Welcome to the UNB Faculty of Nursing, Graduate Program!

We are delighted that you have chosen to become part of our learning community. The Master of Nursing (MN) programs build on your experiences, past achievements, and future aspirations for your career path. Our faculty members and preceptors support and facilitate your knowledge development, skills acquisition, and reflections of learning within a flexible framework you can access while you work.

Purpose and Overview Master of Nursing Program Handbook

The purpose of the UNB Faculty of Nursing Master of Nursing (MN) Program Handbook is to provide guidance to students, faculty and staff who are engaged in either completing or supporting students in completing the MN program. This handbook is a living document that is continually edited and updated as program requirements change.

The MN Program Handbook has two main sections. The first section provides a general overview of the program, and the second section provides supporting information based on the School of Graduate Studies and UNB Faculty of Nursing Graduate Academic Unit regulations and guidelines.

MN program students, faculty and staff are expected to review and become familiar with the MN Program Handbook.

If you have question about the MN Program Handbook, please contact either the Associate Dean, Research and Graduate Studies or the Graduate Program Administrator using the information provided below.

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This handbook is a living document that is continually edited and updated. It can be changed at any point (containing active hyperlinks) as program requirements change after being finalized, making this document more accessible, effective, and efficient. It is designed to promote safe, competent, and professional practice while consistently guiding students to achieve course outcomes. This handbook applies to all Faculty of Nursing - Graduate Studies streams, and these guidelines are reviewed and revised annually.
UNB FON VISION, MISSION & VALUES

Vision
Advancing nursing and nursing knowledge through excellence in teaching, research, clinical practice, leadership and innovation

Mission
We are educating and preparing nurses for an evolving healthcare system grounded in the principles of primary healthcare, social justice and caring supported by evidence and research.

Values
The articulation of values for UNB’s Faculty of Nursing provides clear expectations of how faculty will proceed in their daily work. Demonstrating these values will mean the entire team will be engaged in meeting students’ needs. These values are a key component of this plan.

**Excellence:** We are committed to delivering high-quality nursing education at the undergraduate and graduate levels through adherence to standards and the use of relevant, innovative teaching methods responsive to learners’ needs.

**Caring:** We will demonstrate dignity, compassion, respect and fairness at all levels in our internal and external interactions and advance substantive knowledge of caring science as a core nursing value.

**Collaboration:** We will grow and sustain relationships with relevant stakeholders to create mutually beneficial outcomes and common goals for the university, our colleagues and our community.

**Integrity:** Honesty, transparency, fairness and reliability will be evident in all our proceedings.

**Accountability:** The structures and processes we have in place will improve our capacity to evaluate and measure relevant indicators and the effectiveness of our program delivery.

**Responsiveness:** Our undergraduate and graduate programs will be proactive and demonstrate flexibility in anticipating and responding to changing trends in healthcare delivery.
MN PROGRAM & CURRICULUM OVERVIEW

MN Program Overview

The UNB Faculty of Nursing program offers two Master of Nursing (MN) degree programs: (1) Thesis/Report (2) Advanced Nurse Practitioner (Primary Healthcare All-Ages).

The Thesis/Report program prepares graduates to contribute to evidence-based practice as researchers, academics, and nursing leaders. Students in this program learn about the research process and apply this to completing original research or an evidence informed practice project with a partner stakeholder.

The Primary Healthcare Advanced Nurse Practitioner program prepares graduates to meet Nurse Practitioner entry-level competencies and standards of practice and care for clients of all ages in a variety of settings including community health and NP-led teams and clinics, collaborative family practice, urgent care, and long-term care.

MN Thesis/Report Program


The thesis/report program can be completed on either a full- or part-time basis and intake occurs in the fall term each year. All students complete a total of 6 courses (18 CH) and a thesis or report. This program involves mainly asynchronous (online self-study, peer interaction, modules) learning with some synchronous (live in real time meetings) components. Overall, in a given course, you can expect around 60-70% asynchronous and 30-40% synchronous learning. Attendance at all synchronous classes is mandatory.

MN Thesis/Report Program Courses & Sequencing.

Full-time students in the thesis/report stream complete all course work (6 courses) in year 1 and thesis or report work in year 1 and 2. Part-time students in the thesis/report stream complete course work (6 courses) in years 1, 2, and 3 and thesis or report work in year 4. As personal schedules allow, some part-time students complete up to a maximum of 2 courses per term. Because there are no summer courses, part-time students focus on thesis or report work in the summer months. Degrees must be completed in no more than 4 years for full-time and 5 years for part-time students.

MN Report Course Sequencing

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Fall Semester (Sept-Dec) Course # &amp; Name</th>
<th>Winter Semester (Jan-April) Course # &amp; Name</th>
<th>Summer Semester (May – July) Course # &amp; Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 PT</td>
<td>1 FT</td>
<td>NURS 6018 (3CH) Nursing Leadership, Ethics &amp; Health Policy</td>
<td>NURS 6012 (3CH) Health Research Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NURS 6996 Report OR NURS 6997 Thesis</td>
</tr>
<tr>
<td>2 PT</td>
<td></td>
<td>NURS 6013 (3CH) Theoretical Foundations</td>
<td>NURS 6022 Quantitative Research (3CH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NURS 6996 Report OR NURS 6997 Thesis</td>
</tr>
<tr>
<td>3 PT</td>
<td></td>
<td>NURS 6021 (3CH) Qualitative Research</td>
<td>Elective OR NURS 6234 Independent Study (3CH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NURS 6996 Report OR NURS 6997 Thesis</td>
</tr>
<tr>
<td>4 PT</td>
<td>2 FT</td>
<td>NURS 6997 (Thesis)</td>
<td>NURS 6997 (Thesis)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NURS 6996 Report OR NURS 6997 Thesis</td>
</tr>
</tbody>
</table>

NOTE: Approved and implemented Fall 2021
**MN Advanced Nurse Practitioner Program**

**MN ANP Program Overview**

The MN ANP is a full-time only program and intake is every two years in the fall term (e.g., 2025, 2027). Students complete total of 11 courses (43 CH) and 700 clinical hours over 18 months (5 academic terms). The theory component of all MN ANP program courses occurs synchronously online (live in real time). Lab and clinical components of courses are in-person and require travel to Fredericton or Moncton for labs and Observed Structured Clinical Exams (OSCEs). Clinical practicum hours are based on a preceptorship model that involves pairing 1 student with 1 NP or Physician preceptor. Due the availability of preceptors, and the 1:1 student/preceptor model, students will not always be paired with a preceptor in their immediate geographic area; thus, travel will be required. Students are responsible for travel costs. Attendance at all theory and lab classes is mandatory and students must complete all clinical hours.

**MN ANP Course Sequencing**

Of the 11 courses in the program, 6 are theory only, 4 combine theory and clinical, and 1 is clinical only. Theory components of courses are scheduled on Monday and Tuesday and lab and clinical components are scheduled on Wednesday, Thursday, Fridays.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Fall Semester (Sept-Dec) Course # &amp; Name</th>
<th>Winter Semester (Jan-April) Course # &amp; Name</th>
<th>Summer Semester (May – July) Course # &amp; Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 FT</td>
<td>NURS 6018 (3CH) Nursing Leadership, Ethics &amp; Health Policy</td>
<td>NURS 6202 (3CH) Advanced Pharmacotherapeutics</td>
<td>NURS 6363 (3CH) Research &amp; Evidence-Informed Nursing Practice</td>
</tr>
<tr>
<td></td>
<td>NURS 6222 (4CH) Advanced Health Assessment Theory &amp; Clinical Practicum (100 hrs)</td>
<td>NURS 6224 (4CH) Primary Health Care Management Adult I Theory &amp; Clinical Practicum (100 hrs)</td>
<td>NURS 6226 (4CH) Primary Health Care Management Pediatrics Theory &amp; Clinical Practicum (100 hrs)</td>
</tr>
<tr>
<td></td>
<td>NURS 6203 (3CH) Advanced Pathophysiology</td>
<td>No course</td>
<td>NURS 6204 (3CH) Roles and Issues</td>
</tr>
<tr>
<td>2 FT</td>
<td>NURS 6013 (3CH) Theoretical Foundations</td>
<td>NURS 6219 (9CH) Final Clinical Practicum (300 hrs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 6228 (4CH) Primary Health Care Management Adult II Theory &amp; Clinical Practicum (100 hrs)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Master of Nursing Program Grading Scheme**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
<td>95-100</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90-94.9</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>86-89.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>81-85.9</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>76-80.9</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>73-75.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>69-72.9</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>65-68.9</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-64.9</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0-59.9</td>
</tr>
</tbody>
</table>

NOTE: Approved and implemented Fall 2023
COURSE REGISTRATION

Registering for Core Courses
UNB has an online registration process. For guidance about registering online, please access the following link, https://www.unb.ca/academics/registration/. Students can register for Fall (September - December) and Winter (January - April) term courses in the late summer/early fall. Term courses' registration for Summer (May - July) can be completed early in April.

Registering for Thesis/Report Courses
All thesis/report and NP students must register each term of every year in the program in either 6997 (thesis) or 6996 (report).

