



DALHOUSIE
UNIVERSITY

SCHOOL OF NURSING
75 YEARS OF EXCELLENCE

Master of Nursing
STUDENT HANDBOOK

For the academic year
2027-2028

MASTER OF NURSING STUDENT HANDBOOK
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DALHOUSIE
UNIVERSITY

**SCHOOL OF
NURSING**

SECTION A - GENERAL INFORMATION

**Students should always consult the
[Faculty of Graduate Studies](#) website
for the most up-to-date information and forms.**



DALHOUSIE
UNIVERSITY

NURSING

MISSION STATEMENT

To lead and inform transformation in health and social justice through nursing education, research, leadership, practice and policy.

VISION

Partnering to meet the health needs of Nova Scotians
Healthy people and healthy communities

VALUES

- We embrace innovation and change
- We champion scholarship and critical inquiry
- We respect all voices
- We commit to integrity, equity, inclusion and well-being
- We strive for meaningful collaborations
- We value broad perspectives of health

STRATEGIC DIRECTIONS

- Pursue excellence in learning, teaching and educational scholarship
- Amplify the research impact
- Develop citizenship through a social justice perspective
- Enhance and optimize partnerships
- Strengthen our infrastructure and support

PHILOSOPHY & CONCEPTUAL FRAMEWORK

The mission of Dalhousie University is to: foster an environment of teaching and learning excellence, built on innovation, collaboration and respect; create a hub of world-leading research and innovation, adding to the intellectual, social and economic capital of our communities; and facilitating opportunities for our students, staff and faculty to connect with and serve our local, national and global communities. 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 the 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 policies that impact the profession and the health and well-being of individuals, families, groups and communities.

The curriculum framework of the Dalhousie School of Nursing graduate programs prepares practitioners, professional practice leaders, and nurse scientists in the context of people-centered practices driven by elements of critical social theory across all health and social care systems (Figure 1).

Figure 1: Framework of the Graduate Nursing Programs 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 programs. 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 (Agger, 2013; Freeman & Vasconcelos, 2010; Ryan, 2018; Torres, 2012). 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, professional practice leaders, and nurse scientists enact their roles. 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, professional practice leaders, and nurse scientists 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 knowledge, education and 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.

NURSING AND ADVANCED NURSING PRACTICE

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. 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; judgement; respectful inter and intra professional relationships; civility; professional leadership; and self-regulation.

In addition to direct patient care, competencies of advanced nursing practice include research, education, consultation, collaboration and leadership (CNA, 2019). Nurses provide 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.

People-Centered

People and their wellbeing form the core of the framework. Placing people and their needs at the center is deliberate and intended to drive how we prepare graduates. Four concepts depict the competencies of our graduates: a) reflective, moral, and ethical practice, b) research excellence and leadership, c) collaboration, and d) transformation. Knowledge related to the health needs of the population is continuously generated. At the same time, people are individuals and meeting their needs necessitates establishing a relationship that permits graduates to tailor the application of the evidence to the situation. Evidence-informed, people-

centered practice will be delivered by reflective, moral, ethical practitioners who are leaders, and who continuously strive for excellence. Although the scholarship/practice of each individual is important to meet the needs of people, frequently the needs of individuals exceed the expertise of any one healthcare professional, therefore collaborating across the range of healthcare professionals is essential to person-centered care. Not only do we want graduates to be reflective, moral, ethical, collaborators, but 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.

To be people-centered means placing the people at the center of decision-making, and in doing so collaborate with them to provide care and to conduct research. Stating we are people-centered 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 considerations. The goals of a people-centered 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.

Reflective Ethical Moral Practice

A reflective practitioner/researcher is one who incorporates knowledge learned in practice and/or research, constantly assesses the practice moment, and subsequently reflects on the moment. To achieve excellence, reflection is essential (Mezirow, 1991, 1995, Taylor, 2007).

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

The moral character of a practitioner/researcher 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 providing challenging, well-mentored learning experiences and by modeling high moral standards.

Interprofessional Collaboration

Part of providing people-centered care involves collaboration with other healthcare professionals. We are committed to providing learning experiences for our students whereby they learn to work within teams to conduct research, provide direct care, and maximize health benefits. These experiences are guided by the [CNA position statement on interprofessional collaboration](#).

Systems Transformation

System transformation is intended to improve care delivery as well as the quality of care. In depth understanding of organizational context and theory is essential to transformation. Our graduates engage in

system transformation by developing knowledge related to systems theory and social policy, providing leadership to initiate change where needed and by educating healthcare providers and consumers on how to be change agents.

Research/Clinical Excellence and Leadership

Graduates are prepared to act as leaders to improve health outcomes. Graduates understand complex systems, utilize advanced clinical reasoning, and generate and apply knowledge to improve the healthcare of individuals and families and impact health systems. Graduates' understanding of organizational systems enables them to develop strategies to lead optimal evidence-informed clinical practice change, monitor and sustain process improvements, and generate knowledge.

Health and Social Care Systems

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, influenced by the determinants of health, which change with time and circumstances. Health has many components which form an integrated whole: emotional, physical, mental, social, cultural, sexual, environmental, and spiritual.

Health and social care in the Canadian context include programs that have been developed to respond to health and social needs. Adequately funded social care is essential to the health and wellbeing of the population. Development and integration of knowledge of health and social care systems is an essential component of student learning.

Teaching and Learning Processes

Teaching and learning are viewed as reciprocal processes, informed by the principles of adult learning whereby faculty, students, clients, and community/learning partners engage in partnerships of mutual respect, critical reflection, sharing, and support. Teaching and learning necessitate that partners understand and accept the responsibilities of the roles, functions, and behaviors necessary to develop a challenging learning encounter for building capacity and reaching desired outcomes. Ongoing evaluation is an integral part of this reciprocal process.

Boyer's four domains of scholarship, discovery, integration, application, and teaching inform graduate education. Students are mentored to conduct research independently, integrating other disciplines as needed, and employing strategies to apply knowledge to practice and policy.

Graduate students learn to conduct and evaluate research, and integrate and apply knowledge to practice, policy, and education. Graduate nursing programs embrace a commitment to life-long learning.

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- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie
- Canadian Nurses Association Code of Ethics.
<https://www.cna-aiic.ca/en/on-the-issues/best-nursing/nursing-ethics>
- Canadian Nurses Association Position Statement on Interprofessional Collaboration.
<https://www.cna-aiic.ca/en/on-the-issues/better-care/interprofessional-collaboration>
<https://www.tandfonline.com/doi/abs/10.1080/17449642.2012.733590>
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PROGRAM OUTCOMES

The Dalhousie Master of Nursing program prepares graduates who:

- Demonstrate comprehensive and substantive understanding of nursing knowledge, its origins, and a critical awareness of challenges to the discipline
- Integrate and apply theoretical, empirical, and experiential knowledge from nursing and related disciplines to complex problems
- Express advanced understanding of leadership, and how it is enacted, as well as professional practice roles
- Demonstrate knowledge of an integration of evidence informed practice to meet healthcare system needs

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, management, or policy making roles.

To meet these goals, 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 program major chosen, (Master of Nursing Professional, Master of Nursing - Nurse Practitioner, Master of Nursing Advanced Practice, Mental Health and Addictions), the graduate will have focused preparation to:

- Examine nursing and other relevant theories in relation to professional practice, and the application of theory to the four domains of scholarship: discovery, integration, application, and teaching.
- Develop fluency in discussing theory both orally 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 program major.

