MN STUDENT WELCOME

FACULTY OF NURSING
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Graduate Program
Administrators
The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.
If in person, open zoom link to follow / add to chat

Go to Agenda on Faculty of Nursing webpage;
Programs;
Graduate Student Resources and Services;
Graduate Programs Orientation (left hand column) - click on agenda (top of the page)
Zoom link provided there
AGENDA

- Introductions & Welcome!
- MN Curriculum & Program Structure
- Supports & Resources
- Thriving in hybrid & culturally responsive learning environments
Who are you …

Where are you from …

Why are you here…
What does it mean to be a Master’s Nursing Scholar?

• You are part of a scholarly community of thinkers, questioners, and innovators.

• You are learning to think contextually, systemically, and critically about nursing practice and health care issues.

• You are extending your knowledge of research evidence and how to use it.

• You are reflecting deeply on your own nursing expertise and practice to create opportunities to improve health systems and outcomes.

• You are a nursing leader, teacher, mentor, and collaborator.
MN Curriculum and Program Structure

(Go to Guidelines, Policies & Information; MN Program)
MN Program Learner Outcomes

• The following list is an ambitious statements of objectives!

• We anticipate that all students will address each objective in diverse ways, with a spectrum of attainment.

• The depth and breadth of outcome attainment depends on
  • diverse career goals
  • topic and nature of your capstone/thesis project
1. Demonstrate leadership by creating health systems that are equitable, diverse, and inclusive, and by engaging in reconciliation with Indigenous peoples, communities, and knowledges.

2. Draw on diverse schools of thought and academic traditions to explore complex problems and practice issues.

3. Explore, develop, and apply knowledge in their substantive area of nursing inquiry to advance practice, health, and system improvement.

4. Use systematic research and inquiry methods to explore health and nursing questions, and practice problems.

5. Collaborate in research, knowledge development, and/or knowledge synthesis initiatives.

6. Develop and support initiatives to improve healthcare delivery, promote health, and reduce / minimize health inequity through critical evaluation, dissemination and application of knowledge.
7. Support the ethical collection and analysis of relevant operational, research and patient-specific data, and maintain commitments to best practices of data management.

8. Articulate and use nursing knowledge and evidence to inform decisions related to clinical practice, policy, education, administration, and research.

9. Advocate for federal, provincial, local and institutional policy initiatives based on available evidence and critically informed analysis.

10. Apply appropriate pedagogies and strategies in the creation of engaging learning experiences, and in the assessment and evaluation of educational outcomes.

11. Use a variety of technologies to support health, health service delivery and advanced nursing roles.

12. Evaluate care practices from the context of policy, ethics, economics and operational viability.
MN Conceptual Framework – “Connected Curriculum” (Fung, 2017)

- Assumes that inquiry and research are intimately linked with learning & practice
- Connect students to each other, to faculty, to faculty research, to questions and issues in Nursing, and to diverse ways of knowing and inquiring
- Students engage in “Community of Inquiry” courses to develop progressive skills: ask good questions, analyze information and current literature, and move through structured, guided, and independent approaches to research and inquiry.
- Courses build toward completion of capstone and thesis projects.
It is better to know some of the questions than all of the answers.

(James Thurber)

Questions wake people up. They prompt new ideas. They show people new places, new ways of doing things.

(Michael Marquardt)
What does the MN program look like?

Both course-based and thesis-based options offer preparation for studies at the doctoral level.

Part-time and full-time options:

- Part-time: usually 3 years to completion
- Full-time: complete within 20 months

Flexible scheduling includes daytime and evening classes, and blended/hybrid classes. Students must be available to participate in regularly scheduled classes and seminars.

• Credit loads vary slightly
  - Course based - 36
  - Thesis based - 30
  - NP Course-based - 42
  - NP Thesis-based - 39
Three Clusters of MN Course work for both thesis and course-based students:

1. **Core Courses** (3 Credits each)

- **NURS 595** FOUNDATIONS OF SCHOLARSHIP/CRITICAL THOUGHT
- **NURS 596** RESEARCH FOUNDATIONS
- **NURS 597** UNDERSTANDING COMPLEX SYSTEMS
- **NURS 598** TRANSLATING KNOWLEDGE
- **NURS 599** PHILOSOPHY & ETHICS IN NURSING INQUIRY
2. Community of Inquiry courses

- **Community of Inquiry & Project I, II, III** (1 Credit each)
  - NURS 589 / 590 / 591

- **Applied Inquiry I & II** (3 credits each)
  - NURS 593 Framing the Inquiry Focus
  - NURS 594 Grand Challenge Questions

- **Capstone or Thesis Project**
  - NURS 900 for course-based students
  - THES credits for thesis-based students
3. Students select one of four Advanced Focus areas of study

2 courses (6 credits)

*Clinical-NP (8 courses - 24 credits + 800 clinical hours)

Course-based students (Leadership and Education only) take 1 elective (3 credits)

