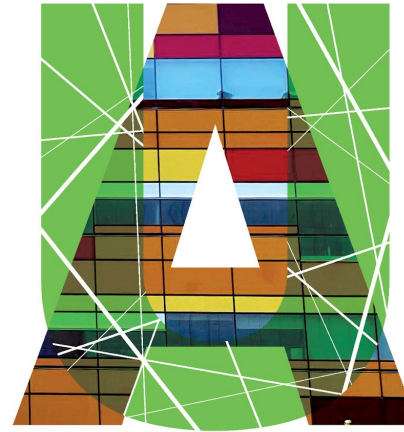# MN STUDENT WELCOME

FACULTY OF NURSING

Dr. Kara Schick-Makaroff
Associate Dean Graduate Studies

Tracy Quigley
Anna Hnit
Graduate Program
Administrators

UNIVERSITY OF ALBERTA

NURSING
1st in Canada   **5th** *in the world*

UNIVERSITY OF ALBERTA

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.

UNIVERSITY OF ALBERTA

If in person, open zoom link to follow / add to chat

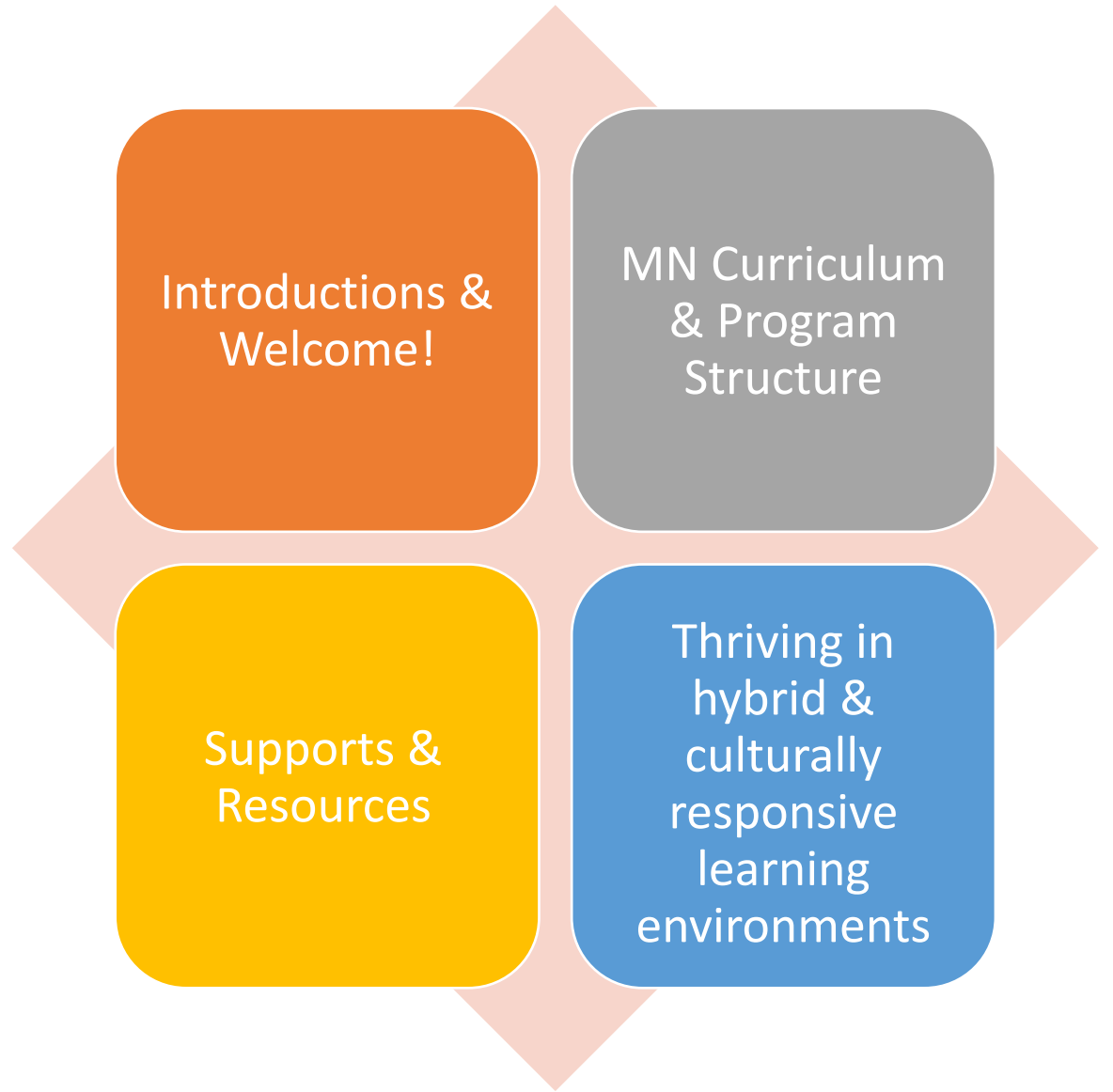Go to Agenda on Faculty of Nursing webpage;