MASTER OF NURSING PROGRAM OVERVIEW

There are three options in the Master of Nursing program:

1. **Master of Nursing- Nurse Practitioner Program** is a clinical, practice-based 36-credit hour program which prepares students to be accredited Nurse Practitioners, including 700 clinical practice hours. Upon completion of courses, students must successfully complete the Canadian Nurse Practitioner Exam: Family/All Ages.
2. **Master of Nursing- Professional Program** is comprised of 10 courses, 30-credit hour program. Three core courses, two theoretical foundation courses, two focused electives, and three open electives. Students who complete the MN professional stream will be prepared to serve as professional practice leaders. They will be key to fulfilling leadership, policy, and management roles at all levels of the healthcare system.
3. **Master of Nursing- Mental Health and Addictions Program** consists of 30 credits hours (10 courses) that can be taken onsite and/or by distance learning and completed in either two years full-time or three years part-time studies. Two of the courses include clinical practice components in mental health and/or addictions settings (250 hours).

MASTER OF NURSING (MN) NURSE PRACTITIONER PROGRAM OVERVIEW

Program Start Date:

September and January of each year.

Application Deadline:

February 1

Length of program

Full-time students are expected to complete the program in two years, while part-time students are expected to complete the program in three years. Please see [FGS Regulation 7.0 for upper time limits to complete full and part-time Master's program fee degrees.](#)

Admission Requirements:

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

At the time of application, successful applicants will:

- be licensed to practice as a registered nurse (active practitioner) in Canadian province or territory (provide proof of current RN licensure)
- have a bachelor's degree in nursing with a minimum "B+" standing (3.3 grade point average). While the admissions process is competitive, applicants with a GPA of 3.0 or greater are still encouraged to apply as we consider all aspects of the application equally. For more information on Admission Requirements for Graduate programs at Dalhousie University, see [FGS Regulation 3](#) in the Graduate Academic Calendar.
- have completed undergraduate level classes in research and statistics.
- have a minimum of the equivalent of 2 years full-time recent relevant clinical practice as a Registered Nurse at the time of application (minimum of 3,750 hours).

A verification letter/document from your HR Department must be provided with your application, which verifies that you have met the minimum requirement, and which includes the number of hours worked with the agency/organization. This requirement is non-negotiable.

- have electronic access to faculty and library resources (ie. internet access).

Residency Requirements

[According to Faculty of Graduate Studies \(FGS\) Regulation 2.3](#), Dalhousie School of Nursing has specific residency requirements for all MN-NP Students. For full-time students, this commences at the beginning of Year 1, and for part-time students, this commences at the beginning of Year 2. The residency requirements are as follows:

- Students in [NURS 5740 Advanced Health Assessment](#) (required of all NP Students), must attend the weekly lab sessions that are scheduled on site (Halifax campus) during the full semester and are required to be on site for objective structured clinical examinations (OSCEs) associated with other clinical courses
- Students are required to attend

- Full-time students are required to take 1 clinical course per term for program duration; Part-time students are required to take 1 clinical course per term, beginning in year 2.
- Clinical preceptorships may take place throughout Nova Scotia or the Atlantic provinces ONLY. Clinical placements are not possible outside of Atlantic Canada (NS, NB, PE, NL).
- For applicants outside of Atlantic Canada, you will be required to relocate to NS and be required to apply for a NS Registered Nursing license.
- Theory courses are offered synchronously or asynchronously online.

Preclinical Requirements

Before undertaking clinical practicum, Nurse Practitioner students must provide evidence of appropriate immunization and their immune status, as required by the Dalhousie University Faculty of Health and the clinical agency. This will include, but may not be restricted to polio, diphtheria, tetanus, rubella, measles, mumps, varicella and Hepatitis B. Evidence of 2-step tuberculin testing (Mantoux) is also required. Evidence of COVID-19 vaccination is also required.

Clinical practice courses include:

[NURS 5740](#), Advanced Health Assessment (Lab hours);

[NURS 5485](#), Principles & Theories for Nurse Practitioner Practice (160 hrs);

[NURS 5487](#) Principles & Theories for Health & Disease Management in F/AA NP Practice (160 hrs); and

[NURS 5620](#), Advanced Practice Role Practicum (380 hrs).

MASTER OF NURSING (MN) PROFESSIONAL PROGRAM OVERVIEW

Program Start Date:

September of each year.

Application Deadline:

February 1

Length of program

Full-time students are expected to complete the program within 18 months - 2 years. Part-time students are expected to complete the program between two years - three years. Please see [FGS Regulation 7.0 for upper time limits to complete full and part-time Master's program fee degrees](#).

Program Eligibility

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

At the time of application, successful applicants must:

- be licensed to practice as a registered nurse (active practitioner) in a Canadian province or territory, or in a foreign country.

- have a bachelor's degree in nursing with a minimum "B+" standing (3.3) grade point average. Applications with a GPA of 3.0 or higher are still encouraged to apply, as GPA is only one consideration when evaluating applicants.
- have completed undergraduate level classes in research and statistics.
- have internet access.

MASTER OF NURSING (MN) ADVANCED PRACTICE - MENTAL HEALTH AND ADDICTIONS PROGRAM OVERVIEW

Program Start Date:

September and January of each year.

Application Deadline:

February 1

Length of Program

Full-time students are expected to complete the program in 2 years. Part-time students are expected to complete the program in three years. Please see [FGS Regulation 7.0 for upper time limits to complete full and part-time Master's program fee degrees.](#)

Program Eligibility

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

At the time of application, successful applicants must:

- be licensed to practice as a registered nurse (active practitioner) in Canadian province or territory (provide proof of current RN licensure)
- have a bachelor's degree in nursing with a minimum "B+" standing (3.3 grade point average). If you have a GPA of 3.0 or above, you are still encouraged to apply, as we consider all criteria when evaluating application packages.
- have completed undergraduate level classes in research and statistics
- at the time of application, have a minimum of the equivalent of 2 years full-time recent relevant clinical practice in the field of mental health and addictions (minimum of 3,750 hours). A verification letter/document from your HR Department must be provided with your application, which verifies that you have met the minimum requirement, and which includes the number of hours worked with the agency/organization.
- have electronic access to faculty and library resources (ie. internet access).

DEGREE REQUIREMENTS AND SEQUENCING OPTIONS

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](#).

MASTER OF NURSING NURSE PRACTITIONER DEGREE		
COURSE CODE	COURSES	CREDIT HOURS
NURS 5050	Nursing Philosophy, Knowledge, and Theory	3.0
NURS 5740	Advanced Health Assessment - (including lab).	3.0
NURS 5732	Pathophysiology for Advanced Practice Nursing	3.0
NURS 5200	Health Care System Policy Analysis	3.0
NURS 5485	Principles and Theory of NP Practice (including a 160-hr clinical placement).	3.0
NURS 5893	Health Program Planning and Evaluation	3.0
NURS 5487	Principles and Theories for Health and Disease Management in Family All Ages Nurse Practitioner - (including a 160-hr clinical placement).	3.0
NURS 5610	Advanced Practice Role Development	3.0
NURS 5735	Pharmacotherapeutics for Nurse Practitioners	3.0
NURS 5620	Advanced Practice Role Practicum (6 credits) - Includes 380-hr practicum.	6.0
Choice of one of the following Research courses:		3.0
NURS 5060	Research and Evidence Based Practice in Nursing	
NURS 5120	Quantitative Research Methods	
NURS 5100	Qualitative Research Methods	
Total Credit Hours Required		36

SEPTEMBER ENTRY - FULL TIME NURSE PRACTITIONER PROGRAM: COURSE SEQUENCING

As of Fall 2025/2026

Student Option 1:

