



**DALHOUSIE**  
UNIVERSITY

**SCHOOL OF NURSING**  
75 YEARS OF EXCELLENCE

**Master of Science in Nursing**  
**STUDENT HANDBOOK**

*For the academic year*  
*2025/2026*  
*2026/2027*

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**SECTION A - GENERAL INFORMATION**

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



### **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 centre 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 centre 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 consideration. 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 and 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 behaviours

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.

Agger, B. (2013). *Critical social theories: An introduction*. London, UK: Oxford University Press

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie

Canadian Nurses Association Code of Ethics.

<https://www.cna-aicc.ca/en/on-the-issues/best-nursing/nursing-ethics>

Canadian Nurses Association Position Statement on Interprofessional Collaboration.

<https://www.cna-aicc.ca/en/on-the-issues/better-care/interprofessional-collaboration>

<https://www.tandfonline.com/doi/abs/10.1080/17449642.2012.733590>

Canadian Nurses Association (2019). <https://www.cna-aicc.ca/en/nursing/advanced-nursing-practice>

Freeman, M., & Vasconcelos, E.F.S. (2010). Critical social theory: Core tenets, inherent issues. In

M. Freeman (Ed.), *Critical social theory and evaluation practice. New Directions for Evaluation*, 127, 7–19. San Francisco: Jossey-Bass.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.

Mezirow, J. (1995). Transformation Theory of Adult Learning. In M. Welton (Ed.), *In Defense of the Lifeworld: Critical Perspectives on Adult Learning* (pp. 37-90). New York: State University of New York Press.

Northhouse, P.G. (2004). *Leadership: Theory and practice* (3rd ed.). London: Sage.

Ryan, G. (2018). Introduction to positivism, interpretivism and critical theory. *Nurse Researcher*, 25(4), 14–20. <https://doi.org/10.7748/nr.2018.e1466>

Torres, C. A. (2012). Critical social theory: A portrait. *Ethics and Education*, 7(2), 115-124, DOI: 10.1080/17449642.2012.733590

## **PROGRAM OUTCOMES**

The Dalhousie Master of Science in Nursing program prepares graduates who:

- Understand knowledge and knowledge construction within the discipline and where appropriate outside the discipline
- Critically synthesize research to support a sustained argument in writing
- Comprehend research methodologies to create knowledge
- Communicate ideas, issues, and conclusions

## **PROGRAM GOALS**

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

To meet these 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.

## PROGRAM OVERVIEW

The MScN is comprised of five 3-credit hour courses and a thesis, for a total of 27 credit hours. Graduate nursing students work with their thesis supervisor to develop a research question, acquire research preparation in all aspects of discovery, and to select the theory course that will best align with the identified area of research. Through seminar discussion, presentations, preparation of academic papers and the conduct of research, students acquire the knowledge, skills and attributes that are the basis for leadership as academics or as clinician scientists.

The MScN program may be undertaken as full-time or part-time study. Requirements must be completed within the guidelines set by the Faculty of Graduate Studies (full-time, 2 years; part-time, 4 years).

The MScN program requirements do not include elective courses. However, with the advice/consent of the supervisor, students may complete up to 6 credit hours in total, of either ancillary, audit or independent/directed study courses that will add content required for the proposed research. Please see [FGS Regulation 7.7.2 Ancillary Courses](#), [FGS Regulation 7.7.3 Audits](#), and [FGS 7.7.4 Independent Study, Directed Readings and Special Topics Courses](#) for more information.

**Ancillary courses must be added to a student's program requirements on GSIS, to avoid additional tuition charges.** Therefore, it is critical that the supervisor and student notify both the Associate Director and the Graduate Programs Coordinator of any additional courses taken over and above degree requirements.

If such a course is chosen from offerings outside the School of Nursing, it must be approved by the Associate Director Graduate Studies; a request must be submitted Faculty of Graduate Studies and must be approved with a Graduate Student [Letter of Permission](#).