Registering for Courses Taken from other GAUs at UNB or other Universities
Thesis/report students often take graduate electives from other GAUs (i.e., non-nursing courses). Before registering for courses from another GAU, permission from the course professor/instructor and, often, the department head (i.e., Director or Assistant/Associate Dean of Graduate Studies) of that GAU is required. To facilitate this process, students should first contact the course professor to seek permission to take the course and, from there, determine the typical process for approval and whether the student should contact the department head. Once permission is obtained from another GAU, students must complete the Graduate Student Course Change Form. This form will be submitted to the MN Graduate Program Assistant, who will then submit it to the Associate Dean, Research and Graduate Studies and SGS for approval. This request form originates at the Home institution, usually at the department level. If a student wishes to take a course from another university, they should follow the same process outlined above, beginning by consulting with the professor/instructor at the host university; once permission is granted, students must complete the Graduate Transfer Agreement Form following the same submission process outlined above. See Section 7. PROGRAM (DEGREE) REGISTRATION, for further information regarding taking non-nursing courses from other GAUs or universities for course credit.

Registering for Courses taken as an Independent/Directed Study
Thesis/report students typically complete an Independent/Directed Study course to refine their knowledge and expertise by developing and completing a course focused on the substantive content area or method associated with their thesis/report work. This often involves a single student working with a faculty instructor/professor to identify important course outcomes and develop a syllabus. Students must make arrangements with the faculty instructor/professor and the Associate Dean, Research and Graduate Studies, at least four weeks in advance of the term that they plan to pursue the Independent/Directed Study in and, as per SGS requirements, complete and submit the Graduate Independent/Directed Studies Course Change Form and the course syllabus, to the MN Graduate Program Assistant. Suppose the course professor/instructor is not a member of the Nursing GAU; in addition to the Graduate Independent/Directed Studies form, the faculty member must also submit a copy of their CV. The proposed Independent/Directed Study course will be considered and approved by the Associate Dean, Research and Graduate Studies before being submitted to the SGS for approval.

Registering for Courses Taken from Undergraduate Program
On occasion, undergraduate courses are levelled to the graduate level. In this instance, the course description must contain specific details regarding the levelling of the course to graduate expectations. Please consult with the Associate Dean, Research and Graduate Studies if you have questions about taking an undergraduate program course for course credit toward your MN degree.
MN PROGRAM REQUIREMENTS

Program Fees
The MN thesis/report and NP streams are currently considered research-based programs. According to SGS regulations, research-based students must pay fees for three terms per year until completion of the degree, regardless of whether courses are taken. Information on fees, payment methods and deadlines can be accessed here, https://www.unb.ca/financialservices/students/Masters_and_PhD_Tuition_and_Fees/index.html
If students cannot pay fees by the cut-off date set by the UNB, contact gradfees@unb.ca. Students who do not pay fees on time will receive notice from the SGS. Suppose payment has not been received or there is no effort to contact the above office to make payment arrangements. In that case, the student will lose access to UNB services (e.g., email, online systems, library resources) and may be withdrawn from the MN Program. Program fees are managed by Financial Services, not the MN program office, and therefore students must communicate with them directly. When Financial Services are proactively made aware of financial hardship, they can sometimes make individual arrangements to pay fees; such information is to be communicated with financial services before cut-off dates.

Registered Nurse Registration / NANB Registration

NP Stream.
All NP students must maintain continuous practicing registration with the Nurses Association of New Brunswick (NANB) while enrolled in the MN program. Confirmation of this membership will be submitted to the MN Graduate Program Assistant by the first week of classes at the beginning of each academic year in September.

MN thesis/report students must have active practicing membership, or equivalent, with either NANB (for students living in NB) or their respective provincial or territorial/national nursing regulatory body (for students residing outside NB). Although our program is offered online, some students will choose to move to and live in NB. If this is the case, and if the student plans to practice as a registered nurse in NB, they MUST register with the NANB. Please note that because no practice components are associated with MN thesis/report stream, this is a professional practice obligation, not an obligation of the program. For more information, please see Section 2. ADMISSION POLICY, Registered Nurse Registration.
TECHNOLOGY & TECHNICAL REQUIREMENTS

The MN graduate program is offered online using distance technology. All students must own or have ready access to basic computer hardware and software. High-speed internet access is required. The Learning Management System Desire2Learn Brightspace (D2L) is utilized to manage and facilitate all graduate-level courses and associated content. For D2L technical support, please contact Jeff Mundee at (506) 452-6288 or email jeff.mundee@unb.ca at the UNB Centre for Enhanced Teaching and Learning.

Live synchronous sessions take place using video conferencing software. It is recommended that all students use a headset with an attached microphone to optimize engagement. The built-in microphone can be operated using a computer with a built-in webcam. However, all students must use earbuds or headphones to reduce feedback/echoes (those accompanying mobile devices such as iPods and smartphones are sufficient). Video cameras should be turned on unless otherwise directed by the course professor/instructor. Students should mute their audio to eliminate ambient noise unless speaking during a session. Finally, students should participate in a quiet space free of noise and distraction (participating in a coffee shop, for example, is not recommended). For video conferencing software technical support, contact the MN Program Level I ITS support, Grant Logan, by phone at (506) 458-7630 or email nurseit@unb.ca.

Activating UNB IT Services

To navigate and successfully engage in the MN program, all students must activate and access UNB IT Services. To do this, access the following site, https://es.unb.ca/apps/activate/ and enter your UNB student number, Login ID and birth date. Activating UNB IT Services is a critical first step that will permit course registration and access services such as the UNB email account, the Learning Management System D2L, UNB Libraries, etc. These services can only be accessed if you have activated your account. If you need help activating UNB IT Services, please contact the UNB ITS Service Desk or Help Desk by phone at (506) 457-2222 or email itservicedesk@unb.ca.

Email Communication

As a UNB student, you will be assigned a UNB email address. Only UNB student email accounts will be used for communication from the MN program to MN students. Students must access their UNB email accounts regularly as important and time-sensitive messages requiring responses are frequently sent from the MN program office.

Completing the Thesis/Report

As noted, thesis/report students complete a thesis or report. For general information about SGS requirements for theses/reports, visit https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/index.html The thesis/report, students must identify and secure a faculty supervisor and committee member. Students can access examples of completed theses and reports via UNB Scholar.

Learning Assessments

Learning assessments in the MN program are submitted electronically. UNB supports Microsoft products; therefore, we request that students submit assignments in Microsoft Word unless the course professor identifies another software package or program. Students can download the Microsoft suite of programs for free via UNB ITS:

Windows: https://unbcloud.sharepoint.com/sites/ITServices/SitePages/FreeOfficeWindows.aspx
Mac: https://unbcloud.sharepoint.com/sites/ITServices/SitePages/FreeOfficeMac.aspx
FUNDING & DEVELOPMENT OPPORTUNITIES

Funding Opportunities

Graduate Student Teaching Assistantships (GSTA).

The UNB Faculty of Nursing has limited GSTA funding available for full-time thesis and NP students. The number of students receiving GSTAs is determined by the amount of funding available from the SGS. Recipients will work 10 hours weekly supporting a professor/instructor with an undergraduate class. Depending on which courses require GSTAs, work online or in-person class attendance may be required; thus, students may need to travel to the UNB Fredericton campus to fulfill GSTA duties. In other instances, GSTAs may be able to complete tasks remotely and thus would not be required to attend classes or travel to campus. The students in GSTAs are considered employees, and the monies received are taxable income. GSTA appointments are governed by the same Collective Agreement between the University and PSAC-UGSW (Local 60550).

Graduate Research Assistantships (GRA). GRAs are given only to full-time thesis/report or NP research-based students and are a financial commitment from the SGS and Nursing to allow students time to work on their thesis/report papers. GRAs are considered scholarships and are non-taxable. The money varies yearly, and students will receive up to 2 years of GRA funding.

Faculty Sponsored Graduate Student Research Assistantships (GSRAs).

From time to time, individual faculty members have funding for GSRAs associated with particular projects. If the faculty's research topics relate to a student's thesis topic, sometimes GSRAs are awarded to students for research work, forming their thesis's basis. In other cases, these positions are focused on gaining research experience and supporting faculty member research activities. To ensure timely and successful progress, guidelines related to work hours for research-based graduate students limit full-time students to working approximately 10 hours per week; there are no limits for part-time students. Please access the following guidelines for further details, https://www.unb.ca/gradstudies/current/financial/employment.html. GSRA appointments are governed by the same Collective Agreement between the University and PSAC-UGSW (Local 60550).

Nursing Scholarships & Awards

Several scholarships are available for full-time and part-time MN students each year. The deadline for applications is June 1 each year. For information and applications, please access the following link, https://www.unb.ca/fredericton/nursing/graduate/funding.html.

Tri-Council Agency Graduate Funding

Scholarships are provided to graduate students from Canada’s three major granting agencies: the Natural Sciences & Engineering Research Council (NSERC), the Social Sciences and Humanities Research Council (SSHRC), and the Canadian Institutes of Health Research (CIHR), hence the tri-council agency. Students are strongly encouraged to apply for funding from one of these councils whose research mandate is most closely aligned with their graduate programs; in nursing, this is typically SSHRC and CIHR. Full-time thesis students are eligible for these awards and are encouraged to apply. Please see the following link for further details. Students are urged to consult their thesis Supervisor or Assistant Dean, Research and Graduate Studies about these awards.
Development Opportunities

Graduate Student Association.