Full-time Nurse Practitioner Program with NURS 5060 as Research Course Choice

Term	Year One	Year Two
Fall	NURS 5050 NURS 5732 NURS 5740	NURS 5487 NURS 5610 NURS 5893
Winter	NURS 5200 NURS 5485 NURS 5735	NURS5620
Summer	NURS 5060	

As of Fall 2025/2026

Student Option 2:

Full-time Nurse Practitioner Fall Term with NURS 5120 Research Course Choice

Term	Year One	Year Two
Fall	NURS 5050 NURS 5732 NURS 5740	NURS 5487 NURS 5610 NURS 5893
Winter	NURS 5120 NURS 5485 NURS 5735	NURS5620
Summer	NURS 5200	

As of Fall 2025/2026

Student Option 3:

Full-time Nurse Practitioner Fall Term with NURS 5100 Research Course Choice

Term	Year One	Year Two
Fall	NURS 5050 NURS 5732 NURS 5740	NURS 5487 NURS 5610 NURS 5100
Winter	NURS 5485 NURS 5893 NURS 5735	NURS5620
Summer	NURS 5200	

**SEPTEMBER ENTRY PART TIME MASTER OF NURSING
NURSE PRACTITIONER PROGRAM: COURSE SEQUENCING**

As of Fall 2025/2026

Student Option 1:

Part-time NP Program with NURS 5060 as Research Course Choice

Term	Year One	Year Two	Year Three
Fall	NURS 5050 NURS 5732	NURS 5740 NURS 5610	NURS 5487 NURS 5893
Winter	NURS 5735	NURS 5485	NURS 5620
Summer	NURS 5060	NURS 5200	

Student Option 2:

Part-time NP Program with both NURS 5100/5120 research options (one or both could be taken, depending on student preference)

Term	Year One	Year Two	Year Three
Fall	NURS 5050 NURS 5732	NURS 5740 NURS 5100	NURS 5487 NURS 5893

Winter	NURS 5120 NURS 5735	NURS 5485 NURS 5610	NURS 5620
Summer	NURS 5200		

**JANUARY ENTRY FULL TIME MASTER OF NURSING
NURSE PRACTITIONER PROGRAM: COURSE SEQUENCING**

Student Option 1:

Full-time Nurse Practitioner Program with NURS 5060 as Research Course Choice

Term	Year One	Year Two
Winter	NURS 5050 NURS 5732 NURS 5740	NURS 5487 NURS 5893 NURS 5200
Spring	NURS 5060	NURS 5620
Fall	NURS 5485 NURS 5610 NURS 5735	Fall Convocation

Student Option 2:

Full-time Nurse Practitioner Program with NURS 5120 as Research Course Choice

Term	Year One	Year Two
Winter	NURS 5050 NURS 5732 NURS 5740	NURS 5487 NURS 5893 NURS 5120
Spring	NURS 5200	NURS 5620
Fall	NURS 5485 NURS 5610 NURS 5735	

Student Option 3:

Full-time Nurse Practitioner Program with NURS 5100 as Research Course Choice

Term	Year One	Year Two
Winter	NURS 5050 NURS 5732 NURS 5740	NURS 5487 NURS 5893 NURS 5610
Spring	NURS 5200	NURS 5620
Fall	NURS 5485 NURS 5100 NURS 5735	

**JANUARY ENTRY - PART-TIME MASTER OF NURSING
NURSE PRACTITIONER PROGRAM: COURSE SEQUENCING**

As of January 2026

Student Option 1:

Part-time Nurse Practitioner Program

Term	Year One	Year Two	Year Three
Winter	NURS 5050 NURS 5893	NURS 5485 NURS 5735	NURS 5620
Spring	NURS 5060	NURS 5200	
Fall	NURS 5732 NURS 5740	NURS 5487 NURS 5610	

**MASTER OF NURSING
PROFESSIONAL DEGREE**

Full time to be completed within 18 months. Part-time to be completed within 2 years.

Required Courses

Course Code	Course Name	Credit hours
NURS 5050	Nursing Philosophy, Knowledge & Theory	3.0
NURS 5060	Research & Evidence-Based Practice in Nursing	3.0
NURS 5200	Health Care System Policy Analysis	3.0
NURS 5893	Health Program Planning & Evaluation	3.0
NURS 6000	Healthcare Leadership in the 21st Century	3.0

Additional Requirements

Other	9 credit hours of Graduate level electives Your choices may include courses from the list below or any other electives offered. If you are interested in taking an elective from another department, this course must be approved by the Associate Director.	9.0
Other	6 credit hours of two of the following: NURS 5540, NURS 5550, NURS 5560, NURS5570 <i>*NURS 5550 and NURS 5560 not offered every year</i>	6.0
Total Credit Hours Required		30

Mandatory for NURS 5540 and NURS 5570 to be offered every fall

**SEPTEMBER ENTRY MN PROFESSIONAL DEGREE
FULL TIME ENTRY (18-MONTH) COURSE SEQUENCING**

	Year 1	Year 2
Fall	NURS 5050 (3 credits) Choose one of the following: NURS 5540 or NURS 5570 (3 credits)	Choose one of the following: NURS 5540 or 5570 (3 credits) 2 Graduate Electives (6 credits) If from another dept, requires approval of Associate Director)
Winter	NURS 5200 (3 credits) NURS 5893 (3 credits) 1 Graduate Elective (3 credits) Choose from: If from another dept, requires approval of Associate Director)	
Spring	NURS 5060 (3 credits) NURS 6000 (3 credits)	

Please note: NURS 5550 and NURS 5560 not offered every year

**SEPTEMBER ENTRY MN PROFESSIONAL DEGREE
PART TIME ENTRY (2 YEAR) COURSE SEQUENCING**

	Year 1	Year 2
Fall	NURS 5050 (3 credits) Choose one of the following: NURS 5540, or 5570 (3 credits)	Choose one of the following: NURS 5540, 5550*, 5560*, or 5570 (3 credits) *NURS 5550 and NURS 5560 not offered every year 1 Graduate Elective (3 credits) Choose from: - NURS 5850 - NURS 5950 - NURS 5897 - or another graduate elective, with approval of Associate Director)
Winter	NURS 5200 (3 credits) NURS 5893 (3 credits) 5550*, 5560*, *NURS 5550 and NURS 5560 not offered every year	2 Graduate Electives (6 credits) Choose from: - NURS 5850 - NURS 5950 - NURS 5897 - or another graduate elective, with approval of Associate Director)
Spring	NURS 5060 (3 credits)	NURS 6000 (3 credits)

MASTER OF NURSING - MENTAL HEALTH AND ADDICTIONS

SEPTEMBER ENTRY - MN MENTAL HEALTH AND ADDICTIONS FULL-TIME ENTRY COURSE SEQUENCING

Term	Year 1	Year 2
Fall	NURS 5050 Nursing Philosophy, Knowledge & Theory NURS 5893 Health Program Planning & Evaluation NURS 5541 Mental Health & Addictions: Comprehensive Assessment and the Advanced Practice Role <i>(9 credits)</i>	NURS 5543 Advanced Practice: Therapeutic Approaches NURS 5544 Mental Health and Addictions Contemporary Issues and Innovations (includes 50 clinical practicum hours) <i>(6 credits)</i>
Winter	HLTH 5110 Mental Health & Addictions Services & Systems (currently the first course in the Social Work Mental Health & Addictions certificate) NURS 5610 Advanced Practice Role Development NURS 5542 Mental Health and Substance Use Disorders and Therapeutic and Recovery-Oriented Practices <i>(9 credits)</i>	NURS 5640 Integrated Practicum Advanced Practice Mental Health and Addictions (includes 200 clinical practicum hours) <i>(3 credits)</i>
Summer	NURS 5060 Research & Evidence Based Practice in Nursing <i>(3 credits)</i>	

