: Associate Director Research & International Affairs; Elected Voting Members: Three members of faculty who hold tenured or tenure-track positions and one member of faculty who is a nurse practitioner; Appointed Voting Member: One external stakeholder appointed by School Council; Student Voting Members: One graduate student.

Responsibilities

The Graduate Studies Committee:

- Reviews academic regulations regarding graduate programs and makes recommendations for change to School Council for further consideration by the Faculty of Graduate Studies.
- Develops, evaluates, and recommends to School Council the curricula of the graduate programs for further consideration by the Faculty of Graduate Studies.
- Ensures that the graduate programs satisfy requirements for:
 - Graduation with an MN or PhD degree;
 - Program approval of the Nurse Practitioner Program by the College of Registered Nurses of Nova Scotia (CRNNS).
- Recommends changes to improve the quality and social relevance of the graduate programs to School Council.
- Makes all recommendations and reports to School Council through the Chair.
- Provides an annual report of its activities to School Council.
- Considers recommendations from sub-committees, including the Graduate Student Affairs Committee, and provides recommendations to School Council concerning same.
- Provides direction as required to sub-committees to execute tasks in relation to their approved mandate.
- Undertakes other tasks related to its mandate as directed by School Council from time to time.

Approved, Full Faculty, 25 Jun 12



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Graduate Student Affairs Committee Terms of Reference

The Graduate Students Affairs is a sub-committee of the Graduate Studies Committee.

Purpose

The purpose of the Graduate Student Affairs Committee is to apply academic regulations, policies and guidelines regarding the admission and progression of graduate students in the School

Membership

Chair may be appointed by the Director or elected from the appointed members. Elected voting members: Four members of Full Faculty, three of whom hold tenure-track positions, and one nurse practitioner. Student Voting Member: One graduate student.

Responsibilities

The Graduate Student Affairs Committee:

- Oversees the recruitment and admission of students to graduate programs.
- Monitors graduate student progression, accommodation and attrition.
- Recommends graduate students for scholarships and awards.
- Forwards all recommendations to the Graduate Studies Committee through the Chair.
- Undertakes other tasks related to its mandate as directed by the Graduate Studies Committee from time to time.
- Provides an annual report on its activities to the Graduate Studies Committee.

Approved, Full Faculty, 25 Jun 12

Revision: School of Nursing Council, 22 Jun 2015

School of Nursing Faculty Having Faculty of Graduate Studies Membership

| | | |
|--|--|--------------|
| ASTON, Megan (Dr.) Associate Professor – on leave Jul 2015- Jun 2016 | Forrest Bldg, Room G18 megan.aston@dal.ca | 902-494-6376 |
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| SULLIVAN, Patricia (Dr.) Professor | Forrest Bldg, Room N19 pat.sullivan@dal.ca | 902-494-1143 |
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| WEEKS, Lori (Dr.) Associate Professor | Forrest Bldg., Room G30 lori.weeks@dal.ca | 902-494-7114 |
| WHITE, Maureen Assistant Professor | Dentistry Bldg, Room 5205 maureen.white@dal.ca | 902-494-2366 |
| WIGHT MOFFATT, Faith (Dr.) Assistant Professor | Dentistry Bldg, Room 5206 faith.wight.moffatt@dal.ca | 902-494-2181 |

PROGRAM OF STUDIES FOR THE MASTER OF NURSING DEGREE

The Master of Nursing program may be undertaken as full-time or part-time study. Requirements must be completed within the guidelines set by the Faculty of Graduate Studies (full-time, 2 years; part-time, 5 years).

The number of elective courses will vary according to the program option chosen: thesis, health policy practicum, nurse practitioner. Electives may be taken any time throughout the program and should be chosen in consultation with the student's supervisor. Electives chosen from offerings outside the School of Nursing must be approved by the Associate Director Graduate Studies; those from other institutions must be approved with a Canadian University Graduate Transfer Agreement.

Note: Clinical practice is done throughout the semester, however, in special cases a "block experience" may be negotiated with the course professor and as required.

Program Registration

Program fee students (MN and MN/MHA) pay fees on a per semester basis three times a year and must maintain their registration for the Summer, Fall, and Winter semesters. Students continuing beyond their initial program fee requirement period will be assessed continuing fees on a per-semester basis.

Full-time Status

A full-time student paying program fees is a student who has been approved by the School of Nursing and the Faculty of Graduate Studies as working full-time on their graduate degree.

Part-time Status

A part-time student paying program fees is a student who has been approved by the School of Nursing and the Faculty of Graduate Studies as working part-time on their graduate degree. A part-time student cannot carry more than 8 credit hours per semester.

Changing Registration Status

Students who change their registration status must report this, on a Graduate Student Program Update form, to the Faculty of Graduate Studies. Changes in status, i.e., part-time to full-time or full-time to part-time, cannot be made after initial registration without permission of the Associate Director, Graduate Studies, School of Nursing and the Faculty of Graduate Studies. Such requests must be made prior to the start of the semester in which the change of status is to take place.

PROGRAM OF STUDIES FOR THE MASTER OF NURSING DEGREE

Feb 07

The Master of Nursing program may be undertaken as a full-time or part-time student, but requirements must be completed within the guidelines set by the Faculty of Graduate Studies.

| <u>Required Courses</u> | | |
|---|---------------------------------------|--|
| NURS5050, Nursing Philosophy, Knowledge and Theory | | 03 |
| NURS5060, Research and Evidence Based Practice in Nursing | | 03 |
| NURS5200, Health Care System Policy Analysis | | 03 |
| NURS54X5 ¹ , Theory/Practice I: Nursing of Adults/Community/Maternal Child/Mental Health/ Families with Ill Children/Nurse Practitioner ² | | 03 |
| NURS54X6/7/8 ¹ , Theory/Practice II: Nursing of Adults/Community/Maternal Child/Mental Health/ Families with Ill Children/Nurse Practitioner ² | | 03 |
| Total Credit Hours | | 15 |
| <u>Electives</u> | | |
| <u>Thesis</u> | <u>Health Policy Practicum</u> | <u>Nurse Practitioner</u> |
| Focused electives NURS5100 (Qualitative Methods) OR NURS5120 (Quantitative Methods) ³ | Focused elective 03 | |
| Other electives 06 ⁴ | Other electives 12 | |
| Total Elective Credit Hours 09 | Total Elective Credit Hours 15 | No Elective |
| <u>Phase 2 - Program Options</u> | | |
| NURS9000, Thesis 12 | NURS8000, Health Policy Practicum 06 | Total credit hours 21 |
| | | NURS5610, Advanced Practice Role Development 03 |
| | | NURS5620, Advanced Practice Role Practicum 06 |
| | | NURS5732, Pathophysiology for Advanced Nursing Practice 03 |
| | | NURS5734, Principles of Pharmacotherapy for Nurse Practitioners 03 |
| | | NURS5735, Pharmacotherapeutics for Nurse Practitioners 03 |
| | | NURS5740, Advanced Health Assessment 03 |
| TOTAL CREDIT HOURS = 36 | TOTAL CREDIT HOURS = 36 | TOTAL CREDIT HOURS = 36 |

¹ Students choose one area of clinical focus. *NOTE: Not every clinical focus will be available every year.*

² Principles and Theories for Nurse Practitioner Practice has a general focus and is required for all NP students. Nurse Practitioner II has a population-specific focus; NP students will complete studies in one of two specialty options: Adults, or Family All Ages. (*Not every clinical focus will be available every year*)

³ Students enrolled in NURS5120 whose thesis is quantitative must take an intermediate statistics course as a co- or pre-requisite. Students enrolled in NURS5120 who are not completing a quantitative thesis are not required to take an intermediate statistics course.

⁴ Thesis students who enrol in an intermediate statistics course and NURS5120 will have 03 credit hours open elective.

DISTANCE EDUCATION PROGRAM

Distance Education Defined

Distance education within the School of Nursing is available. It is an interactive educational opportunity which is aimed at meeting the needs of students who are challenged by time, workload, or geography. Although the strategies and technologies used to deliver content may vary between courses, the interactive component is a common thread through all courses. The interactive component involves students actively engaged in dialogue (possibilities might include teleconferencing, email, bulletin board, chat room, face to face) with the course professor and fellow students. Audio-teleconferencing (two-way audio only) of required classes is the standard mode of distance program delivery. Courses using audio-teleconferencing, or adobe connect are complemented with the course management system, OWL (BbLearn) System. Some courses may be offered only as web based.

Distance delivery of courses is integral to the Master of Nursing program offered by Dalhousie. It is impossible for many nurses to gain graduate nursing education except through distance education. Subject to the availability of human and financial resources, the School of Nursing recognizes **part-time and distance students may prefer late afternoon or weekend scheduling of campus classes and teleconferencing. This scheduling will be aimed for as much as possible with core courses. A limited amount of on-campus work or classes may be required. All the usual requirements and expectations apply to local and distance students.**

Mode of Distance Delivery

Some classes may combine distance and on-campus students. In some cases, however, there may be separate sections for on-campus and teleconferenced classes.

NOTE: The School of Nursing reserves the right to amend distance education policies and practices conditional upon resource availability.

CONDITIONS FOR RECEIVING DISTANCE CLASSES

1. All distance students **must** meet the distance education program requirements outlined in the "Agreement to Distance Delivery Program Requirements." At the commencement of their program, distance students will sign and submit the distance delivery program agreement to the Graduate Programs Office.
2. Students must notify the Associate Director **one semester (preferably 1 year) in advance** of any desired program changes.
3. Students must be willing to come to Halifax for an orientation session, possibly one or two other classes per semester, and/or for laboratory sessions and clinical practice as appropriate.
4. Agreement to abide by regulations as outlined, including the payment of the extra distance fee levied by the Student Accounts department.
5. Students are responsible for postage costs except for those the School of Nursing will assume for return of assignments.

6. Access to adequate library facilities as determined by Dalhousie faculty in consultation with Kellogg Health Sciences Library professional staff. Required readings serve only as stimulators of discussion.

Decisions regarding which classes are to be offered by distance will be made each Spring and will depend on student number and available resources.

CLASSES OFFERED BY DISTANCE

| | | |
|--------------|---|---|
| NURS5050.03 | - | Nursing Philosophy, Knowledge and Theory |
| NURS5060.03 | - | Research and Evidence Based Practice in Nursing |
| NURS5100.03 | - | Qualitative Research Methods |
| NURS5110.03 | - | Qualitative Research: Learning Grounded Theory |
| NURS5120.03 | - | Quantitative Research Methods |
| NURS5200.03 | - | Health Care System Policy Analysis |
| NURS5330.03 | - | Theoretical Concepts & Competencies Related to the Helping Relationship in Advanced Nursing Practice |
| NURS54X5.03* | - | Theory/Practice I (Nursing of Adults/Community Health/Mental Health/Maternal Child/Families of Ill Children) |
| NURS5485.03* | - | Principles and Theories for Nurse Practitioner Practice |
| NURS54X6.03* | - | Theory/Practice II (Nursing of Adults/Community Health/Mental Health/Maternal Child/Families of Ill Children) |
| NURS5486.03* | - | Principles and Theories for Health and Disease Management in Adult Nurse Practitioner Practice |
| NURS5487.03* | - | Principles and Theories for Health and Disease Management in Family All Ages Nurse Practitioner Practice |
| NURS5610.03 | - | Advanced Practice Role Development |
| NURS5732.03 | - | Pathophysiology for Advanced Nursing Practice |
| NURS5734.03 | - | Principles of Pharmacotherapy for Nurse Practitioners |
| NURS5735.03 | - | Pharmacotherapeutics for Nurse Practitioners |
| NURS5740.03* | - | Advanced Health Assessment |
| NURS5871.03 | - | Addictions Nursing Practice |
| NURS5891.03 | - | Health Care Informatics |
| NURS5892.03 | - | Specialty Practice of Oncology Nursing |
| NURS5893.03 | - | Health Program Planning and Evaluation |
| NURS5894.03 | - | Interprofessional Psychosocial Oncology: Introduction to Theory and Practice |
| NURS5895.03 | - | Introduction to Epidemiology Methods in Nursing Practice |
| NURS5897.03 | - | Relational Practices in Families in Oncology and Palliative Care |
| NURS5899.03 | - | Sexual Health & Counseling in Cancer |
| NURS6000.03 | - | Nursing Administration and Leadership |

- * The policies related to distance delivery apply to clinical classes as well. Normally the clinical practicum experience is completed during the academic term. Flexibility in this policy may be possible depending on individual students' circumstances.
- * Students may be required to complete skills lab and specific clinical experiences or examinations in Halifax. For example, in NURS5740, skills labs are offered 4 hours per week for 6-8 weeks.

NOTE: NURS5620.06, Advanced Practice Role Practicum is offered by distance only for students in the Family All Ages focus. Those students in the Adult focus complete their practicum in Halifax.

DALHOUSIE UNIVERSITY SCHOOL OF NURSING

Master of Nursing Distance Delivery

AGREEMENT TO DISTANCE DELIVERY PROGRAM REQUIREMENTS

I understand that enrolling as a student in the Master of Nursing Distance Delivery Program at Dalhousie University means:

1. I will be required to travel to Halifax for an orientation session.
2. I may be required to travel to Halifax on a few occasions to complete some aspects of a class as required by the class professor (usually not more than one or two other classes).
3. In NURS54X5/54X6, Theory/Practice I & II, the course instructor and I may arrange clinical practice in settings that are appropriate to my learning needs.
4. If I am enrolled in the Nurse Practitioner (Adult) option, I will be required to be on site in Halifax to complete course requirements for NURS5620, *Advanced Practitioner Role Practicum*.
5. If I am enrolled in NURS5485, *Principles and Theories for Nurse Practitioner Practice*, NURS5486, *Principles and Theories for Health and Disease Management in Adult Nurse Practitioner Practice*, or NURS5487, *Principles and Theories for Health and Disease Management in Family All Ages Nurse Practitioner Practice*, and NURS5740, *Advanced Health Assessment*, I will be required to be on site in Halifax to complete components of the courses.
6. I will be required to travel to Halifax for written and practical examinations.
7. If I am enrolled in NURS5740, *Advanced Health Assessment*, I am required to attend the weekly lab sessions that are scheduled on site during the first 7 weeks of the Fall semester.
8. I will have electronic access to faculty and library resources (Dalhousie e-mail account).
9. I will maintain electronic contact with Dalhousie University by using the University-assigned email address. I understand that this is the only email address that will be used for communication with me regarding all academic and administrative matters. Any re-direction of email will be at my own risk. I will check my official email address frequently in order to stay current with Dalhousie communications.
10. Computer literacy is a requirement of all students.
11. Any costs I incur, for travel, lodging, long distance telephone calls, postage/courier services, etc., are my responsibility.
12. I understand that Dalhousie University will charge me an extra fee (\$102.00) over and above tuition fees for each course taken at a distance.
13. I understand that the School of Nursing reserves the right to amend distance education policies/practices conditional upon resource availability.

Signature of Student

Date

Signature of Associate Director,
Graduate Studies

Date

CLASSES TAKEN AT OTHER UNIVERSITIES

Graduate level elective class(es) (to a maximum of 33% of the Master of Nursing program) may be taken at a university other than Dalhousie. For students in the Master of Nursing program, four courses may be taken at a university other than Dalhousie. **The classes must be approved by the Associate Director Graduate Studies PRIOR to enrolment in the class.** Students must submit the Letter of Permission and Additional Processing Information forms, available on the Faculty of Graduate Studies' web site (<http://www.dal.ca/faculty/gradstudies/currentstudents/forms.html>), at least two (2) months prior to the course start date. Classes must be passed with at least a B-.