The Graduate Student Association (GSA) is the student link between the SGS and graduate students. The GSA has a student representative on the SGS Executive Committee. Other services the GSA provides to students include conference travel grants, access to legal services, health and dental plans, etc. Students should access the GSA website for further information.
http://www.unbgsa.ca/

GAU Committee Opportunities.

Student participation is sought on the following committees: Nursing GAU (1 student representative), the Graduate Curriculum Committee (2 student representatives), the NP Advisory Committee (1 student representative) and the Faculty of Nursing Ethics Committee (1 student representative). Students are invited to participate as student members on these committees each year.

Centre for Enhanced Teaching and Learning: Diploma in University Teaching (DUT).

The UNB Centre offers the Diploma of University Teaching (DUT) program for Enhanced Teaching and Learning. The DUT is available for an additional fee to all registered full-time and part-time graduate students. Further details about the DUT, including fees, program structure, and objectives, can be found at http://www.unb.ca/fredericton/ctl/tls/faculty/dut/. Overall, as per the website description, participants in the program develop knowledge, skills and attitudes that will enable them to:

- Increase their competence in the teaching-learning process and instructional design.
- Understand the diversity in students’ needs and learning characteristics.
- Understand the characteristics of the teaching-learning environment that promote effective learning.
- Develop attitudes and skills that value ongoing professional development related to teaching.

Thesis/Report Student Time Limits on Degrees

Degrees must be completed in at most four years for full-time and five years for part-time students. The Nursing GAU has adopted a Regulation that up to three months should follow the completion of coursework to establish the thesis/report committee. The rationale for this regulation is that students must establish a committee promptly to not lose ground regarding the motivation and self-direction required to complete the thesis/report. This timeline sets the maximum threshold for establishing a thesis/report committee, and students are encouraged to secure a supervisor and committee member much earlier in the program.

Monthly Forums

To establish a community of learning and support students in progressing with their thesis/report work, all students must attend six monthly forums held in the Fall and Winter terms and led by Associate Dean Research and Graduate Studies. These forums support students as they move through the thesis/report process steps, from identifying a supervisor and topic to completing it.

Students will have opportunities to discuss challenges and progress and learn from their peers and expert guests who may also attend the forums. Faculty members from the GAU will also be invited to monthly forums to enhance interaction with people who are not necessarily engaged in teaching courses in the MN program but are available for supervision and/or committee membership. Forums are mandatory and are held from 4:30 - 6:30 pm on the last Wednesday of every month for thesis/report students and on the third Wednesday of every month for NP students.
Working and Studying


Part-time students who are employed full-time will find that a guiding principle to follow in terms of coursework is to take one course per term. This schedule permits students to complete coursework in 3 years and has 1-2 years left to complete the thesis/report (to a maximum of 5 years). Part-time students are permitted to register for a maximum of 2 courses per term which means that, for some students, the course completion may be accelerated. Part-time students considering taking more than one course per term should consult the Associate Dean, Research and Graduate Studies, Faculty of Nursing, before registration. Full-time students will find that regulations from various funding agencies stipulate maximum hours of work allowed while students hold funding (generally 10 hours/week).

These regulations can also serve as a valuable guide for full-time students who do not hold funding and are considering how much work is reasonable to assume. Please consult with the Associate Dean, Research and Graduate Studies if there are questions or concerns about how much work is manageable at various points in the program. While there are no regulations for unfunded Master's students regarding employment while pursuing a graduate degree, students should be aware that juggling employment and graduate studies must be carefully considered. Whether studying full or part-time, all students are advised to plan for a work schedule that permits focused time on the thesis/report because uninterrupted periods for conceptualization and writing are necessary for timely progress.

NP Students.

Because of the time commitment associated with NP clinical practice preceptorship experiences, full-time work and full-time study is not permitted among NP students. Students must determine schedules and an appropriate timeline for completing NP preceptorship hours in collaboration with the NP Preceptor and Instructor of Record for the clinical course. Scheduling is highly dependent on the NP Preceptors' availability. Therefore students must ensure that any commitment to paid employment is not so rigid that there is little or no flexibility to meet the clinical course practice requirements.

MN Orientation and Nursing Research Days

An essential aspect of graduate education is socialization into the graduate role and building a sense of community among faculty and students. Students must attend our annual MN Orientation Day in late August or early September and Research Day, typically held in the spring, to provide an opportunity to meet with peers, per the Nursing GAU regulations. During MN Orientation Day, there are orientation-focused sessions and student presentations on progress related to thesis/report work. As time permits, students are encouraged to book time on that day to meet with prospective or current supervisors. At Research Day, students introduce speakers, monitor concurrent sessions and present their thesis/report work.
THESIS / REPORT STREAM

The Thesis Stream prepares graduates to contribute evidence-based practice as a researcher, academic and/or practitioner. The Report Stream prepares graduates for management, leadership, policy, and academic roles. Considering the differences between a thesis and a project/report much depends on the interpretation of scholarly work. Typically, the purpose of a thesis is understood to demonstrate the candidate's competence to undertake research, with the guidance of a committee, that enables them to learn and apply the research process. Typically, the purpose of a report/project is to demonstrate the candidate's ability to undertake collaborative inquiry (frequently with stakeholders) guided by a committee, enabling students to learn and apply methods of inquiry to address evidence-informed practice with practice partners. These two categories of scholarly work should be viewed as balanced. Thesis work can occur through participation with stakeholders.

Identifying Supervisor and Committee Member

All MN thesis/report stream students must establish a supervisory committee. See Section 7 General Regulations for Research-based degrees, thesis/report students are to identify the top three faculty members with whom they share research interests on their admission application to support the early identification of supervisors, Full-time students must identify their supervisor and topic in year one, and part-time students must identify a supervisor and topic in year 2.

The student leads the process of securing a supervisor and requires considering and meeting with faculty with expertise in their substantive area of interest or thesis/report approach/methodology. The supervisor must be a full member of the UNB Nursing GAU; see the membership listing here, http://www.unb.ca/fredericton/nursing/current/gau.html. Students should consult with and meet more than one Nursing GAU faculty member to make informed decisions about selecting a supervisor. To guide this process, students should prepare and present a brief (2-3 page) document to potential supervisors that outlines their thesis/report interests, proposed approach or methodology and projected timeline for completion.

Once identified, supervisors typically guide students in selecting a committee member (within or outside of Nursing GAU) with expertise that complements student interests and learning needs. When seeking out and meeting with potential supervisors, students sometimes identify more than one faculty member they would like to work. As a result, they invite one to be a supervisor and one to be a committee member. The supervisor and committee member should have the combined expertise to support student development in their area of interest and approach or methodology. If designated as a project collaboratively engaged with a practice partner, the report committee will include a stakeholder(s). Committee members can have Full, Associate, Adjunct, or Honorary Research Associate GAU membership status. Stakeholders may but do not have to hold membership in the Nursing GAU. Please refer to Section 8. MASTER’S DEGREE REGULATIONS for further details regarding committee composition. Students and supervisory committees should also know that Internal and External Readers will be assigned to examine and assess the thesis/report work. Further information, including regulations and guidelines surrounding the role of Internal and External Readers, is outlined in Section 8. MASTER’S DEGREE REGULATIONS.

Students should select supervisors and committee members according to the expertise required for the thesis or report process and consider the efficacy of working relationships. In addition, the student is advised to refer to the graduate calendar for Graduate School regulations regarding the Master’s thesis/report.

- The thesis committee will consist of a supervisor who is a full member of the Nursing GAU, whether appointed in the Faculty of Nursing or the Department of Nursing SASE UNBSJ. The thesis committee will also include at least one member, who may be a member of the Nursing
GAU or any other Faculty. The student may select the committee members but is advised to collaborate with the supervisor.

• The project/report committee will consist of a supervisor who is a full member of the Nursing GAU, whether appointed in the Faculty of Nursing or the Department of Nursing SASE UNBSJ. The project/report committee will also include one other GAU faculty member and, if designated as a project, collaboratively engaged with a practice partner or a stakeholder(s). If the stakeholder is not a Nursing GAU member, a member of the Nursing GAU and the supervisor shall also be on the report committee (a minimum of 2 Nursing GAU members must be on the committee).

• Within three (3) months of completion of course work, the student will complete the Thesis Committee and Proposed Topic form or Report Committee and Proposed Topic form, http://www.unb.ca/fredericton/nursing/graduate/forms.html and submit it to the Associate Dean Research and Graduate Studies for the information of the GAU Committee.

• The thesis or project proposal may not be discussed until coursework is completed. However, with the agreement of the Associate Dean, Research and Graduate Studies and supervisor, students may have committees in place and begin work on their proposals while registered in and before completing their final required course, NURS 6017 Research and Evidence Informed Practice 2.

Moreover, projects may produce reports that rely on diverse research methods. Community-based stakeholder engagement frequently determines whether students complete a project or a thesis. Students, their committee supervisors, and members are responsible for determining which form of scholarly work best suits the student's learning goals.

Examples of projects and reports that have been completed typically engage a clinical practice issue, establish an evaluation plan for a program, facilitate policy development, or provide integration of available evidence relevant to practice or program development.