Programs;

Graduate Student Resources and Services;

Graduate Programs Orientation (left hand column) - click on agenda (top of the page)

Zoom link provided there

Who are you …

Where are you
from …
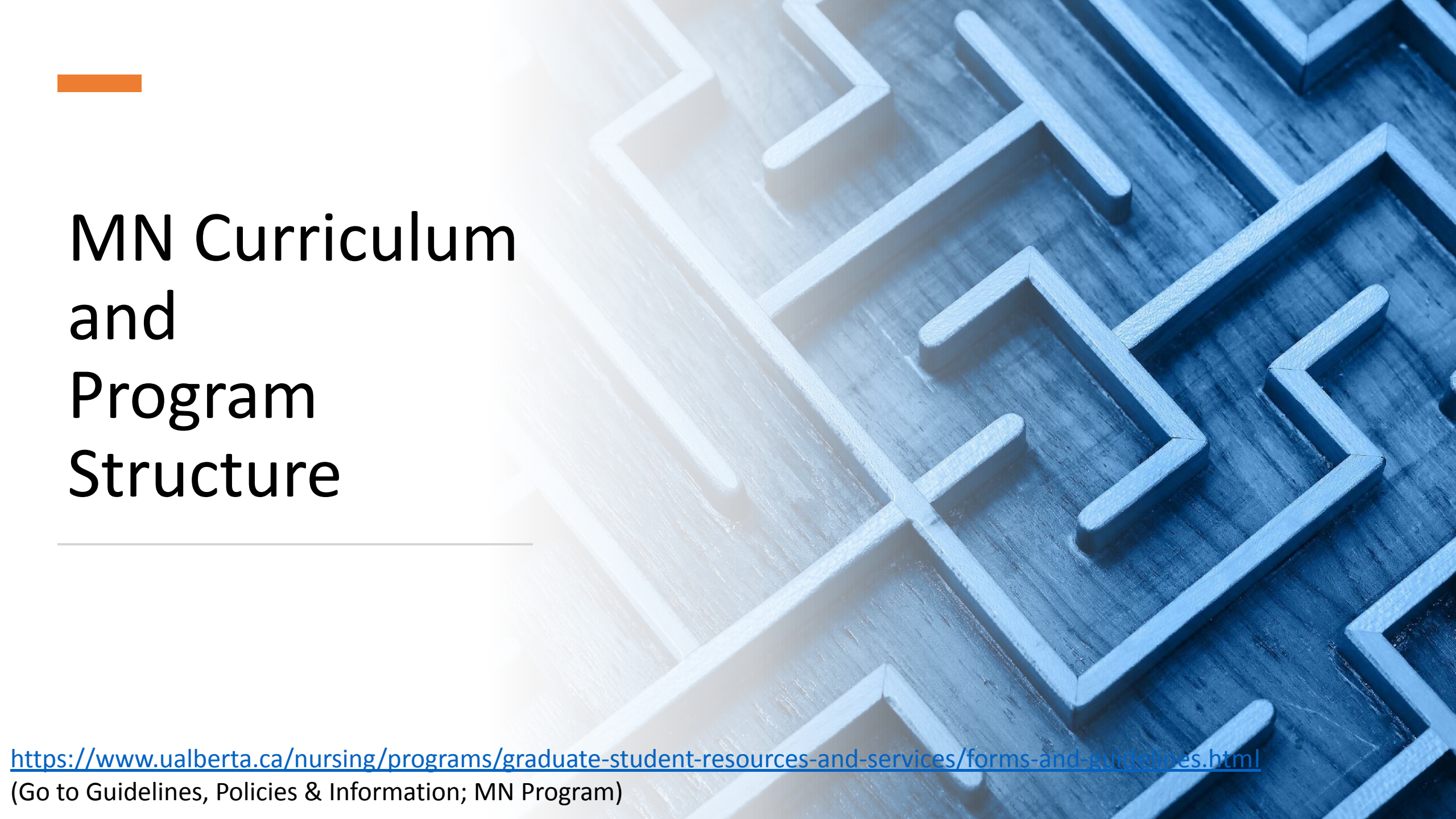
Why are you
here…

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