THESIS OR HEALTH POLICY PRACTICUM SUPERVISION

Students may conduct their thesis (NURS9000) or health policy practicum (NURS8000) in a community other than Halifax under the supervision of a faculty member who meets criteria delineated in Sections B and C of the Handbook.

DALHOUSIE UNIVERSITY
MASTER OF NURSING COURSE DESCRIPTIONS

Not all courses will be offered every year; check the timetable or with the School of Nursing

The timetable is found on line: https://dalonline.dal.ca/PROD/fysktime.P_DisplaySchedule

NURS5050.03 Nursing Philosophy, Knowledge and Theory

This course explores the major philosophical and methodological underpinnings of science and knowledge. This exploration will inform a critical analysis of how nursing knowledge has evolved and will illuminate how the experience of nurses, along with the production of knowledge, meanings and values can best be understood. Learners will develop an understanding of the assumptions underlying different research paradigms and the knowledge they generate by exploring issues such as: What is science? How has science evolved? What is knowledge? What is truth? What are the various research/science paradigms? How is knowledge translated into action?

NURS5060.03 Research and Evidence Based Practice in Nursing

This course explores the processes of research and scholarly inquiry in nursing research utilization and knowledge to foster evidence-based practice. Students will explore the fundamental principles governing Quantitative and Qualitative research methods, identify clinical research questions, learn the essential components of literature searches and critiques, and develop a better comprehension of research utilization and evidence based practice in the clinical setting.

NURS5100.03 Qualitative Research Methods

In this qualitative research class we will differentiate between method and methodology. The latter addresses all assumptions which guide research as a political process. Method refers to the ways in which data are collected, or the techniques for designing methods of analysis. Various methods will be examined in detail in order to acquire an understanding of the differences in assumptions between traditional qualitative research and critical, action oriented, participatory, and feminist qualitative research.

NURS5110.03 Qualitative Research: Learning Grounded Theory

In this Qualitative research course students will commence with a brief review of the assumptions associated with the Qualitative Research Paradigm, moving into a discussion of classical, Straussian, and Constructivist Grounded Theory. The primary focus of this course will be on the study of the methodology and application of the methods associated with Constructivist Grounded Theory.

Prerequisite: none, however a previous course or courses in qualitative research methods is an asset.

NURS5120.03 Quantitative Research Methods

There is a basic structure and process to the development of a design for scientific inquiry. This class focuses on research methods in general and quantitative research methods in particular. These research

methodologies are used in nursing science as they relate to the development and/or testing of theoretical formulations, design, critique and writing of research proposals.

NURS5200.03 Health Care System Policy Analysis

Health policy can be defined as “a set of interrelated decisions, taken by authorities, concerning the selection of goals and the means of achieving them” (as defined in A Code of Good Practice on Policy Dialogue). This seminar course examines critical issues and trends affecting health policy in addition to the management practices of health care delivery services in Canada. Students engage in analytical debate while drawing on the assigned readings, other research, and their own clinical experience. Discussions incorporate historical and global perspectives as well as a range of influencing factors to understand, test, challenge, and contrast the effectiveness of current health policy and the related health care system in Canada.

NURS5330.03 Theoretical Concepts & Competencies Related to the Helping Relationship

This course examines the multiple challenges to effective interpersonal interaction in today’s constantly changing, high-stress health care environments with multiple stakeholders. It is designed for nurses in all settings and their interaction challenges with clients (e.g., non-compliance), peers (e.g., anger), and colleagues (e.g., power struggles) at staff and managerial levels. The course explores current models of helping in terms of their varied philosophical underpinnings (e.g., paternalistic, consumer-centered, collaborative, enabling/empowering), roles (e.g., guardian, advocate, advisor, negotiator, consultant) and responsibilities (e.g., functional, informative, facilitative, responsive, participatory). It then uses available evidence to examine each model’s effectiveness. The course considers alternate modes of helping (e.g., information asking, information giving/education, partnership-building/rapport-building/counseling, conflict resolution/crisis intervention), targets (e.g., individual, group, community) and vehicles for interaction (e.g., face-to-face, phone, e-mail, telehealth). A unique feature of this course is its opportunity for students to practice alternate approaches and to develop advanced roles and competencies using case studies and simulated subjects. The course incorporates a variety of activities (e.g., discussion/debate, simulated clinical situations with standardized patients, etc) designed to promote full exploration of theoretical principles.

***All NURS54X5 and NURS54X6/NURS5487/NURS5488 Theory/Practice courses include 2-3 hours of class and 6 hours of clinical per week.** Nursing practice foci are available based on faculty resources and expertise (on-site or obtainable), significant student demand, availability of clinical resources, and actual or potential demand created by changes in health care delivery, society, and society’s health status.

NURS5435.03 Adult Nursing: Theory/Practice I

In this seminar class, students will be challenged to think about and reflect on beliefs and values that inform nursing knowledge with consideration of the comprehensive societal issues occurring in settings where the discipline of nursing is undertaken. While our focus is on the care of adults in the context of illness, the class will reflect a critical analysis of the existing theoretical and evidence-informed perspectives influencing health and decision-making that span from the individual to the organization. In the student-professor negotiated clinical practicum component, students will examine how individuals/families/communities manage health related concerns throughout the health-illness continuum

with the goal being improved quality of life. Students are challenged to think creatively and critically with regard to the design of their clinical experience.

NURS5436.03 Adult Nursing: Theory/Practice II

Building on NURS5435, students will be challenged to think about and reflect on beliefs and values that inform nursing knowledge with a consideration of the comprehensive societal issues occurring in settings where the discipline of nursing is undertaken. Students will share new knowledge resulting from the synthesis and transfer of evidence across disciplines and health care sectors and will examine how society is currently dealing with health related concerns throughout the entire health-illness continuum. Contextual issues within the broad social, economic, and cultural environments of nursing practice will be addressed through an analysis of competencies needed to support health system changes that value innovation and create new collaborative partnerships not previously fostered within traditional health care settings. The clinical practicum component builds on the work conducted in NURS5435. Students, as emerging nurse leaders, will engage in the implementation and evaluation of conceptual and/or theoretical frameworks being applied in their practice setting. Innovation and creative thinking will support the implementation process. (Weekly 2 hr seminar/6 hr clinical practicum)

NURS5445.03 Community Nursing: Theory/Practice I

This class is designed to analyse and integrate concepts, theories, research, and practice knowledge that is relevant to community assessment, understanding, planning, and advanced practice of community health nursing. The philosophy and principles of population health, primary health care, health promotion, and community development are foundational to the class and provide a broad framework for reflection and critical analysis of current issues and trends in community health nursing.

NURS5446.03 Community Nursing: Theory/Practice II

This class is designed to assist students to analyse and integrate concepts, theories, research, and practice knowledge that are relevant to the advanced practice of community health nursing. The philosophy and principles of public health, population health, primary health care, health promotion, and community development are foundational to the class and provide a broad framework for reflection and critical analysis of current issues and trends in community health nursing.

NURS5455.03 Mental Health Nursing: Theory/Practice I

This class assists students to enhance the development of advanced knowledge and competency regarding mental health and psychiatric nursing. Critical inquiry and clinical practice opportunities will be used to examine complex mental health phenomena, apply related theoretical concepts (with individuals, family, and/or groups), and strengthen students' skill base.

NURS5456.03 Mental Health Nursing: Theory/Practice II

This class assists students to enhance the development of advanced knowledge and competency regarding mental health and psychiatric nursing. Critical inquiry and clinical practice opportunities will

be used to examine complex mental health phenomena, apply related theoretical concepts (with individuals, family, and/or groups), and strengthen students' skill base.

NURS5465.03 Maternal-Child Nursing: Theory/Practice I

This course explores selected phenomena that are relevant to advanced nursing practice in child-bearing and women's health settings, and does so within a context of primary health care, the changing nature of the Canadian health care system, and a perspective of client as individual, family, and/or community. Students will explore literature in perinatal/neonatal nursing and other disciplines to discover how the phenomena are manifested in human responses to health and illness, how the patterns of those responses have been and could be assessed, and identify implications for advanced nursing practice. As part of the course requirements, students will engage in clinical practica to focus on the assessment and understanding of patterns of development, health and illness occurring within a child-bearing population of personal interest.

NURS5466.03 Maternal-Child Nursing: Theory/Practice II

This class builds on the knowledge, skills, and experiences of NURS5465. Through critical inquiry and active communication and decision making, students will use scientific and empirical evidence to implement an advanced nursing practice role in a clinical childbearing setting within a primary health care context.

NURS5475.03 Nursing Families of Ill Children: Theory/Practice I

The course examines the theoretical and research bases on which the nurse acts in providing care for families with ill children. Physiological, psychological, cultural, and nursing concepts, theories, and research reports will be studied and applied to the understanding of the behaviour and needs of the child and family when faced with illness and/or health care. Students engage in clinical practice with children and families and apply relevant theories, paradigms, and concepts in the plan of care.

NURS5476.03 Nursing Families of Ill Children: Theory/Practice II

The course provides an opportunity for students to increase understanding of the child and family in high-risk and/or chronic health situations, to increase nursing proficiency through the development of theoretically and empirically based approaches to nursing care, and to provide leadership in working with staff and families to develop approaches to the problems encountered. The course requires students to implement advanced nursing approaches to biopsychosocial phenomena on individual and aggregate bases.

NURS5485.03 Principles and Theories for Nurse Practitioner Practice

This master's level course will introduce **all nurse practitioner students** to a general healthcare focus of populations across the lifespan and in multiple clinical settings. This course will consist of theories, terminology, point-of-care technology, assessment, diagnosis and treatment directed towards a population of all ages. Theories of family, change and adult learning will be presented to guide the nurse practitioner

student in the development of a holistic plan of care for health promotion and disease prevention, health maintenance, health assessment, and acute and chronic disease management.

NURS5486.03 Principles and Theories for Health and Disease Management in Adult Nurse Practitioner Practice

This course will continue to expand on the nurse practitioner student's knowledge, skills, and competency in health promotion, health maintenance, health assessment and management of disease in adults. The focus of this course for the **adult nurse practitioner student** is the adult population (18 +) who seeks healthcare services in multiple clinical settings. A strong emphasis will be placed on the management of health issues and common illnesses of adults with higher acuity levels and co-morbidities, recognizing the acute and chronic nature of disease and targeting optimal health outcomes. (Prerequisites: N5734.03, N5740.03, N5485.03)

NURS5487.03 Principles and Theories for Health and Disease Management in Family All Ages Nurse Practitioner Practice

This course is designed for nurse practitioner students who have chosen the **Family All Ages** focus for their future practice. Students will utilize a family focused approach in assessing clinical and research literature as a means of developing competence in health promotion, health maintenance and cultural sensitivity in caring for clients in the community setting. (Prerequisites: N5734.03, N5740.03, N5485.03)

NURS5610.03 Advanced Practice Role Development

The focus of this course is the roles of advanced practice nurses in health care. Emphasis will be on the examination and critique of the role components of the clinical nurse specialist, nurse practitioner and combined roles. These components include: direct care, consultation, coaching, research, collaboration, leadership/administration and ethical decision-making. Issues surrounding the implementation of these roles within various health care contexts and clinical specialties will be discussed.

NURS5620.06 Advanced Practice Role Practicum

This graduate course provides the student with the opportunity to integrate, synthesize and analyze previously developed knowledge and skills in an intensive clinical practice experience directly related to the student's chosen client population/discipline in an advanced nursing practice role. Practice settings will offer experiences with clients experiencing acute and chronic illness states with multiple and complex care needs. While implementing the advanced practice role, students will consider the organizational, political and healthcare policy-related issues that relate to advanced nursing practice and change in healthcare delivery that affect role development and implementation. (Weekly 40-60 clinical hours; total 700 precepted clinical hours for the program) (Prerequisites: N5486.03 or N548703 or N5488.03, and N5732.03, N5735.03, N5740.03; N5610 is a pre- or co-requisite)

NURS5732.03 Pathophysiology for Advanced Nursing Practice

This course uses an evidence-based conceptual approach to critically and comprehensively examine pathophysiologic phenomena relevant to advanced nursing practice. The phenomena examined are commonly encountered in acute and long-term illnesses, are alterations in function involving multiple body systems, are seen across the boundaries of age, disease entities, and clinical states, and are those for which nurses have a major role in assessing, monitoring, managing, and evaluating. Seminars are framed to systematically and critically examine the impact of these pathophysiologic phenomena on cell function, host defense responses, maintenance of vital functions, and neuro-endocrine-immune responses in individuals and groups across the lifespan.

NURS5734.03 Principles of Pharmacotherapy for Nurse Practitioners

This course focuses on core principles of pharmacotherapy relevant to all nurse practitioner practice. Pharmacotherapeutic problem solving approaches will be introduced and applied throughout the course. Effective and strategic use of drug and therapeutic information resources will be emphasized. Relevant issues to pharmacotherapeutic policy will be addressed. Principles of pharmacokinetics and pharmacodynamics will be introduced and integrated throughout therapeutic content areas. Legal and ethical responsibilities related to prescriptive authority and pharmacotherapeutic interventions will be addressed.

NURS5735.03 Pharmacotherapeutics for Nurse Practitioners

The focus of this course will be on clinical applications of drug therapies relevant to nurse practitioner practice. Students will be given the opportunity to gain knowledge in order to integrate pharmacokinetic and pharmacodynamic concepts for a chosen client population in their clinical setting and practicums. Students will gain therapeutic knowledge that includes the mechanism of actions, usual dosages, absorption, distribution, metabolism, elimination, and therapeutic use of medications. Principles of management for side effects and drug interactions of medications frequently encountered by nurse practitioners will be reviewed and applied. Additionally, students will be provided with the opportunity to identify and utilize timely and appropriate drug information resources that are applicable to their daily practice. Legal and ethical responsibilities related to pharmacotherapeutic interventions are addressed.

NURS5740.03 Advanced Health Assessment

This graduate course prepares students to perform advanced health assessments of young, middle-aged, and elderly adults who are healthy, as well as those who are experiencing illness. It will focus on the knowledge, skills, and processes required for advanced health assessment. Students will develop competence in completing focused and comprehensive health assessments including history taking, physical examination, synthesis, critical analysis, diagnostic reasoning, clinical judgement, and interpretation of health data. Students will further develop their understanding of the pathophysiological basis of clinical findings and will integrate an increasing knowledge of pathophysiology and pharmacology as a basis for formulating a plan of care. Elements of an advanced health assessment include physical and mental health, psychosocial, family, cultural, and community factors, the determinants of health, and risk appraisal as they relate to a client's health status. Clinical, theoretical, and scientific knowledge will be synthesized in the identification and management of existing and potential states of health and illness. Approaches to effective written and verbal communication of advanced health assessments to lay and health professional colleagues will be addressed. It is expected that students will be competent in basic health assessment techniques prior to beginning the course. All students will

develop an Individual Learning Plan [ILP] to guide their clinical learning experience. (Co- or Prerequisite: NURS5732.03 & NURS5735.03) (Weekly seminar and 4 hr lab, or 6 hr clinical practicum)

NURS5810.03/5820.03/5800.06/ Reading Course
N5910.03/5920.03/5900.06

Students may undertake an independent Reading Course under the supervision of a professor after obtaining the permission of **both the professor and the Associate Director Graduate Studies** (indicated on Faculty of Graduate Studies Independent Study/Directed Reading/Special Topics Form, available on line, www.dalgrad.dal.ca/forms/students) prior to beginning any reading course. No more than the equivalent of two courses may be taken. The subject matter is not covered in a regularly scheduled course. An outline of mutually agreed upon objectives, tasks, evaluation, meeting times, etc. is required by the end of the first week of classes of the semester in which the course will be completed.