For example, students choosing the project/report option may:

• focus on a specific concern of nursing practice, such as developing a clinical pathway pertinent to acute-care and community-based care of patients with CHF or other chronic illnesses.
• use secondary data sources, such as an integrative synthesis of previous research, to inform program development or evaluation.
• illustrate a specific issue using appropriate methods, such as a case study of innovative staffing strategies.
• conduct a quality assurance or policy evaluation project.
• facilitate policy development and evaluation of a strategy to facilitate collaboration in advanced practice between community-based organizations and governmental agencies.
• complete an integrative, scoping or systematic review identifying essential content and teaching strategies for an undergraduate nursing informatics course.

**Additional Considerations for Students & Supervisory Committee**

• Discuss supervisor and committee member expectations regarding involvement in the research process and how the committee will work together. Each committee will formulate its way of working, and students and faculty should establish transparent processes.
• Discuss supervisor and committee member expectations regarding authorship on papers that are developed and published from student thesis or report work.
• Discuss projected timelines and capacity for the supervisor and committee member to support the student for the thesis/report work duration. Both students and faculty will have peak times with commitments to courses, conference travel, etc. For this reason, discussing and developing a
timeline that meets the needs of students and faculty is critical. For example, arranging final oral examinations during July or August can be challenging.

- Discuss realistic expectations and timelines for submitting work and receiving feedback. Students can expect to write several drafts of various chapters of the thesis/report. This writing requires significant time investment for both students and faculty, and therefore establishing and maintaining timelines is critical to ensuring timely completion.


Discuss critical academic dates and deadlines. For example, students are responsible for consulting the SGS calendar of academic dates to determine and meet deadlines for submission of completed theses or reports to graduate in May or October; see important dates here, https://www.unb.ca/gradstudies/current/resources/important-dates.html. Students must also be aware of and meet SGS regulations regarding time requirements for the completion of their degree.

**Formalizing and Maintaining Supervisory Relationships**

Once a student, faculty member, supervisor, and committee member have determined they would like to work together, they must complete the following:

**Committee & Proposed Topic Form.**

Once a supervisor and committee are identified, thesis students must complete the **Thesis Committee and Proposed Topic form**, and report students must complete the **Report Committee and Proposed Topic form**. Completing these forms should follow the timeline outlined above (Year 1 full-time, Year 2 part-time) and be submitted to the MN Graduate Program Assistant.

**Guidelines: Roles and Responsibilities Graduate Students and Supervisors Form.**

To help support activities and working relationships between students and supervisors, as per SGS directive, all students and supervisors must review, complete and submit the Guidelines Concerning the Roles and Responsibilities of Research-Based Graduate Students and Supervisors form. The form should be completed once the supervisory relationship has been established and submitted to the MN Graduate Program Assistant, Tricia Canning. Please note that some faculty members request that students complete a separate written contract outlining student and supervisory expectations and accountabilities related to the thesis/report process. These forms are not submitted to the MN program office but are kept by the supervisor and student as evidence of their work plans and agreement.

**Annual Progress Report Form.**

After completing the first year of study for part-time students (second year of study for part-time students), together with their supervisor, all thesis/report students must complete the **Annual Progress Report form**, which requires documentation of progress, plans and timelines for completion. This form is due each year at the end of the first week of classes in September and must be submitted to the MN Graduate Program Assistant. The Associate Dean of Research and Graduate Studies will review and sign this form before being submitted to the SGS.

**Submitting work in the Master of Nursing Program**

Students must use the APA 7th Edition format for all assignments, theses/reports and so on throughout the MN program. Students are advised to obtain a copy of the latest version of the APA manual, as they will be using it extensively.
When writing proposals, APA formatting is used with the SGS Regulations and Guidelines for Preparation and Submission of Graduate Master's Theses Ph.D. Dissertation and Reports. SGS Guidelines supersede APA format for 1) Face page, 2). No Running Heads: 3) Quotations of more than one sentence, footnotes, tables and bibliography are single-spaced: 4) Page numbering; 5) Margins, and 6)Tables and figures

Before the electronic submission of the final PDF copy of your Master's Thesis or Report, students must ensure that the document conforms to the formatting regulations and guidelines; the SGS will not accept manuscripts that do not conform to these guidelines. For guidance with formatting, visit the UNB Electronic Theses and Dissertations website, https://www.unb.ca/etd/index.html. Students must access the UNB Electronic Training Section or contact UNB Digital Publishing Assistant Rob Glencross (rob.glencross@unb.ca) with digital formatting questions.

Research Ranking: Contribution of Graduate Funding, Publication &Presentation

The Faculty of Nursing participates in an exercise conducted by UNB to rank the research activities of all faculties called a Research Ranking. The result of this exercise is tied to the amount of money and resources available to the MN program. The better the research ranking in Nursing, the more resources are available to support graduate students, i.e., computers, printers, research support, etc. The Research Ranking is evaluated every two years, and ongoing records of student awards/external funding that affect the ranking are kept in the MN office. For example, students are asked each spring to advise the MN Office about receiving external funding, which positively contributes to research ranking.

Another factor influencing research ranking is naming faculty as second authors on student publications and presentations. In calculating the research ranking, the university considers joint faculty and student publications as evidence of research training and productivity. Therefore to recognize faculty efforts to assist the student in learning the research method or process, engage in discussion that facilitates clarification of ideas, or edit the manuscript, a common expectation of faculty who encourage students' publications or presentations is to be named a second author.

Thesis/Report Proposal

Submission of a thesis or report proposal is the student's decision in consultation with the supervisor. Submission does not imply recommendation/endorsement of the committee. The student will provide the Associate Dean, Research and Graduate Studies, with an electronic copy of the thesis/report proposal (Microsoft Word document) and an ethical review application for the Internal Reader and the examining committee chair. The Associate Dean, Research and Graduate Studies will appoint an Internal Reader. The following statement shall accompany requests for Internal Readers.

"Submission of a thesis or report proposal is the student's decision in consultation with their supervisor. Submission does not imply recommendation/endorsement of the committee. Internal Readers shall judge whether the proposal is ready to proceed to discussion based on the merit of the proposal."

The Internal Reader will be given ten working days to review the proposal. The date for the proposal discussion will only be set after the Internal Reader offers the feedback. Completing a Thesis/Report requires a significant level of autonomy from the graduate student. The expectation at the proposal stage is that the student's writing ability is at a level where the committee members can focus on substantive content rather than grammar, syntax, and APA format. The type of research approach (qualitative, quantitative, or mixed method) requires a differing timeline from the preparation of a proposal to the conclusion of the research and defence of the thesis. In recognition of the necessity of maintaining flexibility in timelines for completion of research, ensuring academic rigour and adherence to School of Graduate Studies time limits on completion of the degree, students who have not completed a successful proposal discussion ten months before their required date of completion shall be deemed to have made unsatisfactory progress and be withdrawn from the MN Program.
Internal Reader
The role of the Internal Reader is to read the thesis/report proposal with a fresh perspective and to raise questions about problematic areas, particularly in research or program design, that may need modification before the research or work on the report proceeds. The Internal Reader's expertise is generally related to some aspect of the project (i.e. the research method, the theoretical framework, or the substantive area under study). Hence, the assessment of the proposal will be guided by the particular expertise of the reviewer and broad standards of credibility. The Internal Reader may also have suggestions to strengthen the proposal that may be offered to the student for their consideration.

Typically the Internal Reader will provide written comments to the Chairperson of the proposal discussion and the student a few days before the discussion. This process allows the student to consider the issues raised and prepare to speak to those issues when they are presented in the discussion. The Internal Reader is only involved in the thesis or report process at the proposal discussion stage and as an examiner of the completed thesis or report.

Proposal Discussion
• The student must present the thesis or report proposal orally to the thesis/report committee and one Internal Reader. Students may open the proposal discussion to other faculty and students or professional colleagues, the larger university, or the community. Students are strongly urged to attend proposal discussions before their own to familiarize themselves with the process and to increase opportunities for scholarly interaction with nursing colleagues.

• The Chairperson of the Proposal Defense will introduce the student, the supervisor, the committee member(s), and the Internal Reader.

• The student will have 30 minutes to present the proposal. PowerPoint, Overheads, slides, etc., are helpful for the audience, provided the font size of the print is large. If the student has selected an open discussion, the Chairperson will allow approximately 15 minutes of questions and discussion with the audience. Supervisors, Committee Members, and Readers will hold their questions. After 15 minutes, the Chairperson will close the forum and ask the audience to depart.

• Discussion will continue with the examining committee for approximately 30 minutes, with the Chairperson asking for one question from each member, beginning with the Internal Reader, continuing until all significant concerns have been addressed. Usually, issues discussed are those seen as problematic for the research design or implementation, and the intent is to allow the student to speak to the concerns and engage in discussion with the committee. The proposal discussion intends that the process will be helpful to the student. The examining committee will indicate whether the concerns have been adequately addressed or whether changes are required.

• Suggestions for modifications to strengthen the proposal will be given to the student orally during the discussion and in writing within five (5) days by the Chairperson (copy to the supervisor, committee members, Internal Reader, and student file) using the Proposal Completion Form http://www.unb.ca/fredericton/nursing/graduate/forms.html

• Audio or videotape recordings of the post-oral presentation discussion are prohibited.