## DEGREE REQUIREMENTS

Course Code	Course Name	Credit hrs
NURS 5050	Nursing Philosophy, Knowledge and Theory	03
NURS 5100	Qualitative Research Methods	03
NURS 5120	Quantitative Research Methods	03
HPRO5503/ KINE 5503 (or equivalent)	Intermediate statistics	03
<b>One of the following:</b>		
NURS 5540	Health Needs of People: Theoretical Insights and Application	03
NURS 5550	Marginalized Populations: Theoretical Insights and Application	
NURS 5560	Transformative and Innovative Health Systems Planning	
NURS 5570	Introduction to the Science and Practice of Knowledge Translation	
NURS 9000	Master's Thesis	12
	TOTAL CREDIT HOURS	27

## COURSE SEQUENCING

### **Full time option**

	YEAR 1	YEAR 2
Fall	NURS 5050 (3 credits) NURS 5100 (3 credits) 1 Graduate Elective (3 credits) Choose from: <ul style="list-style-type: none"> <li>• NURS 5540</li> <li>• NURS 5550</li> <li>• NURS 5570</li> <li>• NURS 5560</li> </ul>	<ul style="list-style-type: none"> <li>• NURS 9000 (12 credits)</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• NURS 5120 (3 credits)</li> <li>• Intermediate Statistics (ie. HPRO 5503) (3 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• NURS 9000 (continued)</li> </ul>

### **Part time option**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Fall	NURS 5050 (3 credits)	NURS 5100 (3 credits) Intermediate Statistics - ie. HPRO 5503 (3 credits) *Can be taken in Fall or Winter	NURS 9000 (12 credits)	NURS 9000 (continued)
Winter	1 Graduate Elective (3 credits) Choose from: <ul style="list-style-type: none"> <li>• NURS 5550</li> <li>• NURS 5560</li> </ul>	NURS 5120 (3 credits) Intermediate Statistics - ie. HPRO 5503 (3 credits) *If not already taken in Fall	NURS 9000 (continued)	NURS 9000 (continued)

## MSCN COURSE DESCRIPTIONS

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

The timetable is found online: [Dalhousie University Timetable](#)

### **NURS 5050                      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 5100                      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 5120                      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 5540                      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 5550                    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                    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                    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 9000                    Master's Thesis**

The thesis requires a three- or four-member Thesis Supervisory Committee which includes a Thesis Supervisor and Readers (see complete regulations in Thesis Information section of this handbook and in Graduate Academic Calendar, under [FGS Regulation 10: Thesis Regulations](#)). The thesis provides experience in research in which the student plans and conducts a research study related to nursing.

**Ancillary course(s) that can be taken as part of the MSCN degree program (as determined by Supervisor/Supervisory Committee)**

Ancillary Courses may be taken, in addition to mandatory courses, in any area consistent with the student's learning goals and area of interest or research, and in consultation with the student's supervisor. **Ancillary Courses taken outside the School of Nursing must be approved by the Associate Director Graduate Studies.** Ancillary courses taken at other institutions must be approved with a Letter of Permission. As well, ancillary courses in nursing are available as resources permit ([check the academic timetable](#) [and with the Graduate Programs Coordinator.

**NURS5610.03****Advanced Practice Role Development**

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

**NURS5110.03****Qualitative Research: Learning Grounded Theory**

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

**NURS5130.03****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.

**NURS5140.03**      **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.

**NURS5895.03**      **Introduction to Epidemiology Methods in Nursing Practice**

This introductory course is intended to provide students at both the undergraduate and graduate level with a working knowledge and understanding of the basic concepts and methods of epidemiology. The focus of this course will be on the analysis and interpretation of information about disease and other health related occurrences at a population level within a Public Health Nursing context. This course will also introduce students to concepts for developing and evaluating public health programs. A clinical background and a basic understanding of statistics are an asset but not necessary.

**NURS6000.03**      **Healthcare Leadership in the 21<sup>st</sup> Century**

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

## MSCN ADMISSION REQUIREMENTS

Candidates are accepted under the general regulations of the [Faculty of Graduate Studies](#). Meeting minimal requirements does not ensure admission.

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

1. All applicants must be licensed to practice as a registered nurse (active practitioner) in a province in Canada or in a foreign country.
2. Applicants for the MScN program must have a 4-year bachelor's degree or equivalent and normally a minimum "A-" standing (3.7 grade point average). Students with a 3.3 GPA or higher are encouraged to apply, as all aspects of an application are given equal consideration.
3. Undergraduate-level classes in research and statistics are required.
4. A resume and statement of career goals are required of all applicants.
5. THREE references are required, with the contact details of each referee provided when completing the online application:
  - Two (2) letters of academic reference (e.g., former professor or a thesis supervisor)
  - One (1) letter of professional reference (e.g., current employer). For any questions regarding academic references, the applicant should contact the Graduate Programs Coordinator at [graduate.nursing@dal.ca](mailto:graduate.nursing@dal.ca).
6. A personal interview with the Associate Director Graduate Studies, School of Nursing, or their designate(s) is required.

NOTE: Upon entry, each student will be assigned a thesis supervisor. MScN students will be matched with a faculty member's research area. However, it is highly recommended that if possible, applicants will have contacted a faculty member prior to application, who can agree to be their supervisor.

### **Official English Proficiency Test Score Results: For international applicants whose first language is not English, minimum scores for English proficiency are:**

IELTS 7	TOEFL 92 (internet based)
ME LAB 85	Can Test 4.5 overall, with no band score lower than 4.0
PIEA 65 overall, with no band score lower than 54	MEI C1-level and 4-skills test required 64 (with no skills area below 53)
	CAEL 70 overall, with no band score lower than 60

Approved GSC11 Jan 2021; Council 25 Jan 2021

 <b>DALHOUSIE UNIVERSITY</b> <b>GRADUATE STUDIES COMMITTEE</b>	<b>Policy Sponsor:</b> School Council	<b>Approval Date:</b> June 19, 2012
	<b>Responsible Unit:</b> School of Nursing	<b>Amendments:</b> September 26, 2016 July 11, 2019 June 22, 2020 April 22, 2021

**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 tenure, 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:
  - o Graduation with an MN, MScN, or PhD degree
  - p 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 Makes 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

 <p><b>DALHOUSIE UNIVERSITY</b></p> <p><b>Graduate Student Affairs Committee</b></p>	<p><b>Policy Sponsor:</b> School Council</p> <p><b>Responsible Unit:</b> School of Nursing</p>	<p><b>Approval Date:</b> June 19, 2012</p> <p><b>Amendments:</b> June 22, 2015 March 28, 2016</p>
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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

## SCHOOL OF NURSING FACULTY WITH FGS MEMBERSHIP

<b>ASTON, Megan (Dr.)</b> Professor & Associate Director, Research and International Affairs & Director, Centre for Transformative Nursing & Health Research	<a href="mailto:Megan.Aston@Dal.Ca">Megan.Aston@Dal.Ca</a>
<b>CAMPBELL-YEO, Marsha (Dr.)</b> Professor, Neonatal Nurse Practitioner	<a href="mailto:Marsha.Campbell-Yeo@Dal.Ca">Marsha.Campbell-Yeo@Dal.Ca</a>
<b>CASSIDY, Christine (Dr.)</b> Associate Professor	<a href="mailto:CCassidy@Dal.Ca">CCassidy@Dal.Ca</a>
<b>CHIRCOP, Andrea (Dr.)</b> Associate Professor	<a href="mailto:Andrea.Chircop@Dal.Ca">Andrea.Chircop@Dal.Ca</a>
<b>CURRAN, Janet (Dr.)</b> Professor, Research Chair Quality and Patient Safety, IWK	<a href="mailto:JaCurran@Dal.Ca">JaCurran@Dal.Ca</a>
<b>GOLDBERG, Lisa (Dr.)</b> Associate Professor	<a href="mailto:Lisa.Goldberg@Dal.Ca">Lisa.Goldberg@Dal.Ca</a>
<b>GRAHAM, Laurie</b> NP Coordinator & Lecturer	<a href="mailto:LaurieGraham@Dal.Ca">LaurieGraham@Dal.Ca</a>
<b>IDUYE, Damilola</b> Senior Instructor	<a href="mailto:Damilola.Iduye@dal.ca">Damilola.Iduye@dal.ca</a>
<b>JEFFERIES, Keisha (Dr.)</b> Assistant Professor & Dalhousie University Research Chair Director of M-BRACe (Multidisciplinary Black Research and Advocacy Centre)	<a href="mailto:Keisha.Jefferies@Dal.Ca">Keisha.Jefferies@Dal.Ca</a>
<b>LACKIE, Kelly (Dr.)</b> Associate Professor & Associate Director, Simulation-based Education and Interprofessional Education	<a href="mailto:KLackie@Dal.Ca">KLackie@Dal.Ca</a>
<b>LANE, Jennifer (Dr.)</b> Assistant Professor	<a href="mailto:Jennifer.Lane@Dal.Ca">Jennifer.Lane@Dal.Ca</a>
<b>LATIMER, Margot (Dr.)</b> Professor, Indigenous Health Chair in Nursing	<a href="mailto:MLatimer@Dal.Ca">MLatimer@Dal.Ca</a>
<b>MARTIN-MISENER, Ruth (Dr.)</b> Professor & Director School of Nursing & Assistant Dean Faculty of Health	<a href="mailto:Ruth.Martin-Misener@Dal.Ca">Ruth.Martin-Misener@Dal.Ca</a>
<b>MITCHELL, Carolyn (Dr.)</b> Senior Instructor and Assistant Director, Graduate Clinical Nursing Programs	<a href="mailto:Carolyn.Mitchell@Dal.Ca">Carolyn.Mitchell@Dal.Ca</a>
<b>MOODY, Elaine (Dr.)</b> Assistant Professor	<a href="mailto:Elaine.Moody@Dal.Ca">Elaine.Moody@Dal.Ca</a>
<b>PRICE, Sheri (Dr.)</b> Professor & Associate Director, Graduate Programs	<a href="mailto:Sheri.Price@Dal.Ca">Sheri.Price@Dal.Ca</a>
<b>STEENBEEK, Audrey (Dr.)</b> Professor	<a href="mailto:A.Steenbeek@Dal.Ca">A.Steenbeek@Dal.Ca</a>

## TAKING COURSES AT OTHER UNIVERSITIES

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

Graduate level class(es) may be taken at a university other than Dalhousie. **The classes must be approved by the student's supervisor and the Associate Director, Graduate Studies PRIOR to enrolment in the class.**

Students must submit the Letter of Permission and Additional Processing Information forms, available on [Faculty of Graduate Studies' website](#), 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 PhD (Nursing) 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	

Withdrawal 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 DalOnline, 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.



## **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](#)

## 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)

## 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](mailto: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 7<sup>th</sup> 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](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](mailto: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.**

## 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

| NURSING

**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

Student Absence Regulation

Release of Information About Students

Student Accommodation Policy

Policy on the Submission of Student Papers

Intellectual Honesty

Discipline

Academic Dishonesty

Senate Discipline Committee

Code of Student Conduct

Hazing Policy

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

## REGISTRATION

### **Program Registration**

All Graduate Degree students in the School of Nursing at Dalhousie University are Program Fee Students. Program fee students must pay fees on a per term basis three times a year and must maintain their registration for the Summer, Fall, and Winter semesters. Students continuing beyond their initial program fee requirement period will be assessed continuing fees on a per-semester basis.

### **Full-Time Status**

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

### **Part-Time Status**

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

### **Changing Registration Status**

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

### **Thesis Supervision**

Students may conduct their thesis (NURS9000) in a community other than Halifax under the supervision of a faculty member who meets criteria delineated in Section B of the Handbook.

## TRANSFER CREDITS/ADVANCE STANDING FOR GRADUATE COURSES TAKEN PRIOR TO ENTRY TO THE MSCN PROGRAM

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

[Current students | Faculty of Graduate Studies | Dalhousie University](#)

## 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	

Withdrawal 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 DalOnline, 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 , 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](#)

**GUIDELINES FOR GRADUATE STUDENT ADVISEMENT**

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

**Process of Student Advisement**

1. Each student, upon entry into the Master of Science in Nursing program, will be assigned a supervisor matching appropriately the student's identified area of research study to a faculty member's expertise whenever possible.
2. The supervisor, who will act as academic advisor, will advise the student throughout their program unless either the student or advisor requests re-assignment.
3. The steps to be followed in the process of advisement are as follows:
  - a) The Associate Director Graduate Studies will assign the incoming student(s) to a supervisor and notify the supervisor of the assignment.
  - b) The student will be notified of the assignment of the supervisor and will be asked to contact the supervisor (in person, by telephone, or by email).
  - c) If the student wishes to change supervisors, they must notify the supervisor of such a change and work with the Associate Director to obtain assistance with identifying a new supervisor and approval of the new supervisor.
  - d) If the supervisor does not wish or is not able to continue advising the student, they must notify the student of the change and request the Associate Director identify a new supervisor.
  - e) During the term of faculty sabbatical leave, the duties of supervisor will be discussed with the Associate Director Graduate Studies and a plan made for student advising/supervision.
  - f) It is the responsibility of the student to initiate meetings, at least yearly or as needed, with the supervisor. It is the responsibility of the supervisor to indicate in the student's file that the meeting has taken place.

## RESPONSIBILITIES OF SUPERVISOR

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

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

**SECTION B – THESIS INFORMATION**

**9000-THESIS**

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

### Purpose

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

### Criteria

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

1. Theses are done by one person and must show evidence of independent scholarship.
2. Theses must show evidence of precise, scholarly writing. Form and style must be consistent and conform to the American Psychological Association (APA 7<sup>th</sup> edition) format, except when superseded by Faculty of Graduate Studies regulations (see Faculty of Graduate Studies Regulations for Submission of Theses: [Faculty of Graduate Studies Website](#))
3. Documents are returned to students for change and/or rewriting until expectations are met.
4. Theses are made part of the library holdings and are available through the Dalhousie University Collections: <https://libraries.dal.ca/find/theses.html>
5. The thesis may be a theoretical or practical problem which focuses heavily on research methodology. The findings are academically defensible.
6. The thesis is graded as "approved" or "not approved".

## GENERAL COMMENTS

- Students will elect an area within a faculty member's research interests. Faculty are under no obligation to agree to supervise a thesis if they have no interest or expertise in a research topic.
- The thesis is done under the guidance of the Thesis Supervisory Committee (see Committee Composition below).
- Considerable research and writing by faculty members occurs during the summer months. The need to protect time for scholarly activities may result in different levels of access to faculty over the summer. Students should note suggested procedures later in this section.
- All local agencies/institutions have established policies for researchers to follow if they are seeking access to conduct nursing research. Be sure to obtain the information from your Thesis Supervisor.
- Consistent form, style and accepted rules of grammar must be used throughout the thesis. Candidates are required to follow the APA Style Manual (7<sup>th</sup> ed.) for the preparation of a thesis which has been approved by the Thesis Supervisor. Candidates are reminded of their responsibility to conform precisely to the style manual in the preparation of the manuscript except where Faculty of Graduate Studies regulations state otherwise (see Faculty of Graduate Studies Thesis Format Guidelines, [Faculty of Graduate Studies Website](#)). The Faculty of Graduate Studies Regulations always supersede. The acceptable standard must be met before the thesis is given final approval and until such standards are met, the candidate is not eligible for graduation. Contact [thesis@dal.ca](mailto:thesis@dal.ca) for regulations particular to the Faculty of Graduate Studies.

## IDENTIFICATION OF THESIS TOPIC AND THESIS SUPERVISORY COMMITTEE

### Process

1. Students are encouraged to identify a supervisor, whose research interests align with those of the student, during the application process. The Associate Director of Graduate Studies can help applicants find a supervisor before applying to the program
2. Supervisor and student will identify sources of student funding and prepare applications.
3. The composition of the Thesis Supervisory Committee is determined by the nature of the research project to be undertaken. The Thesis Supervisor assists the student with the selection of appropriate members for the Thesis Supervisory Committee.
4. Following preliminary discussions with the Thesis Supervisor, the student will prepare a **one- or two-page double-spaced summary of the proposed thesis topic and approach.** The purpose of this summary statement is to demonstrate clearly to the proposed Thesis Supervisory Committee members the research focus and the student's familiarity with the topic. The summary will include:
  - the topic and a statement of the problem or question to be explored.
  - a brief description of current literature in the area.
  - a brief overview of the proposed method, with rationale.
5. The summary is submitted to each of the proposed members of the Thesis Supervisory Committee.
6. A Master of Science in Nursing (MScN) Thesis Supervisory Committee Approval Form is signed by all Thesis Supervisory Committee members, signifying confirmation of their committee membership. The form is available on the School of Nursing Graduate Nursing MyDal site, the School of Nursing website, or from the Graduate Programs Coordinator. The MScN Thesis Supervisory Committee form is approved by the Associate Director, Graduate Studies. The Graduate Programs Coordinator will record the Thesis Supervisory Committee membership on the Graduate Studies Information System [Dal Online].
7. When the composition of the Thesis Supervisory Committee has been approved, the Committee assumes responsibility for supervising the further development, implementation, and reporting of the research project. Once approved, the membership of the Thesis Supervisory Committee remains constant until the Final Oral Defence has been successfully completed and the thesis has been submitted electronically. Only under exceptional circumstances is the Committee membership altered.

## COMMITTEE COMPOSITION

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

- The Thesis Supervisor and one other member of the Thesis Supervisory Committee must be faculty in the School of Nursing.
- All members of the Thesis Supervisory Committee must have membership in the Faculty of Graduate Studies.
- One member of the committee must be a registered nurse.
- The third member may be a faculty member within the Dalhousie School of Nursing, a faculty member from another department or from another university nursing school or may be a clinician.
- The committee may consist of more than 3 members; however, the number of committee members external to Dalhousie University cannot exceed the number of internal members.
- A fourth member may be a member of the community

## IDENTIFICATION OF THESIS SUPERVISOR

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

- Have a doctoral degree.
- Demonstrate high levels and standards of academic performance in research and scholarly contributions, with demonstrated continuing activities whose results are disseminated through peer-reviewed publications and conference abstracts or proceedings, as well as professional reports based on research and research contracts. A minimum of one product per year is required.
- Currently hold external funding, as a principal or co-principal investigator or co-investigator.
- Have participated as a reader on at least two Master's committees or served as a co-supervisor for a Master's thesis committee through to a successful defense.
- Is a member of the Centre for Transformative Nursing and Health Research.
- When the faculty member has not previously served as a supervisor for a nursing thesis, they begin with co-supervision to completion of the thesis.
- When the Thesis Supervisor is an Adjunct Faculty Member at another university school of nursing, a member of the Graduate Studies Committee will serve as Thesis Co-Supervisor.
- The Thesis Supervisor is responsible for ensuring the Thesis Supervisory Committee has balanced skills.

## **GUIDELINES ON THE SUPERVISION OF GRADUATE STUDENTS**

Guidelines are found in Regulation 9, Thesis Supervisors and Supervisory Committees, at the URL:

[Dalhousie Academic Calendars - View Calendar](#)

## **SELECTION OF THESIS SUPERVISORY COMMITTEE MEMBERS**

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

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

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

## EXPECTATIONS/REQUIREMENTS OF MSCN STUDENTS

### Progress

1. Students are expected to complete the program in the following timeframes:
  - Full-time 2 years
  - Part-time 4 years
2. Students will be matched with a thesis supervisor during the admissions review process. The Thesis Supervisor will sign a Master of Science in Nursing Thesis Supervision form which must be approved by the Associate Director, Graduate Studies. The Thesis Supervisor will be identified on the Graduate Student Information System. (GSIS). The thesis supervisor will serve as the student's academic advisor.
3. The student has the right to change supervisor (FGS Regulation 9.4.5) when they offer convincing argument to the Associate Director Graduate Studies for the change and the change can be accommodated by the School of Nursing. The student is responsible for communicating their decision to the supervisor.
4. Students are expected to familiarize themselves with the Responsibilities of Supervisors, Responsibilities of Students, Rights of Supervisors, Rights of Students, and Responsibilities of the Department, as delineated in the [Faculty of Graduate Studies Regulations 9.4.2-9.4.](#)
5. Following preliminary discussions with the faculty member who may be the Thesis Supervisor, the student will prepare a two-page, double-spaced summary of the proposed thesis topic and approach.
6. Thesis development work should begin concurrently with course work.
7. With the advice and guidance of the thesis supervisor, other members of the Thesis Supervisory Committee will be identified. The Thesis Supervisory Committee will be comprised minimally of the three members, the Thesis Supervisor and two Readers, all of whom must have membership in the Faculty of Graduate Studies (FGS). The supervisor and one reader must be School of Nursing faculty members. If a potential reader does not have FGS membership, external scholar status must be sought with the submission to the Graduate Programs Coordinator of a curriculum vitae, home address, and telephone number of the proposed scholar. The number of external scholars cannot exceed the number of Dalhousie faculty (i.e. Dalhousie employed) having FGS membership. In the case of co-supervision, the two co-supervisors count as one member. The optimal number of committee members should not exceed four. The Committee is not formally constituted until the Thesis Supervisory Committee Approval Form has been signed by all parties and submitted to the Graduate Programs Office.

8. The student will obtain from the Graduate Programs Coordinator a Thesis Supervisory Committee Approval Form, obtain the signatures of all members of the Committee, and submit the form to the Graduate Programs Office. Members of the Thesis Supervisory Committee will be identified on the Graduate Student Information System (GSIS).
9. While the student normally will work closely with the Thesis Supervisor in the preparation of the draft proposal, ethics submission, and draft thesis, the full Thesis Supervisory Committee will meet with the student at least twice a year (FGS Regulation 9.3). Following these meetings, written feedback will be given to the student on a Record of Graduate Thesis Supervisory Committee Meetings form and a copy placed in the student's file.
10. Ethics applications will be prepared in tandem with the proposal and ready for submission upon successful proposal review.

### **Performance**

1. The Centre for Transformative Nursing and Health Research (CTNHR) have presentation opportunities on a regular basis, providing opportunity for scholarly exchange among students and faculty. Students are encouraged to present at the series and attend sessions regularly.
2. Publications are considered evidence of scholarly performance and students are encouraged to prepare at least one manuscript for submission to a scholarly journal by the end of the program.
3. Submission to a journal of a manuscript derived from the student's thesis is expected within 6 months of the completion of the MScN degree. In the absence of this submission, the study supervisor will have the right to publish the manuscript with the student's contribution appropriately acknowledged, provided the student completes the required documentation for authorship.
4. Scholarships and funding awards are necessary to support student progress. Students must work with their thesis supervisor when preparing an application for any funding award. Students should take advantage of existing opportunities within Dalhousie to develop grant and scholarship writing skills, e.g. CTNHR. These are communicated to students via the graduate programs list serve.
5. Supervisors will conduct performance and progress reviews of students in November and April, based on completion of the Master of Science in Nursing Program Completion Timeline.
6. Annual Progress Reports are completed by the student, supervisor, and Associate Director Graduate Studies and submitted electronically to the Faculty of Graduate Studies.

7. Students are expected to read and comply with the Faculty of Graduate Studies regulations as outlined in the Calendar and with School of Nursing policies as outlined in the Master of Science in Nursing Student Handbook (nursing.dal.ca).
8. Students are expected to spend as much time as possible in the academic environment.
9. Students are encouraged to serve as teaching assistants or research assistants in the undergraduate program

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Name

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Associate Director's Signature

Approved GSC 11 Mar 2019; Council 25 Mar 2019

## **RESEARCH SCHEDULE**

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

- a) students and supervisor(s) will complete timelines (April & November).
- b) deviations from the timeline will necessitate completion of an updated timeline.

### **PREPARATION STEPS**

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

### **PRELIMINARY DRAFTS**

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

### **PROPOSAL REVIEW MEETING**

The purpose of the Proposal Review Meeting (PRM) is to determine the acceptability of the research proposal submitted by the student. The members of the Thesis Supervisory Committee are expected to have read the proposal thoroughly prior to the PRM. The student and Thesis Supervisory Committee members must meet immediately prior to submitting information to the appropriate Ethics Board/Committee, to discuss issues around the thesis proposal.

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

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

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

Following the Proposal Review Meeting, the Thesis Supervisor distributes the written report to the student and Thesis Supervisory Committee members.

### **PROCESS**

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

### **ETHICS APPROVAL**

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

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

***If the student is recruiting through the IWK Health Centre or Nova Scotia Health, then ethics will be required only from one of these institutions and not from Dalhousie University.***

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

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

Forms and guidance documents are found on the Office of Research Ethics Administration web site: <https://www.dal.ca/dept/research-services.html>. Please refer to this website for all information related to [ethics guidelines](#).

**The Thesis Supervisor will provide advice regarding the ethics approval process. The student and supervisor must adhere to Dalhousie and health agency policies on integrity in scholarly activity and research ethics.**

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

## **DATA COLLECTION**

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

## **DATA ANALYSIS**

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

## **FINAL ORAL DEFENCE**

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

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

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

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

## **PROCESS AND RESPONSIBILITIES**

- The student polls Thesis Supervisory Committee members and informs the Thesis Supervisor of the times and dates Committee members are available for a Final Oral Defence.
- At least 4 weeks prior to the dates identified for the Final Oral Defence, the Thesis Supervisor will forward to the Associate Director, Graduate Studies the times and dates Committee members are available for Final Oral Defence.
- The Associate Director will confirm the Examination Committee Chair of the Final Oral Defence.
- The Graduate Programs Coordinator will send appropriate notification to Examination Committee Members, thereby confirming the time, date, and location of the Final Oral Defence.

- The student will:
  - a. at least 3 weeks prior to the Final Oral Defence, distribute copies of the final draft of the thesis to Thesis Supervisory Committee members.
  - b. submit an abstract, table of contents, and title page to the Graduate Programs Coordinator for use by the Examination Committee Chair.
  - c. come to the Final Oral Defence with a copy of the Thesis Approval Form, found on the  [Faculty of Graduate Studies website](#) (NetID Login Required).
- The Examination Committee Chair submits the report of the committee's decision to the Graduate Programs Coordinator, who distributes it to the Committee Members.

#### 1. Thesis Examination Committee Composition

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

- Thesis Supervisory Committee
- Supervisor/chair, at least one member, and additional member(s) as required (minimum, three members)
- Additional Examination Committee member
- Chair (Associate Director Graduate Studies or designate)

#### **Final Oral Defenses are conducted in the following manner:**

1. The final oral defence will be conducted in-person, online, or hybrid and is open to the public and usually includes students, faculty, friends, family, and colleagues.
2. The **Thesis Examination Chair** asks the student to present an overview of the study and the findings (**20-25 minutes**).

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

3. Following the conclusion of questioning by the Thesis Examination Committee, the Chair calls for further questions from the audience. When there are no further questions, the candidate and audience are asked to leave the room while the **Thesis Examination Committee** members deliberate.

4. Following deliberation, the Chair asks the **Thesis Examination Committee** for a recommendation of:
  - a) acceptance of the thesis as submitted, and acceptance of the oral defence.
  - b) acceptance of the thesis on the condition that minor modifications are made, and acceptance of the oral defence.
  - c) rejection of the thesis and oral defence.
  
5. The **Thesis Examination Chair** is responsible for recording the decision and recommendations of the Committee.
  - a) Should the thesis be considered acceptable, or acceptable on the condition that minor modifications are made, and the oral defence is acceptable, the **Thesis Examination Committee members** assign the candidate a grade of Pass and sign the signature page of the thesis. (A clear deadline for completion of modifications will be declared.)
  
  - b) Should the thesis be considered acceptable on the condition that significant modifications are made, the **Thesis Supervisor** holds the signed title page of the thesis until all modifications recommended by the **Thesis Examination Committee** have been satisfactorily completed. (A clear deadline for completion of modifications will be declared.)
  
  - c) Should the thesis or the defence of it be rejected, the candidate, upon the recommendation of the **Thesis Examination Committee**, may be given permission to submit a revised thesis and to sit for a second oral defence within a period of 6 months. The date for the second oral defence is set by the **Thesis Supervisor** in conjunction with the members of the **Thesis Examination Committee**.
  
  - d) Outright rejection.
  
6. The **Thesis Examination Chair** recalls the candidate and announces the decision and recommendations of the **Thesis Examination Committee**.
  
7. Following completion of the **Final Oral Defence**, the **Thesis Examination Chair** completes a written report of the defence, the **Thesis Examination Committee's** decision, and forwards this to the **Graduate Programs Coordinator** who distributes it to the **student** and **Thesis Examination Committee members**. If the **Thesis Examination Committee** has rejected the thesis and/or its defence, **the Associate Director, Graduate Studies** forwards a copy of the report to the **Dean, Faculty of Graduate Studies**. Should a candidate fail a second oral defence, they are automatically withdrawn from the program.

8. The **Master's Thesis Approval Form** will be prepared in advance of the oral defence and signed at the defence by the examining committee. If the **Thesis Examination Committee** members wish to oversee final changes in the thesis, they may withhold the signature until the changes are accomplished. The **Thesis Supervisor** will sign the form only when they have given final approval.

### **Preparation for Graduation**

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

## FACULTY OF GRADUATE STUDIES THESIS FORMAT GUIDELINES

Guidelines are found on the Faculty of Graduate Studies  
SharePoint site:

[Formatting Your Thesis](#) (NetID Login Required)

### PUBLISHING

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

### Authorship Guidelines

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

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

The student may not be listed as first author if someone other than they changes the manuscript significantly, for example, through collection of additional data or reinterpretation of the data.



## 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 SCIENCE IN 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 Health Graduate 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 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 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.

**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](mailto:julie.barry@dal.ca)

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

**INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED.**