SEPTEMBER ENTRY - MN MENTAL HEALTH AND ADDICTIONS PART-TIME ENTRY COURSE SEQUENCING

Term	Year 1	Year 2	Year 3
Fall	NURS 5050 Nursing Philosophy, Knowledge & Theory NURS 5893 Health Program Planning & Evaluation <i>(6 credits)</i>	NURS 5541 Mental Health & Addictions: Comprehensive Assessment and the Advanced Practice Role <i>(3 credits)</i>	NURS 5543 Advanced Practice: Therapeutic Approaches NURS 5544 Mental Health and Addictions Contemporary Issues and Innovations (includes 50 clinical practicum hours) <i>(6 credits)</i>
Winter	HLTH 5110 Mental Health & Addictions Services & Systems (currently the first course in the Social Work Mental Health & Addictions certificate) NURS 5610 Advanced Practice Role Development <i>(6 credits)</i>	NURS 5542 Mental Health and Substance Use Disorders and Therapeutic and Recovery-Oriented Practices <i>(3 credits)</i>	NURS 5640 Integrated Practicum Advanced Practice Mental Health and Addictions (includes 200 clinical practicum hours) <i>(3 credits)</i>
Summer	NURS 5060 Research & Evidence Based Practice in Nursing <i>(3 credits)</i>		

JANUARY ENTRY - MN MENTAL HEALTH AND ADDICTIONS FULL-TIME ENTRY COURSE SEQUENCING		
Term	Year 1	Year 2
Winter	NURS 5050 Nursing Philosophy, Knowledge & Theory HLTH 5110 Mental Health & Addictions Services & Systems NURS 5542 Mental Health and Substance Use Disorders and Therapeutic and Recovery-Oriented Practices (9 credits)	NURS 5543 Advanced Practice: Therapeutic Approaches NURS 5544 Mental Health and Addictions Contemporary Issues and Innovations (includes 50 clinical practicum hours) (6 credits)
Summer	NURS 5060 Research & Evidence Based Practice in Nursing (3 credits)	NURS 5640 Integrated Practicum Advanced Practice Mental Health and Addictions (includes 200 clinical practicum hours) (3 credits)
Fall	NURS 5893 Health Program Planning & Evaluation NURS 5610 Advanced Practice Role Development NURS 5541 Mental Health & Addictions: Comprehensive Assessment and the Advanced Practice Role (9 credits)	

JANUARY ENTRY - MN MENTAL HEALTH AND ADDICTIONS PART-TIME ENTRY COURSE SEQUENCING			
Term	Year 1	Year 2	Year 3
Winter	NURS 5542 Mental Health and Substance Use Disorders and Therapeutic and Recovery-Oriented Practices NURS 5050 Nursing Philosophy, Knowledge & Theory (6 credits)	NURS 5543 Advanced Practice: Therapeutic Approaches NURS 5544 Mental Health and Addictions Contemporary Issues and Innovations (includes 50 clinical practicum hours) (6 credits)	NURS 5640 Integrated Practicum Advanced Practice Mental Health and Addictions (includes 200 clinical practicum hours) (3 credits)
Summer	NURS 5060 Research & Evidence Based Practice in Nursing (3 credits)	LOA	
Fall	NURS 5893 Health Program Planning & Evaluation NURS 5541 Mental Health & Addictions: Comprehensive Assessment and the Advanced Practice Role (6 credits)	HLTH 5110 Mental Health & Addictions Services & Systems NURS 5610 Advanced Practice Role Development (3 credits)	

PROGRAM REGISTRATION

[Program fee students \(MN\) pay a flat fee rate for each term and for their program](#), and must maintain their registration each term. [Graduate Program Fee Students must register for REGN 9999 \(01\) every term plus at least one course](#). For more information on program fee course codes and registration (REGN 9999), please visit: [Course Registration](#).

If no courses are to be taken, a Leave of Absence request must be submitted. For more information on Leaves of Absence, please see [FGS Regulation 5.8 Leave of Absence](#).

Students continuing beyond their initial program fee requirement period will be assessed [continuing fees](#) each term.

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 wish to change from full-time to part-time must email their request to the Graduate Program Coordinator. Students will be provided a form to complete and submit to the Graduate Program Coordinator, who will submit this request to Faculty of Graduate Studies. Changes in status cannot be made after initial registration without permission of the Associate Director, Graduate Studies.

Changes from part-time to full-time can only be made after three full part-time terms have been completed and therefore can only be made prior to the first term of a part-time student's studies.

All change of status (full-time to part-time or program major change) requests must be submitted prior to the beginning of each term, as this is the deadline set by FGS.

COURSE DESCRIPTIONS

Not all courses will be offered every year; check the [timetable](#) or with the School of Nursing

NURS 5050.03 **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?

NURS 5060.03 **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.

NURS 5100.03 **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 to acquire an understanding of the differences in assumptions between traditional qualitative research and critical, action oriented, participatory, and feminist qualitative research.

NURS 5110.03 **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.

NURS 5120.03 **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.

NURS 5130.03**Critical Social Theory, Postmodernism and Discourse Analysis: Using Theory for Social Activism**

In this graduate course, students will critically examine research paradigms that have broadly been labeled as critical social theory, postmodernism and discourse analysis. Within these broad paradigms, students will explore how various theories initially developed, evolved over time, and merged with other theories in response to social and academic challenges and debates. Philosophical, epistemological and ontological perspectives will guide discussions to critically examine how these theories translate into methodology and method as well as guide social activism and political movements. Theories that will be examined include Feminist Poststructuralism, Queer theories, Black theories and Indigenous theories. Examples of nursing and health research that use these theories will be presented along with clinical exemplars. Students will have the opportunity to develop their skills and apply theory to their own research and practice.

NURS 5140.03**Community-Based Research Methodologies for Addressing Health Disparities**

This graduate course will examine Community-Based Participatory Research (CBPR) to understand how this paradigm can help address the social determinants of health. Students will become familiar with key epistemological underpinnings of CBPR, ethical challenges posed by CBPR, methodological CBPR considerations in building partnerships, and knowledge translation of CBPR findings.

NURS 5170.03**Mixed Method Research Designs for Health Research**

This course will introduce learners to mixed methods of research designs for health research. The goal of the course is to prepare learners to design a feasible mixed methods research proposal to answer a health, health services, or health policy question.

NURS 5200.03**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.

NURS 5330.03**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 healthcare environments with multiple stakeholders. It is designed for advanced practitioners who encounter interaction challenges with clients, peers, and colleagues at staff and managerial levels. The course examines current models of helping in terms of their varied philosophical underpinnings, roles, and responsibilities. The course also considers alternative modes of helping and vehicles for interaction. A unique feature of this course is that it provides opportunities for students to practice alternate approaches and to develop advanced roles and competencies using case studies and simulated subjects.

NURS 5485.03**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.

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.

FORMAT: Seminar

FORMAT COMMENTS: Seminar with practicum component

PREREQUISITES: NURS 5740

NURS 5487.03**Principles and Theories for Health and Disease Management
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)

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.

FORMAT: Seminar

FORMAT COMMENTS: Seminar with practicum component

PREREQUISITES: NURS 5740.03, NURS 5485.03

NURS 5540.03**Health Needs of People: Theoretical Insights and Application**

This seminar course involves an examination and analysis of theories, concepts, research, and practice knowledge that is relevant to the health needs of people. This course is grounded in the primary health care philosophy of the graduate program "that recognizes and respects the unique strengths and contributions of individuals, families, and communities".