Ethical Review
All research proposals involving human subjects must undergo ethical review by UNB's Research Ethics Board (REB). The thesis or report committee and Internal Reader will review the ethics application submission and approve it for submission to the Faculty of Nursing Ethics Committee. The proposal will then be reviewed by the Chair of the Nursing Ethics Committee or their delegate and approved for submission to the UNB REB. If the research project also requires submission to an outside agency, e.g., the Regional Health Authority Research Ethics Board, the Faculty of Nursing Ethics Committee Chair will consult with UNB REB to determine whether UNB REB or outside agency
approval ought to be sought first. Please note, if the student is being supervised by a UNB Saint John Nursing GAU faculty member, applications should be forwarded to UNB Saint John REB (reb@unb.ca), and if being led by a UNB Fredericton Nursing GAU Faculty member, applications should be submitted to UNB Fredericton REB (ethics@unb.ca). Ethical forms for downloading can be found at http://www.unb.ca/research/vp/ethics.html.

NOTE: Ethical review process updated September 2020

Ethical approval may not be necessary for MN Reports, dependent on the nature of the report. Students are, however, expected to negotiate the project with the agency and develop a written agreement regarding the project, including the project's scope. This timeline will own the data and on what basis publication of the report may occur. These elements of agreement may also be engaged using a Memorandum of Understanding developed in collaboration with the UNB Office of Research Services.

**Thesis/Report Final Examination Process**

Completion of the Master's thesis or the Project with a Report in Nursing must demonstrate the candidate's competence to undertake research or collaborative inquiry, with the guidance of a committee, that enables them to learn and apply the research process using various methods of inquiry. The Thesis or Report must demonstrate a comprehensive understanding of the current knowledge in the chosen field of study; it must show that the candidate is fully aware of the pertinent published material, and it must be written in a satisfactory literary style. As well it should be free of typographical and other formatting errors.

Submission of a thesis or report is the student's decision in consultation with their supervisor. Suppose there is a discrepancy in the readiness of the paper for submission between the student and the supervisor. In that case, the student may consult with the Associate Dean, Research and Graduate Studies.

The student will provide the Associate Dean, Research and Graduate Studies with an electronic copy of the thesis/report (Microsoft Word document).

The Associate Dean, Research and Graduate Studies will appoint the External Reader. The following statement shall accompany requests for External Readers and be transmitted to the Internal Reader.

"Submission of a thesis or report is the student's decision in consultation with their supervisor. External and Internal Readers shall judge whether the thesis/report is ready to proceed to a defence based on the merit of the thesis or report."

Copies of the thesis/report are sent by the Associate Dean, Research and Graduate Studies and to the internal and external examiners for review. This typically occurs with copies of the thesis or report being sent simultaneously to Internal and External Readers. However, in some instances, the Internal Reader from the Nursing GAU may be asked to complete their examination in the first instance, with the External examiner completing their examination in sequence. The examiners will be given 3-4 weeks to read the thesis/report. Suppose the examiners need to consider the thesis/report ready for defence. In that case, they will meet with the supervisor and the Associate Dean, Research and Graduate Studies and identify required changes before the defence.

If the examiners judge the thesis/report suitable for examination, a minimum of ten (10) working days' notification of the defence shall typically be required.

Students are strongly urged to attend thesis or report defences before their own to familiarize themselves with the process and increase opportunities for scholarly interaction with nursing colleagues. Please note that all students must be physically present for their defence here in Fredericton. See SGS Regulations at https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/masters-degree-regulations.html
The examination will proceed according to the process outlined below; the thesis or report will, in the first instance, be examined by the GAU-Nursing committee (comprised of supervisor and committee member(s) and, if approved, the thesis or report will then be submitted to an Examining Board appointed by the Associate Dean Research and Graduate Studies of the GAU-Nursing. The Examining Board will consist of three voting members:

1. Only one of the members of the GAU-Nursing committee, determined by that committee;
2. The Internal Reader who will be a non-supervising member of the Examining Board from the GAU-Nursing;
3. The External Reader must be from a GAU other than that in which the candidate has studied.

The Chair of an Examining Board, usually the Associate Dean, Research and Graduate Studies-Nursing, will be a member of the candidate’s GAU and will not have been formally involved in the supervision of the candidate.

Following approval of the thesis by the Examining Board, the candidate, physically present here in Fredericton, will be examined orally. The oral examination will be chaired by the Associate Dean, Research and Graduate Studies in the student's GAU, who will not vote. The oral examination is open to the public and members of the university. At the discretion of the chair of the oral defence, public and university members will be permitted to question the candidate but will have no vote. The Associate Dean, Research and Graduate Studies of the specific GAU will report the decision of the Examining Board to the Dean of Graduate Studies.

**Thesis / Report Examination Process**

1. The Chair will introduce the student and the Examining Board.
2. The student will have 30 minutes to present the thesis orally.
3. The Examining Board will examine the student, beginning with the External Reader, followed by the Internal Reader and GAU-Nursing committee member. Generally, there will be two rounds of questions.
4. After questions from the Examining Board, the chair will accept questions from the audience in the following order: GAU-Nursing committee members, GAU-Nursing members, and others in attendance.
5. The audience and student will be excused, and the Examining Board will meet to render their final decision.
6. The student will be invited back to the table to hear the decision and for feedback.

The thesis must conform in all respects to the regulations governing the presentation of theses approved by the School of Graduate Studies. The dates for the presentation of Master's theses to the GAU, posted on the website and available from the School of Graduate Studies, should be noted. However, these may be submitted at any time of the year.

Forms required to graduate are provided at the time of the thesis defence by the MN Program Assistant. Deadlines for submission for spring and fall graduation are available from the School of Graduate Studies, and students should plan their deadlines with these dates in mind. Only in exceptional circumstances will the Associate Dean of Research and Graduate Studies request the external and Internal Readers to shorten the time frame for setting the thesis defence. The student must complete all required paperwork and submit thesis copies to the Graduate School.
NURSE PRACTITIONER STREAM

Objective Structured Clinical Examination (OSCE)

The nurse practitioner OSCE is designed to assess the clinical competence and skills required to provide safe care to the client from a holistic nursing perspective. The purpose is to evaluate the NP student’s ability to provide health care services which may involve integrating advanced nursing practice competencies with those unique to the role of the nurse practitioner (e.g., diagnosis and management of acute and chronic illnesses, prescribing medications, advanced therapeutic interventions). The OSCE will also assess various skills, including clinical reasoning, communication, physical examination, procedural skills, and professionalism. The OSCEs are designed to assess the knowledge, abilities, and judgments at various points throughout the program, identifying strengths and opportunities for improvement. Each of the four 100 hr practicums within the program has formative and summative laboratory components.

Each of these OSCEs will focus and build on specific aspects of the course content and will be administered periodically throughout the NP program. There will be a focus on advanced assessment, health promotion, and disease prevention professional roles and responsibilities. For example, NURS 6222 / NURS6224 / NURS6228 will focus on clients ranging from older adolescents to advanced years. Assessment may include growth and development; respiratory; cardiovascular; neurology; gastrointestinal; genito-urinary renal; gynecology, reproduction, and pregnancy; ear, nose and throat; musculoskeletal; dermatology; endocrine; immunology; mental health; ophthalmology; and community health. Patient populations range from newborn to advanced years. The context of practice is community-based practice recognizing that the community-based practice approach is not limited to office settings and may include sexual health centers / well-woman clinics/obstetrics / urgent care centers/ emergency rooms. The practice context covered in the examination consists of community-based practice and institutionalized care (acute care and residential care). In NURS6226, the focus will shift to incorporate the pediatric population, ranging from newborns to older adolescents / young adults.

Initially, the OSCE examinations can feel daunting, and many students are intimidated. These exceptional learning practices will develop your skills as a Nurse Practitioner. The expectation is not that you know everything or that you remember to complete every task perfectly. The intent is to assess your learning. Firstly, to ensure you are a competent and safe practitioner and, secondly, to evaluate that your skills reflect the expected learning stage in your program. As you progress through the program, the expectations will increase to include advanced nurse practitioner competencies. These will be clearly outlined in every clinical course.

The OSCE format is structured to provide a standardized and fair assessment, as all candidates are evaluated using the same scenarios and criteria. It also allows for assessing cognitive and practical skills in a controlled environment.

These OSCEs ensure nurse practitioners have the necessary skills and competencies to provide safe, effective client care. Successful completion of an OSCE is a requirement for certification and licensure as a nurse practitioner.

Coordinating and Completing NP Preceptorship Clinical Practicums

Only NP-prepared faculty are assigned to supervise NP clinical practicum courses. NP students are paired with a primary healthcare NP or physician using a preceptorship model. All clinical practicums are coordinated by the Faculty of Nursing Clinical Outreach and Engagement Coordinator (COEC), who liaises between the UNB Faculty of Nursing and our clinical practice partners. Please see the MN NP Preceptorship Guide for detailed information on securing and completing clinical practicums.
Guidelines for Determining Preceptor Type and Setting

Socialization in the Nurse Practitioner (NP) role and acquiring skills and abilities that support interprofessional collaboration are foundational to developing professional and competent NPs and NP practice. It may be challenging to arrange clinical practicums with suitable Preceptors due to competition with other NP and medical programs or the chosen geographic location. The following guidelines must be followed when arranging clinical practicums to ensure that all students have opportunities to work in various settings that best prepare them for the Primary Health Care Nurse Practitioner role.