NURS5830.03 Death and Dying/Palliative Care

This course will provide a general overview of the significant issues facing individuals and their families related to life threatening illness and dying. Research findings, theories of pain and symptom management, grief and loss, communication and coping, and their significance to palliative care practice will be explored. The impact of health care reform on services for clients with life threatening illnesses and the role of the nurse within palliative care will be addressed.

NURS5850.03 Women and Aging

As women grow older the experience of aging is generally more difficult for them than for men. During mid-life, anxieties about the aging process exacerbate the difficulties facing many women in modern society. Dis-empowering older women is usually accomplished in small increments. "Old woman" is a pejorative label; the older a woman becomes, the less credibility she generally has; this is especially true for women of colour, poor women, lesbians, and women who are physically challenged. While aging is a biological phenomenon, ageism is socially constructed. Specifically, under patriarchy, older women are often seen as a burden, desexualized and segregated by both men and younger women. They are usually not taken very seriously, nor seen as a threat. This class will explore the issues related to social, psychological, political, and economic factors that are major determinants to the well-being of aging women based upon race, gender, sexual orientation, disabilities, and class inequities.

NURS5871.03 Addictions Nursing Practice

This web-based course examines dominant discourses within nursing and other disciplines that underlie addiction treatment practices. Students will critically analyze how established and emerging paradigms inform addictions nursing practice with individuals, families, and communities. Learners will consider the interplay of broader gender, social, and cultural circumstances and addictions.

NURS5891.03 Health Informatics

This course will provide an overview of Information Technology and Systems as it relates to practice, research, administration, and education for health professionals. Students will be introduced to information technology and provided with opportunities to use critical thinking in analysing the implication of information systems for health care. This course will be taught using interactive distance technology. Students are required to contribute to class discussion through a Web-based bulletin board. Students will have the option to attend audio-teleconferencing every two weeks.

NURS5892.03 Specialty Practice of Oncology Nursing

This course reflects the graduate program's philosophy of primary health "that recognizes and respects the unique strengths and contributions of individuals, families and communities." Further, the course will reflect the goals of the graduate program by demonstrating how "scholarship is regarded as the thought and knowledge behind practice and practice is regarded as scholarship in action". While this course will focus on adults with cancer, the content will reflect a critical analysis of the existing theories that influence health related behaviours, health promotion, illness prevention, and decision making. Quality of life, defined as being multi-dimensional, will be examined using the conceptual development of sexual health as a guiding framework, in relation to the determinants of health and reducing the burden of cancer. Contextual issues within the broad social, economic, and cultural environments of oncology nursing practice will also be addressed.

NURS5893.03 Health Program Planning and Evaluation

This focus of this course is on the theoretical and practical knowledge and abilities for the cycle of health program planning and evaluation (HPPE) in contemporary health care. Students will build their own theoretical knowledge related to program planning approaches, evaluation models, theories and methods of data collection. Knowledge translation will be discussed, analyzed and critiqued including the contextual influences in program planning and evaluation such as ethics, politics, evaluator roles and stakeholder involvement. Prior knowledge of research methods will be beneficial.

NURS5894.03 Interprofessional Psychosocial Oncology: Introduction to Theory and Practice

This elective course provides graduate students in 5 core disciplines (medicine, nursing, psychology, social work and spiritual care) with an opportunity to develop an introductory understanding of the field of psychosocial oncology. Emphasis will be placed on understanding and interpreting the experience of cancer informed by theory, evidence and illness narratives. Case based learning in small interprofessional groups will allow students to explore a variety of key learning themes relevant to psychosocial oncology including distress assessment, depression, anxiety, adjustment and coping, sexuality, loss and grief. Small group work will allow students to develop a rich understanding of the cancer experience and develop beginning competency in psychosocial oncology assessment, interprofessional collaboration, and cultural safety. Attention to diversity will be integrated as a thread throughout the course.

NURS5895.03 Introduction to Epidemiology Methods in Nursing Practice

This introductory course is intended to provide students at both the undergraduate and graduate level with a working knowledge and understanding of the basic concepts and methods of epidemiology. The main focus of this course will be to learn to analyse and interpret information about disease and other health

related occurrences at a population level within a Public Health Nursing context. This course will also provide an introduction to the concepts for developing and evaluating public health programs. There are no prerequisites for this course though students are required to have completed their second year of their undergraduate program or have permission from the course instructor. A clinical background and a basic understanding of statistics are an asset but not necessary.

NURS5897.03 Relational Practices in Families in Oncology and Palliative Care

This is the second psychosocial oncology course offered through the Canadian Association of Psychosocial Oncology (CAPO) IPODE* project. It provides graduate students in 5 disciplines (medicine, nursing, psychology, social work and spiritual care) with an opportunity to explore the interprofessional care of families experiencing cancer along the illness trajectory from diagnosis through to bereavement or long term survivorship. Students from other disciplines also may be interested and are welcome. Using case based learning in small interprofessional groups, students will explore a variety of key learning themes relevant to the interprofessional care of families. Themes that will be addressed include: family theory, models of family & couple counseling/ therapy, family assessment, therapeutic conversations and interventions. Case examples will be drawn from the experience of families across the cancer illness trajectory, from diagnosis through to death and dying, bereavement and long term survivorship. Small group work will allow students to develop a rich understanding of the cancer experience from the perspective of families, as well as competency in family assessment, intervention, interprofessional collaboration, and cultural safety. Attention to diversity will be integrated throughout the course.

*IPODE is the Interprofessional Psychosocial Oncology Distance Education project (www.ipode.ca)

NURS5899.03 Sexual Health & Counseling in Cancer

Cancer causes wide-ranging impacts on sexual health, but many health care professionals do not feel confident about addressing sexual health needs. This course is designed to provide graduate students in the health professions with the knowledge and skills to intervene with sexual health problems that arise in cancer.

NURS5950.03 Self-Directed Learning Project in Health Care

This elective provides an opportunity for students to carry out an independent study or project related to health care, with assistance from the faculty facilitator. Students will be encouraged to systematically identify, plan, execute, and evaluate a learning project in nursing education that is relevant. Students are expected to apply concepts from other courses and include cultural considerations, community outreach, and current health care needs in their projects. Students must obtain the permission of **both the professor and the Associate Director Graduate Studies** (indicated on indicated on Faculty of Graduate Studies Independent Study/Directed Reading/Special Topics Form, available on line, www.dalgrad.dal.ca/forms/students) prior to beginning any self-directed project course. The subject matter is not covered in a regularly scheduled course. An outline of the mutually agreed upon objectives, tasks, evaluation, meeting times, etc. is required by the end of the first week of classes of the semester in which the course will be completed.

NURS6000.03 Nursing Administration and Leadership

This course focuses upon the changing role and expectations for health care managers and leaders within the Canadian health care system. Class topics such as organizational theories, the philosophy of primary health care, management theory and research based practice, and management challenges are covered through a variety of course activities including extensive readings, case studies, student presentations, filed assignments, and papers.

NURS6200.03 Nursing Sensitive Health Outcomes

Conceptual, philosophical, theoretical, epistemological, methodological, and feasibility issues central to health outcomes research are examined. The concept of health outcomes and related health and social policies from the perspective of nursing practices are analysed and critiqued. The impacts of nursing practices on health outcomes at individual, family, community, and population levels will be discussed, analysed, and critiqued.

NOTE: Master of Nursing students must have the instructor's approval to take this course.

NURS6210.03 Women's Health Outcomes

This course provides a forum to analyse, discuss, and critique philosophical, conceptual, theoretical, methodological, and feasibility issues that are central to women's health outcomes research and nursing practice from a gender-based and diversity analyses perspective and the relationship to health and social policies. The short and long term impacts of nursing practices on women's health outcomes and nursing practice at the individual, family, community, and population levels will be analysed.

NOTE: Master of Nursing students must have the instructor's approval to take this course.

NURS8000 Health Policy Practicum (non-thesis option)

A practicum provides students with an opportunity to build knowledge and skills regarding health policy development, its application and/or evaluation. The practicum will focus on one particular policy relevant to the student's discipline/field of practice and will be tailored to individual student needs. The focus of the practicum can be generated from the student work completed in other courses, or as a new topic of interest. The practicum is offered to any Master of Nursing student who elects the Policy option. Graduate students from other health-related disciplines are also eligible for this practicum subject to the availability of faculty expertise and resources.

NURS9000 Masters Thesis

The thesis requires a three- or four-member Thesis Supervisory Committee which includes a Thesis Supervisor and Readers (see complete regulations in Thesis Information section). The thesis provides experience in research in which the student plans and conducts a systematic study related to nursing.

ELECTIVE(S)

Electives may be taken in any area consistent with the student's learning goals and program of study and in consultation with the student's academic advisor. **Electives taken outside the School of Nursing must be approved by the Associate Director Graduate Studies.** Electives (to a maximum of four) taken at other institutions must be approved with a Letter of Permission. As well, electives in nursing are available as resources permit (check the academic timetable [www.registrar.dal.ca/TIMETABL/home.htm] and with the Graduate Programs Secretary).

DALHOUSIE UNIVERSITY SCHOOL OF NURSING ELECTIVES

| | |
|--|---|
| <u>N5100.03</u> Qualitative Research Methods | <u>N5891.03</u> Health Informatics |
| <u>N5120.03</u> Quantitative Research Methods | <u>N5892.03</u> Specialty Practice of Oncology Nursing |
| <u>N5110.03</u> Qualitative Research: Learning Grounded Theory | <u>N5893.03</u> Health Program Planning and Evaluation |
| <u>N5610.03</u> Advanced Practice Role Development | <u>N5894.03</u> Interprofessional Psychosocial Oncology: Introduction to Theory and Practice |
| <u>N5732.03</u> Pathophysiology for Advanced Nursing Practice | <u>N5895.03</u> Introduction to Epidemiology Methods in Nursing Practice |
| <u>N5734.03</u> Principles of Pharmacotherapy for Nurse Practitioners | <u>N5897.03</u> Relational Practices in Families in Oncology and Palliative Care |
| <u>N5735.03</u> Pharmacotherapeutics for Nurse Practitioners | <u>NURS5899</u> Sexual Health & Counseling in Cancer |
| <u>N5800.06/5900.06</u> Reading Course <u>5810.03/5820.03/</u> <u>5910.03/5920.03</u> | <u>N5950.03</u> Self-directed Learning in Nursing |
| <u>N5830.03</u> Death and Dying/Palliative Care | <u>N5990.03</u> Interdisciplinary Human Nutrition |
| <u>N5850.03</u> Women and Aging | <u>N6000.03/</u> Nursing Administration and <u>HEAS6000.03</u> Leadership |
| <u>N5871.03</u> Addictions Nursing Practice | <u>N6200.03</u> Nursing Specific Health Outcomes |
| | <u>N6210.03</u> Women's Health Outcomes |

DALHOUSIE UNIVERSITY INTERDISCIPLINARY ELECTIVES

Students are advised to consult the Dalhousie University timetable to identify possible electives (see especially Health and Human Performance, Health Administration, Occupational Therapy, Philosophy, Public Administration, and Social Work offerings).

DALHOUSIE UNIVERSITY FOCUSED ELECTIVES
FOR HEALTH POLICY PRACTICUM STUDENTS

| | |
|---|---|
| <u>Nursing</u> | |
| NURS5893, Health Program Planning and Evaluation | |
| NURS6000, Nursing Administration and Leadership | |
| | |
| <u>Interdisciplinary</u> | |
| HESA6305, Outcomes in Health Services | |
| HESA6310, Health Care Policy | |
| HESA6330, Health Services Planning and Evaluation | |
| OCCU5043, Program Evaluation for Occupational Therapists | |
| OCCU6053, Advanced Vocational Rehabilitation Through Critical Occupational Analysis | |
| OCCU6504, Measuring Health Outcomes | |
| POLI5260, The Politics of Health Care | |
| PUAD6010, Issues in Public Administration: Strategic Management and Leadership | |
| PUAD6525, Practicum in Policy Analysis and Management | |
| SLWK6381, Social Policy Issues and Analysis for Practice | |
| | |
| <u>Other Universities</u> | |
| Athabasca: | NURS605, Policy Analysis and Development |
| Mount Saint Vincent: | GFSG6644, Policies for Families and Aging |
| Saint Francis Xavier: | EDUC536, Program Development |

TAKING COURSES AT OTHER UNIVERSITIES

PROCEDURE FOR GAINING PERMISSION TO REGISTER FOR CLASSES AT A UNIVERSITY OTHER THAN DALHOUSIE

See the Faculty of Graduate Studies guidelines (Regulation 7.6.6) online:
http://www.dal.ca/academics/academic_calendars/Graduate_Calendar_2014_2015.html

TRANSFER CREDITS/ADVANCE STANDING FOR GRADUATE COURSES TAKEN PRIOR TO ENTRY TO THE MASTER OF NURSING PROGRAM

Upon admission, a student may be granted advanced placement credits based on courses completed previously with a course content equivalent to a graduate course at Dalhousie University. Graduate classes that have not been counted towards a previous degree can be awarded transfer credit. For courses that have been counted towards a previous degree advanced placement normally does not reduce the overall course requirements in the Dalhousie program, but may replace one or more required courses.

See the Faculty of Graduate Studies guidelines (Regulation 3.7) online:
http://www.dal.ca/academics/academic_calendars/Graduate_Calendar_2014_2015.html

GRADING

All graduate classes **must be passed with at least a B-**. Consistent with Faculty of Graduate Studies regulations, faculty within the School of Nursing use the following grading system:

| <u>Alphabetic Grade</u> | <u>Numerical Value</u> | <u>Grade Point</u> |
|-------------------------|------------------------|--|
| A+ | 90-100 | 4.3 |
| A | 85-89 | 4 |
| A- | 80-84 | 3.7 |
| B+ | 77-79 | 3.3 |
| B | 73-76 | 3 |
| B- | 70-72 | 2.7 |
| Failure | F | |
| Withdrawal | W | A graduate student who wishes to withdraw from a class after the deadline to drop classes will receive a grade of 'W'; check with the Graduate Programs Office to confirm dates to drop and withdraw from classes. |

Half-credit courses are assigned a value of three credit hours. Full-credit courses are assigned a value of six credit hours.

Failures

Normally (in the School of Nursing), students who fail any paper may, at the discretion of the course professor, have the option of rewriting the paper once. The rewritten paper must be submitted within 2

weeks of receipt of the original graded paper (see individual course professor). The maximum grade that can be obtained in the rewritten paper shall be a "B" grade.

FACULTY OF GRADUATE STUDIES REGULATIONS

Faculty of Graduate Studies Regulations are found online at the following URL:
<http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=2&chapterid=399&loadusercredits=False>

| Topic | Regulation |
|------------------------|--------------------|
| Program Length | 7 |
| Annual Progress Report | 7.3 |
| Extensions | 7.1 |
| Registration | 5.1, 5.2, 5.3, 5.4 |
| Leave of Absence | 5.8 |
| Program Continuance | 5.9 |
| Suspension of Studies | 5.10 |
| Readmission | 5.5 |

SPECIAL NOTICES FOR MASTER OF NURSING STUDENTS

GUIDELINES FOR GRADUATE STUDENT ADVISEMENT

Each student upon entry into the Master of Nursing program will be assigned an academic advisor or supervisor who will help the student plan her/his program and be a resource for the student.

Responsibilities of Advisor

1. Advise students on academic planning, concerns, and procedures, including class selection and adding/deleting classes.
2. Advise students on University, Faculty, and School policies, rules, and regulations and the students' responsibilities in understanding, knowing, and fulfilling program requirements and relevant regulations which may affect them.
4. Advise the Associate Director Graduate Studies, of students with special concerns and needs that may affect their standing in the program.
5. Advise students of the resources available at Dalhousie University and in the wider community on concerns voiced which are beyond the responsibilities of the academic advisors.