NURS 5541.03**Mental Health & Addictions: Comprehensive Assessment and the Advanced Practice Nursing Role**

This course examines integrated Mental Health and Substance Use Care Systems for all populations. Selected theories and models along with comprehensive assessment, screening, and implications for Advanced Practice Nursing and leadership will be addressed. Strengths-based approaches to therapeutic relationships with a focus on person and family-centred care will be explored.

NURS 5542.03**Mental Health and Substance Use Disorders & Therapeutic and Recovery-Oriented Practices**

This course examines Mental Health and Substance Use Disorders across the lifespan. Knowledge and cultural responsiveness to address complex situations and comorbidities across diverse populations will be explored. Trauma-informed care and adverse lived experiences will be analyzed along with client empowerment, respect for choice and integration of recovery-oriented practices.

NURS 5543.03**Advanced Practice Nursing: Therapeutic Approaches**

This course explores evidence-informed therapeutic approaches (Motivational Interviewing, Cognitive Behaviour Treatment, Dialectical Behavioural Therapy), Individual/Family/Group Therapy, and Psychopharmacology. It builds skills to guide advanced practice with diverse populations across the life span. Students engage in simulations building culturally relevant approaches involving people living with mental health and/or substance use disorders. This course will be delivered in a blended model of online (synchronous and asynchronous) classes. Student learning will take place through completion of assigned readings, participation in class discussions and simulations, responses to questions posted regarding readings and video links, and submission of assignments. Includes building therapeutic skills in simulations with standardized clients.

NURS 5544.03**Mental Health & Addictions: Contemporary Issues and Innovations**

This course will build theoretical understanding and Advanced Practice skills related to inclusive models of care among populations experiencing systemic stigma, mental health and/or substance use disorders. First voice engagement in practice/policy and legal/ethical issues will be investigated. The Advanced Practice role will be examined in virtual/in-person, and urban/rural care. Clinical: The course will also include 50 hours of clinical practice. The course will include 50 hours of clinical practice. Mode of Delivery: Online (synchronous/asynchronous).

NURS 5640.03**Advanced Practice Nursing – Mental Health and Addictions Integrated Practicum**

This course provides students with opportunities to integrate knowledge and skills related to Advanced Practice Nursing competencies in clinical practice settings with diverse populations experiencing Mental Health and/or substance use disorders. Students will engage in assessment, treatment planning and therapeutic interventions in collaboration with clients, families, and the interdisciplinary team. This course includes a total of 200 clinical hours within a mental health and addictions program setting, involving youth and/or adults. The clinical placement will be completed with a clinical preceptor who has been approved by the placement coordinator and faculty. The purpose of the clinical experience is to provide an opportunity for students to further develop their knowledge, skill and clinical reasoning when engaging in assessment,

treatment planning, and recovery-oriented practices. Students will work closely with an identified clinical preceptor in collaboration with the course professor and clinical area. The preceptor will have graduate education in a health profession and clinical experience in Mental Health and Addictions. The preceptor will select, and obtain consent from, clients who are willing to work with Advanced Practice Nursing students. The student will, at minimum, have biweekly contact with their professor (by TEAMS, email, or telephone). A schedule must be worked out with the professor prior to the first week of clinical practicum.

NURS 5550.03 **Marginalized Populations: Theoretical Insights and Application**

This seminar course involves an examination and analysis of theories, concepts, research, and practice knowledge regarding marginalized populations – those systematically pushed away from economic, social, political, and cultural participation and power. Students will be challenged to develop a view of the unique health experiences and challenges faced by marginalized individuals who are relegated to, or find themselves on, the margins of society.

NURS 5560.03 **Transformative and Innovative Health Systems Planning**

The goal of this seminar course is to explore and discuss the structure of current health care systems in both developed and developing countries (particular focus on Canada) and the multiple factors that influence how health care is designed and delivered.

NURS 5570.03 **Introduction to the Science and Practice of Knowledge Translation**

This seminar course will introduce students to knowledge translation theory, practice and research methods. The goal of the course is to highlight relationships and conflicts between different conceptual and theoretical approaches to knowledge translation.

NURS 5610.03 **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.

NURS 5620.06 **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 N5487.03 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.

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 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. (Co- or Prerequisite: NURS5732.03 & NURS5735.03) (Weekly seminar and lab).

NURS 5810.03 / 5820.03 Reading Course

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 the School of Nursing [Independent Study/Reading Course Form](#) available on line) 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.

NURS 5850.03 **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.

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 focuses 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.

NURS 5894.03 **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.

NURS 5895.03 **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 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.

NURS 5897.03 **Relational Practices in Families in Oncology and Palliative Care**

The course provides students in five disciplines (medicine, nursing, psychology, social work, spiritual care) with opportunity to explore the interprofessional care of families experiencing cancer along the illness trajectory from diagnosis through to bereavement or long-term survivorship. Key themes that will be explored include family theory, models of family and couple counselling/therapy, family assessment, therapeutic conversations and interventions.

NURS 5899.03 **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.

MASTER OF NURSING PROFESSIONAL DEGREE 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](#) and with the Graduate Programs Coordinator).

INTERDISCIPLINARY ELECTIVES

Students in the Master of Nursing Professional Degree program 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).

TAKING COURSES AT OTHER UNIVERSITIES

Procedure for Gaining Permission to Register for Classes at a University Other Than Dalhousie

For students in the Master of Nursing Professional Degree program only, 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. **The classes must be approved by the Associate Director, Graduate Studies PRIOR to enrolment in the class.** Students must submit the [Letter of Permission](#), available on the [Faculty of Graduate Studies'](#) web site, at least two (2) months prior to the course start date. Classes must be passed with at least a B-.

TRANSFER CREDITS/ADVANCED PLACEMENT FOR GRADUATE COURSES

(Taken Prior to Entry to the Master of Nursing Degree Program)

For details about transfer credits and advanced placement credits, please refer to [Faculty of Graduate Studies Regulation 7.6 Modification of Degree Requirements](#).

GRADING

All graduate courses **must be passed with at least a B-**. Consistent with Faculty of Graduate Studies regulations (Reg 7.6.2), faculty within the School of Nursing use the following grading system:

<u>Alphabetic Grade</u>	<u>Numerical Value</u>	<u>Grade Point</u>
A+	4.3	90-100
A	4	85-89
A-	3.7	80-84
B+	3.3	77-79
B	3	73-76
B-	2.7	70-72
Failure	F	

WITHDRAWALS

The last dates for adding and deleting classes are published in the schedule of [academic add/drop dates in the graduate calendar](#).

A class may be added or dropped on Dal Online, by the Add/Drop deadlines listed in the Dalhousie Academic Calendar. Please refer to the [Graduate Academic Calendar for more information about Add/Drop Dates](#).

FAILURES

Normally (in the School of Nursing), students who fail any paper may, at the discretion of the 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.

For more information on course assessment and grading, please refer to [FGS Regulation 7.7.1 Course Assessment and Grading Policy](#).

For additional information about [reassessment about final grades, please click here](#).

Pass Standard - Please see [Faculty of Graduate Studies Regulation on Pass Standard](#).

Please see [FGS Regulation 5.4- Academic Dismissal](#) for additional information on Academic Dismissal, including details on [FGS Regulation 5.4.1 - Final Dismissal](#) and [FGS Regulation 5.4.2 - Reinstatement of Students](#).