Over the course of the program, all NP students require:

- At least two clinical practicums with an NP preceptor
- At least one clinical practicum in a clinic that supports interprofessional practice OR at least one clinical practicum with a Physician Preceptor
- Ideally, the majority (>50%) of the NURS 6219 Final Clinical Practicum be completed with an NP Preceptor

Guidelines for Completing and Logging Clinical Practice Hours

The UNB Faculty of Nursing must provide the Nurses Association of New Brunswick (NANB) with confirmation that each student has completed the NP program, including 700 required hours of clinical practice. Students who have yet to complete 700 hours will not be eligible to write the registration exam, the Canadian Nurse Practitioner Exam, or register with NANB. For this reason, it is imperative that each student accurately log and submit all practice hours for each clinical practicum. For more detail, please refer to the MN NP Preceptorship Guide.

The following guidelines apply to logging clinical hours:

- Logs must be submitted at the midway and final points of EACH clinical practicum.
- Only patient contact hours are counted toward the 700 required practice hours. This includes time spent with patients, onsite collection of relevant data, collaboration with healthcare professionals and documentation related to patient care.
- For the clinical practicum courses NURS 6214 Primary Health Care Management Adult I, NURS 6216 Primary Health Care Management Pediatric, and NURS 6218 Primary Health Care Management Adult II, 50% (50 hours) of the required 100 hours must be completed with clients in the area of the course focus. To ensure a minimum of 100 hours in each focused age group across the program, the remaining hours (the other 50%) can be achieved in any of the other four clinical practicum courses that students complete. It is sometimes necessary to complete more than 100 hours to perform 50 hours of practice in the focused age group during each course. Hours logged during any of these clinical practicum courses with individuals who do not fit the client demographic associated with the course, which are more than the 100 required hours, will be carried forward to NURS 6219, Final Practicum.

NOTE: Changed from 75% to 50%, March 2021 (based on consultation with NP schools, NANB and NP faculty)
STUDENT RESOURCES & SERVICES

Graduate Room
When onsite in Fredericton, the Graduate Room (Room 03) in the basement of MacLaggan Hall is available to all MN students for work and relaxation. The room has limited locker space, study areas, computers, a printer (students supply their paper), connections for laptop computers, a telephone (506) 447-3276, student mailboxes, a microwave, and a small refrigerator. Students who intend to use this space can request keys to Room 03 and lockers from the Graduate Program Assistant. Please note that the key to Room 03 will not allow students entrance to the building. On weekends and outside working hours, doors to MacLaggan Hall are locked, and students must contact security at 453-4830 to access the main building. Please have a valid photo UNB ID (U Card) available.

UNB Student Services
To ensure student success, UNB has a team of professionals who help students achieve their academic and personal goals. Services range from individual and career counselling to employment services, financial aid programs and tutoring programs; please see the following point, https://www.unb.ca/fredericton/studentservices/. Student Services can be reached by phone at (506) 453-4527 or by email at studentservices@unb.ca.

UNB Writing & Study Skills Lab
Writing is a skill developed and maintained through actively engaging in writing and learning how to rewrite and edit initial drafts. Many graduate students without recent university experience may have had little opportunity to develop and refine their writing skills. The ability to develop a logical argument, convey a coherent discussion and present conceptual issues with clarity is an expectation at the graduate level. Faculty expect to concentrate on substantive issues when evaluating written work, not on editorial or grammatical errors. Both UNB Fredericton (http://www.unb.ca/fredericton/studentservices/academics/writing-centre/writing-answers.html) and Saint John (http://www.unbsj.ca/studentservices/index.php) have resources for providing consultation on writing.

UNB Libraries
All students can access various library services and resources, including physical space, onsite and online research and technical support, print and online resources, technology, and equipment. Students can access library spaces, including print collections, individual study carrels, group spaces, and rooms and computer workstations at Saint John and Fredericton. The library space in and around the Fredericton area is the Harriett Irving Library (https://www.lib.unb.ca/about/harrietirving.php), and at Saint John is the Hans W. Klohn Commons Library (https://www.lib.unb.ca/about/saintjohn.php). Onsite support includes access to Reference Librarians, Library Assistants or a Library Liaison. In addition to providing onsite face-to-face support within the physical library space, these individuals can offer help by telephone, email, or through instant message technology (see, for example, the AskUs chat feature https://lib.unb.ca/help/ask-us). Students can contact our dedicated Librarians (meaning part of their role is to support), who are responsible for library instruction, collection development, upper-level reference service and resources. Please access the following link https://guides.lib.unb.ca/category/nursing to view examples of information for our dedicated Librarians.
**RELEVANT UNB & FON POLICIES**

**Health and Safety at the University of New Brunswick**

Students must acquaint themselves with the Health and Safety regulations governing UNB's employees, faculty, staff, students and visitors. Information about Environmental Health and Safety can be accessed via the link, [http://www.unb.ca/safety/generalpolicy.html](http://www.unb.ca/safety/generalpolicy.html). UNB Faculty of Nursing Nurse Practitioner stream students participate in clinical experiences at various facilities or institutions. Students are responsible for seeking out and becoming familiar with Health and Safety regulations for the facility to which they are assigned. The *MN NP Preceptorship Guide* provides additional relevant information about accident or injury reporting for NP clinical practicums.

**Resolution of Conflict**

**Preamble**

Conflict is a way of expressing disagreement over something important to us. When we make decisions with others or when we see things differently from others, how we interact may indicate that we feel annoyed or uncomfortable, a signal that we have conflict. Identifying the underlying cause of the conflict helps move toward resolving it. Professionally, we expect all faculty members and students to respect one another and to work together collaboratively, using ethical decision-making to resolve conflicts. One potential outcome is increased stress when we choose not to deal with a conflict.

**Resolution of Conflict among Nursing Students**

Conflict among students may occur at individual or working group levels in classroom and practice settings. A real or perceived conflict that is not addressed worsens. We intend to help students deal in a professionally accountable manner with conflict among peers.

Wherever possible in classroom or practice settings, we encourage students to deal directly with the person with whom they have a conflict. Students may find outside guidance helpful when this does not resolve the conflict. Students may contact faculty members, the Student Advocate, or UNB Human Rights Officer. Consulting these people about a conflict is different from telling a peer or family member because these people are obligated to act. Faculty members approached by a student with a complaint about another student are responsible "to deal fairly and ethically with students and other members of the academic community." Faculty members who hear students' complaints about other students are ethically bound to help them to begin a process to resolve the conflict or advise them that they cannot listen to the problem.

We intend these guidelines to provide direction when students choose to involve a nursing faculty member in seeking a resolution to a conflict. Informal ways are often most beneficial, and speaking to a nursing faculty member is considered informal. These guidelines will protect the rights of all students if one student has chosen to seek help from a nursing faculty member to resolve a conflict before it worsens.

In using informal ways to resolve conflict in the Faculty of Nursing, we value due process, natural justice, and procedural fairness. Everyone involved with a conflict has the right to access information about procedures, know about complaints, see or hear all evidence, challenge negative evidence, be helped in a process to resolve conflict, receive a fair hearing at all levels, feel protected by the process, and protection from anonymous evidence. Names of those engaged in a process to resolve conflict shall not be disclosed outside the process.
Process

We refer to a student who brings a complaint as Initiating student and the student about whom a complaint is made as Responding Student. The conflict resolution process applies when students choose to involve nursing faculty members in helping resolve a conflict within the Faculty of Nursing. When Initiating student approaches a faculty member to describe a potential conflict situation, the faculty member must immediately remind the student that we encourage first speaking to the Responding student directly.

The conversation should stop, and the faculty member must tell the student that it is inappropriate to hear more about it at this time. Initiating student may drop the matter after speaking with the Responding student about whether the conflict is resolved.

If Initiating student approaches a faculty member after having spoken to the Responding student, the following process applies:

1. When it is clear that the faculty member is unaware of the student’s identity with whom Initiating student perceives a conflict, the Initiating student may choose to drop the matter. The conflict may remain.

2. When it is clear that the faculty member is aware of the student’s identity about whom Initiating Student perceives a conflict, the faculty member is responsible for dealing fairly with both students. The faculty member must inform the Initiating Student that the faculty member must tell the Responding student about the perceived conflict.

3. The faculty member informs the Responding Student that Initiating student has told the faculty member of the unresolved conflict and requests a meeting to obtain the Responding student’s perspective.

4. The faculty member convenes a meeting with Initiating and Responding Students to help them resolve the conflict.

5. If the conflict is resolved, there is no further action.

6. If the conflict is not resolved, students can choose to continue the process of resolving the conflict within Nursing by contacting the Associate Dean, Research and Graduate Studies, or they may decide to seek help elsewhere within the university to resolve the conflict. For example, students may find Student Advocate, Counselling Services, or Human Rights Officer who can help deal with the conflict.

Suppose the faculty member believes that the conflict continues to have adverse effects on the learning of one or both students or affects learning for other students. In that case, the faculty member may inform the Associate Dean, Research and Graduate Studies to help resolve the conflict.