Process of Student Advisement

1. Each student, upon entry into the Master of Nursing program, will be assigned to an academic advisor or supervisor matching appropriately the student's identified area of clinical and/or research study to a faculty member's expertise whenever possible.
2. All graduate faculty holding a regular appointment in the School of Nursing will assume advisement duties as assigned. The Associate Director Graduate Studies will be responsible to ensure equitable assignment of advisement duties.
3. The academic advisor or supervisor will advise the student throughout her/his program unless either the student or advisor requests re-assignment.
4. There is no assumption that the academic advisor will assume, for each student whom she/he advises, the responsibilities of thesis supervisor or health policy practicum supervisor.
5. The steps to be followed in the process of advisement are as follows:
 - a) The Associate Director Graduate Studies will assign the incoming student(s) to an academic advisor or supervisor and notify the advisor or supervisor of the assignment.
 - b) The student will be notified of the assignment of the academic advisor or supervisor and will be asked to contact the academic advisor or supervisor (in person, by telephone, or by email).
 - c) If the student wishes to change academic advisors or supervisors, she/he must notify the advisor or supervisor of such a change and obtain the approval of the new academic advisor or supervisor.
 - d) If the academic advisor or supervisor does not wish or is not able to continue advising the student, she/he must notify the student of the change and request the Associate Director identify a new academic advisor or supervisor.
 - e) During the term of faculty sabbatical leave, the duties of academic advisor or supervisor will be discussed with the Associate Director Graduate Studies and a plan made for student advising/supervision.
 - f) It is the responsibility of the student to initiate meetings, at least yearly or as needed, with the academic advisor and or supervisor. It is the responsibility of the academic advisor and or supervisor to indicate in the student's file that the meeting has taken place.

NOTE: Additionally, students may seek the advice and assistance of the Associate Director Graduate Studies and any graduate faculty member of their choosing.

EMAIL

Email is an authorized means of communication for academic and administrative purposes within Dalhousie University. The University will assign all students an official email address. This address will remain in effect while the student remains a student and for one academic term following a student's last registration. **This is the only email address that will be used for communication with students regarding all academic and administrative matters.** Any re-direction of email will be at the student's own risk. Each student is expected to check her or his official email address frequently in order to stay current with Dalhousie communications. (Approved by Senate, Dalhousie University, Nov 2002)

IMMUNIZATION

It is a regulation of the Faculty of Health Professions and affiliated care agencies that all students must be immunized. This has been instituted to protect patients, as well as to protect students and employees.

Students must supply documentary proof of current immunization against specific diseases, including evidence for the following:

- (a) Diphtheria and tetanus
- (b) Polio
- (c) Measles, mumps, rubella (MMR)
- (d) Hepatitis B
- (e) Varicella
- (f) Tuberculosis (two-step Mantoux skin test)

These requirements are particular to the Capital District Health Authority. Students are expected to comply with these minimum immunization requirements and any other specific immunization required by the clinical agency/institution.

Evidence of appropriate immunization and immune status must be submitted to the Graduate Program Office prior to students entering the clinical setting.

CARRELS

A limited number of carrels are available for graduate students in the Schools of Nursing, Occupational Therapy, and Physiotherapy, in rooms G43/44 of the Forrest Building and in the Kellogg and Killam Library.

LOUNGE

Graduate students in the Schools of Nursing, Occupational Therapy, and Physical Therapy are welcome to use shared Graduate Student Lounge in Room 314, located on the 3rd floor of the Forrest.

INTERDISCIPLINARY LOCKER SPACE

Graduate students in the Schools of Nursing, Occupational Therapy, and Physical Therapy share lockers in Room G41, on the ground floor of the Forrest Building. Students are required to supply their own padlock.

GRADUATE NURSING SOCIETY

All graduate nursing students belong to the Graduate Nursing Society. The Society makes a valuable contribution to the graduate education experience and significantly increases the sense of community amongst students by hosting/promoting academic and social events. Students are encouraged to put forward their names and assume responsibilities of the Society Executive (President, Vice-President, Treasurer, Secretary).

GRADUATE STUDENT REPRESENTATION ON SCHOOL OF NURSING COMMITTEES

Graduate student representation on a number of School of Nursing committees is mandated in the committees' Terms of Reference – one graduate student for each of the following, serving a one-year term and having voting privileges: School of Nursing Council, Graduate Studies Committee, Graduate Student Affairs Committee, Research and Scholarly Development Committee, Student Appeals Committee, Diversity Committee; one graduate student for Full Faculty, not having voting privileges.

Elections for required student representation should take place as soon as possible each Fall; names of all student representatives should be forwarded to the Graduate Programs Secretary as soon as representatives are identified.

GRADUATE STUDENT ASSOCIATION

All full- and part-time students belong to the Dalhousie Association of Graduate Students (DAGS) upon payment of University fees. DAGS, as the association is more familiarly known, also prepares a Handbook which contains some very helpful information for new graduate students. Students are encouraged to become involved with DAGS, both socially and politically.

FORMAT FOR PAPERS

American Psychological Association (APA 6th edition) format is the program policy for all papers and theses in the School of Nursing. This format provides direction regarding referencing, headings, cover page, margins, tables, etc.

Theses are also completed using the APA format. The only exceptions (i.e., margins, ordering of parts of the manuscript, page numbering) are those format aspects required by the Faculty of Graduate Studies outlined on the Faculty of Graduate Studies web site:

(<http://www.dal.ca/faculty/gradstudies/currentstudents/thesesanddefences.html>)

ACCESSIBILITY TO THE FORREST BUILDING

Graduate nursing students are permitted access to the Forrest Building during the following times by showing a Dalhousie University ID card at the security desk in the Dental Building, at the entrance off College Street:

| | |
|---------|---------------|
| Mon-Fri | 0700-2230 hrs |
| Sat | 0800-1700 hrs |
| Sun | 0900-2230 hrs |

Please note that all main School of Nursing offices (i.e., Reception) are open at 0830 hrs and close at 1630 hrs, Monday to Friday.

GRADUATE STUDENT SCHOLARS SEMINARS

“Scholars” Seminars were developed to offer graduate students an opportunity to learn and discuss academic and professional issues with peers and faculty in a positive enriching environment. The content for the series has been developed in collaboration with students and faculty members. Faculty representing the Graduate Program (GP) have committed to supporting the sustainability of this dynamic series designed to mentor graduate students in all areas of scholarship. The following includes the faculty commitment and student expectations:

Faculty commitment

- Attend and participate in sessions
- Advocate to their students an expectation that their students participate
- Share their expertise by presenting or facilitating a seminar once every 2 – 3 years

Student Expectations

- To attend and participate, onsite when possible, otherwise by distance
- To identify areas of interest - keep relevant to students
- To mentor junior students

During the academic year there will be **twice monthly** seminars in the **“Scholars” Series**.

Distance Access

Because it is an expectation that all graduate students attend the seminars, distance access has been arranged via teleconference. This can be directly accessed from home or office phone with the cost of connection provided by the School of Nursing. Presentation materials will be sent via internet prior to the presentation (i.e., ppt).

The schedule of seminars and topics will be posted electronically and within the School of Nursing.

FREQUENTLY USED WEB SITES

| | |
|---|---|
| Dalhousie University Web Sites | |
| Dalhousie University School of Nursing | http://nursing.dal.ca/ |
| Faculty of Graduate Studies | http://www.dal.ca/faculty/gradstudies.html |
| Letter of Permission forms | http://www.dal.ca/faculty/gradstudies/currentstudents/forms.html |
| Transcript request | http://www.registrar.dal.ca/transcripts/Transcripts.html |
| Student Accounts | http://www.dal.ca/admissions/money_matters.html |
| Dal On-Line/Web for Students | https://dalonline.dal.ca/home.html |
| Email for Students | www.dal.ca Click on My.Dal |
| Dalhousie University Ethics Review guidelines & process | http://researchservices.dal.ca |
| Dalhousie University library | http://libraries.dal.ca |
| | |
| External Web Sites | |
| College of Registered Nurses of Nova Scotia | http://www.crns.ca |
| Nova Scotia Health Research Foundation | http://www.nshrf.ca |
| Canadian Nurses Foundation | http://www.cna-aiic.ca/ |
| Canadian Nurse Practitioner Initiative | http://www.npnnow.ca/initiative/Default_e.aspx |
| Nurse Practitioner Association of Nova Scotia | http://npans.ca/ |

POLICY ON SUBMISSION OF STUDENT PAPERS

Any instructor may require student papers to be submitted in both written and electronic (computer-readable) form, as defined by the instructor. The instructor may submit the material to a third-party computer-based assessment system(s) for the purpose of assessing the originality of the paper. The results of such assessment may be used as evidence in any disciplinary action taken by the Senate.

INTELLECTUAL HONESTY

See the Dalhousie University policy online: <http://academicintegrity.dal.ca/Policies/>

SUSPENSION OR DISMISSAL FROM A PROGRAM ON THE GROUNDS OF PROFESSIONAL UNSUITABILITY

See the Faculty of Health Professions guidelines online:
<http://www.dal.ca/faculty/healthprofessions/current-students/student-policies-and-procedures.html>

FACULTY OF HEALTH PROFESSIONS ALLEGATION OF PROFESSIONAL UNSUITABILITY: PROCEDURAL GUIDELINES

See the Faculty of Health Professions guidelines online:
<http://www.dal.ca/faculty/healthprofessions/current-students/student-policies-and-procedures.html>

DALHOUSIE UNIVERSITY CODE OF STUDENT CONDUCT

See the Dalhousie University Code of Student Conduct online:
<http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=2&chapterid=1357&loaduserredits=False>

SCHOOL OF NURSING STUDENT APPEALS COMMITTEE ACADEMIC APPEALS PROCEDURES

See the School of Nursing Academic Appeals Procedures online:
<http://www.dal.ca/faculty/healthprofessions/nursing/current-students/student-handbooks-and-policies.html>

FACULTY OF GRADUATE STUDIES ACADEMIC APPEALS

See the Faculty of Graduate Studies guidelines (Regulation 12) online:
<http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=2&chapterid=399&topicgroupid=1437&loaduserredits=False>

SCHOOL OF NURSING
GRADUATE STUDIES CONFLICT OF INTEREST GUIDELINES

Faculty members and students will take all reasonable measures to assure avoidance of conflict of interest situations. Such situations are described in the Faculty of Graduate Studies Conflict of Interest Guidelines (Dalhousie University Faculty of Graduate Studies Calendar, Section 6.1). The Faculty of Graduate Studies states that “Faculty members and students are expected to declare any conflict of interest of a personal or financial nature which may influence explicitly or implicitly their participation in graduate programs and graduate administration. In a small community such conflicts are sometimes unavoidable.”

Graduate studies in the School of Nursing are committed to providing accessible graduate education in nursing for those in this region and beyond. The close relationships in the nursing community may create many situations of possible conflict of interest. Conflicts of interest may arise when a committee member’s personal or other interests affect, or may be perceived to affect, her or his impartial review of the student’s work. In the School of Nursing, all reasonable measures will be taken to avoid such conflict. In particular, Health Policy Practicum Supervisory Committees, Thesis Supervisory Committees and Thesis Examination Committees will be constructed in a way that best avoids any potential, real or perceived conflict of interest.

Possible conflicts of interest include, but are not limited to the following, where the student and committee member are in a direct reporting relationship in an employment situation and/or have a close personal relationship. Graduate students are not eligible to act as a member for a health policy practicum or thesis supervisory committee.

Graduate students may not be course professors for graduate-level courses.

Approved by GPC 12 Mar 2010

STUDENT RATING OF INSTRUCTION

See the Dalhousie University Senate guidelines online:
http://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/policy-repository/RatingInstructionPolicy.pdf

SECTION B

THESIS INFORMATION

N9000-THESIS

Students should always consult the Faculty of Graduate Studies website ([//dalgrad.dal.ca](http://dalgrad.dal.ca)) for the most up-to-date information and forms.

NURS9000 - THESIS

PURPOSE

1. To provide a learning experience in research that will give students the opportunity:
 - a) to plan and carry through a systematic study related to nursing;
 - b) to combine clinical expertise with training in research methodology;
 - c) to learn how to communicate research thoughts, ideas, and experience to others; and,
2. To extend knowledge pertinent to the nursing profession and nursing practice as a result of information gained through various theses.

CRITERIA

The following criteria are used for a thesis which is aligned with, and in addition to, the Faculty of Graduate Studies regulations:

1. Theses are done by one person, and must show evidence of independent scholarship.
2. Theses must show evidence of precise, scholarly writing. Form and style must be consistent and conform to the American Psychological Association (APA 6th edition) format, except when superseded by Faculty of Graduate Studies regulations (see Faculty of Graduate Studies Regulations for Submission of Theses: <http://www.dal.ca/faculty/gradstudies/currentstudents/thesesanddefences.html>)
Documents are returned to students for change and/or rewriting until expectations are met.
3. Theses are made part of the library holdings and are available through the Dalhousie University Collections: http://libraries.dal.ca/collections/theses_collections.html
4. The thesis may be a theoretical or practical problem which focuses heavily on research methodology. The findings are academically defensible.
5. The thesis is graded as "approved" or "not approved".

GENERAL COMMENTS

1. Students will elect an area within a faculty member's research interests. Faculty are under no obligation to agree to supervise a thesis if they have no interest or expertise in a research topic.
2. The thesis is done under the guidance of the Thesis Supervisory Committee (see Committee Composition below).
3. Most research and writing by faculty members occurs during the summer months. The need to protect time for scholarly activities may result in different levels of access to faculty over the summer. Students should note suggested procedures later in this section.

4. All local agencies/institutions have established policies for researchers to follow if they are seeking access to conduct nursing research. Be sure to obtain the information from your Thesis Supervisor.
5. Consistent form, style and accepted rules of grammar must be used throughout the thesis. Candidates are required to follow the APA Style Manual (6th ed.) for the preparation of a thesis which has been approved by the Thesis Supervisor. Candidates are reminded of their responsibility to conform precisely to the style manual in the preparation of the manuscript except where Faculty of Graduate Studies regulations state otherwise (see Faculty of Graduate Studies Thesis Format Guidelines, <http://www.dal.ca/faculty/gradstudies/currentstudents/thesesanddefences.html>). The Faculty of Graduate Studies regulations always supersede. The acceptable standard must be met before the thesis is given final approval and until such standards are met, the candidate is not eligible for graduation.

IDENTIFICATION OF THESIS TOPIC AND THESIS SUPERVISORY COMMITTEE

PROCESS

1. Students will be connected with a Supervisor upon commencement in the program.
2. The composition of the Thesis Supervisory Committee is determined by the nature of the research project to be undertaken. The Thesis Supervisor assists the student with the selection of appropriate members for the Thesis Supervisory Committee.
3. Following preliminary discussions with the Thesis Supervisor, the student will prepare a ONE OR TWO PAGE SUMMARY OF THE PROPOSED THESIS TOPIC AND APPROACH. The purpose of this summary statement is to demonstrate clearly to the proposed Thesis Supervisory Committee members the research focus and the student's familiarity with the topic. The summary will include:
 - the topic and a statement of the problem or question to be explored.
 - a brief overview of the proposed method, with rationale.
 - a brief description of current literature in the area.