For information on Readmission to Graduate Programs in the School of Nursing, please refer to [FGS Regulation 5.5 - Readmission](#).

[FGS Regulation 5.5.1 - Readmitted Program Fee Students](#)

[FGS Regulation 5.5.3 - Readmission Following Maximum Time for Completion](#)

 DALHOUSIE UNIVERSITY Graduate Studies Committee	Policy Sponsor: School Council Responsible Unit: School of Nursing	Approval Date: June 19, 2012 Amendments: September 26, 2016 July 11, 2019 June 22, 2020 April 22, 2021
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1. 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 Nova Scotia College of Nursing (NSCN) as required, and to report to School Council regarding same.

2. MEMBERSHIP

- 2.1. Three members of faculty who hold tenured, tenure- track, senior and probationary instructor positions and one member of faculty who is a nurse practitioner
- 2.2. Ex Officio Member and Chair: Associate Director Graduate Studies
- 2.3. Ex officio Voting Member: Associate Director Research & International Affairs
- 2.4. One external stakeholder appointed by School Council
- 2.5. One graduate student representative, and their alternate (1 combined vote)

3. RESPONSIBILITIES:

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

 DALHOUSIE UNIVERSITY Graduate Student Affairs Committee	Policy Sponsor: School Council Responsible Unit: School of Nursing	Approval Date: June 19, 2012 Amendments: June 22, 2015 March 28, 2016
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The Graduate Student Affairs Committee is a sub-committee of the Graduate Studies Committee.

1. 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.

2. MEMBERSHIP

- 2.1. Four members of faculty, three of whom hold tenured, tenure-track, senior and probationary instructor positions and one nurse practitioner
- 2.2. Ex Officio Member and Chair: Associate Director Graduate Studies
- 2.3. One graduate student representative, and their alternate (1 combined vote)

3. RESPONSIBILITIES:

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

FACULTY WITH FGS MEMBERSHIP	
ASTON, Megan (Dr.) Professor & Associate Director, Research and International Affairs & Director, Centre for Transformative Nursing & Health Research	Megan.Aston@Dal.Ca
BENOIT-FAGAN, Adrienne Assistant Professor	ad603956@dal.ca
CAMPBELL-YEO, Marsha (Dr.) Professor, Neonatal Nurse Practitioner	Marsha.Campbell-Yeo@Dal.Ca
CASSIDY, Christine (Dr.) Associate Professor	CCassidy@Dal.Ca
CHIRCOP, Andrea (Dr.) Associate Professor	Andrea.Chircop@Dal.Ca
CURRAN, Janet (Dr.) Professor, Research Chair Quality and Patient Safety, IWK	JaCurran@Dal.Ca
GOLDBERG, Lisa (Dr.) Associate Professor	Lisa.Goldberg@Dal.Ca
GRAHAM, Laurie NP Coordinator & Lecturer	LaurieGraham@Dal.Ca
JEFFERIES, Keisha (Dr.) Assistant Professor & Dalhousie University Research Chair, Director of M-BRACe (Multidisciplinary Black Research and Advocacy Centre)	Keisha.Jefferies@Dal.Ca
LACKIE, Kelly (Dr.) Associate Professor & Associate Director, Simulation-based Education and Interprofessional Education	KLackie@Dal.Ca
LANE, JENNIFER (Dr.) Assistant Professor	Jennifer.Lane@Dal.Ca
LATIMER, Margot (Dr.) Professor, Indigenous Health Chair in Nursing	MLatimer@Dal.Ca
MACDONALD, Marilyn (Dr.) Professor & Director, JBI Centre Aligning Health Needs and Evidence for Transformative Change	Marilyn.Macdonald@Dal.Ca
MARTIN-MISENER, Ruth (Dr.) Professor & Director School of Nursing & Assistant Dean Faculty of Health	Ruth.Martin-Misener@Dal.Ca
MEININGER-FIELDHOUSE, Elise Instructor	el365113@dal.ca
MITCHELL, Carolyn (Dr.) Senior Instructor and Assistant Director, Graduate Clinical Nursing Programs	Carolyn.Mitchell@Dal.Ca
MOODY, Elaine (Dr.) Assistant Professor	Elaine.Moody@Dal.Ca
MURPHY, Sandra Assistant Professor	SMurphy@Dal.ca
PRICE, Sheri (Dr.) Professor & Associate Director, Graduate Programs	Sheri.Price@Dal.Ca
STEENBEEK, Audrey (Dr.) Professor	A.Steenbeek@Dal.Ca
SUSIN, Aprill Assistant Professor	ASusin@Dal.ca



**DALHOUSIE
UNIVERSITY**

FACULTY OF GRADUATE STUDIES REGULATIONS

(click each regulation to see additional details in the graduate academic calendar)

[Membership in the Faculty of Graduate Studies](#)

[Graduate Programs](#)

[Admission Requirements for Graduate Programs](#)

[Graduate Application Process](#)

[Registration Procedures and Regulations](#)

[Intellectual Property and Conflict of Interest](#)

[Degree Requirements](#)

[Examinations](#)

[Thesis Supervisors and Supervisory Committees](#)

[Thesis Regulations](#)

[Degree Completion](#)

[Appeals](#)

[Departmental and Program Listings](#)

SPECIAL NOTICES FOR MASTER OF NURSING STUDENTS

Graduate Studies Information System

Please visit [GSIS: Graduate Studies Information System](#) for more information on GSIS and for instructions on how to 'digitally sign program requirements.

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 their official email address frequently in order to stay current with Dalhousie communications (approved by Senate, Dalhousie University, Nov 2002).

Nursing Electives

Several courses are offered as nursing electives. These courses will not routinely be offered each year. They will be offered if the number of students warrants and if School of Nursing resources permit.

Graduate Nursing Society

All graduate nursing students belong to the Dalhousie 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). Please email DGNS@Dal.Ca for more information.

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 and a designate for each of the following, serving a one-year term and having voting privilege: School of Nursing Council, Graduate Studies Committee, Graduate Student Affairs Committee, Research and Scholarly Development Committee, Student Appeals Committee, Equity and Inclusion Committee; one graduate student for Full Faculty, not having voting privilege.

Graduate Student Union

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 7th 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 within APA format. The only exceptions (ie., margins, ordering of parts of the manuscript, page numbering) are those format aspects required by the Faculty of Graduate Studies outlined in the Faculty of Graduate Studies Regulation for Submission of Theses section of this Handbook and on the Faculty of Graduate Studies web site ([Formatting Your Thesis \(sharepoint.com\)](https://sharepoint.com) (NetID Login required)).

Accessibility to the Forrest Building

Between 0645 hrs and 1800 hrs on weekdays, the Forrest Building is accessible by using Dalhousie ID and PIN on the card reader located on the glass entries to the Dentistry Building. Instructions for setting up the PIN are found at the following URL: http://www.dal.ca/campus_life/Dalcard/contact-us-form.html

Note: There is no weekend access to Forrest Building for students.

Students should have their Dalhousie student ID with them at all times while on the Dalhousie University campus.

The Graduate Programs Coordinator's office is located in Room 139, located off the main lobby, and students are encouraged to visit between Mondays and Thursdays from 0830-1630. Staff work remotely on Fridays. Students can self-book meetings With the Graduate Programs Coordinator by accessing the [Self-Booking Feature](#).

RESEARCH ROUNDS

The Centre for Transformative Nursing & Health Research Centre (CTNHR) hosts research rounds entitled Wednesdays @ Noon throughout the Fall and Winter semesters. Presenters include faculty, students, stakeholders and guest presenters from Dalhousie and other institutions and the sessions are delivered online via MS Teams.