Student-Faculty Concerns

Students concerned about grades are advised to consult the academic regulations in Sections 24 to 28 below and the Student Advocate. As these regulations outline, the first step in addressing these concerns is discussing the matter with the instructor.

In a faculty such as Nursing, we expect professional conduct of students and faculty members in student-faculty interactions. Suppose students have concerns about the performance or actions of a faculty member in a classroom or clinical setting. In that case, we expect students to approach the faculty member with their concerns as a first step in reaching a resolution. Suppose the concern remains unresolved after meeting with the faculty member. In that case, the student consults with the Associate Dean, Research and Graduate Studies (site specific) to determine the most appropriate course of action. Should a student express their inability to meet with the faculty member directly, the student is advised to consult with the Associate Dean, Research and Graduate Studies. Students
may consult the Student Advocate, Human Rights Officer or Dean, depending on the situation. If a student is concerned about being treated ethically or fairly, the student may wish to consult with the UNB Human Rights Officer.

Faculty whom a student approaches with a concern about another student's performance or actions or another faculty member’s performance or actions should inform students that it is inappropriate and unprofessional for them to engage in such discussions. Faculty members must advise students to stop the conversation and then must advise the student to proceed to follow the steps in this guideline. Anonymous complaints are not appropriate and will not be addressed.

If students have concerns about the performance or actions of the Associate Dean, Research and Graduate Studies, they may contact the Student Advocate or the Dean. Allegations of student or faculty performance issues are serious, and everyone has the right to be represented at all stages of the process. Relevant unions represent faculty members, and the Student Advocate at the Office of Student Affairs represents students.

Notes: Conflicts involving students or faculty with members of agency staff follow agency processes to resolve. Faculty members seconded from external agencies or jointly appointed between UNB and agencies are covered by AUNBT procedures under a special agreement during their secondment.

Approved by Faculty Council August 2000 /Revised and Approved by Faculty Council May 2014

Declaration of Rights and Responsibilities

A positive working and learning environment comprise five elements:

1. Respect for Human Rights
2. Community Development and Recognition
3. Ethical Relationships and Professional Conduct
4. Empowering Individuals and
5. Leadership

Summarized from the Final Report of the President's Task Force on Creating a Positive Learning and Working Environment, http://www.unb.ca/humanrights/rights_responsibilities.html "The University of New Brunswick is committed to providing a positive learning and working environment, one in which all members of the community are respectful and respected as individuals. We strive to foster a welcoming and supportive community where every person feels empowered to contribute."

According to its Mission Statement, UNB strives "To inspire and educate our people to become problem solvers and leaders in the world, undertake research that addresses societal and scientific challenges, and engage with our partners to build a more just, sustainable and inclusive world." To achieve this mission, the University has adopted a Declaration of Rights and Responsibilities at: http://www.unb.ca/humanrights/rights_responsibilities.html.

The Discrimination, Sexual Harassment, and Harassment Policy and Procedures and the UNB Sexual Assault Policy can be found at: https://www.unb.ca/humanrights/policies.html.

The Human Rights and Positive Environment Office is in Room 304 of the Muriel McQueen Fergusson Centre on the Fredericton campus. Sula Levesque, Human Rights Officer, is available at UNB Fredericton Monday-Thursday, 9 am to 5 pm or by appointment. Sula can be reached by telephone at 506-458-7889.

Revised July 2019.
GRADUATE STUDIES ~ RULES, REGULATIONS & GUIDELINES

The authority for approving, implementing and maintaining regulations, standards and procedures lies with the School of Graduate Studies, overseen by the Senate. Regulations are subject to periodic revision. Students are therefore advised to consult the School of Graduate Studies (SGS) website regularly (https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/index.html) and to confer with the Director of Graduate Studies (DoGS) for their Graduate Academic Unit (GAU), to keep abreast of changes. If there is a discrepancy between the SGS Regulations and the regulations of the specific GAU, the Dean of Graduate Studies will have sole discretion to resolve the discrepancy.

According to the SGS regulations, "each GAU is responsible for establishing its regulations, which must not be inconsistent with the School of Graduate Studies regulations, for evaluating and assessing a student's progress regarding the student's research or scholarly work." Therefore, the format for the requirements and regulations in Nursing is those areas of difference are included under the specific SGS heading with the sub-heading Specific Nursing Information and Regulations in Addition to the SGS Requirements and Regulations. Students should also refer to the SGS Regulations for each heading. Where there is no difference between the SGS Regulation and the Nursing GAU regulation, the statement, "Refer to SGS Regulations and Guidelines," appears.

1. Terms & Definitions

2. Degrees & diplomas offered
   Master of Nursing (MN) – Thesis/Report Stream
   Master of Nursing Nurse Practitioner Stream

3. Application Procedures
   3.1 Specific Nursing Information and Regulations in Addition to the SGS Requirements and Regulations, GREs are not required for admission to the nursing program. There is one intake per year in September for the MN program. Admission to the NP program is every second year on the uneven years.

4. Admissions Policy

   Specific Nursing Information and Admissions-Related Regulations in Addition to the SGS Requirements and Regulations

   The deadline for Admission to the MN program is January 15 each year. The Graduate Academic Advisory Committee reviews applications: results are typically communicated to applicants by mid-March. Applications for the full or part-time study received after January 15 will be reviewed, and excellent candidates will be placed on a waiting list. Acceptance will depend on available space, and candidates will be notified if space becomes available.

   The Nursing GAU has limited assistantships for full-time students, and applicants who apply by the January 15 date will be given priority for these assistantships. Students who apply after the January 15 deadline may be considered for assistantships if students who have been offered assistantships decline acceptance to UNB. Applicants for full-time study are usually informed of funding awards from the GAU with the offer of acceptance.
Admission Requirements

- Normally, a BN or BScN with undergraduate statistics and Nursing research courses. Usually, a B in these courses will be considered acceptable.
- Applicants for the NP stream also require a health assessment course equivalent to NURS 3174, N2041 or N1142
- Normally, a cumulative GPA of at least 3.3 or B+ level
- All MN ANP Students must maintain continuous practicing registration with NANB while enrolled in the MN program.
- MN Thesis/Report/Project must have active practicing membership, or equivalent, within their respective provincial/national nursing regulatory body. Students, including International Students, who will not practice as a nurse in New Brunswick during their studies, can be accepted into the MN Thesis/Report program or take (a) specific course(s). If an MN student intends to practice nursing in New Brunswick, they MUST register with the Nurses Association of New Brunswick. Prospective students are advised to seek information regarding eligibility for registration in New Brunswick from the following:
  Nurses Association of New Brunswick
  165 Regent Street
  Fredericton, New Brunswick E3B 7B4
  Website: https://www.nanb.nb.ca/
- Three references - one referee should be able to describe the applicant as a learner or provide an academic reference, and one should be able to comment on the candidate's clinical practice.
- Students who are seeking admission should provide a written statement as indicated below to the stream to which they are applying:

  A written statement of the applicant's professional interests, research interests and career goals. Applicants should indicate any competing demands on their time and the modifications they propose to make to their life to integrate the extensive time commitment required to complete graduate coursework and subsequent research for a thesis or report.

  Nurse Practitioner Stream.
  A written statement of the applicant's professional interest and suitability for the autonomous role of the NP. Applicants should indicate any competing demands on their time and the modifications they propose to make to their life to integrate the extensive time commitment required to complete graduate coursework and concurrent clinical practica.

Qualifying Period

Specific Nursing Information and Regulations, in addition to the SGS Requirements and Regulations

The Faculty of Nursing does not admit part-time students to a qualifying year.

Each option in the MN Program has specific nursing experience practice requirements as outlined below:

  Thesis/Report Stream
    Full-time Study: Students may apply the year of their graduation from the BN program, provided they intend to study full-time on the Fredericton campus.
    Part-time Study: Students who are seeking admission to part-time study are required to have a minimum of one (1) full year of clinical practice
**Nurse Practitioner Stream**

**Full-time Study:** Students must have at least two (2) years of nursing practice before being considered for admission.

All admissions are on a competitive basis, and enrolment is limited. Satisfying minimum requirements does not guarantee admission. Applicants who do not meet the standard admission requirements must write a 2-3 page summary outlining why their case deserves special merit. The GAU Advisory Committee will judge each case individually and may request an interview with the applicant.

**Probationary Period**

When Nursing applicants are admitted on probation, the cumulative GPA may be below 3.3 (B+) but must be greater than 3.0 (B). As per SGS regulations, full-time students on probation must register for a minimum of six (6) credit hours of graduate courses per term. Part-time students on probation may register for up to one graduate-level course per term.

**Proficiency in the English Language**

6.1 Specific Nursing Information and Regulations in Addition to the SGS Requirements and Regulations

https://www.unb.ca/gradstudies/admissions/international.html#International%20students

The MN program includes clinical practice; therefore, effective communication in English is essential. The minimum TOEFL score is 600 for paper-based testing or 253 for computer-based testing. IELTS minimum score is 7.0. The GAU has the discretion to require an assessment through the UNB English Language Program either before admission or following admission to the program if language skills are problematic in the clinical or classroom areas. If an assessment is required, the Associate Dean, Research and Graduate Studies will communicate with the student in writing and monitor the assessment process for satisfactory language acquisition for practice. The cost of an assessment is the responsibility of the student.