• Education
  • NURS 558 - Perspectives on Nursing Pedagogy
  • NURS 559 - Approaches to Learning and Teaching Innovation in Nursing

• Leadership
  • NURS 568 - Advanced Nursing Leadership in Health Systems
  • NURS 569 - Nursing Power and Policy in Health Care Leadership

• Research (Thesis option only)
  • NURS 578 - Knowledge Synthesis
  • NURS 579 - Operationalizing Research Design

• Clinical-NP (Adult, Family All Ages, Neonatal)
# Example Timetable for Full-time Studies

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td><strong>COMMUNITY OF INQUIRY</strong></td>
<td><strong>Advanced Focus</strong></td>
</tr>
<tr>
<td><strong>FULL TIME - 3 courses / term</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>NURS 595 Foundations of Scholarship / Critical Thought</td>
<td>595</td>
</tr>
<tr>
<td>NURS 596 Research Foundations</td>
<td>596</td>
</tr>
<tr>
<td>NURS 593 Applied Inquiry I: Framing the Inquiry Focus</td>
<td>593</td>
</tr>
<tr>
<td>NURS 597 Understanding Complex Systems</td>
<td>597</td>
</tr>
<tr>
<td>NURS 598 Translating Knowledge</td>
<td>598</td>
</tr>
<tr>
<td>NURS 599 Philosophy &amp; Ethics in Nursing Inquiry</td>
<td>599</td>
</tr>
<tr>
<td>Advanced Focus A (558 Education OR 568 Leadership OR 578 Research)</td>
<td></td>
</tr>
<tr>
<td>Advanced Focus B (559 Education OR 569 Leadership OR 579 Research)</td>
<td></td>
</tr>
<tr>
<td>NURS 594 Applied Inquiry II: Grand Challenge Questions</td>
<td>594</td>
</tr>
<tr>
<td>(OR 600 level research methods elective for Advanced Research Focus)</td>
<td></td>
</tr>
<tr>
<td>NURS 589 Master’s Community of Inquiry I 1 Credit</td>
<td>589</td>
</tr>
<tr>
<td>NURS 590 Master’s Community of Inquiry II 1 Credit</td>
<td>590</td>
</tr>
<tr>
<td>NURS 591 Master’s Community of Inquiry III 1 Credit</td>
<td>591</td>
</tr>
<tr>
<td><strong>Course Based Students:</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 900 Capstone</td>
<td>900</td>
</tr>
<tr>
<td>Elective (1 course)</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Thesis Based Students:</strong></td>
<td></td>
</tr>
<tr>
<td>Thesis</td>
<td>Thesis</td>
</tr>
</tbody>
</table>
Academic Advisors & Graduate Supervisors

Your faculty guide through your master’s program!
Meet with your Academic Advisor in the fall semester (PT & FT)

- A faculty member has been assigned to you on admission
  - Get to know them ... they might be a great fit as a project supervisor!
- During NURS 589 (Community of Inquiry I), you will refine a focus for your capstone / thesis project with a faculty member who has expertise to help you complete the project
- Finalize your Graduate Supervisor by December, in preparation for January start of NURS 590 (Community of Inquiry II)
  - Capstone: This faculty member will give you feedback on your project proposal and help you to select a capstone consultant during NURS 590, and will approve your project proposal in NURS 591
  - Thesis: This faculty member will give you feedback on your project proposal, help develop a thesis committee, and work with you towards thesis proposal approval and defence.
Meeting with Your Faculty Advisor / Supervisor

- Stay connected – expect to meet regularly; negotiate frequency and timing of meetings
- Reach out for advice and mentorship as need arises
- Take an active role in planning meetings
  - Prepare an agenda to address your key questions
    - Ask faculty advisor / supervisor if they have agenda topics
  - Provide progress reports and ask for guidance
  - Take meeting notes and share them afterwards; highlights action items for follow-up
- If a faculty member will be giving you feedback on written work, explicitly negotiate a time frame for you to submit it to them that allows them sufficient time to review and respond (eg. 3 days … 7 days …. 2 weeks)
Giving and Receiving Feedback

- Expect to receive feedback from your supervisor, instructors, and peers.
  - Your role is to reply to feedback received, and revise or follow-up accordingly.
- Be prepared to offer feedback on your preferences and needs.

- Peer review is the hallmark of academic excellence in scholarly work.
  - Learning from others’ appraisal of your work will strengthen your ideas and your scholarly products.
  - Giving peer feedback effectively is a skill to be developed.
  - Always acknowledge both strengths and areas that can be improved.
Addressing Conflicts of Interest and Supervisory Difficulties

Faculty members and graduate students share responsibility for developing a productive and rewarding relationship by negotiating clear expectations for how you will work together.

When disagreements arise, attempt to resolve the issue as quickly as you can, informally, and as directly as possible (i.e. face-to-face).

The supervisor and/or student may consult with the Associate Dean or the Student Ombuds.
Capstone & Thesis Projects

Normally completed in the final year of the MN program
What is a capstone project?