This is an opportunity for students to learn about others' research and to present on their research and to use the session as a practice defence. Should you wish to present, please email Julie.barry@dal.ca to arrange.

All sessions are recorded and the recordings of previous sessions can be found on our [website](#) and on our [YouTube channel](#).

Student expectations:

- To attend and participate, onsite, when possible, otherwise by distance
- To identify areas of interest – keeping relevant to student’s focus of research and scholarship
- To mentor junior students

It is an expectation that all students will attend the seminars.

CASE BASED LEARNING SERIES

About

The Case Based Learning Series (CBLS) was developed as a mechanism to facilitate transition to NP practice. Guided by expert clinicians the learning series is intended to provide an opportunity to build capacity, knowledge, and mentorship through interactive case-based learning. Engagement as a community of practice inclusive of academic and NSH, IWK, IPPL and NPANS provides an opportunity for student and novice practitioners to build supportive networks, utilize evidence- based practice and increase clinical confidence within the confines of a safe learning space.

CBL Meetings

The CBL series occurs on the third Tuesday of the month between September and June, beginning at 1900 (7:00pm) AST, via Microsoft Teams.

Sessions offer a varied perspective of Nova Scotia NP Practice by highlighting primary care and speciality areas within NSH and the IWK. All are welcome to participate.

Students are encouraged to watch their Dal emails for an invitation each month. For more information about dates and times or to receive an invitation for a specific event, please reach out to graduate.nursing@dal.ca.

DALHOUSIE NURSE PRACTITIONER JOURNAL CLUB (DNPJC)

The Dalhousie Nurse Practitioner Journal Club (DNPJC) was started as an initiative of the Dalhousie Nursing Graduate Program in Fall of 2021. Serving as a unique venue for Nova Scotia NPs and NP students to engage in research opportunities, peer interaction, mentorship, education, and resource sharing the DNPJC continues to grow through our partnership with NSH and the IWK.

Mission

The mission of the DNPJC is the unification of the nurse practitioner practice community and academia in building sustainable relationships through the exploration of research literature (Dalhousie Nurse Practitioner Journal Club (DNPJC), 2021).

DNPJC Meetings

The DNPJC meets on the last Wednesday of each month, from September to April, beginning at 1900 (7:00pm) via Microsoft Teams. All are welcome to participate!

Students are encouraged to watch their Dal emails for an invitation each month. For more information about dates and times or to receive an invitation for a specific event, please reach out to graduate.nursing@dal.ca.



FREQUENTLY USED WEB SITES

[Dalhousie University School of Nursing](#)

[Faculty of Graduate Studies](#)

[Letter of Permission forms](#) (NetID login required)

[Transcript request](#)

[Student Accounts](#)

[Dal Online/Web for Students](#)

[Email for Students](#)

[Dalhousie University Ethics Review guidelines & process](#)

[Dalhousie University library](#)

EXTERNAL WEB SITES

[Nova Scotia College of Nursing](#)

[Research NS \(formerly Nova Scotia Health Research Foundation\)](#)

[Canadian Nurses Foundation](#)

[Canadian Nurse Practitioner Initiative](#)

[Nurse Practitioner Association of Nova Scotia](#)



DALHOUSIE UNIVERSITY REGULATIONS

[General](#)

[Rescission of Acceptance into a Program](#)

[Official Examination Regulations](#)

[Policy in the Event that a Formal Examination Cannot be Completed at the Regularly Scheduled Time](#)

[Policy for the Scheduling of Courses/Examinations](#)

[Retention of Student Work](#)

[Communication to Students](#)

[Freedom of Information and Protection of Privacy](#)

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[Student Accommodation Policy](#)

[Policy on the Submission of Student Papers](#)

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[Protection of Property](#)

[Senate Appeals Committee](#)

[Suspension or Dismissal from a Program on the Grounds of Professional Unsuitability Faculty of Health](#)

[Acceptable Use of Information Technology Resources](#)



SECTION B - MASTER OF NURSING CLINICAL PROGRAMS

NURSE PRACTITIONER PROGRAM

Students should always consult the
[Faculty of Graduate Studies](#) website
for the most up-to-date information and forms.

MASTER OF NURSING NURSE PRACTITIONER DEGREE

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 Nova Scotia College of Nursing, 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.

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.

The Dalhousie MN-NP program option prepares graduates who:

1. Demonstrate skills in the assessment, planning, priority setting, provision of advanced practice nursing care and the promotion of health for clients and their families experiencing complex acute and chronic health care needs throughout the continuum of health within an interdisciplinary team environment.
2. Demonstrate the ability to evaluate client responses to interventions and negotiate changes to the therapeutic plan in collaboration with the client's family and other health care professionals.
3. Implement appropriate therapeutic strategies to address complex and interrelated client and family needs.

4. Practice in an ethical manner that reflects knowledge, insight and sound clinical judgment in the management of clients across the continuum of health including collaboration, consultation, referral and comprehensive discharge planning.
5. Consistently integrate relevant determinants of health into the planning and provision of care, health promotion, discharge planning and education.
6. Integrate relevant theoretical, evidenced based, scientific and clinical knowledge into clinical practice and discussions with colleagues and families.
7. Demonstrate that they have met all the competencies of a Nurse Practitioner as documented by the Nova Scotia College of Nursing.

Clinical Specialties

The School of Nursing offers practice foci for nurse practitioners in family all ages and primary health care, and neonatal care (the latter focus is not available at all times).

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 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 core courses 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, leadership, 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, adults, family all ages/PHC, or neonates. Students and faculty collaborate to determine clinical placements and preceptors. Students are expected to participate in identifying such placements. The Clinical Practice Coordinator and 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, NURS5488). Similarly, NURS5485, *Principles and Theories for Nurse Practitioner Practice*, is prerequisite for the specialty specific courses (NURS5486, NURS5487, NURS5488). 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 a primary health care focus complete NURS5620, *Advanced Practitioner Role 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 experiences. Students planning to practice in a particular setting after graduation carry out the final practicum in that setting. The practice sites will be arranged by the Clinical Placement 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 placement coordinator and course professors for courses with a clinical component. Within the total program the student completes 700 hours of precepted clinical practice. All clinical placement requests are made through the Clinical Placement Coordinator; students are not to arrange their own clinical placements. All students are required to log their clinical hours and patient encounters, using either a paper or electronic method as determined by the course professor, 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 Observed Structured Clinical Exams (OSCEs) are conducted three times in the program, i.e., NURS5740, *Advanced Health Assessment*, NURS5485 *Principles & Theories of Nurse Practitioner Practice* and in NURS5487, *Principles & Theories for Health & Disease Management in Family All Ages Nurse Practitioner Practice* or NURS5488.03, *Principles and Theories for Health and Disease Management in Neonatal Nurse Practitioner Practice*.

IMMUNIZATION REQUIREMENTS

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

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

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 Nova Scotia College of Nursing. 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 nurse practitioner examination, the specifics of which are determined by their provincial or territorial licensing body. The Nova Scotia College of Nursing and most other nursing regulatory organizations require NP graduates to write an examination for licensing. Details are available on websites of these organizations.

CANADIAN NURSE PRACTITIONER EXAMINATION: FAMILY ALL AGES (CNPE: FAA)

A new common [Nurse Practitioner \(NP\) regulatory model](#) is being implemented across Canada beginning in 2026. All Canadian NPs – except Quebec and neonatal NPs – **beginning their education under this new model** will be educated and licensed to practice across all client ages and all practice settings and will take the new Canadian NP Licensure Exam (CNPLE) once it is ready (Nova Scotia College of Nursing, 2025).