The summary is submitted to each of the proposed members of the Thesis Supervisory Committee.
4. A Master of Nursing Thesis Supervisory Committee form is signed by all Thesis Supervisory Committee members, signifying confirmation of their committee membership. The form is available from the Graduate Programs Secretary. The Master of Nursing Thesis Supervisory Committee form is approved by the Associate Director, Graduate Studies. The Graduate Programs Secretary will record the Thesis Supervisory Committee membership on the Graduate Studies Information System [Dal Online].
5. When the composition of the Thesis Supervisory Committee has been approved, the Committee assumes responsibility for supervising the further development, implementation, and reporting of

the research project. Once approved, the membership of the Thesis Supervisory Committee remains constant until the Final Oral Defence has been successfully completed, and the electronic submission of the thesis. Only under exceptional circumstances is the Committee membership altered.

COMMITTEE COMPOSITION

The Thesis Supervisory Committee will consist minimally of a Thesis Supervisor and two Readers (see sections below on Selection of Thesis Supervisor and Selection of Thesis Supervisory Committee).

- The Thesis Supervisor and one other member of the Thesis Supervisory Committee must be faculty in the School of Nursing.
- The Thesis Supervisor and one other member of the Thesis Supervisory Committee must have membership in the Faculty of Graduate Studies.
- The third member may be a faculty member in the School of Nursing, or another department or university nursing school, or a clinician). For distance students, the third member of the Thesis Supervisory Committee may be a faculty member at their home university.
- One member of the Thesis Supervisory Committee must be prepared at the doctoral level or meet additional criteria in the section below on criteria for faculty who serve as Thesis Supervisor.
- The number of committee members external to Dalhousie University cannot exceed the number of internal members.

When appropriate, one other member of the Thesis Supervisory Committee should be from a non-nursing discipline.

IDENTIFICATION OF THESIS SUPERVISOR

The individual serving as Thesis Supervisor must meet the criteria for independent supervision of a Master's thesis. Criteria for faculty who serve as Thesis Supervisors to Master of Nursing students include the following:

- Be a registered nurse.
- Have a doctoral degree.
- Demonstrate high levels and standards of academic performance in research and scholarly contributions, with demonstrated continuing activities whose results are disseminated through peer-reviewed publications and conference abstracts or proceedings, as well as professional reports based on research and research contracts. A minimum of one product per year is required.
- Currently hold external funding, as a principal or co-principal investigator or co-investigator.
- Have participated as a reader on at least two Master's committees or served as a co-supervisor for a Master's thesis committee through to a successful defense.
- Have participated in departmental supervisory programs promoting excellence in graduate education and supervision, e.g. Scholars Seminars, Adventures in Supervision Seminars (AGSS).

When the faculty member has not previously served as a supervisor for a nursing thesis, they begin with co-supervision to completion of the thesis.

When the Thesis Supervisor is an Adjunct Faculty Member at another university school of nursing, a member of the Graduate Studies Committee will serve as Thesis Co-Supervisor.

The Thesis Supervisor is responsible for ensuring the Thesis Supervisory Committee has balanced skills.

SELECTION OF THESIS SUPERVISORY COMMITTEE MEMBERS

Members serving as the first or second reader on a Thesis Supervisory Committee must meet all of the following criteria:

- completed a piece of independent research
- (minimum) Masters-level preparation
- previous advisory committee experience.

The Committee may include a fourth member who will also serve as a reader. These individuals may be seeking the opportunity to serve as a Thesis Supervisory Committee member. Individuals with limited research background, but who can make a special clinical or content contribution to a thesis, will serve as fourth members on a committee.

RESEARCH SCHEDULE

Students should plan their research schedule in consultation with the Thesis Supervisor and with recognition of faculty members' research time. Individual deadlines for the submission of material to the Thesis Supervisor, Thesis Supervisory Committee members, and Associate Director, Graduate Studies should be established. The following are required:

- a) students and supervisor will complete quarterly timelines;
- b) deviations from the timeline will necessitate completion of an updated timeline

I. PREPARATION STEPS

1. Selection of a possible area of research
2. Selection of a definite area of research.
3. Selection of Thesis Supervisory Committee members.
4. Submission of completed Master of Nursing Thesis Supervisory Committee form to the Associate Director, Graduate Studies for approval.

II. FIRST PRELIMINARY DRAFT

Initial drafts are submitted to the Thesis Supervisor. When the Thesis Supervisor and the student feel that the proposal is well under way a draft is submitted to all Readers for their input. The Thesis Supervisor should then approve a final draft BEFORE the Proposal Review Meeting (PRM).

III. PROPOSAL REVIEW MEETING

The purpose of the Proposal Review Meeting (PRM) is to determine the acceptability of the research proposal submitted by the student. The members of the Thesis Supervisory Committee are expected to have read the proposal thoroughly prior to the PRM. The student and Thesis Supervisory Committee

members must meet immediately prior to submitting information to the appropriate Ethics Board/Committee, to discuss issues around the thesis proposal.

Following discussion of the thesis proposal the Committee is asked for a recommendation of:

- a) acceptance of the proposal as submitted; or
- b) acceptance of the research proposal on the condition that minor modifications are made; or
- c) the research proposal requires major revisions and an additional PRM is required.

The Thesis Supervisor is responsible for recording the decision and recommendations of the Thesis Supervisory Committee. Should the proposal be accepted, the student is entitled to implement the proposed, or modified, plan of research. The recommended changes/modifications in the research proposal made by the Thesis Supervisory Committee during the Proposal Review Meeting constitute the approved plan of research. Any deviation from the approved plan must receive prior approval from the entire Committee. All recommendations of the Committee must be incorporated in the final thesis.

Following the Proposal Review Meeting, the Thesis Supervisor submits a written report and forwards it to the Graduate Programs Secretary who types the report and distributes it to the student and Thesis Supervisory Committee members.

Process

- Student submits drafts of the proposal to the Thesis Supervisor until the Thesis Supervisor approves the proposal as ready to be discussed at the Proposal Review Meeting (PRM).
- The student informs the Thesis Supervisor of dates and times when the Thesis Supervisory Committee members are available for the Proposal Review Meeting, and the Thesis Supervisor chooses the final date and time.
- The student notifies the Graduate Programs Secretary of the date and time of the PRM. The Secretary then sends appropriate notification to all Committee members.
- The student must submit the final draft of the thesis proposal to all Committee members at least two weeks prior to the PRM.
- Documentation necessary for ethics approval should be submitted to the Thesis Supervisor at the same time as the final proposal (before the PRM).
- The Thesis Supervisor must submit a written report of the Thesis Supervisory Committee decision regarding the PRM to the Graduate Programs Secretary who then types the report, distributes it to the student and the Thesis Supervisory Committee, places a copy in the student's file, and forwards notification of approval to the Faculty of Graduate Studies.

IV. ETHICS APPROVAL

Dalhousie University has two University Research Ethics Boards which review all faculty and graduate thesis research that involves human participants, human tissue or human data:

The Health Sciences Research Ethics Board
The Social Sciences and Humanities Research Ethics Board

Students should have ethics applications ready for submission at the time of the PRM.

In addition, Departmental Committees are responsible for the ethics review of human subject research when it is conducted as part of undergraduate or graduate course-work, or as undergraduate thesis work when it poses less than minimal risk to participants. Where such research poses greater than minimal risk, it must be referred to a University Board for review.

Faculty and students submitting their research projects for human ethics review must prepare their submissions using the appropriate forms and guidance documents which are specific to each Board. The selection of the correct forms is governed by the nature of the research and research participant population, not the home Department or discipline of the Researcher. If researchers are uncertain which guidelines are suitable, they should consult the Office of Research Ethics Administration for advice.

Forms and guidance documents are found on the Office of Research Ethics Administration web site:

<http://www.dal.ca/dept/research-services.html>

Students should use:

Ethics submission deadlines (PDF file)

Application for submission to the Dalhousie Health Sciences REB

OR

Application for submission to the Social Sciences and Humanities REB

Guidance for Submitting an Application for Ethics review (for the corresponding Board - HSREB or SSHREB)

Confirmation of Supervisor's Review

The Thesis Supervisor will provide advice regarding the ethics approval process. The student and supervisor must adhere to Dalhousie and health agency policies on integrity in scholarly activity and research ethics. The Dalhousie Research Ethics Boards require that graduate student supervisors complete the Confirmation of Supervisor's Review and ensure its inclusion with the student's ethics submission. (The form may be downloaded from the Research Services web site [<http://www.dal.ca/dept/research-services.html>] or obtained from the Graduate Programs Secretary.)

Students need to obtain the current guidelines for ethics review to be conducted by Dalhousie University, the IWK Health Centre, the Nova Scotia Health Authority, or additional appropriate institutional body. Students will be advised by the ethics review board/committee when they have been given ethics approval. Students must inform the Thesis Supervisor when ethics approval is received. A yearly update on the status of the research will be sought from the student by the appropriate institutional ethics review service. A copy of the completed update must be forwarded by the student to the Thesis Supervisor. The student is responsible to notify the Research Ethics Board(s) when the research is completed, i.e., the thesis is approved and submitted.

V. DATA COLLECTION

NO DATA are collected until approval is received from the relevant ethics board/committee. Following approval(s), the student may proceed with data collection. The Thesis Supervisor usually takes primary responsibility for ensuring that ethical guidelines are followed regarding data collection and storage.

VI. DATA ANALYSIS

The student submits to the Thesis Supervisor draft copies of the results, discussion, and implications chapters until both Thesis Supervisor and student are satisfied. (On some Committees, drafts may be submitted to other members.)

VII. FINAL ORAL DEFENCE

The Final Oral Defence is undertaken with the Thesis Supervisory Committee.

The purpose of the Final Oral Defence (FOD) is to judge the acceptability of the completed thesis submitted by the candidate, as well as the candidate's ability to defend it. The members of the Thesis Supervisory Committee are expected to have read the completed thesis thoroughly prior to the Final Oral Defence.

It is the responsibility of the candidate to ensure that all changes/modifications in the research proposal which were recommended by the Thesis Supervisory Committee at the Proposal Review Meeting are incorporated in the completed thesis.

Successful completion of the Final Oral Defence implies that the Thesis Examination Committee judges the thesis to be acceptable as submitted, or acceptable on condition that minor modifications are made, and the oral defence of the report to be satisfactory. A candidate is considered to have failed the final oral defence if either the thesis or the defence of it is judged to be unacceptable by the Thesis Examination Committee.

1. Process and Responsibilities

- The student polls Thesis Supervisory Committee members and informs the Thesis Supervisor of the times and dates Committee members are available for a Final Oral Defence.
- At least 4 weeks prior to the dates identified for the Final Oral Defence, the Thesis Supervisor will forward to the Associate Director, Graduate Studies the times and dates Committee members are available for a Final Oral Defence.
- The Associate Director will confirm the Examination Committee Chair of the Final Oral Defence.
- The Graduate Programs Secretary will then send appropriate notification to Examination Committee Members, thereby confirming the time, date, and location of the Final Oral Defence.
- The student will:
 - a. at least 3 weeks prior to the Final Oral Defence, distribute copies of the final draft of the thesis to Thesis Supervisory Committee Members;
 - b. submit an abstract, table of contents, and title page to the Graduate Programs Secretary for use by the Examination Committee Chair;
 - c. come to the Final Oral Defence with a copy of the Thesis Approval Form, found on the Faculty of Graduate Studies website:
http://www.dal.ca/content/dam/dalhousie/pdf/fgs/thesesanddefences/master_thesis_approval_extended.pdf
- The Examination Committee Chair submits a written report of the Committee's decision to the Graduate Programs Secretary who types the report and distributes it to the Committee Members.

2. Thesis Examination Committee Composition

The Master of Nursing Thesis Examination Committee will have a minimum of four members:

Thesis Supervisory Committee

- Supervisor/chair, at least one member, and additional member(s) as required (minimum, three members)

Additional Examination Committee member

- Chair (Associate Director or designate)

Final Oral Defences are conducted in the following manner:

1. The Thesis Examination Chair asks the student to present an overview of the study and the findings (20-25 minutes).

The Committee members are invited to question the candidate on any aspect of the research.

2. Following the conclusion of questioning by the Thesis Examination Committee, the Chair calls for further questions from the audience. When there are no further questions, the candidate and audience are asked to leave the room while the Thesis Examination Committee members deliberate.
3. Following deliberation, the Chair asks the Thesis Examination Committee for a recommendation of:
 - a) acceptance of the thesis as submitted, and acceptance of the oral defence;
 - b) acceptance of the thesis on the condition that minor modifications are made, and acceptance of the oral defence;
 - c) rejection of the thesis and oral defense.
4. The Thesis Examination Chair is responsible for recording the decision and recommendations of the Committee.
 - a) Should the thesis be considered acceptable, or acceptable on the condition that minor modifications are made, and the oral defence is acceptable, the Thesis Examination Committee members assign the candidate a grade of Pass and sign the signature page of the thesis. (A clear deadline for completion of modifications will be declared.)
 - b) Should the thesis be considered acceptable on the condition that significant modifications are made, the Thesis Supervisor holds the signed title page of the thesis until all modifications recommended by the Thesis Examination Committee have been satisfactorily completed. (A clear deadline for completion of modifications will be declared.)
 - c) Should the thesis or the defence of it be rejected, the candidate, upon the recommendation of the Thesis Examination Committee, may be given permission to submit a revised thesis and to sit for a second oral defence within a period of 6 months. The date for the second oral defence is set by the Thesis Supervisor in conjunction with the members of the Thesis Examination Committee.
 - d) Outright rejection.
5. The Thesis Examination Chair recalls the candidate and announces the decision and recommendations of the Thesis Examination Committee.

6. Following completion of the Final Oral Defence, the Thesis Examination Chair completes a written report of the defence, the Thesis Examination Committee's decision, and the grade assigned, and forwards this to the Graduate Programs Secretary who then types the report and distributes it to the student and Thesis Examination Committee members. If the Thesis Examination Committee has rejected the thesis and/or its defence, the Associate Director, Graduate Studies forwards a copy of the report to the Dean, Faculty of Graduate Studies. Should a candidate fail a second oral defence, she/he is automatically withdrawn from the program.
7. The Master's Thesis Approval Form will be prepared in advance of the oral defence and signed at the defence by the examining committee. If the Thesis Examination Committee members wish to oversee final changes in the thesis, they may withhold the signature until the changes are accomplished. The Thesis Supervisor will sign the form only when she has given final approval.

VIII. PREPARATION FOR GRADUATION

- The student must contact the Faculty of Graduate Studies Thesis Coordinator (thesis@dal.ca) to review the thesis for formatting. Students should complete forms which will be submitted to the Faculty of Graduate Studies when the final thesis is approved (see the list below and the Faculty website:
<http://www.dal.ca/faculty/gradstudies/currentstudents/thesesanddefences/submission.html>)
- Students are recommended to do this as soon as they have distributed copies of the final draft of their thesis to the Thesis Examination Committee. This will avoid time pressures pre-convocation as a 48-hour turn-around time is required for format review.
- Following successful completion of the FOD, the student makes required revisions and submits the thesis to the Thesis Supervisor.
- The Thesis Supervisor has the responsibility for the final approval of the thesis on behalf of the School of Nursing, as indicated by the Thesis Supervisor signing the Master's Thesis Approval Form.
- Students are required to submit to the Faculty of Graduate Studies the following documents:
 - Library and Archives Canada Form* with original signature
 - Master's Thesis Approval Form* with original signatures
 - Dalhousie Thesis Licence Agreement* with original signature
 *Forms available at the following URL:
<http://www.dal.ca/faculty/gradstudies/currentstudents/thesesanddefences/submission.html>
- Submission of the final thesis is done electronically. Once all of the forms have been submitted to the Faculty of Graduate Studies, the student must register/activate an account and contact Thesis Coordinator (thesis@dal.ca) to request access to the Thesis Collection. The student will then submit a PDF/A version of the thesis to the Dalhousie Institutional Repository: ([//dalspace.library.dal.ca](http://dalspace.library.dal.ca)).