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

MN Program Learner Outcomes (2021)
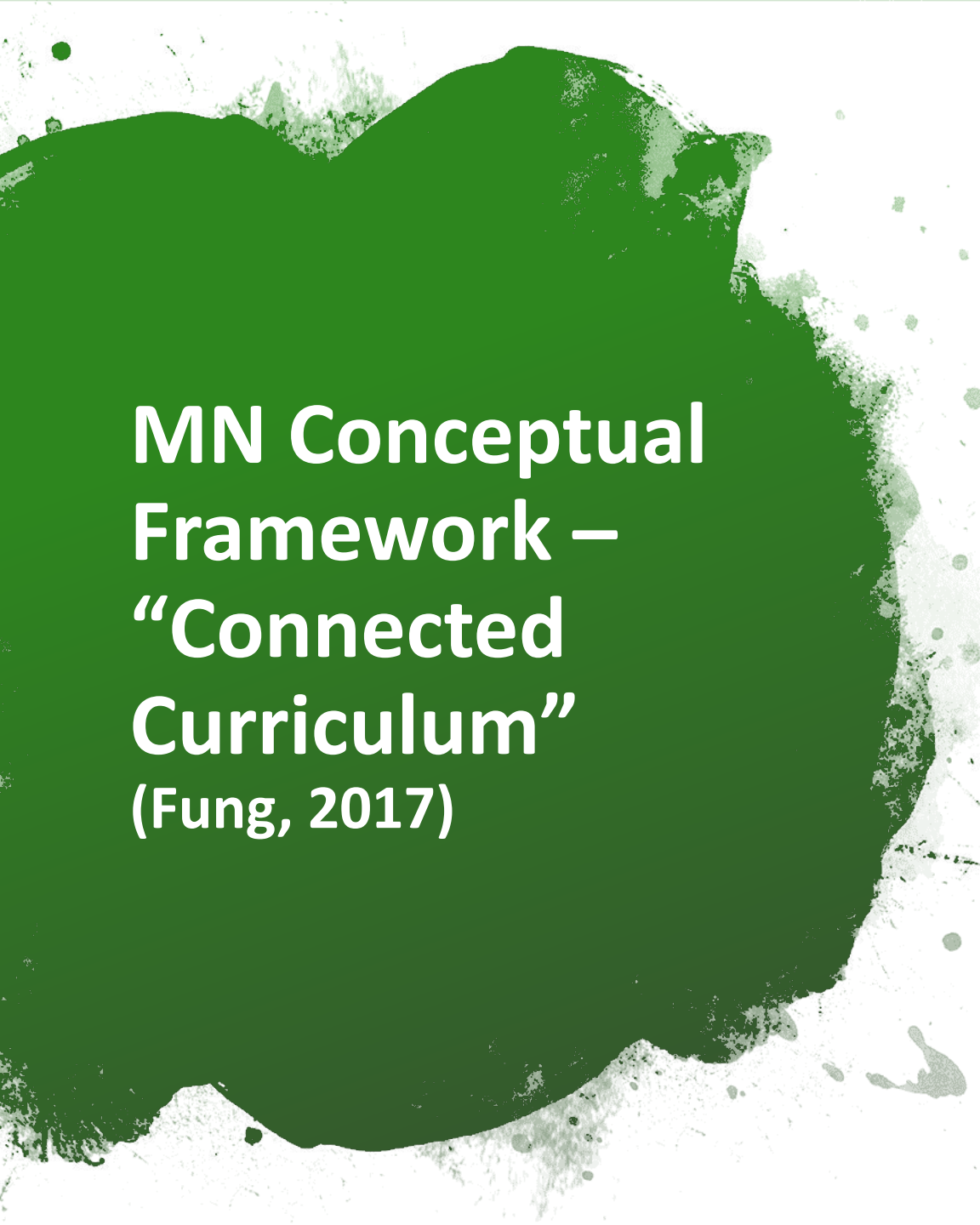
1. Demonstrate leadership by creating health systems that are equitable, diverse, and inclusive, and by engaging in reconciliation with Indigenous peoples, communities, and knowledges.