5. Program (Degree) Registration

7.1 Specific Nursing Information and Regulations in Addition to the SGS Requirements and Regulations


UNB Nursing courses delivered outside of the fall and winter term fall into the summer term category of the SGS regulations (May 1 through July 31) and will generally run for 13 weeks, similar to the fall and winter courses.

**Courses External to UNB**

Students may take courses for credit toward the MN program from other universities if they receive approval from the Associate Dean, Research and Graduate Studies. Most commonly, these will be electives. Students wishing to take nursing courses from another university shall convey via a letter or an email a request to the Associate Dean Research and Graduate Studies proposing why the course is significant for their program of study and discuss the transferability of the course with the Associate Dean Research and Graduate Studies before enrolment at another university. Courses transferred from other universities are credited but do not contribute toward the student's cumulative GPA.

**Transfer Process**

Students requesting permission to take a course at another university shall provide the Associate Dean, Research and Graduate Studies with a course outline and contact person at the other university and indicate when the course is to be taken. If the course is appropriate, the Associate Dean. Research and Graduate Studies will request approval from the School of Graduate Studies. After completing the course, the student must request a credit transfer in writing and provide an official transcript. The student is expected to achieve a B grade or better for
transfer. Upon receipt of this request, the Associate Dean, Research and Graduate Studies will recommend that credit be given to the School of Graduate Studies.

**Fee Reimbursement**

Students who take courses at other universities for transfer credit while paying tuition to UNB may request reimbursement for fees paid elsewhere. The current policy is to reimburse up to the cost of a similar course at UNB. Students must pay course fees at the other university. Once the course has been completed with a B grade or better, the student should submit a receipt for fees paid and an official transcript to the Associate Dean, Research and Graduate Studies, who will recommend reimbursement to the School of Graduate Studies. Typically, reimbursement is in the form of a credit to the student’s UNB account.

**Dual Registration**

Refer to SGS Regulations and Guidelines

**Audit**

Refer to SGS Regulations and Guidelines


6. **General Postgraduate Degree Regulations**

**Grade Standards**

10.1 Specific Nursing Information and Regulations in Addition to the SGS Requirements and Regulations

Individual course papers submitted on the due date will be graded as written without the opportunity to rewrite. Graduate credit will be given for required courses in which a grade of B- or better is obtained. The performance of a student who obtains one or more grades in the range of C+ to F shall be considered unsatisfactory. Where the unsatisfactory performance is due to a grade in a single course, a student may formally petition the School of Graduate Studies to repeat the course in which the unsatisfactory grade was received. The student must repeat the course at the next regular offering of the course. The student will be required to withdraw from the School of Graduate Studies if an unsatisfactory grade is earned in more than one course or fails to receive a satisfactory grade when repeating the course. The student may repeat one course only during the program of graduate study. Subsequent course failures will require students to withdraw from the School of Graduate Studies.

Full-time students usually are permitted to progress to a subsequent term once all requirements for all courses taken in the term immediately preceding have been completed and a grade submitted. Part-time students are usually permitted to progress to a subsequent course once all requirements for the course immediately preceding have been met and a grade submitted.

**Leave of Absence; Maternity / Paternity / Parental Leave; Extracurricular Graduate Internships**;

Refer to SGS Regulations and Guidelines

7. General Regulations for Research-based Degrees

Degree Residency Requirements: Full-time & Part-time

8.1 Specific Nursing Information and Regulations in Addition to the SGS Requirements and Regulations


Since the MN program began in 1995, many students have chosen to study part-time and from a distance. This pattern of study reflects the needs of a student demographic who are actively engaged in practice when they become a graduate student. In recognition of the needs of mature learners, the Faculty of Nursing is committed to distance education; however, they also recognize that a graduate-level study must have opportunities for face-to-face meetings with faculty and other graduate students. Each summer, in late August or early September, the GAU hosts an MN Day for new and returning students. In the spring, it is our annual Nursing Research Day. Attendance at MN Day and Research Day is mandatory.

Some thesis supervisors may require face-to-face supervision during part of the thesis/report process. This is negotiated individually with students, and students are responsible for travel costs. Students are typically required to be on campus for their proposal discussion and thesis defence.

Time Limits on Degree Completion.

The MN program has the same time limits on completion of degrees as the School of Graduate Studies (4 years for full-time and five years for part-time). The required completion period shall remain four years from admission for students switching from full-time to part-time status after completing seven (7) or more courses. Students who switch from full-time to part-time with less than seven (7) courses completed shall have their completion period extended to five (5) years from admission.

Students registered part-time can register for up to two courses per term in addition to the thesis. Thus, the completion rate of coursework may be accelerated if the student so wishes. However, students are advised that usually, students who are employed full-time find that one Master’s level course is quite demanding. Part-time students considering taking more than one course per term should consult the Associate Dean, Research and Graduate Studies, Faculty of Nursing, before registration.

8. Master’s Degree Regulations

Specific Nursing Information and Regulations, in addition to the SGS Requirements and Regulations

To support the early identification of supervisors, thesis/report students are expected to identify the top three faculty members with whom they share research interests on their admission application.

NOTE: Requirement based on the motion at Nursing GAU June 2020

Specific Nursing Information and Regulations, in addition to the SGS Requirements and Regulations

In all program streams (NP and Thesis/report), there are five required standard core courses plus stream-specific courses as outlined below:

Core Courses All MN Program Streams:
1. NURS 6012 Health Research Statistics
2. NURS 6013 Theoretical Foundations of Nursing
3. NURS 6016 Research and Evidence-Informed Nursing I
4. NURS 6017 Research and Evidence-Informed Nursing II
5. NURS 6018 Nursing Leadership, Ethics and Health Policy

NURS 6018, NURS 6012, and NURS 6013 are typically taken prior to or concurrent with other nursing courses.
Thesis/Report Stream-Specific Courses
In the MN Thesis/Report Stream, there are an additional four required courses (a total of nine courses) and a thesis or report as outlined below:

1. NURS 6102 Advanced Nursing Practice (35 clinical hours)
2. Elective
3. Elective
4. NURS 6234 Independent Study

All students must be registered for *every term of every year* that they are enrolled in the program in either NURS 6997 Thesis or NURS 6996 Report.

NP Stream-Specific Courses
In the NP Stream, there are a total of 11 courses, as outlined below:

- NURS 6013 Theoretical Foundations in Nursing
- NURS 6016 Evidence-Informed Nursing Research & Practice
- NURS 6018 Nursing Leadership Ethics & Health Policy
- NURS 6211 Advanced Health Assessment
- NURS 6202 Advanced Pharmacotherapeutics
- NURS 6203 Advanced Pathophysiology
- NURS 6204 Roles & Issues
- NURS 6213 Primary Health Care Management Adult I & Clinical Practicum (100 clinical hours)
- NURS 6215 Primary Health Care Management Pediatrics & Clinical Practicum (100 clinical hours)
- NURS 6217 Primary Health Care Management Adult II & Clinical Practicum (100 clinical hours)
- NURS 6219 Final Clinical Practicum (300 clinical hours)

Supervision of Graduate Students
Specific Nursing Information and Regulations, in addition to the SGS Requirements and Regulations Students are encouraged to publish and present scholarly work and research. A common expectation of faculty, who facilitate a student's publication or presentation, is to be a second author. Being named second author is sometimes requested to recognize the faculty member's efforts to: assist the student in learning the research method or process, engage in discussion that facilitates clarification of ideas, or edit the manuscript. Students are encouraged to discuss authorship expectations with faculty when planning presentations or publications that stem from the research or coursework in the program. Students should also review the *Graduate Manual* (entire document) available at [https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/index.html](https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/index.html). The issue of copyright is covered by Guidelines on Intellectual Property Interests of Students involved in research at the University of New Brunswick is provided in Section 10~ Intellectual property.

Essays, project reports, and other work done to satisfy course requirements will generally be regarded as the student's intellectual property, and the student may add a copyright notice if desired. In the case of joint projects among several students, the intellectual property will generally be divided according to the contribution of each. Where students are required to prepare written works for non-university parties due to related course-credit arrangements, intellectual property rights of the non-university party typically take precedence over any university, faculty, and student rights.

Copyright refers only to the written document; ownership of the expression of ideas, including any advances in theory, hypotheses, data, patentable ideas, or commercial exploitation of the work, will usually be shared among those who have made material or significant contributions to the work.
10. Review of Grades
Please note 10.1. Specific Nursing Information and Regulations in Addition to the SGS Requirements and Regulations related to GRADE STANDARDS as outlined above.

Additional Graduate Studies Regulations

11. Petition for Relief from Grade-Related Regulations

12. Repeating Courses

13. Academic Appeals

14. Petition for Relief - General
Refer to SGS Regulations and Guidelines https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/petition-for-relief.html

15. Academic Offences
Refer to SGS Regulations and Guidelines https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/academic-offenses.html

16. Senate Review

17. General Regulations on Conduct
Refer to SGS Regulations and Guidelines https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/general-regulations-on-conduct.html

18. Confidentiality, Security & Release of Student Academic Records
Refer to SGS Requirements and Regulations https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/confidentiality-and-security.html