- Students who wish to have bound copies of their thesis will be responsible to make arrangements directly with a binding company.

PUBLISHING

- Students are encouraged to prepare a manuscript(s) based on their thesis research for submission to a nursing journal or other approved peer reviewed journal (with Thesis Supervisor listed as the second author). Acceptance of the manuscript for publication is not a condition of graduation.
- The purpose of encouraging the submission of a manuscript for publication is to make the results of the student's research available to nursing and other relevant health care professions. Joint authorship with the Thesis Supervisor is intended to reflect the effort expended by the Thesis Supervisor in directing the student throughout the course of the research.

AUTHORSHIP GUIDELINES

The Graduate Studies Committee recommended that the issue of authorship be discussed by the student and Thesis Supervisor prior to the Proposal Review Meeting. The student and supervisor should make it clear to potential Committee Members that authorship of future publication(s) is dependent on actual contribution and familiarity with the research.

In cases where the thesis manuscript in whole or in part is submitted for publication, the student will be listed as the first author. The Thesis Supervisor and Committee Members will be given authorship credit if each has participated sufficiently in the development of the thesis and if they agree. It is expected that the order of authors is determined by the degree of participation in the conceptualization process and scholarly contribution.

The student may not be listed as first author if someone other than he/she changes the manuscript significantly, for example, through collection of additional data or reinterpretation of the data.
Graduate Studies Committee, June 2007

GUIDELINES ON THE SUPERVISION OF GRADUATE STUDENTS

Guidelines are found on the Faculty of Graduate Studies website (Regulation 9.4)
<http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=2&chapterid=399&topicgroupid=1434&loadusercredits=False>

FACULTY OF GRADUATE STUDIES THESIS FORMAT GUIDELINES

Guidelines are found at the following URL:
<http://www.dal.ca/faculty/gradstudies/currentstudents/thesesanddefences.html>

SECTION C

HEALTH POLICY PRACTICUM

NURS8000

Students should always consult the Faculty of Graduate Studies website (<http://dalgrad.dal.ca>) for the most up-to-date information and forms.

NURS8000, HEALTH POLICY PRACTICUM

DESCRIPTION

The Health Policy Practicum (equivalent to 6 credit hours) provides students with an opportunity to build knowledge and skill regarding health policy development, its application, and/or evaluation. The practicum will focus on a policy relevant to the student's discipline and will be tailored to individual student needs. The focus of the practicum can be generated from the student's work completed in other courses or it can be a new topic of interest. The range of topics for investigation covers a broad range of possible subject matter. For example, students might examine the development of health promotion policy for women living and working on the streets; or the evolutionary processes involved in creating family-centred care policy for the Intensive Care Unit; or the effectiveness of healthy work environment policies; or the history of de-institutionalization policy for consumers with chronic/severe mental health problems.

COURSE ELIGIBILITY

The practicum is offered to Master of Nursing students who undertake the Health Policy Practicum option. Graduate students from other health-related disciplines are also eligible for this practicum, subject to the availability of faculty expertise and resources.

The student must have completed a focussed elective (for example, nursing leadership or program planning and evaluation) prior to undertaking the health policy practicum.

POLICY PRACTICUM COMMITTEE

The Policy Practicum Committee will consist of three to four members: the student, a supervisor, and one or two resource consultants. Each member will carry specific responsibilities regarding the policy practicum. The supervisor is assigned on admission to the program.

The Supervisor for the practicum will have an appointment with the School of Nursing and hold (minimally) a master's degree. When the policy practicum supervisor is an adjunct faculty member, a School of Nursing faculty member must serve as co-supervisor.

The Resource Consultant(s) will: (a) have relevant policy/practice expertise; (b) be located in an agency/or actively connected with resources having demonstrated relevance and utility for the chosen policy investigation; and (c) be willing to provide on-going supervision/consultation regarding the student's fieldwork performance. The student and supervisor will negotiate the specific terms of the resource position with the person in this role.

COURSE REQUIREMENTS

The practicum includes three components:

1. Fieldwork
2. Written report
3. Oral presentation

The overall expectations of each component will be determined by the Policy Practicum Committee.

1. The fieldwork: Students are required to have 6 hours per week of direct contact in a field that is broader than their day-to-day work. The specific nature of this experience will vary among students, but it must focus on policy and be carried out with an authority (e.g., institution, agency, non-government organization, community service organization, credible consultant) for which there is demonstrated relevance and utility regarding the chosen policy work, and human resources to assist the student in their work.

Fieldwork includes activities such as:

- working in an agency/institution to develop insight into issues by getting to know the agency and people;
- exploring issues from multiple perspectives by meeting with people at all levels of the organization, stakeholders, and relevant external resources;
- attending relevant meetings/committee activities;
- retrieving documents related to the issue/policy of interest.

The nature of the fieldwork component of the practicum will be discussed at the initial Policy Practicum Committee meeting. Students are encouraged to maintain regular contact with their resource consultant(s) and their practicum supervisor.

2. The written report: Students are required to prepare a report of their policy practicum. This report will show evidence of scholarly writing and conform to APA (6th ed.) format. The specific structure and content of the report will vary depending on the student's policy practicum, however, all reports must include the following:

- An introduction to the policy issue which includes a purpose statement and objectives.
- A critical analysis of the policy issue, the related literature, and its relationship with the student's discipline and stakeholders.
- A detailed account of the method/plan used to achieve the purpose and objectives.
- A detailed account of the findings, which includes an analysis of insights generated from the fieldwork.
- A conclusion that includes the significance of the policy practicum to nursing and recommendations for future policy.
- A copy of the student's completed Policy Practicum Approval Form, with the appended two-page outline of the practicum experience, to be included as an Appendix (see Identification of the Health Policy Practicum Topic/Process below).

When the Policy Practicum Supervisor and student decide that the report is complete, the student will make arrangements to present their policy practicum findings to an appropriate target group. The student

is also responsible to provide a coil bound copy of the policy practicum report to (a) the Policy Practicum Supervisor and (b) the Graduate Programs Secretary. One copy is held in the School of Nursing Graduate Programs office and is available as a reference for faculty and graduate students.

3. The presentation: Students are required to present a critical review of the completed practicum experience (15-20 minutes). This presentation will include an interpretation and application of related literature and research. The specific design of the presentation will be negotiated between the student and policy practicum supervisor.

When the presentation date and time have been established by the student in consultation with their supervisor and resource consultant(s), the student is required to inform the Graduate Programs Secretary who will then post notification of the presentation. Presentations are open to all School of Nursing faculty, students, and members of an appropriate target group.

Following the presentation, a final Policy Practicum Committee meeting will take place. At that time, the Policy Practicum Supervisor will suggest final revisions to the written report, including any additional information elicited from the presentation and target group. The Supervisor and Resource Consultant(s) will assign a grade of Pass or Fail. This is recorded on the Final Policy Practicum Assessment. The Policy Practicum Supervisor submits this form to the Graduate Programs Secretary.

PRACTICUM FORMAT

The policy practicum will be carried out on an independent basis. However, students with similar interests may, from time to time, find a group seminar/tutorial helpful to their learning experience. Students and/or faculty might negotiate such meetings on an "as needed" basis.

The policy practicum is normally completed in two academic semesters. It includes 156 hours of fieldwork which, when spread over 26 weeks, averages 6 hours per week. In situations where the student is able to block off a significant period of time for their studies, the practicum may be completed in less than two full semesters.

The health policy practicum begins when (a) the Policy Practicum Committee has met and agreed upon practicum goals, as well as the process and time line to achieve these goals, and (b) the student submits the completed *Final Policy Practicum Assessment* to the Graduate Programs Secretary.

The health policy practicum is completed when the student has (a) completed the presentation of their policy practicum work, and (b) submitted to the Policy Practicum Supervisor and the Graduate Programs Secretary copies of the policy practicum report which has been approved by the Policy Practicum Supervisor.

EVALUATION

The policy practicum is evaluated on a Pass/Fail basis. Each component of the practicum (fieldwork, report, presentation) must receive a Pass grade. The final grade for the Health Policy Practicum is submitted on the *Final Policy Practicum Assessment* only after copies of the approved Policy Practicum report have been received by the Supervisor and the Graduate Programs Secretary.

PROCESS FOR IDENTIFICATION OF POLICY PRACTICUM TOPIC AND POLICY PRACTICUM COMMITTEE

1. Identification of Policy Practicum Committee Members

The composition of the Policy Practicum Committee is determined by the nature of the health policy practicum to be undertaken. Students are assigned a supervisor on entry to the program and will select an area within a faculty member's research interests/clinical expertise (available on the Web: <http://www.dal.ca/faculty/healthprofessions/nursing.html>). All faculty in the School of Nursing who are masters prepared are eligible to be practicum supervisors. All adjunct appointees who are masters prepared are eligible to co-supervise with a School of Nursing Faculty member. The Policy Practicum Supervisor assists the student with the selection of an appropriate Resource Consultant.

5. Identification of the Health Policy Practicum Topic/Process

In preparation, for a preliminary discussion with the practicum committee, **the student will prepare a two page outline of the proposed practicum experience.** This policy practicum outline should include:

- An introduction that identifies the problem and issue of interest.
- A brief discussion of the current literature and/or policy in the area.
- The significance of the policy practicum work.
- A statement of the purpose of the practicum.
- Specific objectives of the practicum.
- A brief plan outlining activities to achieve these objectives.

The purpose of this outline is to clearly identify to proposed Policy Practicum Committee members the focus of the practicum and the student's knowledge of the issue. This outline is then submitted to each of the proposed members of the Policy Practicum Committee.

3. Policy Practicum Committee Confirmation

A *Policy Practicum Approval Form* is signed by all Policy Practicum Committee members confirming their committee membership. The form is available from the Graduate Programs Secretary or from the School of Nursing web site (www.dal.ca/nursing).

4. Initial Policy Practicum Committee Meeting

At the initial meeting of the Policy Practicum Committee, members will review the policy practicum outline and: (a) refine the goals/objectives of the policy practicum; (b) define the direct contact involved in the fieldwork; (c) identify requirements of the written report; and (d) identify a target date for the oral presentation. The student organizes the initial and all subsequent meetings of the Policy Practicum Committee.

5. Ethics Review

Most practicums do not require ethical approval, however, if the conduct of research is involved the ethics process is as follows:

Dalhousie University has two University Research Ethics Boards which review all faculty and graduate thesis research that involves human participants, human tissue or human data:

The Health Sciences Research Ethics Board
The Social Sciences and Humanities Research Ethics Board

In addition, Departmental Committees are responsible for the ethics review of human subject research when it is conducted as part of undergraduate or graduate course-work, or as undergraduate thesis work when it poses less than minimal risk to participants. Where such research poses greater than minimal risk, it must be referred to a University Board for review.

Faculty and students submitting their research projects for human ethics review must prepare their submissions using the appropriate forms and guidance documents which are specific to each Board. The selection of the correct forms is governed by the nature of the research and research participant population, not the home Department or discipline of the Researcher. If researchers are uncertain which guidelines are suitable, they should consult the Office of Research Ethics Administration for advice.

Forms and guidance documents are found on the Office of Research Ethics Administration web site: [//researchservices.dal.ca/](http://researchservices.dal.ca/)

Students should use:

Ethics submission deadlines (PDF file)
Application for submission to the Dalhousie Health Sciences REB
OR
Application for submission to the Social Sciences and Humanities REB
Guidance for Submitting an Application for Ethics review (for the corresponding Board - HSREB or SSHREB)
Confirmation of Supervisor=s Review

Students need to obtain the current guidelines for ethics review to be conducted by Dalhousie University, the IWK Health Centre, the Nova Scotia Health Authority, or any additional appropriate institutional body. Students will be advised by the ethics review board/committee when they have been given ethics approval. Students are responsible to ensure that their policy practicum supervisor is informed when ethics approval is received, as well as the Office of Human Research Ethics and Integrity at Dalhousie University. For research that exceeds one year, an annual update on the status of the research will be sought from the student by the appropriate institutional ethics review service.

6. Preparation for the Policy Practicum Presentation

The student will initiate the process for the policy practicum presentation.

7. The Policy Practicum Report

Two copies of the approved Policy Practicum report will be coil bound by the student. One is submitted to the Policy Practicum Supervisor and one to the Graduate Programs Secretary. A copy is held in the Graduate Programs office as a resource for faculty and students. Note: A copy of the Policy Practicum Approval Form is included in the report as an appendix.

8. Publication

The student is encouraged to prepare from their practicum report a manuscript for submission to a peer reviewed nursing or health related journal.

DALHOUSIE UNIVERSITY SCHOOL OF NURSING
Master of Nursing Program

Policy Practicum Approval Form

Directions:

The form is completed at the time of the student's initial policy practicum meeting. The student submits it to the Graduate Programs Secretary. One copy is put in the student's file; copies are also distributed to the Policy Practicum Committee members. A copy of the completed form and attachment are to be included as an Appendix in the written report.

Student Name: _____
(Please print)

Topic Selected: _____

Date of Initial Committee meeting: _____

Supervisor: _____
(print) Signature

Co-supervisor: _____
(print) Signature

Resource Consultant: _____
(print) Signature

Resource Consultant: _____
(print) Signature

Associate Director, Graduate Studies: _____

| |
|--|
| <p>Purpose/Objectives of Policy Practicum: Will be appended to the Policy Practicum Approval Form</p> |
|--|

Method of Evaluation:

1. Fieldwork:

Name of organization/agency: _____

Contact person: _____

Telephone number/Fax/E-mail: _____

Period of field work: _____

Terms of field work: _____

(2) Written Report:

Details: _____

Date due: _____

(3) Oral Presentation:

Anticipated date: _____

DALHOUSIE UNIVERSITY SCHOOL OF NURSING
Master of Nursing Program

Final Policy Practicum Assessment

The Final Policy Practicum Assessment is completed following the student's policy presentation and approval of the Policy Practicum report. The Practicum Supervisor submits the completed Final Policy Practicum Assessment to the Graduate Programs Secretary, who then distributes copies to Policy Practicum Committee members.

Student Name: _____

Practicum Title: _____

Date of Presentation: _____

Date of Final Practicum Committee Meeting: _____

Grade Assigned: **Pass** _____ **Fail** _____

 Student's signature

 Supervisor signature

 Co-Supervisor signature

 Date

 Resource Consultant signature

 Resource Consultant signature

(Original in student's file, Graduate Programs office; copies to Policy Practicum Committee members)

Approved by GPC 18 Jun 04

SECTION D
NURSE PRACTITIONER

Students should always consult the Faculty of Graduate Studies website (www.dalgrad.dal.ca) for the most up-to-date information and forms.

NURSE PRACTITIONER OPTION - DESCRIPTION

GRADUATE PROGRAMS PHILOSOPHY

The mission of Dalhousie University is: “Learning, discovery and innovation, and social engagement (with our students, the university and the world).” In Canada, the Charter of Rights and Freedoms defines us as a nation and identifies what we hold to be fundamental freedoms: freedom of conscience and religion; freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication; freedom of peaceful assembly; and freedom of association. It is within this democratic social context that the Canada Health Act provides the foundation for our health care system and professional practice. This foundation, which underpins Medicare, reflects values of social justice and inclusion and the belief that health is a right, not a privilege. Such values and beliefs also inform the School of Nursing’s mission, its vision for the future, and the principles which guide our work. As practitioners, teachers and researchers, nurses occupy a privileged position of trust. Nurses care for and advocate for others, engage in scholarly education of nurses as well as the scholarship of education, generate, integrate and apply knowledge, and shape policy that impacts the profession and the health and well-being of individuals, families, groups and communities.