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.

MN Program Learner Outcomes (2021) (p. 2)

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)

Applied Inquiry I & II (3 credits each)

Capstone or Thesis Project

- NURS 589 / 590 / 591

- NURS 593 Framing the Inquiry Focus
- NURS 594 Grand Challenge Questions

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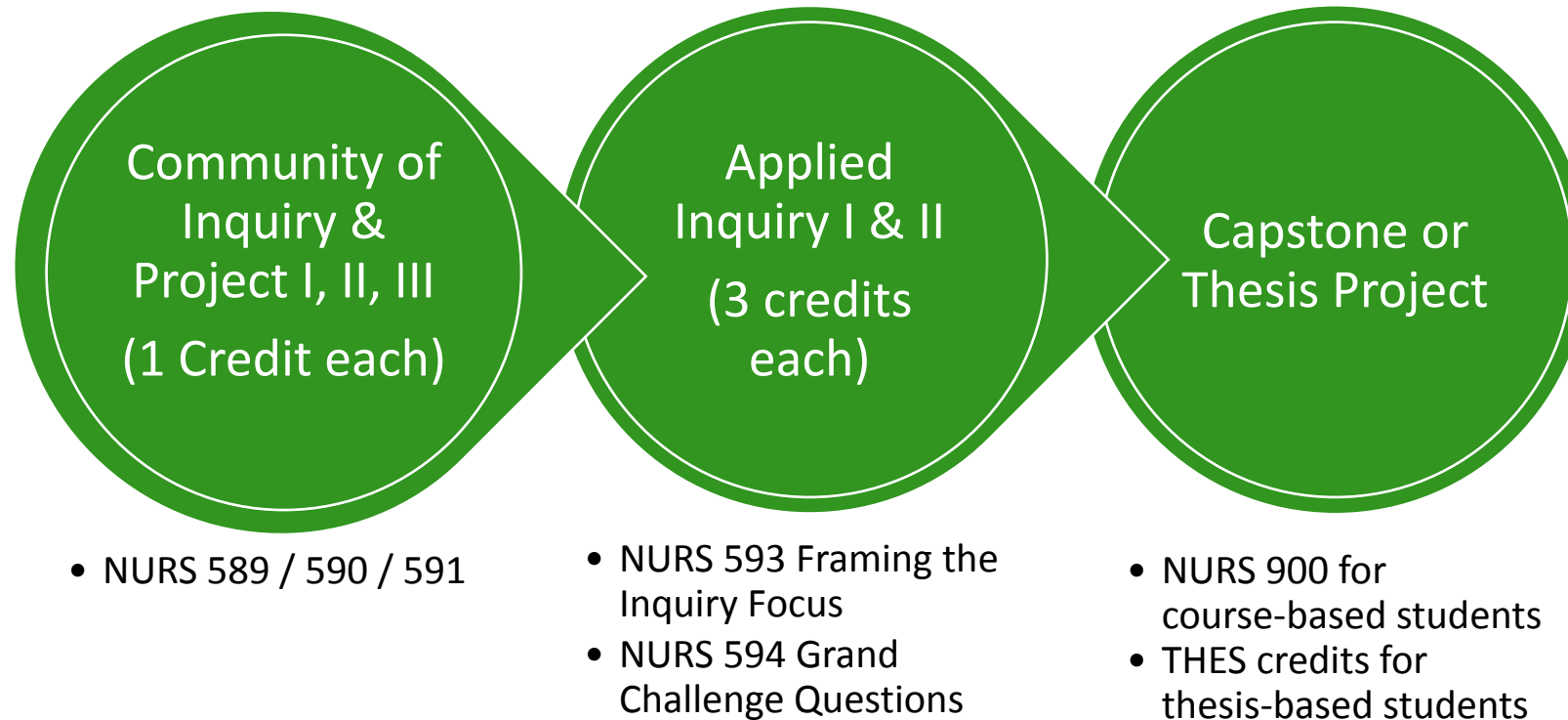
3. Students select one of four Advanced Focus areas of study

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

	Core Courses							
	Community of Inquiry							
	Advanced Focus							
FULL TIME - 3 courses / term	Year 1				Year 2			
Course Name	**Fall**	**Winter**	**Spring**	**Summer**	**Fall**	**Winter**	**Spring**	**Summer**
NURS 595 Foundations of Scholarship/Critical Thought	595							
NURS 596 Research Foundations	596							
NURS 593 Applied Inquiry I: Framing the Inquiry Focus	593							
NURS 597 Understanding Complex Systems		597						
NURS 598 Translating Knowledge		598						
NURS 599 Philosophy & Ethics in Nursing Inquiry		599						
Advanced Focus A (558 Education OR 568 Leadership OR 578 Research)					558/568/578			
Advanced Focus B (559 Education OR 569 Leadership OR 579 Research)						559/569/579		
NURS 594 Applied Inquiry II: Grand Challenge Questions						594		
(OR 600 level research methods elective for Advanced Research Focus)								
NURS 589 Master's Community of Inquiry I 1 Credit	589							
NURS 590 Master's Community of Inquiry II 1 Credit		590						
NURS 591 Master's Community of Inquiry III 1 Credit			591					
Course based students:								
NURS 900 Capstone					900			
Elective (1 course)					Elective	OR Elective		
Thesis Based Students:								
Thesis				Thesis				

Academic Advisors & Graduate Supervisors

Your faculty guide through your master's program!

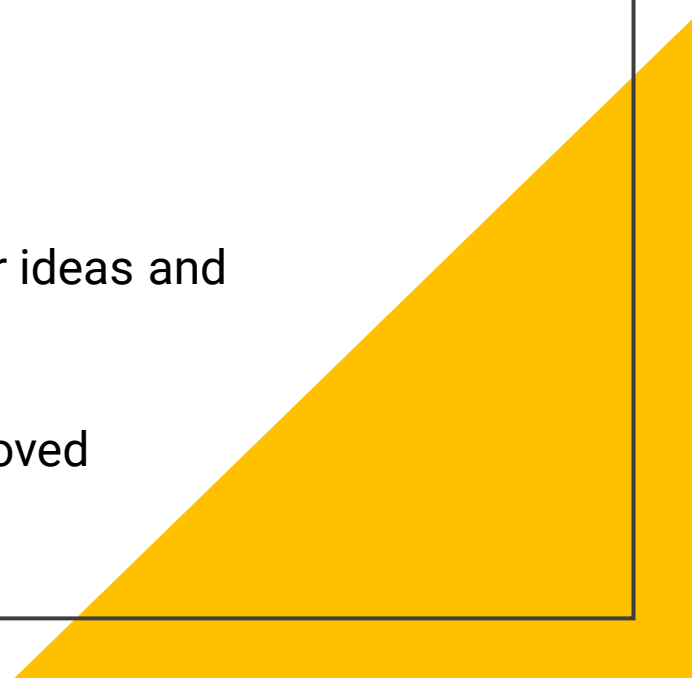# Meet with your Academic Advisor in the fall semester (PT & FT)

- 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 …. peers
  - Your role is to reply to feedback received, and revise / 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

NURS 589 (1 Cr) FALL Year 1	NURS 590 (1 Cr) WINTER Year 1	NURS 591 (1 Cr) SPRING Year 1 (online)	NURS 900 (3 Cr) FALL Year 2
• Develop beginning question for project (thesis or capstone) • Develop timeline • Select project supervisor	• Refine research / capstone question • Write introduction / background section • Confirm inquiry approach / research method	• Develop next-to-final draft of project proposal	• Develop project management timeline and plan • Implement capstone project • Develop writing plan and complete final project report

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

NURS 900 Instructor supports **process** for implementation & capstone report

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

Faculty of Graduate Studies and Research

https://www.ualberta.ca/graduate-studies/professional-development/graduate-teaching-and-learning-program/index.html

Graduate Teaching and Learning Program

- GTLP Level 1: Foundations
- GTLP Level 1 August 2021 Workshop Schedule
- GTLP Level 2: Practicum
- GTLP Level 3: Pedagogy & Course Design
- GTLP Level 4: Scholarship of Teaching & Learning
- GTLP Teaching Circle

Graduate Teaching and Learning Program

Level 1: Foundations

What you need to know to be a great TA

Level 2: Practicum

Become a better teacher

Level 3: Pedagogy and Course Design

Become a principle instructor

Level 4: Scholarship of Teaching and Learning

Engage with teaching research and course development

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?

Pirbhai-Illich, F., Pete, S., & Martin, F. (Eds.) (2017). *Culturally responsive pedagogy: Working towards decolonization Indigeneity, and interculturalism*. Palgrave MacMillan.

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 curiousity, 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

Upcoming TAGS Session

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