The capstone project demonstrates the application of systematic inquiry to explore a nursing or health issue/question.

The project demonstrates synthesis, integration, and/or application of knowledge from their coursework and their professional lives to explore a question or issue that is meaningful in their advanced practice.
Examples of Capstone Projects

• A small-scale project that explores the feasibility, appropriateness, and utility of a new practice, practice guidelines, policy, education program, or administrative tool.

• A synthesis project that reviews existing theories, research, practice guidelines and/or health policies to inform the development of new practice standards, education programs, and/or policies.

• A literature review that generates a useful analysis and critique to inform future inquiry and that will inform practice and health care decision-making.
How does a Thesis Project Differ?

- Master’s thesis projects typically involve formal research methods with primary data collection/generation, or secondary analysis of a research data set.
- Require research ethics approval.
- Literature syntheses which are guided by a research question and explicit methodology are acceptable as a thesis project.
- Usually lead to a journal publication.
### MN Curriculum – Community of Inquiry Course Series – Supporting Thesis / Capstone Proposal Development

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Year</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 589 (1 Cr)</td>
<td>FALL Year 1</td>
<td>Develop beginning question for project (thesis or capstone)</td>
<td>Develop timeline</td>
<td>Select project supervisor</td>
</tr>
<tr>
<td>NURS 590 (1 Cr)</td>
<td>WINTER Year 1</td>
<td>Refine research / capstone question</td>
<td>Write introduction / background section</td>
<td>Confirm inquiry approach / research method</td>
</tr>
<tr>
<td>NURS 591 (1 Cr)</td>
<td>SPRING Year 1 (online)</td>
<td>Develop next-to-final draft of project proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 900 (3 Cr)</td>
<td>FALL Year 2</td>
<td>Develop project management timeline and plan</td>
<td>Implement capstone project</td>
<td>Develop writing plan and complete final project report</td>
</tr>
</tbody>
</table>

**Faculty Advisor** assigned by Associate dean

**Thesis / capstone Project Supervisor** confirmed
- Collaborates with student to refine project focus & approach to inquiry/method
- May identify & recruit Capstone Consultant

**Project supervisor** leads & approves substantive development of the proposal
- Evaluates & provides a pass / fail assessment of the proposal

**Project supervisor** is lead support for implementation & evaluation of the capstone project
- Evaluates & provides a pass / fail assessment of the project report

**NURS 900 Instructor** supports process for implementation & capstone report
Highly successful MN students may apply to bypass to PhD by the end of Year 1

**MN Bypass to PhD**

- Complete core MN courses and progress to PhD program after first year of MN studies
- For MN students with outstanding academic achievement on admission & in the core MN courses
- Students apply during first year of MN with support of a graduate supervisor willing to supervise the proposed PhD program of studies
Develop teaching skills to advance your preparation for future academic teaching roles.
Co-Creating Culturally Responsive Learning Environments
How can we become more aware of power dynamics, implicit bias, and stereotypes?

How can we pay attention to:
- The language and discourses evident in our conversations?
- How we consciously or unconsciously position ourselves and each other?
- How we negotiate our differences?

How can we learn to disrupt systems and structures that continue to harm?

How can we reposition power, authority, voice?

Can we be committed to navigating these spaces in our teaching and learning relationships with each other?

Grounding Virtues – What we practice, we become
https://onbeing.org/social-healing-at-on-being/the-six-grounding-virtues-of-the-on-being-project/

• **Adventurous Civility** – “Creating new possibilities for living forward while being different and even continuing to hold profound disagreement” – Beyond politeness!

• **Hospitality** – “Creation of an inviting, trustworthy space”

• **Genuine Listening** – Powered by curiosity, vulnerable “willingness to be surprised, to let go of assumptions and take in ambiguity”

• **Patience** – Taking a long view of time as we “reckon with reality”; “not to be mistaken for meekness and ineffectuality”

• **Humility** -- Not about debasing oneself or getting smaller, but “about encouraging others to be big… approaching others with a readiness to be surprised and delighted”

• **Words that matter** – Using “words that shimmer” … as we “reach across the mystery of each other” as we shape ourselves, our relationships, our world
Technology Tools for Academic Success in Graduate Studies

- September 14, 2023
  - 1:00 – 1:50 pm MST
- Speaker – Erik Berglund, eLearning Support Team
MN Breakout Sessions (1500-1550)

Session #1 - MN (Clinical, NP)
- Stay in the same room and on the same Zoom link
- Anne Summach (NP)

Session #2 - MN (Leadership, Education & Research)
- **ECHA 1-436** & new zoom link (see orientation agenda)
  - Go to Agenda on Faculty of Nursing webpage; Programs; Graduate Student Resources and Services; Graduate Programs Orientation (left hand column) - click on agenda (top of the page)
- Stewart McLennan
Thank you!

Your questions are welcomed.