PROGRAM OBJECTIVES

Nursing is a practice discipline. Our advanced nursing practice program recognizes and responds to society’s need for nurses with specialized and advanced knowledge and skills. The graduate has rigorous academic preparation and strong capabilities in verbal and written communication, critical analysis, and decision making. These capabilities can be applied in educational, practice, research, management, or policy making roles and in graduate education programs. To acquire these capabilities the graduates of the program meet the following objectives:

1. Develop an increased understanding of the social construction of nursing knowledge
2. Synthesize, integrate and apply knowledge from nursing and a range of health and other academic disciplines to enable realization of the principles and spirit of primary healthcare
3. Synthesize theoretical, empirical, and experiential knowledge to become critically reflective and articulate practitioners
4. Demonstrate leadership skills needed to influence change in nursing and healthcare on a professional, social, and political basis
5. Contribute to ongoing scholarly advancement of nursing knowledge through education and publication
6. Develop, implement, and evaluate strategies for improving the structures, processes and outcomes of advanced nursing practice at the client and system levels

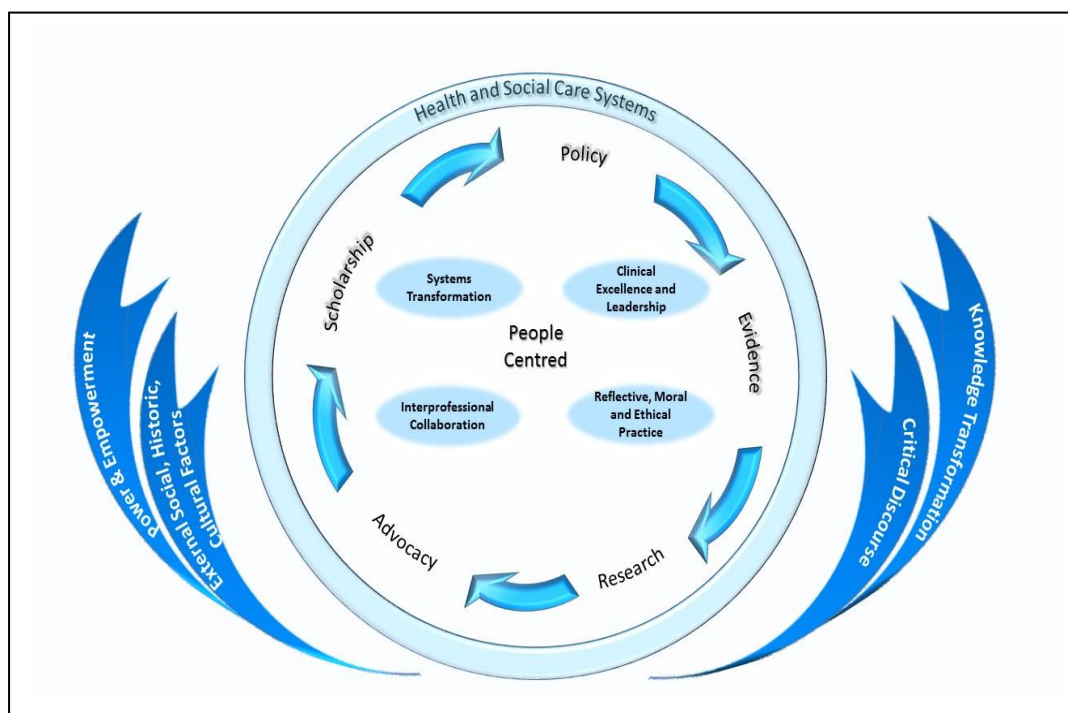
CONCEPTUAL FRAMEWORK

Advanced nursing practice includes many roles and titles. Currently, the most recognized advanced nursing practice roles in Canada are those of the clinical nurse specialist (CNS) and nurse practitioner (NP). NPs are registered nurses whose practice focuses on providing services to manage the health needs of individuals, families, and communities. NPs are accountable to diagnose and communicate the

diagnosis of a disease or condition, treat, manage, monitor and evaluate clients' health conditions within the limits of their educational preparation, competence and legislated scope of practice.

The nurse practitioner program option at Dalhousie University School of Nursing is grounded in the philosophy and framework of advanced nursing practice articulated by the College of Registered Nurses of Nova Scotia, Canadian Nurses Association, International Council of Nurses, and various nursing scholars, for example, Drs. Denise Bryant-Lukosius, Alba Dicenso, and Ann Hamric. These frameworks and models conceptualize advanced nursing practice as an advanced level of autonomous, specialized, expert clinical nursing practice requiring graduate education. These are the practices that enable nurse practitioners to engage with individuals, families, communities and other professionals in the delivery of safe, quality care. The curriculum framework of the Dalhousie School of Nursing MN-NP program option represents this care delivery in the context of people-centred practices driven by elements of critical social theory across all health and social care systems (Figure 1). Nurse practitioner education will continue to evolve in response to research and theory development in advanced nursing practice and related fields, as well as policy changes in health, social services, education, and legal systems in local, provincial/territorial and national health care systems.

Figure 1: Curriculum Framework of the MN-NP Program at Dalhousie University



Critical Social Theory (CST), is designed to inform the context for advanced nursing practice education and is used to guide and influence the curriculum. In Figure 1, key CST concepts are depicted as foundational arms that ground and wrap around the curriculum. CST is important for nursing because it is not derived from any one discipline or profession and focuses on critical analysis of existing structures and beliefs (Torres, 2012; Freeman & Vasconcelos, 2010). The importance of understanding the influence of history and culture as well as the need for critical discourse to achieve understanding and emancipation

of existing knowledge constraints are essential components of the way nurse practitioners enact their role in an interprofessional team. In this way power relationships are questioned and addressed in light of social equity and justice. It is the idea of emancipation that is key here because healthcare systems continually evolve and future practitioners need the skills derived through the theoretical approach to learning of CST that will equip them to drive as well as contribute to the evolution of healthcare. The goal within CST of achieving social transformation through addressing issues of equality, equity, and power imbalances is consistent with nursing goals. Through education these students undergo a knowledge transformation enabling them to lead teams, influence health care through research, leadership, policy and practice innovations. Central to nursing is learning to interact with people in the context of their lives.

People and their wellbeing form the core of the framework. Placing people and their needs at the centre is deliberate and intended to drive how we prepare MN-NP graduates. Four concepts depict the nature of the practice of our graduates: a) reflective, moral, and ethical, b) excellence and leadership, c) collaborative, and d) transformative. Knowledge related to the health needs of the population is continuously generated therefore MN-NP graduates must be evidence-informed practitioners. At the same time, people are individuals and meeting their needs necessitates establishing a relationship that permits practitioners to tailor the application of the evidence to the situation. Evidence-informed, people-centred practice will be delivered by reflective, moral, ethical practitioners who are leaders, and who continuously strive for excellence. Although the practice of each individual is important to meeting the needs of people, frequently the needs of individuals exceed the expertise of any one healthcare professional, therefore learning to collaborate across the range of healthcare professionals is essential to the delivery of people-centred care. Not only do we want graduates to be reflective, moral, ethical, collaborators, we also expect they be change agents who work continuously to transform systems in ways that progressively contribute to meeting the needs of the people who are the intended beneficiaries.

NP practice is conducted using strategies of advanced nursing practice within health and social care systems, and these systems are contextually based and driven by a plethora of factors that include but are not limited to history, culture, power, knowledge, and critical discourse. An overview of the framework concepts is outlined below, followed by program outcomes.

People-Centred

This concept, although intuitive, bears some explanation. To be a people-centred practitioner means placing the people we care for at the centre of decision-making, and in doing so collaborate with them to provide care. Stating we are people-centred implies a set of beliefs such as; a) the ability of people to manage their health with support and information from healthcare providers; commitment to wellness care, not just illness care; and the needs of people are our first consideration. The goals of a people-centred approach include: (a) a reorientation of care from illness to wellness, (b) knowledgeable patients with improved ability to self-manage their health and (c) healthcare providers who are prepared to engage with patients to arrive at solutions together (Canadian Association for Patient Centred Health: <http://www.capch.org/>).

Health

Health is the capacity to function optimally with a sense of well-being, given personal choices and environmental challenges, constraints and resources. People can achieve a state of well-being in the presence of disease. Health is a dynamic process which changes with time and varies according to circumstances. Health has many components which form an integrated whole: emotional, physical, mental, social, cultural, sexual, environmental and spiritual.

In concert with the Ottawa Charter for health promotion, we believe health is created and lived by people within the settings of their everyday life. Caring for oneself and others, being able to make decisions and have control over one's life circumstances, and ensuring that the society one lives in creates conditions that allow for the attainment of health by all its members, contributes to the creation of an optimum state of health.

We believe that health is determined in part by income and social status, social support networks, social environment, physical environment, education, employment and working conditions, personal health practices and coping skills, gender, culture, healthy child development, health services, and biology and genetic endowment.

Social Care

Social care in the Canadian context refers to programs that have been developed to respond to personal, social, and emotional needs. This care may be provided in private homes, or in publicly funded residential settings. Social care services can vary from in-home support to care for individuals with complex chronic illnesses, to protection for those at risk for harm. Adequately funded social care is essential to the health and wellbeing of the population. Knowledge of the social care system, including access levels is an essential element of student learning.

The foundational concepts in the framework are reflective, moral, and ethical practice, clinical excellence and leadership, interprofessional collaboration, and systems transformation. The integration of these concepts contributes to the health and social care of the population and is influenced by factors that include but are not limited to history, culture, power structures, knowledge, and critical discourse.

Advanced Nursing Practice

Advanced nursing practice involves knowledge development and synthesis, theory and research interpretation and application, and development and advancement of the discipline of nursing. In addition to direct patient care, competencies of advanced nursing practice include research, education, consultation, collaboration and leadership. These nurses provide clinical leadership for interprofessional teams and develop systems improvements to impact individuals and the healthcare system. The multiple role dimensions are essential synergistic components that enable this broad impact.

Clinical Excellence and Leadership

Graduates of the MN-NP program are prepared to act as leaders of interprofessional teams to improve health outcomes. Program graduates understand complex systems, utilize advanced clinical reasoning, and apply knowledge of optimal learning modalities, to improve the healthcare of individuals and families and impact health systems. Graduates are capable of linking complex clinical data, maximizing information and the expertise of all team members, including patients. Graduates' understanding of organizational system enables them to develop strategies to lead optimal clinical practice change and sustain process improvements.

Reflective Ethical Moral Practice

A reflective practitioner is one who incorporates knowledge learned in practice, constantly assesses the practice moment, and subsequently reflects on the moment. This culminates in a learning experience because knowledge and action are insufficient on their own. To achieve excellence, reflection on practice is essential (Mezirow, 1991, 1995).

An ethical practitioner is one who has sound knowledge of the duties and responsibilities that constitute practice, and executes these duties and responsibilities in such a way as to create the conditions for empowerment and participatory decision-making. An ethical practitioner also demonstrates the seven values as outlined in the Canadian Nurses Association Code of Ethics.

The moral character of a practitioner is dependent upon virtues such as sensitivity, courage, and persistence (Northhouse, 2004). It is believed that moral character is developed from experience and we seek to contribute to the growth of moral character in our students by modeling, and through providing challenging well-mentored learning experiences.

Interprofessional Collaboration

As outlined earlier in this document, the provision of people-centred care frequently necessitates the expertise of more than one healthcare professional. Part of providing people-centred care is the collaboration with other healthcare professionals to comprehensively address the needs of the people. We are committed to the provision of learning experiences for our students whereby they learn to work within teams of care professionals to maximize health benefits to people. These experiences are guided by the CNA position statement on interprofessional collaboration (<https://www.cna-aipc.ca/en/on-the-issues/better-care/interprofessional-collaboration>).

Systems Transformation

System transformation is about interventions to create system change which affects the organization, those that work within, and those who come in contact with the organization. System transformation is intended to improve care delivery as well as the quality of care. System transformation takes place within a context with a culture and a level of complexity. In depth understanding of organizational context and theory is essential to transformation. Our graduates are expected to engage in system transformation and are prepared for this by developing knowledge related to systems theory and to the development of social policy.

PROGRAM OUTCOMES

The Dalhousie MN-NP program option prepares graduates who:

1. Lead and participate in change and transformative practices;
 2. Explain and act in accordance with provincial and national standards;
 3. Use evidence to provide/optimize healthcare;
 4. Practice with integrity and advocate for equitable and ethical care and;
 5. Consistently practice and promote people centered collaborative care
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- Canadian Nurses Association Position Statement on Interprofessional Collaboration. <https://www.cna-aiic.ca/en/on-the-issues/better-care/interprofessional-collaboration>
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CLINICAL SPECIALTIES

The School of Nursing offers practice foci for nurse practitioners in adult health, and family all ages/primary health care.

CURRICULUM

The nurse practitioner curriculum is structured around the premise that the educational content and experiences required to develop nurse practitioners for entry level practice can be conceptualized as three broad categories. These are the cognitive, interpersonal and behavioural knowledge, skills and abilities that are:

- foundational and core to all advanced nursing practice roles
- common to all nurse practitioners
- specific to nurse practitioners in a focussed specialty.

The foundational core advanced nursing practitioner courses in Phase 1 of the program (NURS5050, NURS5060, NURS5200) provide depth in both the generic and specialized clinical science base required for advanced practice nurses. The required nurse practitioner courses build upon students’ prior clinical experience and the theoretical foundation of advanced nursing practice acquired in the first phase of the graduate program. The objective is to prepare graduates in the competency domains of health promotion and illness prevention, management of individual and family health, advocacy and community development, and professional accountability and leadership. Direct clinical practice with individuals, families and communities is the essential competency expected of the nurse practitioner role, along with

teaching and coaching, consultation, collaboration, research utilization and evaluation, change agent skills, and ethical decision-making.

Clinical experience is vital for the development of advanced practice knowledge, skills and role acquisition and evolution. The curriculum for full-time students is structured to include one course with a clinical practice component in each semester. With the assistance of their advisors, part-time students plan their program of studies to first complete core and theory-based NP courses, followed by courses with a clinical experience component. This enables the deliberate and continuous development of students' abilities to synthesize, apply and integrate knowledge into practice in clinical environments that are relevant to their chosen population focus, either family all ages/PHC, or adults. Students and faculty collaborate to determine clinical placements and preceptors. Students are expected to participate in identifying such placements. The course professor must approve all placements and preceptors.

NURS5740, *Advanced Health Assessment*, is foundational for all other clinical courses and is prerequisite to the theory/practice course (NURS5485, NURS5486, NURS5487). Similarly, NURS5485, *Principles and Theories for Nurse Practitioner Practice*, is prerequisite for the specialty specific courses (NURS5486, NURS5487). These courses must be completed before students are permitted to register in the final full-time clinical immersion experience, NURS5620, *Advanced Practitioner Role Practicum*. The sequencing of these courses is deliberate and the learning outcome expectations of students incrementally build one upon the other.

Students with an Adult focus will be required to be on site in Halifax to complete course requirements for NURS5620, *Advanced Practitioner Role Practicum*. Students with a primary health care focus complete their practicum requirements in a primary health care community-based practice setting that may be located in any province or territory. Students may choose to distribute the learning in this practicum in up to three practice settings in order to obtain the required core learning in experiences. Students planning to practice in a particular setting after graduation may seek additional learning experiences to enhance their ability to provide care in that setting. The practice sites will be arranged by the Clinical Practice Coordinator. Practicum locations must support the learning objectives of the experience and preceptors must meet the established criteria for the course. Practicums are coordinated so that students obtain clinical experience with a nurse practitioner and MD preceptors.