Nova Scotia College of Nursing. (2025). Canadian Nurse Practitioner Licensure Exam. Nscn.ca. <https://www.nscn.ca/canadian-nurse-practitioner-licensure-exam>



SECTION C - MASTER OF NURSING CLINICAL PROGRAMS

ADVANCED PRACTICE - MENTAL HEALTH AND ADDICTIONS

Students should always consult the [Faculty of Graduate Studies website](#) for the most up-to-date information and forms.

MASTER OF NURSING MENTAL HEALTH AND ADDICTIONS DEGREE

Program Background

- The Master of Nursing, Advanced Practice Mental Health and Addictions Degree program was developed to address priorities identified in the [2019 Nova Scotia Blueprint for Mental Health and Addictions](#). At that time, a policy recommendation was made to develop a health human resources plan for mental health and addictions.
- This plan included expanding the use of specialist mental health and addictions nurses. NSH and IWK identified a need to re-introduce advanced clinical nurse specialists on mental health and addictions teams; “hard to fill positions”.
- Dalhousie University Faculty of Health received a request from the Department of Health & Wellness, in collaboration with Nova Scotia Health & IWK, to submit a proposal to respond to need for local supply of Advanced Practice Nurses with clinical expertise in mental health and addictions. to address the mental health and addictions needs that focus on access, integration and continuum of care.

Clinical Specialties

Graduates of this program will have career opportunities in advanced nursing practice, nursing leadership, nursing education and management/administration among others.

Students will be educated to holistically assess client needs at an advanced level, provide psychotherapies and other treatments and monitor responses to treatment.

Program offers advanced clinical assessment skills geared towards patients who have mental health and/or addictions issues and their families- additionally, this program has a clinical component.

Curriculum

The MN-MH&A program combines didactic and clinical learning which enables nurses with experience in mental health and addictions to develop advanced competencies required for the provision of mental health and addictions care in a variety of community and organizational settings.

For more information on the program, please visit our [website](#).

Program Eligibility

The program is Intended for Registered Nurses who already have clinical experience in mental health and addictions seeking to enhance their clinical assessment skills and expertise.

At the time of application, successful candidates must have a minimum of 2 years of recent relevant clinical experience (3,750+ hours) working as a Registered Nurse in mental health and addictions. This requirement is non-negotiable.



SECTION D – SOURCES OF FUNDING

Students should always consult the [Faculty of Graduate Studies website](#) for the most up-to-date information and forms.

SOURCES OF FUNDING FOR MASTER OF NURSING STUDENTS

School of Nursing Awards and Scholarships

School of Nursing departmental entrance and in-progress awards and scholarships are available to graduate students.

[Visit our website for more information on departmental scholarships.](#)

[Faculty of Graduate Studies Scholarships and Awards](#)

[Available Awards for In-Program Students](#)

- The [A.S. Mowat Prize](#) was established in memory of Alexander S. Mowat, Chair of the Department of Education (1939-1969), to commemorate his contributions to education in Nova Scotia. The A.S. Mowat Prize is available to a full-time student in their first year of a master's program in any discipline at Dalhousie University
- [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.
- [African Nova Scotian Graduate Scholarship](#) is awarded annually to an African Nova Scotian who has either recently started or is planning to pursue graduate studies at Dalhousie. The objective of these scholarships is to increase the representation of African Nova Scotian students in the university's graduate programs, and ultimately in the academy and in advanced professional occupations. The scholarship may be held for a maximum of two years of full-time studies. For students who are in-program at the time of application, the award will begin in May following the competition. In-progress master's students may only hold the award up until the end of their second full-time year in program. Eligible in-progress doctoral students can typically hold the award for the full two-year duration. Part-time students may hold the award at 50% value until the original eligible award amount is reached.
- [Indigenous Graduate Scholarship](#) is awarded annually to an Indigenous Student who has either recently started or is planning to pursue graduate studies at Dalhousie. The objective of these scholarships is to increase the representation of Mi'kmaq and Indigenous scholars in the university's

graduate programs, and ultimately in the academy and in advanced professional occupations. The scholarship may be held for a maximum of two years of full-time studies. For students who are in-program at the time of application, the award will begin in May following the competition. In-progress master's students may only hold the award up until the end of their second full-time year in program. Eligible in-progress doctoral students can typically hold the award for the full two-year duration. Part-time students may hold the award at 50% value until the original eligible award amount is reached.

OUTSIDE FUNDING

Students are encouraged to identify outside sources of funding, including those listed below. Students are advised to consult with their supervisor for guidance in identifying sources of funding and assistance in submitting a strong application.

[Canadian Nurses Foundation](#)

[Health Canada](#)

[MITACS](#)

[Research Nova Scotia \(https://researchns.ca/\)](https://researchns.ca/)

[Tri-Council: Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada and Social Sciences and Humanities Research Council](#)

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

[Alzheimer Society of Canada](#)

[Canadian Cystic Fibrosis](#)

[Canadian Liver Foundation](#)

[Canadian Lung Association](#)

[Heart and Stroke Foundation](#)

[Kidney Foundation of Canada](#)

[Multiple Sclerosis Society of Canada](#)

[The Canadian Cancer Trials Group](#)

[The Savoy Foundation \(research in the field of epilepsy\)](#)

[VON Canada Foundation](#) - Dr. Helen K. Mussallem VON Education Fund

- Dr. Judith Shamian Fund

Visit FGS for more information about [Master's Scholarships, Bursaries and Awards](#).

and [Nova Scotia College of Nursing \(NSCN\)](#) websites for additional sources.

NURSING RESEARCH & DEVELOPMENT FUND

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.

Eligible applicants

The Principal Investigator or Co-Principal Investigator must be a Dalhousie University School of Nursing Faculty member, Adjunct Faculty, Graduate Student or Post Doctoral Fellow. Graduate Students and Post Doctoral Fellows from another discipline are eligible if their supervisor is a faculty member in the School of Nursing and their research is nursing related. Preference is given to Graduate Students.

Competitions

1 February, 1 May and 1 November each year.

There are three types of available awards, ranging from \$2500 to \$5000.

Operating Grants	\$5,000
Development Grants	\$5,000
Dissemination Grants	\$2,500

MARGARET INGLIS HAGERMAN RESEARCH FUND

The Margaret Inglis Hagerman Nursing Research Fund was established in 2020 with a generous donation from Margaret Inglis Hagerman to support research in line with the Nursing Research & Development Fund.

Dalhousie University School of Nursing Graduate Students and Post Doctoral Fellows are eligible for these grants.

Eligible applicants

Registered nurses enrolled in graduate studies or postdoctoral fellowships at the School of Nursing, Dalhousie University are eligible to apply.

There are three types of available awards, ranging from \$2500 to \$5000.

Grants

Operating Grants	\$5,000
Development Grants	\$5,000
Dissemination Grants	\$2,500

OPERATING GRANTS

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

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

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 \$2,500.00)

Please refer to [Dissemination Grant Guidelines](#)

EVALUATION CRITERIA

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. (2) demonstration of the contribution to research-based nursing practice, management and/or education. Successful applicants may only hold one grant at a time.

At the end of the project, recipients are required to complete the [Nursing Research & Development Fund Operating, Development and Dissemination Grant End of Project Form](#) and email to julie.barry@dal.ca

SUBMISSION DEADLINES: FEBRUARY 1, 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

- [Operating grant application](#)
- [Development grant application](#)
- [Dissemination grant application](#)

INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED.