



Dalhousie University
School of Nursing

Master of Nursing
STUDENT HANDBOOK

*For the academic year
2017-2018*

MASTER OF NURSING STUDENT HANDBOOK: TABLE OF CONTENTS

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SECTION A
GENERAL INFORMATION

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

Dalhousie University School of Nursing

Mission

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

Vision

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

We will be recognized for our:

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

Values

We value:

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

Strategic Directions

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

GRADUATE PROGRAMS PHILOSOPHY & 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 facilitate 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 values of social justice and inclusion and the belief that health is a right, not a privilege. Such values and beliefs also inform the School of Nursing's mission, its vision for the future, and the principles which guide our work. As practitioners, teachers and researchers, nurses occupy a privileged position of trust within which they care for and advocate for others, educate nurses, generate knowledge and shape policy that impacts the profession and the health and well-being of individuals, families, groups and communities.

The curriculum framework of the Dalhousie School of Nursing graduate programs prepares practitioners, professional practice leaders, and nurse scientists in the context of people-centred 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, Torres, 2012; Freeman & Vasconcelos, 2010). The importance of understanding the influence of history and culture as well as the need for critical discourse to achieve understanding and emancipation of existing knowledge constraints are essential components of the way nurse practitioners, 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. 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-Centred

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-centred 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 meeting 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-centred care. Not only do we want graduates to be reflective, moral, ethical, collaborators, we also expect

they be change agents who work continuously to transform systems in ways that progressively contribute to meeting the needs of the people who are the intended beneficiaries

To be people-centred 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-centred implies a set of beliefs such as; a) the ability of people to manage their health with support and information from healthcare providers; commitment to wellness care, not just illness care; and the needs of people are our first consideration. The goals of a people-centred approach include: (a) a reorientation of care from illness to wellness, (b) knowledgeable patients with improved ability to self-manage their health and (c) healthcare providers who are prepared to engage with patients to arrive at solutions together (Canadian Association for Patient Centred Health: <http://www.capch.org/>).

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 providing challenging well-mentored learning experiences and by modeling high moral standards.

Interprofessional Collaboration

Part of providing people-centred 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 (<https://www.cna-aiic.ca/en/on-the-issues/better-care/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 Foundation for the Advancement of Teaching.

Canadian Association for Patient Centered Health <http://www.capch.org/>

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>

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

<http://www.tandfonline.com/doi/abs/10.1080/17449642.2012.733590#.VPm-meH5G1M>

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. R. Welton (Ed.), *Defense of the lifeworld* (pp. 39-70). Albany, NY: State University of New York Press.

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

Taylor, E. W. (Mar 2007). An update of transformative learning theory: a critical review of the empirical research (1999-2005). *International Journal of Lifelong Education*, 26(2), 173-191.

PROGRAM OUTCOMES

The Dalhousie Master of Nursing program prepares graduates who:

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

PROGRAM GOALS

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

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

1. Develop an increased understanding of the social construction of nursing knowledge.
2. Synthesize knowledge from nursing and a range of health and other academic disciplines toward enhancing the principles and spirit of primary health care.
3. Synthesize theoretical, empirical, and experiential knowledge to become critically reflective and articulate practitioners.

4. Demonstrate leadership skills needed to influence change in nursing and health care on a professional, social, and political basis.
5. Contribute to ongoing scholarly advancement of nursing knowledge.
6. Develop, implement, and evaluate strategies for advanced nursing practice at the client and system level.

IN ADDITION, DEPENDING ON THE OPTION CHOSEN (Professional stream or Nurse Practitioner), THE GRADUATE WILL HAVE FOCUSED PREPARATION TO:

- Examine nursing and other relevant theories in relation to professional practice, and the application of theory to the four domains of scholarship; discovery, integration, application and teaching.
- Develop fluency in discussing theory both orally and in writing.
- Implement nurse practitioner competencies with specific populations in accordance with provincial and national standards.

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

PROGRAM OVERVIEW

There are two options in the Master of Nursing program:

The 36-credit hour Nurse Practitioner (NP) option is comprised of three core courses and eight NP-specific courses. Through seminar discussion and presentation, preparation of academic papers, and focused clinical practicum experiences, students acquire the knowledge, skills and attributes that are the basis for professional and clinical leadership.

The 30-credit hour professional stream is comprised of 10 courses: three core courses, two theoretical foundation courses, two focused electives, and three open electives. Students who complete the MN professional stream will be prepared to serve as professional practice leaders. They will be key to fulling leadership, policy, and management roles at all levels of the healthcare system.

ADMISSION REQUIREMENTS FOR THE MASTER OF NURSING (MN) AND MASTER OF SCIENCE IN NURSING (MScN) PROGRAMS

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

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

1. All applicants must be licensed to practice as a registered nurse (active practitioner) in a province in Canada or in a foreign country. Students completing the Nurse Practitioner option must be licensed/registered in the province or territory in which they complete clinical practice as a student.

2. Applicants for the MN program must have a 4-year bachelor's degree or equivalent with a minimum "B+" standing (3.3 grade point average). Applicants for the MScN program must have a 4-year bachelor's degree or equivalent with a minimum "A-" standing (3.7 grade point average) .
3. Undergraduate-level classes in research and statistics, completed within 10 years of beginning the program, are required.
4. Applicants for the MN Professional stream and MScN are not required to have nursing experience prior to application. Applicants for the Nurse Practitioner option must have completed a minimum of the equivalent of 2 years full-time recent relevant clinical practice.
5. A resume and statement of career goals are required of all applicants.
6. THREE letters of reference are required: Two (2) letters of academic reference (e.g., former professor or a thesis supervisor); one (1) letter of professional reference e.g. current employer).
7. 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 an advisor. MScN students will be matched with a faculty member's research area.

8. Official English Proficiency Test Score Results: For international applicants whose primary language is not English, minimum scores for English proficiency are:

IELTS 7	TOEFL 92 (internet based)
MELAB 85	CanTest 4.5 overall, with no band score lower than 4.0
PTEA 65 overall, with no band score lower than 54	CAEL 70 overall, with no band score lower than 60

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

For program information contact Graduate Nursing Programs (902-494-2397) or email nursing.inquiries@dal.ca

Approved GSC 9 Jan 2017; Approved SON Council 23 Jan 2017



Dalhousie University

GRADUATE STUDIES COMMITTEE TERMS OF REFERENCE

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

Purpose

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

Membership

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

Responsibilities

The Graduate Studies Committee:

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

Approved, School Council 26 Sep 2016



Dalhousie University

**GRADUATE STUDENT AFFAIRS COMMITTEE
TERMS OF REFERENCE**

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

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

Membership: *Ex officio* Member and Chair: Associate Director, Graduate Studies Committee

Elected Voting Members: Four members of Full Faculty, three of whom hold tenured or tenure-track positions, and one nurse practitioner

Student Voting Member: One graduate student

Responsibilities: The Graduate Student Affairs Committee:

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

Approved SON Council, March 28, 2016

**SCHOOL OF NURSING FACULTY HAVING
FACULTY OF GRADUATE STUDIES MEMBERSHIP**

ASTON, Megan (Dr.) Professor	Forrest Bldg, Room G18 megan.aston@dal.ca	902-494-6376
BOMBAY, Amy (Dr.) Assistant Professor	Forrest Bldg, Room G27 amy.bombay@dal.ca	902-494-7114
CAMPBELL-YEO, Marsha Associate Professor	Forrest Bldg, Room 117 marsha.campbell-yeo@dal.ca	902-494-4283
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CURRAN, Janet (Dr.) Associate Professor	Forrest Bldg, Room 121 jacurran@dal.ca	902-494-4286
EDGECOMBE, Nancy (Dr.) Assistant Professor	Forrest Bldg, Room G22 nancy.edgcombe@dal.ca	902-494-2088
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HUGHES, Jean (Dr.) Professor	Dentistry Bldg, Room 5208 jean.hughes@dal.ca	902-494-2456
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STEENBEEK, Audrey (Dr.) Professor	Forrest Bldg, Room 119 a.steenbeek@dal.ca	902-494-2113

SULLIVAN, Patricia (Dr.) Professor	Forrest Bldg, Room N19 pat.sullivan@dal.ca	902-494-1143
TAMLIN, Deborah (Dr.) Associate Professor	Forrest Bldg, room 120 dltamlyn@dal.ca	902-494-7623
TOMBLIN MURPHY, Gail (Dr.) Professor & Director Assistant Dean	Forrest Bldg, Room 132 gail.tomblin.murphy@dal.ca	902-494-1143
WALDRON, Ingrid (Dr.) Associate Professor – on leave Jul 2017-Jun 2018	Forrest Bldg., Room G19 iwaldron@dal.ca	902-494-1643
WEEKS, Lori (Dr.) Associate Professor	Forrest Bldg., Room G30 lori.weeks@dal.ca	902-494-7114
WIGHT MOFFATT, Faith (Dr.) Assistant Professor	Dentistry Bldg, Room 5206 faith.wight.moffatt@dal.ca	902-494-2181

PROGRAMS OF STUDY FOR THE MASTER OF NURSING DEGREE

The Master of Nursing program may be undertaken as full-time or part-time study. Requirements must be completed within the guidelines set by the Faculty of Graduate Studies (full-time, 2 years; part-time MN-NP, 5 years part-time PS 4 years).

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

Professional stream: Electives may be taken any time throughout the program and should be chosen in consultation with the student's academic advisor. Electives chosen from offerings outside the School of Nursing must be approved by the Associate Director Graduate Studies; those from other institutions must be approved with a Graduate Student Letter of Permission.

Nurse Practitioner - Required Courses

NURS5050	Nursing Philosophy, Knowledge and Theory	03
NURS5060	Research and Evidence Based Practice in Nursing	03
NURS5200	Health Care System Policy Analysis	03
NURS5485	Principles and Theories for Nurse Practitioner Practice	03
NURS5486/5487/5488	Principles and Theories for Health and Disease Management in Adult/Family All Ages/Neonatal Nurse Practitioner Practice	03
NURS5610	Advanced Practice Role Development	03
NURS5620	Advanced Practice Role Practicum	06
NURS5732	Pathophysiology for Advanced Nursing Practice	03
NURS5734	Principles of Pharmacotherapy for Nurse Practitioners	03
NURS5735	Pharmacotherapeutics for Nurse Practitioners	03
NURS5740	Advanced Health Assessment	03
TOTAL CREDIT HOURS		36

Professional Stream

Required courses		
NURS5050	Nursing Philosophy, Knowledge and Theory	03
NURS5060	Research and Evidence Based Practice in Nursing	03
NURS5200	Health Care System Policy Analysis	03
NURS5540	Health Needs of People: Theoretical Insights and Application	03
NURS5570	Introduction to the Science and Practice of Knowledge Translation	03
Focused electives		
NURS5893	Health Program Planning and Evaluation	03
NURS6000	Healthcare Leadership in the 21 st Century	03

Open electives	Three ¹ (chosen in consultation with academic advisor)	09
TOTAL CREDIT HOURS		30

PROGRAM REGISTRATION

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

FULL-TIME STATUS

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

PART-TIME STATUS

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

CHANGING REGISTRATION STATUS

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

¹ It is strongly suggested the open electives include NURS 5550, Marginalized Populations: Theoretical Insights and Application, and NURS5560, Transformative and Innovative Health Systems Planning

DISTANCE EDUCATION PROGRAM

Distance Education Defined

Distance education within the School of Nursing is available. It is an interactive educational opportunity which is aimed at meeting the needs of students who are challenged by time, workload, or geography. Although the strategies and technologies used to deliver content may vary between courses, the interactive component is a common thread through all courses. The interactive component involves students actively engaged in dialogue (possibilities might include teleconferencing, email, bulletin board, chat room, face-to-face) with the course professor and fellow students. Historically audio-teleconferencing (two-way audio only) was the standard mode of distance program delivery. This is progressively being replaced with the use of Collaborate Ultra within the Learning Management System (LMS). Courses using video-teleconferencing, are complemented with the LMS, BrightSpace, and many employ Collaborate Ultra. Some courses may be offered only as web based.

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

Mode of Distance Delivery

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

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

CONDITIONS FOR RECEIVING DISTANCE CLASSES

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

5. Students are responsible for postage costs except for those the School of Nursing will assume for return of assignments.
6. Access to adequate library facilities as determined by Dalhousie faculty in consultation with Kellogg Health Sciences Library professional staff. Required readings serve not only as a source of learning but also as stimulators of discussion.

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

DALHOUSIE UNIVERSITY SCHOOL OF NURSING

Master of Nursing Distance Delivery

AGREEMENT TO DISTANCE DELIVERY PROGRAM REQUIREMENTS

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

1. I will be required to travel to Halifax for an orientation session.
2. I may be required to travel to Halifax on a few occasions, with the exception of NURS5740, to complete some aspects of a class as required by the class professor.
3. If I am enrolled in NURS5740, Advanced Health Assessment, I am required to attend the weekly lab sessions that are scheduled on site (Halifax campus) during the first 7 weeks of the Fall semester.
4. If I am enrolled in the Nurse Practitioner (Adult) option, I may be required to be on site in Halifax to complete course requirements for NURS5620, Advanced Practitioner Role Practicum.
5. If I am enrolled in NURS5485, Principles and Theories for Nurse Practitioner Practice, NURS5486, Principles and Theories for Health and Disease Management in Adult Nurse Practitioner Practice, or NURS5487, Principles and Theories for Health and Disease Management in Family All Ages Nurse Practitioner Practice, or (NURS5488, Principles and Theories for Health and Disease Management in Neonatal Nurse Practitioner Practice normally complete practica at the IWK), and NURS5740, Advanced Health Assessment, I may be required to be on site in Halifax to complete components of the courses.
6. I may be required to travel to Halifax for written and practical examinations.
7. I will have electronic access to course and library resources (Dalhousie e-mail account), per the attached minimum requirements.
8. I will take responsibility to contact Dalhousie University to confirm my computer access meets the minimum required.
9. I will maintain electronic contact with Dalhousie University by using the University-assigned email address. I understand that this is the only email address that will be used for communication with me regarding all academic and administrative matters. Any re-direction of email will be at my own risk. I will check my official email address frequently in order to stay current with Dalhousie communications.
10. Computer literacy is a requirement of all students.

.../cont'd

11. Any costs I incur, for travel, lodging, long distance telephone calls, postage/courier services, etc., are my responsibility.
12. I understand that Dalhousie University will charge me an extra fee (\$102.00) over and above tuition fees for each course taken at a distance.
13. I understand that the School of Nursing reserves the right to amend distance education policies/practices conditional upon resource availability.

Student Name (print)

Signature of Student

Date

Signature of Associate Director Graduate Studies

Date

Approved GSC, 9 May 2016
Approved School Council, 24 May 2016

MASTER OF NURSING/MASTER OF SCIENCE IN NURSING COURSE DESCRIPTIONS

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

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

NURS5050.03 Nursing Philosophy, Knowledge and Theory

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

NURS5060.03 Research and Evidence Based Practice in Nursing

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

NURS5100.03 Qualitative Research Methods

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

NURS5110.03 Qualitative Research: Learning Grounded Theory

In this Qualitative research course students will commence with a brief review of the assumptions associated with the Qualitative Research Paradigm, moving into a discussion of classical, Straussian, and Constructivist Grounded Theory. The primary focus of this course will be on the study of the methodology and application of the methods associated with Constructivist Grounded Theory. Prerequisite: none, however a previous course or courses in qualitative research methods is an asset.

NURS5120.03 Quantitative Research Methods

There is a basic structure and process to the development of a design for scientific inquiry. This class focuses on research methods in general and quantitative research methods in particular. These research methodologies are used in nursing science as they relate to the development and/or testing of theoretical formulations, design, critique and writing of research proposals.

NURS5200.03 Health Care System Policy Analysis

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

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

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

NURS5485.03 Principles and Theories for Nurse Practitioner Practice

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

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

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

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

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

NURS5488.03 Principles and Theories for Health and Disease Management in Neonatal Nurse Practitioner Practice

The course focus is the neonatal population. Emphasis will be placed on the management of health issues and common illnesses of high risk **neonates**, recognizing the acute and chronic nature of disease and targeting optimal health outcomes. The course will build on previous course work of advanced assessment/diagnosis/treatment using primary health care principles to optimize patient outcomes.

NURS5540.03 Health Needs of People: Theoretical Insights and Application

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

NURS5550.03 Marginalized Populations: Theoretical Insights and Application

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

NURS5560.03 Transformative and Innovative Health Systems Planning

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

NURS5570.03 Introduction to the Science and Practice of Knowledge Translation

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

NURS5610.03 Advanced Practice Role Development

The focus of this course is the roles of advanced practice nurses in health care. Emphasis will be on the

examination and critique of the role components of the clinical nurse specialist, nurse practitioner and combined roles. These components include: direct care, consultation, coaching, research, collaboration, leadership/administration and ethical decision-making. Issues surrounding the implementation of these roles within various health care contexts and clinical specialties will be discussed.

NURS5620.06 Advanced Practice Role Practicum

This graduate course provides the student with the opportunity to integrate, synthesize and analyze previously developed knowledge and skills in an intensive clinical practice experience directly related to the student's chosen client population/discipline in an advanced nursing practice role. Practice settings will offer experiences with clients experiencing acute and chronic illness states with multiple and complex care needs. While implementing the advanced practice role, students will consider the organizational, political and healthcare policy-related issues that relate to advanced nursing practice and change in healthcare delivery that affect role development and implementation. (Weekly 40-60 clinical hours; total 700 precepted clinical hours for the program) (Prerequisites: N5486.03 or N5487.03 or N5488.03, and N5732.03, N5735.03, N5740.03; N5610 is a pre- or co-requisite)

NURS5732.03 Pathophysiology for Advanced Nursing Practice

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

NURS5734.03 Principles of Pharmacotherapy for Nurse Practitioners

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

NURS5735.03 Pharmacotherapeutics for Nurse Practitioners

The focus of this course will be on clinical applications of drug therapies relevant to nurse practitioner practice. Students will be given the opportunity to gain knowledge in order to integrate pharmacokinetic and pharmacodynamic concepts for a chosen client population in their clinical setting and practicums. Students will gain therapeutic knowledge that includes the mechanism of actions, usual dosages, absorption, distribution, metabolism, elimination, and therapeutic use of medications. Principles of management for side effects and drug interactions of medications frequently encountered by nurse

practitioners will be reviewed and applied. Additionally, students will be provided with the opportunity to identify and utilize timely and appropriate drug information resources that are applicable to their daily practice. Legal and ethical responsibilities related to pharmacotherapeutic interventions are addressed.

NURS5740.03 Advanced Health Assessment

This graduate course prepares students to perform advanced health assessments of young, middle-aged, and elderly adults who are healthy, as well as those who are experiencing illness. It will focus on the knowledge, skills, and processes required for advanced health assessment. Students will develop competence in completing focused and comprehensive health assessments including history taking, physical examination, synthesis, critical analysis, diagnostic reasoning, clinical judgement, and interpretation of health data. Students will further develop their understanding of the pathophysiological basis of clinical findings and will integrate an increasing knowledge of pathophysiology and pharmacology as a basis for formulating a plan of care. Elements of an advanced health assessment include physical and mental health, psychosocial, family, cultural, and community factors, the determinants of health, and risk appraisal as they relate to a client's health status. Clinical, theoretical, and scientific knowledge will be synthesized in the identification and management of existing and potential states of health and illness. Approaches to effective written and verbal communication of advanced health assessments to lay and health professional colleagues will be addressed. It is expected that students will be competent in basic health assessment techniques prior to beginning the course. All students will develop an Individual Learning Plan [ILP] to guide their clinical learning experience. (Co- or Prerequisite: NURS5732.03 & NURS5735.03) (Weekly seminar and 4 hr lab, or 6 hr clinical practicum)

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

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

NURS5830.03 Palliative Care Nursing

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

NURS5850.03 Women and Aging

As women grow older the experience of aging is generally more difficult for them than for men. During mid-life, anxieties about the aging process exacerbate the difficulties facing many women in modern

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

NURS5871.03 Addictions Nursing Practice

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

NURS5891.03 Health Informatics

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

NURS5892.03 Specialty Practice of Oncology Nursing

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

NURS5893.03 Health Program Planning and Evaluation

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

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

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

NURS5895.03 Introduction to Epidemiology Methods in Nursing Practice

This introductory course is intended to provide students at both the undergraduate and graduate level with a working knowledge and understanding of the basic concepts and methods of epidemiology. The main focus of this course will be to learn to analyse and interpret information about disease and other health related occurrences at a population level within a Public Health Nursing context. This course will also provide an introduction to the concepts for developing and evaluating public health programs. There are no prerequisites for this course though students are required to have completed their second year of their undergraduate program or have permission from the course instructor. A clinical background and a basic understanding of statistics are an asset but not necessary.

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

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

NURS5899.03 Sexual Health & Counseling in Cancer

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

NURS5950.03 Self-Directed Learning Project in Health Care

This elective provides an opportunity for students to carry out an independent study or project related to health care, with assistance from the faculty facilitator. Students will be encouraged to systematically identify, plan, execute, and evaluate a learning project in nursing education that is relevant. Students are expected to apply concepts from other courses and include cultural considerations, community outreach,

and current health care needs in their projects. Students must obtain the permission of **both the professor and the Associate Director Graduate Studies** (indicated on indicated on Faculty of Graduate Studies Independent Study/Directed Reading/Special Topics Form, available on line, www.dalgrad.dal.ca/forms/students) prior to beginning any self-directed project course. The subject matter is not covered in a regularly scheduled course. An outline of the mutually agreed upon objectives, tasks, evaluation, meeting times, etc. is required by the end of the first week of classes of the semester in which the course will be completed.

NURS6000.03 Healthcare Leadership in the 21st 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.

NURS6200.03 Nursing Sensitive Health Outcomes

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

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

NURS6210.03 Women's Health Outcomes

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

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

ELECTIVE(S)

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

Dalhousie University School of Nursing Electives

<u>N5100.03</u> Qualitative Research Methods	<u>N5891.03</u> Health Informatics
<u>N5110.03</u> Qualitative Research: Learning Grounded Theory	<u>N5892.03</u> Specialty Practice of Oncology Nursing
<u>N5120.03</u> Quantitative Research Methods	<u>N5893.03</u> Health Program Planning and Evaluation
<u>N5610.03</u> Advanced Practice Role Development	<u>N5894.03</u> Interprofessional Psychosocial Oncology: Introduction to Theory and Practice
<u>N5732.03</u> Pathophysiology for Advanced Nursing Practice	<u>N5895.03</u> Introduction to Epidemiology Methods in Nursing Practice
<u>N5734.03</u> Principles of Pharmacotherapy for Nurse Practitioners	<u>N5897.03</u> Relational Practices in Families in Oncology and Palliative Care
<u>N5735.03</u> Pharmacotherapeutics for Nurse Practitioners	<u>NURS5899</u> Sexual Health & Counseling in Cancer
<u>N5800.06/5900.06</u> Reading Course <u>5810.03/5820.03/</u> <u>5910.03/5920.03</u>	<u>N5950.03</u> Self-directed Learning in Nursing
<u>N5830.03</u> Death and Dying/Palliative Care	<u>N5990.03</u> Interdisciplinary Human Nutrition
<u>N5850.03</u> Women and Aging	<u>N6000.03/</u> Healthcare Leadership in the 21 st <u>HEAS6000.03</u> Century
<u>N5871.03</u> Addictions Nursing Practice	<u>N6200.03</u> Nursing Specific Health Outcomes
	<u>N6210.03</u> Women's Health Outcomes

Dalhousie University Interdisciplinary Electives

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

TAKING COURSES AT OTHER UNIVERSITIES

CLASSES TAKEN AT OTHER UNIVERSITIES

Graduate level elective class(es) (to a maximum of 33% of the Master of Nursing program) may be taken at a university other than Dalhousie. **The classes must be approved by the Associate Director Graduate Studies PRIOR to enrolment in the class.** Students must submit the Letter of Permission and Additional Processing Information forms, available on the Faculty of Graduate Studies' web site

(<http://www.dal.ca/faculty/gradstudies/currentstudents/forms.html>), at least two (2) months prior to the course start date. Classes must be passed with at least a B-.

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

See the Faculty of Graduate Studies guidelines (Regulation 7.6.6) online:
<http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=70&chapterid=3622&loadusercredits=False>

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

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

See the Faculty of Graduate Studies guidelines (Regulation 3.7) online:
<http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=70&chapterid=3622&loadusercredits=False>

GRADING

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

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

Failure F

Withdrawal W A graduate student who wishes to withdraw from a class after the deadline to drop classes will receive a grade of 'W'; check with the Graduate Programs Office to confirm dates to drop and withdraw from classes.

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

Failures

Normally (in the School of Nursing), students who fail any paper may, at the discretion of the course professor, have the option of rewriting the paper once. The rewritten paper must be submitted within 2 weeks of receipt of the original graded paper (see individual course professor). The maximum grade that can be obtained in the rewritten paper shall be a "B" grade.

FACULTY OF GRADUATE STUDIES REGULATIONS

Faculty of Graduate Studies Regulations are found online at the following URL:
<http://academiccalendar.dal.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=70&topicgroupid=15018>

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

SPECIAL NOTICES FOR MASTER OF NURSING STUDENTS

GUIDELINES FOR GRADUATE STUDENT ADVISEMENT

Each student upon entry into the Master of Nursing program will be assigned an academic advisor 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 Nursing program, will be assigned to an academic advisor matching appropriately the student's identified area of study to a faculty member's expertise whenever possible.
2. All graduate faculty holding a regular appointment in the School of Nursing will assume advisement duties as assigned. The Associate Director Graduate Studies will be responsible to ensure equitable assignment of advisement duties.
3. The academic advisor will advise the student throughout her/his program unless either the student or advisor requests re-assignment.

4. The steps to be followed in the process of advisement are as follows:
- a) The Associate Director Graduate Studies will assign the incoming student(s) to an academic advisor and notify the advisor or supervisor of the assignment.
 - b) The student will be notified of the assignment of the academic advisor and will be asked to contact the academic advisor (in person, by telephone, or by email).
 - c) If the student wishes to change academic advisor, she/he must notify the advisor of such a change and obtain the approval of the new academic advisor.
 - d) If the academic advisor does not wish or is not able to continue advising the student, she/he must notify the student of the change and request the Associate Director identify a new academic advisor.
 - e) During the term of faculty sabbatical leave, the duties of academic advisor will be discussed with the Associate Director Graduate Studies and a plan made for student advising.
 - f) It is the responsibility of the student to initiate meetings, at least yearly or as needed, with the academic advisor. It is the responsibility of the academic advisor to indicate in the student's file that the meeting has taken place.

Responsibilities of Advisor

1. Advise students on academic planning, concerns, and procedures, including class selection and adding/deleting classes.
2. Advise students on University, Faculty, and School policies, rules, and regulations and the students' responsibilities in understanding, knowing, and fulfilling program requirements and relevant regulations which may affect them.
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.

EMAIL

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

CARRELS

A limited number of carrels are available for graduate students in the Schools of Nursing, Occupational Therapy, and Physiotherapy, in room G44 of the Forrest Building.

LOUNGE

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

INTERDISCIPLINARY LOCKER SPACE

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

GRADUATE NURSING SOCIETY

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

GRADUATE STUDENT REPRESENTATION ON SCHOOL OF NURSING COMMITTEES

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

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

GRADUATE STUDENT ASSOCIATION

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

FORMAT FOR PAPERS

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

ACCESSIBILITY TO THE FORREST BUILDING

Graduate nursing students will have access to the Forrest Building, Mon to Fri, 0700-1800 hrs

Between 1800 and 2200 hrs and on weekends, the Forrest Building is accessible by using Dalhousie ID and PIN on the card reader located on the glass entries to the Dentistry Building. Instructions for setting up the PIN are found at the following URL: http://www.dal.ca/campus_life/Dalcard/contact-us-form.html
 Note: No student is permitted in the Forrest Building after 2200 hrs.

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

The School of Nursing Reception is open between 0830 and 1630 hrs, Monday to Friday.

GRADUATE STUDENT SCHOLARS SEMINARS

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

Faculty commitment

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

Student Expectations

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

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

Distance Access

Because it is an expectation that all graduate students attend the seminars, distance access has been arranged via the Dalhousie LMS Brightspace using Collaborate Ultra. This can be directly accessed via the Dalhousie University Homepage.

Note: The schedule of seminars and topics, as well as notice of events that may be of interest to students, will be posted electronically and within the School of Nursing.

FREQUENTLY USED WEB SITES

Dalhousie University Web Sites	
Dalhousie University School of Nursing	http://nursing.dal.ca/
Faculty of Graduate Studies	http://www.dal.ca/faculty/gradstudies.html

Letter of Permission forms	http://www.dal.ca/faculty/gradstudies/currentstudents/forms
Transcript request	http://www.registrar.dal.ca/transcripts/Transcripts.html
Student Accounts	http://www.dal.ca/admissions/money_matters.html
Dal On-Line/Web for Students	https://dalonline.dal.ca/home.html
Email for Students	www.dal.ca Click on My.Dal
Dalhousie University Ethics Review guidelines & process	http://researchservices.dal.ca
Dalhousie University library	http://libraries.dal.ca
External Web Sites	
College of Registered Nurses of Nova Scotia	www.crnns.ca
Nova Scotia Health Research Foundation	www.nshrf.ca
Canadian Nurses Foundation	http://www.cna-aiic.ca/
Canadian Nurse Practitioner Initiative	https://cna-aiic.ca/en/professional-development/advanced-nursing-practice/nurse-practitioners/canadian-nurse-practitioner-initiative
Nurse Practitioner Association of Nova Scotia	http://npans.ca/

POLICY ON SUBMISSION OF STUDENT PAPERS

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

INTELLECTUAL HONESTY

See the Dalhousie University policy online:

<http://academicintegrity.dal.ca/Policies/>

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

See the Faculty of Health guidelines online:

<http://www.dal.ca/faculty/healthprofessions/current-students/student-policies-and-procedures.html>

**FACULTY OF HEALTH ALLEGATION OF
PROFESSIONAL UNSUITABILITY: PROCEDURAL GUIDELINES**

See the Faculty of Health guidelines online:

<http://www.dal.ca/faculty/healthprofessions/current-students/student-policies-and-procedures.html>

DALHOUSIE UNIVERSITY CODE OF STUDENT CONDUCT

See the Dalhousie University Code of Student Conduct online:

<http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=70&chapterid=3766&loaduserredits=False>

FACULTY OF GRADUATE STUDIES ACADEMIC APPEALS

See the Faculty of Graduate Studies guidelines (Regulation 12) online:

<http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=70&chapterid=3622&topicgroupid=15036&loaduserredits=False>

STUDENT RATING OF INSTRUCTION

See the Dalhousie University Senate guidelines online:

https://www.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/Student%20Rating%20Instruction%20Policy%20-%20revised%202016.pdf

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SECTION B
NURSE PRACTITIONER

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

NURSE PRACTITIONER OPTION - DESCRIPTION

Advanced nursing practice includes many roles and titles. Currently, the most recognized advanced nursing practice roles in Canada are those of the clinical nurse specialist (CNS) and nurse practitioner (NP). NPs are registered nurses whose practice focuses on providing services to manage the health needs of individuals, families, and communities. NPs are accountable to diagnose and communicate the diagnosis of a disease or condition, treat, manage, monitor and evaluate clients' health conditions within the limits of their educational preparation, competence and legislated scope of practice.

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

PROGRAM OUTCOMES

The Dalhousie MN-NP program option prepares graduates who:

1. Lead and participate in change and transformative practices;
2. Explain and act in accordance with provincial and national standards;
3. Use evidence to provide/optimize healthcare;
4. Practice with integrity and advocate for equitable and ethical care and;

CLINICAL SPECIALTIES

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

CURRICULUM

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

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

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

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

NURS5740, *Advanced Health Assessment*, is foundational for all other clinical courses and is prerequisite to the theory/practice course (NURS5485, NURS5486, NURS5487, NURS5488). Similarly, NURS5485, *Principles and Theories for Nurse Practitioner Practice*, is prerequisite for the specialty specific courses (NURS5486, NURS5487, NURS5488). These courses must be completed before students are permitted to register in the final full-time clinical immersion experience, NURS5620, *Advanced Practitioner Role Practicum*. The sequencing of these courses is deliberate and the learning outcome expectations of students incrementally build one upon the other.

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

The final clinical practicum is an intensive, precepted clinical experience in a focussed practice area and must be completed on a full-time basis. This is defined as a direct and prolonged client-practitioner relationship through an agency or community site. Clinical preceptors are identified through a collaborative process involving the student, clinical coordinator and course professors for courses with a clinical component. Within the total program the student completes 700 hours of precepted clinical practice. If the clinical practicum is conducted at QEII Health Sciences Centre, request for placement is submitted by the Clinical Practice Coordinator through HSP-Net. All students are required to log their clinical hours and patient encounters, using either a paper or electronic method as determined by the course professor, for review with the course professor. Skills lab learning hours and class seminars do

not count toward these hours. The same evaluation form is used in each of the courses with a clinical component and students are expected to demonstrate incremental improvement in the evaluation criteria and progressive development of autonomous decision making. Practical examinations Observed Structured Clinical Exams (OSCEs) are conducted twice in the program, i.e., NURS5740, *Advanced Health Assessment*, and NURS5486, *Principles & Theories for Health & Disease Management in Adult Nurse Practitioner Practice*, or NURS5487, *Principles & Theories for Health & Disease Management in Family All Ages Nurse Practitioner Practice* or NURS5488.03, *Principles and Theories for Health and Disease Management in Neonatal Nurse Practitioner Practice*.

IMMUNIZATION

It is a regulation of the Faculty of Health and affiliated care agencies that all students must be immunized. This has been instituted to protect patients, as well as to protect students and employees. Students must supply documentary proof of current immunization against specific diseases, including evidence for the following:

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

These requirements are particular to the Central Zone, Nova Scotia Health Authority. Students are expected to comply with these minimum immunization requirements and any other specific immunization required by the clinical agency/institution.

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

SCHOLARSHIP

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

SCOPE OF PRACTICE

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

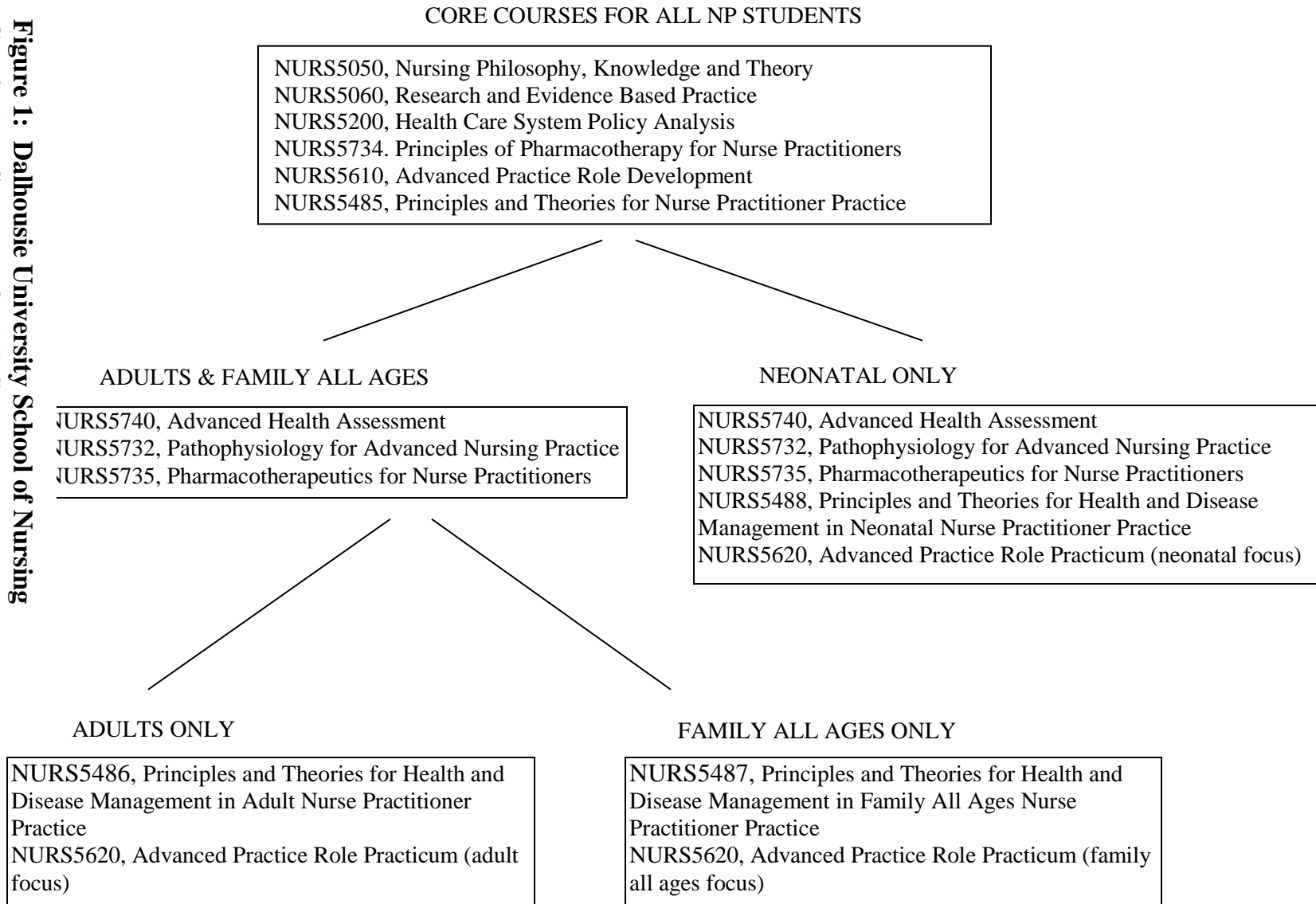
LICENSING

To be eligible for a nurse practitioner license in Nova Scotia, all new graduates of nurse practitioner programs must successfully complete a nurse practitioner examination, the specifics of which are determined by their provincial or territorial licensing body. The College of Registered Nurses of Nova

Scotia and most other nursing regulatory organizations require NP graduates to write an examination for licensing. Details are available on websites of these organizations.

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



SECTION E
SOURCES OF FUNDING

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

SOURCES OF FUNDING FOR MASTER OF NURSING STUDENTS

SCHOOL OF NURSING AWARDS AND SCHOLARSHIPS

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

FACULTY OF GRADUATE STUDIES SCHOLARSHIPS AND FELLOWSHIPS

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

- The **James Robinson Johnston Graduate Scholarship for African Canadians** is supported by the Endowment for the James Robinson Johnston Chair in Black Canadian Studies at Dalhousie as part of the commitment of the Johnston endowment and Dalhousie University to support the development of Black Canadian scholars in graduate studies and the professions. To be eligible, applicants must have been accepted, by the application deadline of 30 April, into a program of study in any discipline in which Dalhousie University offers a graduate degree. The award must be taken up initially in the first year of the degree program and may be renewed, subject to annual progress review, for a total of 36 months of full-time study, including initial award.
- **Nova Scotia Black and First Nations Graduate Entrance Scholarships** are awarded annually to a Black and a First Nations student entering a Dalhousie University graduate program for the first time following graduation from a Dalhousie undergraduate program. The objective of these scholarships is to increase the representation of Nova Scotia Black and First Nations students in the university's wide diversity of graduate programs, and ultimately in the academy and in advanced professional occupations. Recipients of this scholarship must begin full-time study at Dalhousie in the academic year for which it has been awarded. The scholarship is renewable for a maximum of one year for students in a masters program and two years for students in a doctoral program.

OUTSIDE FUNDING

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

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

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

Alzheimer Society of Canada (<http://www.alzheimer.ca/en/Research>)

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

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

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

Heart and Stroke Foundation (<http://www.hsf.ca/research/en/whats-new>)

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

Multiple Sclerosis Society of Canada (<https://mssociety.ca/>)

National Cancer Institute of Canada (<http://www.cancer.ca/en/research/grants-and-awards/current-funding-opportunities/innovation-grants/>)

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

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

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

NURSING RESEARCH FUND

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

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

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

Please refer to Operating/Development Grant Guidelines

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

Please refer to Operating/Development Grant Guidelines

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

Please refer to Dissemination Grant Guidelines

Proposals for Operating and Development Grants are evaluated on three criteria: (1) relevance and significance to the purpose of the fund, (2) scientific merit, and (3) academic or professional preparation of the applicant and team. Please attach an **Abbreviated CV** [Word - 30 kB] for each team member including the applicant. Funds are released subject to ethical review from the appropriate agencies. Unspent funds are to be returned to the Nursing Research and Development fund upon completion of the project, or the award end date. Successful applicants may only hold one grant at a time.

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

Submission deadlines are May 1 and November 1 each year.

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

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