The final clinical practicum is an intensive, precepted clinical experience in a focussed practice area and must be completed on a full-time basis. This is defined as a direct and prolonged client-practitioner relationship through an agency or community site. Clinical preceptors are identified through a collaborative process involving the student, clinical coordinator and course professors for courses with a clinical component. Within the total program the student completes 700 hours of precepted clinical practice. If the clinical practicum is conducted at QEII Health Sciences Centre a request for placement is submitted by the Clinical Practice Coordinator through HSP-Net. All students are required to log their clinical hours and patient encounters electronically for review with the course professor. Skills lab learning hours and class seminars do not count toward these hours. The same evaluation form is used in each of the courses with a clinical component and students are expected to demonstrate incremental improvement in the evaluation criteria and progressive development of autonomous decision making. Practical examinations (OSCE) are conducted twice in the program, i.e., NURS5740, *Advanced Health Assessment*, and NURS5486, *Principles & Theories for Health & Disease Management in Adult Nurse Practitioner Practice*, or NURS5487, *Principles & Theories for Health & Disease Management in Family All Ages Nurse Practitioner Practice*.

SCHOLARSHIP

The development of research knowledge and skills is essential for advanced practice nurses. Dissemination of research findings, implementation of best practice, and critically appraising research are essential skills for advanced practice nurses.

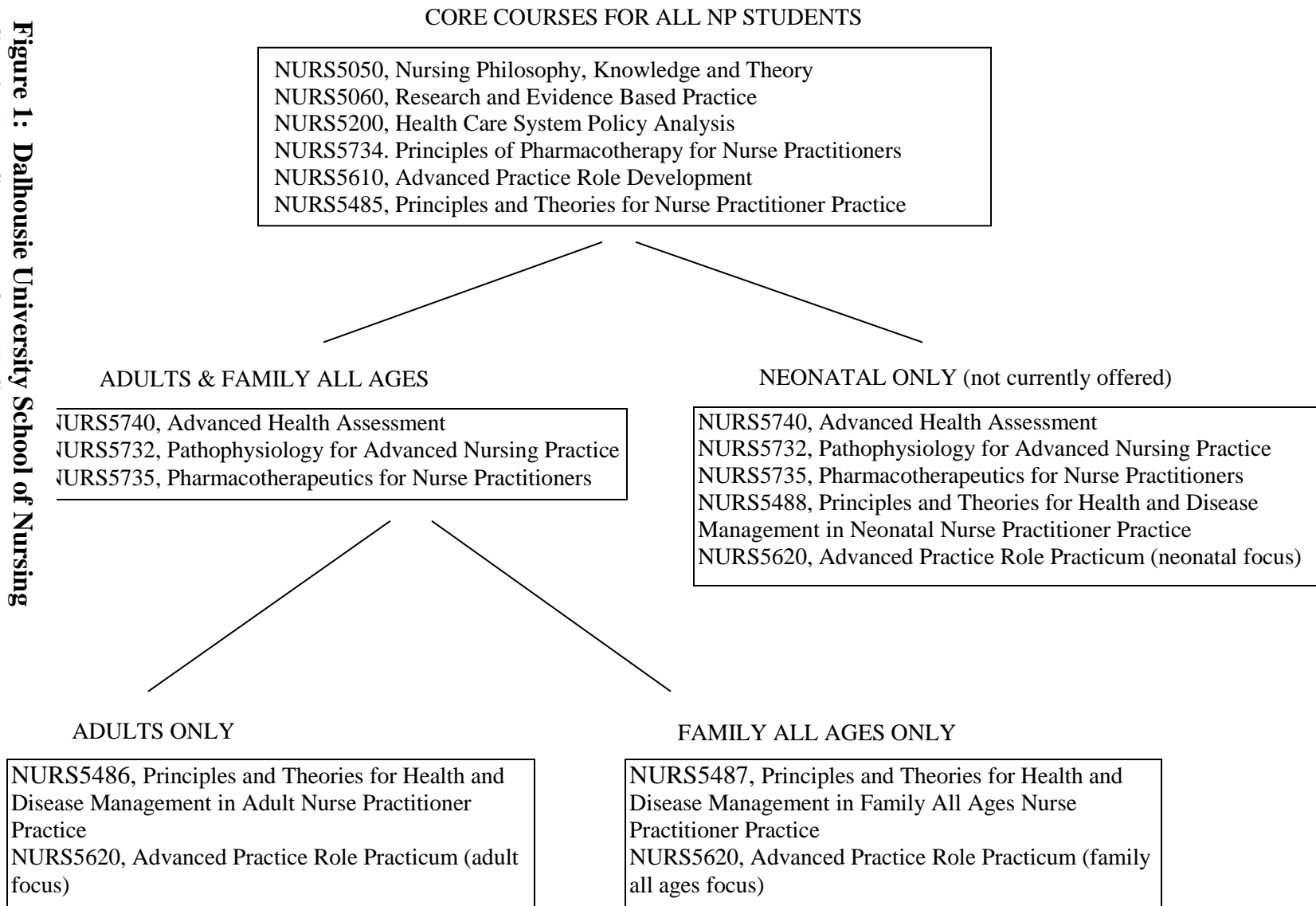
SCOPE OF PRACTICE

Students who complete their clinical experience in Nova Scotia will practice according to the Standards of Practice for Nurse Practitioners and Competencies for Nurse Practitioners approved by the College of Registered Nurses of Nova Scotia. Students must have all prescriptions and orders co-signed by their preceptor. Students completing their experience in other provinces/territories should follow the standards and competencies and related policies/guidelines in that jurisdiction.

LICENSING

To be eligible for a nurse practitioner license in Nova Scotia, all new graduates of nurse practitioner programs must successfully complete a national nurse practitioner examination, the specifics of which are determined by their provincial or territorial licensing body. The College of Registered Nurses of Nova Scotia and most other nursing regulatory organizations require NP graduates to write an examination for licensing. Details are available on websites of these organizations.

Figure 1: Dalhousie University School of Nursing Curriculum Structure for NP Streams (Approved GPC Dec 06)



SECTION
SOURCES OF FUNDING

Students should always consult the Faculty of Graduate Studies website ([//dalgrad.dal.ca](http://dalgrad.dal.ca)) for the most up-to-date information and forms.

SOURCES OF FUNDING FOR MASTER OF NURSING STUDENTS

SCHOOL OF NURSING AWARDS AND SCHOLARSHIPS

A number of awards and scholarships are available to graduate students and alumni of the School of Nursing (see the web site: <http://www.dal.ca/academics/programs/graduate/nursing/funding---support/departmental-support.html>)

TRAINING CENTRES

There are a variety of CIHR training centers, for example the one described below, in most provinces. See <http://www.cihr-irsc.gc.ca/e/193.html>

CIHR Training Grant in Interdisciplinary Primary Health Care Research Transdisciplinary Understanding and Training on Research– Primary Health Care (TUTOR-PHC)

This is a one-year, national interdisciplinary research training program funded by the Canadian Institutes of Health Research (CIHR) with representation from the disciplines of: Family Medicine, Nursing, Psychology, Social Work, Epidemiology, Pharmacy, Sociology and Education. Refer to the web site for details: <http://www.uwo.ca/fammed/csfm/tutor-phc/>

The innovative curriculum (primary health care research skills and interdisciplinary theory and process) includes:

- An on-site 3-day symposium in May
- 2 on-line research skill development workshops (3 weeks each) – June and November
- 2 on-line interdisciplinary discussion groups (~7 weeks each) – September to November and January to March. Autumn - present your research project to peers and receive interdisciplinary feedback. Winter - work with an interdisciplinary team to create a primary health care research project
- Students accepted to the program will have their research supervisor participate in aspects of the program.
- At the end of the program trainees will be able to complete an interdisciplinary primary health care research proposal

Canadian Child Health Clinician Scientist Program

The Canadian Child Health Clinician Scientist Program (CCHCSP) provides support for highly qualified child health clinician candidates to develop their requisite knowledge and skills for a career as an independent scientist in child health research. Trainees engage in research training and a core curriculum in one of the participating Child Health Research Training Centres of the CCHCSP.

Research training is supervised by a research mentor and advisory committee and is structured to facilitate excellence in research with an interdisciplinary focus. . Refer to the web site for details: <http://www.cchcsp.ca/>

FACULTY OF GRADUATE STUDIES SCHOLARSHIPS AND FELLOWSHIPS

A number of scholarships, fellowships, and grants are available from the Faculty of Graduate Studies to support graduate studies at Dalhousie University. More information about each of the awards listed below is available on the Faculty web site (<http://www.dal.ca/faculty/gradstudies/funding.html>).

- **Killam Predoctoral Scholarships** nominations are made by the School of Nursing. Students must have applied for relevant national scholarship funds (CIHR, SSHRC, etc.) in order to be considered for a Killam Predoctoral Scholarship. Killam scholarship holders must be eligible to receive scholarship support for at least 2 years. Renewal is based upon evidence of satisfactory performance at a required minimum level. Doctoral students may hold a Killam scholarship for up to 36 months. NOTE: Candidates do not apply for Killam scholarships. On the basis of the information in a completion application, the School of Nursing may nominate the student to the selection committee.
- The **James Robinson Johnston Graduate Scholarship for African Canadians** is supported by the Endowment for the James Robinson Johnston Chair in Black Canadian Studies at Dalhousie as part of the commitment of the Johnston endowment and Dalhousie University to support the development of Black Canadian scholars in graduate studies and the professions. To be eligible, applicants must have been accepted, by the application deadline of 30 April, into a program of study in any discipline in which Dalhousie University offers a graduate degree. The award must be taken up initially in the first year of the degree program and may be renewed, subject to annual progress review, for a total of 36 months of full-time study, including initial award.
- **Nova Scotia Black and First Nations Graduate Entrance Scholarships** are awarded annually to a Black and a First Nations student entering a Dalhousie University graduate program for the first time following graduation from a Dalhousie undergraduate program. The objective of these scholarships is to increase the representation of Nova Scotia Black and First Nations students in the university's wide diversity of graduate programs, and ultimately in the academy and in advanced professional occupations. Recipients of this scholarship must begin full-time study at Dalhousie in the academic year for which it has been awarded. The scholarship is renewable for a maximum of one year for students in a masters program and two years for students in a doctoral program.
- **Nova Scotia Graduate Scholarships** nominations are made by the School of Nursing, before the student is officially enrolled in the program for which they are applying for funding at the time of the competition deadline. The scholarships support full-time research graduates at Nova Scotia universities for innovative work aligned with or advancing Nova Scotia priorities (see application form). The objectives of this award are to attract and retain top-quality research graduates, as well as to encourage exploration, discovery, and innovation.
- **Faculty of Graduate Studies Travel Grants** are available to full-time Dalhousie University graduate students registered in thesis programs for presentation of a paper or poster at scholarly meetings/conferences. The letter of acceptance from the conference or the conference program must be attached to the application. Students must be registered in a graduate program at the time of

application and at the time of the conference, and are eligible to apply for one travel grant during the period of their degree program. The maximum travel grant award is \$500; this amount is subject to change. The application, guidelines and link to expense claim form may be found on the Faculty of Graduate Studies Web site: [//dalgrad.dal.ca/currentstudents/funding/grants/](http://dalgrad.dal.ca/currentstudents/funding/grants/)

OUTSIDE FUNDING

Students are encouraged to identify outside sources of funding, including those listed below. Students are advised to consult with their academic advisor and/or health policy practicum or thesis supervisor for guidance in identifying sources of funding and assistance in submitting a strong application.

Canadian Institutes of Health Research ([//www.cihr.ca](http://www.cihr.ca))

Canadian Nurses Foundation (www.cnf-fnic.ca/)

Health Canada ([//www.hc-sc.gc.ca/index-eng.php](http://www.hc-sc.gc.ca/index-eng.php))

Natural Sciences and Engineering Research Council of Canada ([//www.nserc-crsng.gc.ca/](http://www.nserc-crsng.gc.ca/))

Nova Scotia Health Research Foundation ([//www.nshrf.ca](http://www.nshrf.ca))

Social Sciences and Humanities Research Council ([//www.sshrc.ca](http://www.sshrc.ca))

PLEASE NOTE: Applications for CIHR and SSHRC are submitted to the Associate Director Graduate Studies, who forwards complete applications to the Faculty of Graduate Studies (FGS). Applications are forwarded by the FGS to the funding body.

Students may be eligible for illness or population-specific funding from organizations such as:

Alzheimer Society of Canada ([//www.alzheimer.ca](http://www.alzheimer.ca))

Canadian Cystic Fibrosis ([//www.cysticfibrosis.ca](http://www.cysticfibrosis.ca))

Canadian Liver Foundation ([//www.liver.ca](http://www.liver.ca))

Canadian Lung Association ([//www.lung.ca](http://www.lung.ca))

Heart and Stroke Foundation ([//www.hsf.ca](http://www.hsf.ca))

Kidney Foundation of Canada ([//www.kidney.ca](http://www.kidney.ca))

Multiple Sclerosis Society of Canada (mssociety.ca/en/)

National Cancer Institute of Canada ([//www.ncic.cancer.ca](http://www.ncic.cancer.ca))

The Savoy Foundation (research in the field of epilepsy) ([//www.savoy-foundation.ca](http://www.savoy-foundation.ca))

VON Canada Foundation - Dr. Helen K. Mussallem VON Education Fund
- Dr. Judith Shamian Fund ([//www.von.ca/](http://www.von.ca/))

See also the Faculty of Graduate Studies and College of Registered Nurses of Nova Scotia [CRNNS] web sites for additional sources.

NURSING RESEARCH FUND

<http://www.dal.ca/faculty/healthprofessions/nursing/research/nursing-research-fund.html>

The Nursing Research & Development Fund was established in 1979 to support research in nursing practice, management and education; enhance the distribution and discussion of research findings; advance opportunities for the debate of significant issues in nursing and further excellence in nursing practice, education, administration and research. Dalhousie School of Nursing faculty, adjunct faculty and graduate students are eligible for these grants. There are three types of available awards, ranging from \$1500 to \$5000.

Operating Grants are awarded to conduct research specific to nursing practice, management and/or education. Requests for matching funds will also be considered. An operating grant is held for one or two years. (Maximum \$5000.00)

Please refer to Operating/Development Grant Guidelines

Development Grants are awarded for the development of an innovative idea into a feasible research proposal specific to nursing practice, management and/or education. The applicant must explain the innovative nature of the proposed work, describe and give rationale for the resources they require. A Developmental Grant is held for one year. (Maximum \$5000.00)

Please refer to Operating/Development Grant Guidelines

Research Dissemination Grants are awarded to applicants presenting at professional/ educational conferences or another knowledge translation event or students travelling to consult with relevant academic advisors. Funds must be spent within six months. (Maximum \$1500.00)

Please refer to Dissemination Grant Guidelines

Proposals for Operating and Development Grants are evaluated on three criteria: (1) relevance and significance to the purpose of the fund, (2) scientific merit, and (3) academic or professional preparation of the applicant and team. Please attach an Abbreviated CV for each team member including the applicant. Funds are released subject to ethical review from the appropriate agencies. Unspent funds are to be returned to the Nursing Research and Development fund upon completion of the project, or the award end date. Successful applicants may only hold one grant at a time.

Proposals for Dissemination Grants are evaluated on two criteria: (1) demonstration of relevance of the professional/education conference or KT event and (2) demonstration of the contribution to research-based nursing practice, management and/or education. Successful applicants may only hold one grant at a time.

Submission deadlines are May 1 and November 1 each year.

To apply please complete an application form and email with attachments as one pdf file to Julie.barry@dal.ca.