

Master of Nursing Program

Student and Faculty Handbook

2021-2022

University of Prince Edward Island



UNIVERSITY
of Prince Edward
ISLAND

Table of Contents

MISSION STATEMENT OF UNIVERSITY OF PRINCE EDWARD ISLAND	4
GENERAL UNIVERSITY INFORMATION	4
OVERVIEW AND MISSION STATEMENT OF THE FACULTY OF NURSING	8
MASTER OF NURSING (MN) OVERVIEW	8
TUITION FEES (2021-2022)	14
FUNDING OPPORTUNITIES FOR GRADUATE STUDENTS	15
EXPECTATIONS OF GRADUATE STUDENT	16
EXPECTATIONS OF RESEARCH SUPERVISOR	16
EXPECTATION OF SUPERVISORY COMMITTEE	16
ADMINISTRATIVE STRUCTURE, ROLES, AND RESPONSIBILITIES	17
GRADUATE FACULTY IN THE PROGRAM	17
COURSE WORK AND GRADING	21
GRADUATION REQUIREMENTS	29
TRANSCRIPTS OF RECORDS	29
GUIDELINE FOR THESIS/DISSERTATION	30
THESIS PROPOSAL EXAMINATION	34
MASTER'S THESIS EXAMINATION PROCESS	36
EXTERNAL EXAMINER	38
ACADEMIC HONESTY	39
APPEALS	40
APPENDIX: FORMS FOR THE MN PROGRAM	40
HEALTH PEI STUDENT PLACEMENT AGREEMENT	41
THESIS COMMITTEE FORM	43
THESIS PROPOSAL APPROVAL FORM	44
LETTER OF UNDERSTANDING	45

THESIS APPROVAL FORM	51
ASSESSMENT OF MASTER'S THESIS EXAMINATION	52
CERTIFICATION OF THESIS WORK	53
THESIS/DISSERTATION NON-EXCLUSIVE LICENSE	54
THESIS STUDENT PROGRESS REPORT	55
THESIS SAMPLE TITLE PAGE	58
SAMPLE TABLE OF CONTENTS	59

MISSION STATEMENT OF UNIVERSITY OF PRINCE EDWARD ISLAND

The University of Prince Edward Island, founded on the tradition of liberal education, exists to encourage and assist people to acquire the skills, knowledge, and understanding necessary for critical and creative thinking, and thus prepare them to contribute to their own betterment and that of society through the development of their full potential.

To accomplish these ends the University is a community of scholars whose primary tasks are to teach and to learn, to engage in scholarship and research, and to offer service for the benefit of our Island and beyond.

GENERAL UNIVERSITY INFORMATION

ROBERTSON LIBRARY: (902) 566-0583

<http://library.upei.ca>

The Robertson Library provides numerous resources and services for graduate students, including:

- Research assistance through liaison librarians to get orientated with the library services and information resources and to receive assistance with search strategies and using specific databases.
- Extensive library collections, including the library catalogue, article databases, journals, theses, government information, and the Data Liberation Initiative (original data from Statistics Canada).
- Off campus access to search licensed databases and electronic journals through the UPEI network login.
- Additional services, including borrowing library materials, photocopying, interlibrary loans, and scanned articles from the library's print journal collection.

Library Hours:

Starting September, 2020 (subject to change)

Monday-Friday: 8:00am-6:00pm

Saturday-Sunday: 12:00pm-5:00pm

Chat Reference Available Monday to Friday: 9:00am-9:00pm

Please check the library website for information on updated COVID-19 procedures, services available, holiday hours, closures, and more.

Information Desk – you can visit the information desk in person, by telephone (902) 566-0583, or email reference@upei.ca for more information.

Kim Mears is the University Librarian who provides support to the Master of Nursing program.

Contact information:

Kim Mears, MLIS, AHIP (she/her)

Health Sciences & Scholarly Communications Librarian

902-566-0453 | kmears@upei.ca

CAMPUS SECURITY: (902) 566-0384 security@upei.ca
www.upei.ca/office-vice-president-administration-and-finance/security

UPEI SAFETY INITIATIVES:
<https://www.upei.ca/office-vice-president-administration-and-finance/security/safety-initiatives>

UNIVERSITY CLOSURES:
www.upei.ca/upei-safe)

HEALTH AND WELLNESS CENTRE: (902) 566-0616 healthcentre@upei.ca
www.upei.ca/health-centre

SEXUAL VIOLENCE PREVENTION AND RESPONSE OFFICE:
www.upei.ca/svpro

CAMPUS POLICIES

Tobacco use policy: In accordance with UPEI provincial legislation, no person shall smoke on campus or any other University owned or leased property, including all outdoor, indoor or other enclosed space.

Scent-Free Initiative: UPEI is committed to creating scent-free indoor work, study, and play environments. Scent-free includes the smells or odours from cosmetics (perfumes, shampoos, deodorants, make-up, etc.) or from other products such as air fresheners, cleaning products, etc.

CHI-WAN YOUNG SPORTS CENTRE: (902) 566-0368 panthercentral@upei.ca
www.upei.ca/ar/athletic-facilities/chi-wan-young-sports-centre

RESIDENCE/HOUSING

www.upei.ca/residence
www.upei.ca/off-campus-housing

WEBSTER CENTRE FOR TEACHING AND LEARNING

www.upei.ca/student-affairs/webster-centre

The Webster Centre for Teaching and Learning is located within Student Affairs in Dalton Hall at UPEI and provides a central place for resources and people committed to the academic success of students. They can provide assistance with writing, English as an additional language, time management, and study skills. The mandate of the Webster Centre for Teaching and Learning is to create a dynamic hub of integrated academic support services by partnering with other campus groups and departments to maximize student learning success.

THE UPEI WRITING CENTRE: (902) 628-4320 jjpuiras@upei.ca
www.upei.ca/writing-centre

The Writing Centre is a FREE writing support service offered to all UPEI students. Upper level and graduate students can work with the Writing Centre Coordinator, Jarmo Puiras. All writers, regardless of their skill level, can benefit from sharing their work with another reader and writer; it is very easy to lose your perspective and objectivity when immersed in your own work. Writing is also a key communication skill that you will use long after you graduate from UPEI, and in many aspects of your life.

The Writing Centre is located in the Robertson Library, Room 274. Appointments are up to 45 minutes long. For more information please visit the website. To see current available appointments and to book an appointment up to two weeks in advance, please register for an account at upei.mywconline.com

GRADUATE ACADEMIC REGULATIONS

1. Application for Degrees, Diplomas, and Certificates

Candidates for degrees, diplomas, and certificates must make a formal application to graduate by the published deadline date for each eligible semester. It is students' responsibility to monitor their program standing by reviewing their degree requirements and academic progress throughout their studies, and well in advance of submitting an application to graduate.

2. Transcript Abbreviations

The following abbreviations are used on transcripts:

- DISC - discontinued with permission
- NC - non credit
- INC - incomplete
- F - failed
- P - passed
- AUD - audit
- DE - deferred examination
- IP - in progress

3. Minimum Grade Requirement

A graduate student who receives a grade of less than 60% in any course (graduate, undergraduate, prescribed additional) is deemed to have failed the course (with the exception of programs in the Faculty of Education, in which a graduate student who receives a grade of less than 70% is deemed to have failed the course).

4. Letters of Permission

a. **Courses:** Graduate students enrolled at UPEI and wishing to take courses at other institutions for credit towards their UPEI degree or diploma are advised that a letter of permission, approved by the student's Supervisor, Dean or Program Coordinator, and Registrar must be obtained in advance. Letters of Permission are issued to the host institution by the Office of the

Registrar, along with a copy of the student's UPEI transcript, and are a student's guarantee that credits earned elsewhere will be transferable to their academic program at UPEI subject to program requirements.

b. **Research:** Students visiting another university to undertake research activities must have the written permission of both UPEI and the host university.

5. Incomplete Courses

a. Students who fail to complete all the components of a course, such assignments, examinations and laboratories, due to circumstances beyond their control (such as illness) may, with the permission of the Professor, Chair and Dean, be granted an amount of time deemed reasonable for the completion of said components. Students should contact the course instructor in order to obtain such permission. A doctor's certificate may be required for explanations of sickness.

b. If a student does not complete all the components of a course by the agreed upon date, normally a grade of F shall replace INC on the transcript. Nevertheless, in cases where the component left incomplete was not a requirement for passing the course and where the student already had earned a passing grade without completing the component, the passing grade shall be submitted and shall replace INC on the transcript.

7. Re-reading of Examinations

a. Application to have any paper re-read must be made to the Registrar within one month after recording of results.

b. Such an application must be supported by a substantial reason in writing. Forms are provided.

c. Students who intend to appeal a course grade are cautioned that failing grades have been checked very carefully and, barring a clerical error, appeals seldom result in higher grades.

8. Application of Regulations

In the application of these academic regulations, students shall have access to a fair and just hearing subject to appeal.

10. Amendments to Regulations

The University reserves the right to add to, alter or amend these regulations at any time.

11. Evaluation of Transcripts

The evaluation of transcripts shall be the responsibility of the Registrar's Office in consultation with the appropriate department and Dean.

12. Double-Scheduling

Students are not permitted to schedule themselves into two courses that are offered during the same time period, or that overlap.

* See [Graduate Program Regulations Website](#)

FACULTY OF GRADUATE STUDIES AND RESEARCH

The Faculty of Graduate Studies serves as a central location and source of information for all graduate students and graduate faculty at UPEI. The Faculty refines and develops graduate studies policies, supports new program development, promotes graduate student research and scholarly work, and provides guidance and support to graduate students in their programs.

Faculty of Graduate Studies

Kelley Building, Room 236

Monday-Friday, 8:30am-4:30pm

Phone: 902) 620-5120

Email: cgallant@upei.ca (Colleen Gallant, Administrative Assistant)

OVERVIEW AND MISSION STATEMENT OF THE FACULTY OF NURSING

Since 1992, the Faculty of Nursing at the University of Prince Edward Island has fostered an interactive academic environment that prepares nursing students to become critically reflective practitioners, advocates, educators, and professional leaders grounded in the principles of Primary Health Care (PHC).

The curriculum of the Faculty of Nursing is based on the concepts and principles of PHC. Primary Health Care is defined by the World Health Organization (1978) as "essential health care made universally accessible to individuals and families in the community by means acceptable to them, through their full participation and at a cost that the community and country can afford." The purpose of the program is to prepare nurses to practice according to the concepts and principles of PHC.

In keeping with the basis of PHC, nurses collaborate with clients, other health care providers, and people from other sectors of society in promoting health. Nursing roles range from direct caregiver to formulator of healthy public policy and include advocate, leader, educator, researcher, and program developer.

Our vision is to achieve recognition nationally and internationally for excellence in nursing education, research, and practice.

MASTER OF NURSING (MN) OVERVIEW

Overview

In keeping with the mission and goals of the University of Prince Edward Island, the faculty of the Faculty of Nursing is committed to encouraging and assisting registered nurses to acquire skills, knowledge, and understanding necessary for critical and creative thinking, and thus prepare them to contribute to their own betterment and that of society through the development of their full potential. Faculty members also facilitate the development of a spirit of inquiry and appreciation for lifelong learning.

The MN program seeks to prepare professional nurses for advanced nursing practice in a variety of roles. To this end, the program emphasizes development and acquisition of knowledge and skills in leadership, consultation and collaboration, and in research utilization, design, and dissemination. In addition, students advance the scientific base for ethical nursing practice. The program offers students the opportunity to further develop practice knowledge and skills and to contribute to nursing knowledge through the application of research and/or conduct of research. Interprofessional collaboration opportunities are encouraged.

The graduate program in nursing is designed to build on students' current knowledge, skills, and experience and strengthen their abilities to:

- Advance the roles of nursing through the integration of theory, research, and practice;
- Demonstrate evidence-informed advanced practice knowledge and expertise;
- Demonstrate leadership, consultation, collaboration, and advocacy skills to foster improvement in health and health care at the individual, family, group, community/population, and organizational level;
- Respond to societal health trends, needs, and challenges;
- Understand, value, and influence policy; and
- Contribute to the resolution of local, provincial, national, and global health challenges through knowledge of complex health systems, policy environments, and changing contexts.

Thesis and Nurse Practitioner Streams

The MN program has two streams: the Thesis Stream and the Nurse Practitioner Stream. The Master's program is built on the existing strengths of the faculty and the focus of PHC.

Graduates from both streams are prepared to function in an advanced practice role in PHC settings. The MN Thesis graduate is prepared to engage in a variety of advanced practice roles including, but not limited to, direct care of individuals, families, communities, or populations; education; administration; and research. The MN Nurse Practitioner graduate is prepared to manage the health needs of individuals, families, groups, and communities across the lifespan in a variety of PHC settings. Graduates of the Nurse Practitioner Stream are eligible to write the Canadian Nurses Association (CNA) Canadian Nurse Practitioner Exam. The degree designated upon successful completion of either stream is a Master of Nursing (MN).

The Thesis Stream has a total of 36 credit hours, which include 9 credits for the thesis. Courses include:

N6100 Foundations of Graduate Study	N6210 Ethics in Nursing
N6110 Theoretical Foundations of Nursing	N6220 Advanced Nursing Practice
N6120 Advanced Primary Health Care	N6360 Biostatistics
N6130 Quantitative Nursing Research	N6000 Thesis
N6140 Qualitative Nursing Research	

The Nurse Practitioner Stream consists of 43 credit hours and incorporates 700 hours of supervised clinical practice. Courses include:

N6120 Advanced Primary Health Care	N6160 Pharmacotherapeutics for Advanced Practice
N6130 Professional Role of the Nurse Practitioner	N6310 Health Promotion and Disease Prevention Across the Lifespan
N6170 Evidenced- Based Practice and the Nurse Practitioner	N6320 Episodic Health Care Across the Life Span
N6010 Advanced Human Physiology and Pathophysiology	N6340 Chronic Disease Management
N6150 Advanced Health Assessment	N6350 Nurse Practitioner Practicum

These courses form the foundation of the nurse practitioner role as it has been defined by the Canadian Nurses Association.

A grade of at least 60% is required in each course, and an overall average of 75% or better must be maintained for continuation in the program and graduation. Consideration may be given to awarding equivalent credit for no more than two graduate level nursing courses taken at another university.

Upon acceptance into the Master of Nursing Program, students must submit a completed up-to-date immunization record on the approved form, a criminal record check including a vulnerable sector check, and confirmation of current CPR Certification at the Health Care Provider level. A Health PEI Student Placement Agreement must be signed before placements in a Health PEI agency.

UPEI Academic Calendar

Please refer to the Academic Calendar for a listing of final dates, including the deadline to apply in the Winter semester to graduate during the May Convocation.

[Calendar Dates – UPEI Calendar 2021-2022](#)

UPEI's Academic Calendar for the 2021-2022 academic year: <https://calendar.upei.ca/future/>

Master of Nursing General Regulations

1. GLOSSARY OF TERMS

- a) **Master of Nursing (MN):** degree granted for successful completion of the requirements for the Master of Nursing degree as listed in the regulations.
- b) **MN Graduate Studies Committee:** a standing committee of the Faculty of Nursing appointed by the Dean. See Terms of Reference page17.

- c) **Graduate Faculty:** members of the Faculty of Nursing who teach, supervise, and serve on supervisory committees in the graduate program are described herein as graduate faculty. Assignment of Graduate Faculty status and supervisory role is done in accordance with the policy entitled Graduate Faculty Approval and Supervisory Role (UPEI Policy Number asdmogsacd001) and based on criteria established by the MN Graduate Studies Committee in consultation with the Faculty of Graduate Studies.

From time to time, faculty members with relevant expertise and appropriate qualifications, drawn from other faculties, may be recommended as graduate faculty. Similarly, adjunct professors who are active researchers, with relevant expertise and appropriate qualifications, may be appointed as graduate faculty to co-supervise a graduate student or serve on a graduate student supervisory committee as a result of particular expertise related to a particular project. Normally, graduate faculty will hold a Doctorate degree.

- d) **MN Coordinator of Graduate Studies:** has administrative responsibility for the coordination of graduate programs in the Faculty of Nursing and is Chair of the MN Graduate Studies Committee.
- e) **Thesis Supervisory Committee:** a committee of the Faculty of Nursing responsible for the supervision of a student's thesis. A supervisory committee for a Master's thesis normally consists of at least two members with Graduate Faculty appointment in the Faculty of Nursing, one of whom serves as the student's supervisor. Two Graduate Faculty members may co-supervise a student. Adjunct Faculty who are also members of the Graduate Faculty may serve as co-supervisor for a Master's thesis. If a member of the thesis supervisory committee is requested who has an appointment in another UPEI faculty or at another university, this member must be recommended as Graduate Faculty by the MN Graduate Studies Committee and approved by the Dean of Nursing.

To avoid a perceived or real conflict of interest, a graduate student employed by the UPEI Faculty of Nursing will have co-supervisors, one of whom is from the UPEI Faculty of Nursing and is a nurse, and the second of whom is from another faculty within or outside of UPEI.

- f) **Graduate Students:**

Regular Student: a student who has applied to the MN program and has been accepted to the Thesis or Nurse Practitioner stream. All MN students will pay program fees in six (6) installments over a two-year period. After paying six installments, students will continue to pay a maintenance fee and full student fees each term until all degree requirements are met.

Special Student: A student who is not enrolled in a graduate degree program at UPEI, but wishes to enrol in graduate level course-work, may apply for Special Student status. Normally for the MN program, Special Students may register for one graduate course in a semester with the permission of the MN Coordinator. Graduate courses completed under Special Student status may subsequently be considered for credit toward a MN degree upon recommendation of the MN Committee and with the approval of the MN Coordinator. Normally, approval must be obtained within 12 months of the completion of the course. Successful completion of a graduate level course, while enrolled as a Special Student, does not guarantee acceptance to a graduate degree. A student who wishes to register as a Special Student should contact the MN Coordinator before applying for Special Student status.
gsc_fon@upei.ca.

- g) **Student Employment:** if a student is employed as a Graduate Student Assistant or a Graduate Teaching Assistant, the number of set hours per week should represent the total time spent on preparative work, reading set assignments, marking examinations, and the like. This should be no more than 12 hours per week.
- h) **Expectations re Written Work:** Students are expected to complete all written work with attention to detail and the use of scholarly writing practices. Students are expected to use “Grammarly” on all written assignments including theses before submitting them at any stage of development. This tool is available on the Robertson Library web page.

2. ENROLMENT AND REGISTRATION

Registration Procedures

Applicants must receive formal notification from the Office of the Registrar that they have been accepted into the program before registering as graduate students.

Before the beginning of the semester, each student will register online through myUPEI. Student identification cards are obtained upon initial registration. Loss or theft of an identification card must be reported.

Registration Changes

Changes in registration (deletion or addition of courses) must be approved by the MN Coordinator of Graduate Studies. A proposal to add a course must bear the signature of the instructor concerned.

Except where credits are granted for courses taken at other universities, credits will be given only for courses authorized through an official change of registration.

Continuity of Registration

Graduate students must be registered in each semester in which they are actively engaged in course work or thesis work; that is, whenever they are making use of University facilities or personnel, in connection with their work.

Once admitted to the program, normally each student is required to register for, and complete, at least one course in each semester. For the purpose of these regulations, the term semester includes, in addition to the first and second semester as defined in the calendar, the period from May to August in each year as a third semester. In exceptional circumstances, this requirement may be waived by the Dean. A student who fails to register as required will be considered to have withdrawn from the MN program and will be required to apply formally for readmission.

Notwithstanding the foregoing, a regular student may make prior arrangements, with the approval of the Faculty and of the MN Coordinator of Graduate Studies and after consultation with the Registrar's Office, to pursue full-time studies at another approved university for a period of time. A student may also make an application to the MN Coordinator of Graduate Studies and obtain approval from the MN Graduate Studies Committee and the Dean of Nursing for a leave of absence from the program. Normally, up to one year (three semesters) of leave may be granted.

Candidates must be registered in the semester in which they complete the requirements for the degree. Normally, Thesis stream students must complete the degree requirements within six years of first registering in the program and NP stream students must complete the degree requirements within three years of first registering in the program.

Cancellation of Registration

A student who wishes to withdraw from the program is expected to consult with the MN Coordinator of Graduate Studies prior to completing the "withdrawal form" at the Office of the Registrar.

In the event that a Master's student fails to obtain satisfactory standings or to make satisfactory progress either in course work, or thesis work, the Dean on the advice of the MN Graduate Studies Committee may require the student to withdraw.

3. SUPERVISION

Faculty Supervision

The student's program is established and progress kept under review by the MN Graduate Studies Committee. The day-to-day responsibility for overseeing the student's program will rest with the MN Coordinator of Graduate Studies in consultation with the MN Graduate Studies Committee.

Academic Credit from Outside the Program

Credit for graduate level courses taken prior to admission to the MN program will be considered on an individual basis upon admission to the program.

Students, upon the recommendation of the MN Graduate Studies Committee and subsequent written approval of the Dean of Nursing, may take and receive credit towards the Master of Nursing Thesis and Nurse Practitioner streams, up to six semester hours of course work outside of the program. The arrangements for these courses must be made through the MN Coordinator of Graduate Studies and the Registrar's Office. Credit granted for course work completed outside of UPEI will not result in a reduction in the required MN Program fee.

Review of Progress

At the end of each semester, the academic record and progress of each student will be reviewed by the MN Coordinator of Graduate Studies in consultation with the MN Graduate Studies Committee, and a report will be submitted by the MN Coordinator of Graduate Studies to the Dean of Nursing, with a copy to the Faculty of Graduate Studies. If a student fails a course or a required examination, the MN Graduate Studies Committee will recommend appropriate action to the Dean of Nursing. Only by authority of the Dean of Nursing may a further privilege of any kind be extended.

A student in the Thesis Stream may not go forward with their Thesis Proposal Examination before all course work is complete and passed.

Grades Schedule

INC: A student who fails to complete all components of a course, such as assignments, examinations and fieldwork, due to circumstances beyond their control (such as illness) may, with the permission of the professor and the Dean, be granted an amount of time deemed reasonable for the completion of said components. If a student does not complete all the components of a course by the agreed-upon date, normally a failing grade shall replace INC on the transcript. Nevertheless, in cases where the component left incomplete was not a requirement for passing the course and where the student already has earned a passing grade without completing the component, the passing grade shall be submitted and shall replace INC on the transcript.

AUD: an "audited" course (additional courses only)

DISC: discontinued with permission

Courses are graded as numerical grades except for NURS 6100 Foundations of Graduate Study and NURS 6350 Nurse Practitioner Practicum, which are graded pass/fail. The Thesis is also reported as pass/fail.

TUITION FEES (2021-2022)

Master of Nursing - \$8,601 per 2 year program

Program Fees:

Maintenance of Status Fee - \$167 per semester

Master of Nursing - \$8,430 per 2 year program

International students pay \$7,320 per year in addition to full-time student tuition.

Installment Tuition Billing:

For a complete breakdown of part-time or full-time study as a student in the Faculty of Nursing, visit our [Tuition and Fees page](#).

Other Related Fees (2021-2021):

Technology Fee - \$50

Fitness and Administration Fee - \$266

Library Resource Fee - \$50

E-Learning Fee - \$75 per web-based course

Student Union Fees:

Canadian Federation of Students - \$10

Canadian Student Health Insurance - \$255 (may opt out with proof of insurance)

Transit Pass - \$60

Student Centre Fee - \$40

Canadian Student Dental Insurance - \$150 (may opt out with proof of insurance)

CASA - \$4

Student Union Fee - \$170

VISA/PERMIT REQUIREMENTS FOR ON-CAMPUS INTERNATIONAL STUDENTS

Richelle Greathouse (rgraethouse@upei.ca)

Nouhad Mourad (nmourad@upei.ca)

- These two specialists can help with visa requirements and study permits renewal, and with post-graduate work-related questions.

FUNDING OPPORTUNITIES FOR GRADUATE STUDENTS

Faculty of Nursing Graduate Awards and Scholarships *

- Dr. Margaret F. Munro Master in Nursing Entrance Scholarship
- Dr. Vera Elizabeth Dewar Graduate Nursing Scholarship
- Janet Lovering Scholarship for Graduate Studies in Nursing

- Michael Robison Memorial Scholarship for Nursing
- Faculty of Graduate Studies Entrance Scholarships
- Master of Nursing Hyndman Scholarships for Graduate Nursing Study
- The UPEI Deans' of Nursing Scholarship
- Valerie and Alaa Abd-El-Aziz Graduate Nursing Award
- Sister Mary Gabriel Master of Nursing Awards
- UPEI Main Campus Graduate Scholarships

*Please refer to the [UPEI Scholarships, Awards, and Bursaries online database](#) for other scholarships that MN students may be eligible for.

EXPECTATIONS OF GRADUATE STUDENT

Students in both the Thesis and Nurse Practitioner Streams are considered to be full time and expected to be available and committed to completing the work that is assigned. Students are therefore expected to reduce time devoted to paid activities unrelated to their studies.

- Familiarity with regulations and obligations throughout the program
- Early registration in each semester
- Academic integrity and honesty
- Consistency in work habits
- Research Ethics/standards
- Follow safety protocols (WHIMIS, lab safety, work alone policy etc.)
- Professional behaviour
- Ensure continuous registration
- Leaves of Absence need to be approved
- EDI training (and other beneficial training)

EXPECTATIONS OF RESEARCH SUPERVISOR

- Should have Graduate Faculty status
- Maintain a high level of mentorship for students, especially for those who are struggling and who need help!
- Treat students with respect
- Fair treatment for all students
- Constant communication with students (regular meetings with students)
- Recognize diversity of student background
- Ensure continuous registration of graduate students
- Leaves of Absence for graduate students need to be approved and documented
- EDI training, and other beneficial professional training, e.g. HR training sessions

EXPECTATION OF SUPERVISORY COMMITTEE

- All members should have Graduate Faculty Status

- All members should undergo EDI training, and other beneficial professional training, e.g. HR training sessions
- Provide support on academic and non-academic matters for graduate students
- For more information on understanding expectations for Advisors/Supervisors and Graduate Students at UPEI, [click here](#)

ADMINISTRATIVE STRUCTURE, ROLES, AND RESPONSIBILITIES

- Dean of the Faculty of Nursing:
 - Advocates and provides administrative leadership for the Faculty of Nursing and its long-term vision for the Master of Nursing Program within the context of their broader role as a member of UPEI's senior management team;
 - Assumes responsibility for fiscal and human resources for the Faculty of Nursing;
 - Works to foster meaningful partnerships, both inside and outside the University, to further collaborative interests and community impacts in a manner that advances the breadth and excellence of teaching, research and service in the Faculty;
 - Works collaboratively with the Faculty of Nursing Graduate Studies Coordinator and the GS Committee to ensure promotion and leadership of growth in graduate program within the Faculty of Nursing and the implementation of the Master of Nursing Program as outlined in the UPEI Academic Calendar;
 - Acts when required to address student requirements to meet academic standards and other responsibilities;
 - Ensures the composition and selection of Graduate Studies Committees; and
 - Initiates the process to ensure the Selection of a Graduate Studies Coordinator in the Faculty of Nursing
- MN Coordinator: has administrative responsibility for the coordination of graduate programs in the Faculty of Nursing and is Chair of the MN Graduate Studies Committee.
- Administrative Assistants: Responsible for providing administrative and operational support, reporting directly to the MN Coordinator, and collecting pre-requisite requirements such as immunization records, criminal record/vulnerable person checks, CRP and first aid certifications.
- Technical staff: Information Technology and Support Services (ITSS) provide information technology services and assistance to members of the campus community.
- Office of the Dean of Graduate Studies: We interact with program coordinators to harmonize policies and practices across different disciplines, to provide a central source of information for both students and faculty, to support new program development, to promote research and scholarly work, and to give guidance to our graduate students. As always, we continue to explore new funding opportunities in support of graduate student stipends and scholarly expenses.

GRADUATE FACULTY IN THE PROGRAM

The MN Graduate Studies Committee oversees all activities of the MN Program.

Terms of Reference:

- To establish and periodically review the goals and objectives of the graduate studies and research programs of the Faculty of Nursing.
- To review all applications from prospective graduate students and recommend acceptance or rejection.
- To make recommendations to the Dean concerning creation, deletion, or modification of graduate programs and courses.
- To direct the coordination of graduate courses and research in the Faculty of Nursing.
- To review academic records of graduate students and recommend to the Dean the award of a degree or courses of action in the event of substandard performance.
- To evaluate and recommend to the Dean, the faculty to serve as members of the graduate faculty.

Dr. Margie Burns joined the Faculty of Nursing in June 2020. Margie has expertise in critical care nursing and has worked in a number of specialist intensive care units in Canada, Scotland, and Australia. Upon her return to Prince Edward Island, she worked as the Clinical Nurse Educator in ICU and CCU at the Queen Elizabeth Hospital and most recently was the Health PEI coordinator for the Critical Care and Emergency Nursing Program and the Transition to Practice Program. Margie's program of research focuses on families' experiences of a relative's critical illness.

Patrice Drake PhD(c) is an Assistant Professor and the NCLEX-RN Resource Coordinator at the UPEI Faculty of Nursing. She teaches Nursing of Children and Families in both the BScN and the Accelerated BScN program. Her research program focuses on perinatal nursing including breastfeeding, family-centred care, and pregnancy loss. Patrice is a doctoral candidate at the University of Alberta. Her dissertation research focuses on the nurses' experience of caring for women experiencing early miscarriage. Patrice is also involved in research related to preceptorship and the experience of the preceptor and the student. She has experience in qualitative research, specifically narrative inquiry.

Dr. Gail Macartney is an Assistant Professor who joined the UPEI Faculty of Nursing in 2019 after an extensive career in clinical practice, education and research. Gail has broad-based nursing expertise with pediatric, adolescent and adult patient populations in the acute, ambulatory and community care settings. She completed her PhD in Nursing from Queen's University in 2013. Dr. Macartney maintains a clinical role as a nurse practitioner in concussion care and an oncology nursing certification. She continues to provide clinical mentorship and student supervision to health science undergraduate and post-graduate students. Gail is an active member of the multidisciplinary UPEI Health Centred Research Clinic. Her research interests include oncology and concussion symptom assessment, trajectory and management.

Dr. Jo-Ann MacDonald is Interim Dean and Professor with the UPEI Faculty of Nursing. She teaches Population Health in the BScN program. Jo-Ann has taught a variety of courses in the MN program including Qualitative Research, Theoretical Foundations of Nursing, Advanced

Primary Health Care, and Advanced Nursing Practice. Jo-Ann has extensive experience in local and provincial public health programs. Her research focuses on prevention and behavioural issues related to blood borne pathogens (HIV and Hepatitis C) and sexually transmitted infections in vulnerable populations. Her other research areas of interest include evidence-based practice in public health, comprehensive school health, and reproductive justice issues. Although her research expertise is in qualitative methods, her research often combines quantitative and qualitative methods.

Dr. Janet MacIntyre is an Assistant Professor at the UPEI Faculty of Nursing. She teaches third year Adult Nursing and Integrated Nursing Experience II in the BScN program. Janet's research interests include nursing education, newly graduated registered nurses, and curricular change. Her expertise is in qualitative research methodologies.

Dr. Gloria McInnis-Perry is an Associate Professor at the UPEI Faculty of Nursing. She teaches Psychiatric Mental Health Nursing and Nursing Issues/Ethics in the BScN program and Ethics in Nursing and Theoretical Foundations of Nursing in the MN program. Gloria has extensive experience as a Geropsychiatric-Clinical Nurse Specialist, a Psychotherapist, and Director of Senior Mental Health Programs for the province of Prince Edward Island. Her research involves health and aging issues, loneliness in older adults, abuse and the older adult, dementia care protective behaviour, person-centred care, substance abuse and the older person, and interprofessional collaboration in Psychiatric Mental Health Nursing. Gloria's research expertise is in qualitative methods.

Dr. William Montelpare is the inaugural Margaret and Wallace McCain Chair in Human Development and Health at UPEI. He is a Professor in the Faculty of Science with a cross appointment in Nursing. His current areas of research include the epidemiology of sport/physical activity related injuries, establishing better evaluation criteria for return to play decisions, and human development from pre-conception through the early childhood years and into school. His teaching career includes courses in biostatistics, epidemiology, research methods, exercise physiology, and community health, at both the undergraduate and graduate levels, and both online and in the traditional lecture hall. He currently teaches Biostatistics in the MN Program.

Dr. Christina Murray is an Associate Professor with the UPEI Faculty of Nursing. She has taught Health Teaching, Nursing and Population Health, and Foundations of Nursing in the BScN program and teaches Foundations of Graduate Study and Advanced Primary Health Care in the MN program. Christina has extensive experience in population health and community development. Her research focuses on labour migration and how this impacts the health and wellbeing of individuals, families, and communities. Christina's research expertise is in qualitative methodologies. She has a keen interest in the use of innovative and arts-based approaches to knowledge translation, aligning research text to visual arts and photography.

Adjunct Faculty

Dr. Brandi Bell holds a PhD in Communication Studies and a Post Doc in Education. Her research bridges communications, youth studies, gender studies, and health. She is particularly interested in the intersections of youth, socio-political participation, health, and technology/media and in how young people participate in knowledge exchange and communication practices related to their health.

Dr. Janet Bryanton is a former Professor at the UPEI Faculty of Nursing. She has taught Nursing Research and Nursing of Childbearing Families in the BScN program and Quantitative Research in the MN program. Her research program focuses on perinatal wellness promotion including women's perceptions of their childbirth experience, early parenting and parenting self-efficacy, breastfeeding, FASD prevention, and family-centred care. She has experience in both quantitative and qualitative research methods.

Dr. Christine Cassidy holds a Bachelor of Science in Nursing from the University of Prince Edward Island and a PhD in Nursing from Dalhousie University. Dr. Cassidy's research interests include knowledge translation, mixed methods research, evidence-based practice, clinical decision tools, and pediatric care. Her research focuses on using a theory-based approach to design, implement, and evaluate practice and policy change interventions to address the health needs of children and young adults. She is an Assistant Professor in Nursing at Dalhousie University and an embedded researcher at the IWK hospital in Halifax.

Dr. Pat Charlton held various positions in the Prince Edward Island health system for 29 years and has significant experience in government policy, planning, program development/evaluation, and performance measurement. She completed a PhD in Interdisciplinary Studies and a Postdoctoral Fellowship with the University of New Brunswick. The Postdoctoral Fellowship focused on children with complex health conditions. Her research interests include children with chronic health conditions, chronic disease prevention and management (e.g. pre-diabetes, pre-frailty, models of care for multi-morbidity), social determinants of health (e.g., literacy and poverty), patient-centred care, including patient-provider communication, and in developing e-health solutions/interventions to improve access to education and care.

Dr. Vicki Foley holds a PhD in Nursing from the University of Alberta. She is a former faculty member of the UPEI Faculty of Nursing. Her research interest is in the area of professional education, more specifically nursing pedagogy, the preceptorship model of clinical education, and the intergenerational context of learning environments in higher education. Her research expertise is in qualitative methodologies.

Dr. Lisa Garland Baird holds a PhD in Nursing from the University of Alberta. Her clinical nursing practice experience is in Home Care and community based Palliative Care. She also was a nurse educator at the UPEI Faculty of Nursing, where she taught community health nursing and population health in clinical and classroom settings. Dr. Garland Baird is the national manager of

a research and analytic unit within Veterans Affairs Canada. Her team is exploring client experiences and outcomes of VAC clients to improve national programs and policies for Veterans and their families. She is a Strategies for Patient-Oriented Research (SPOR) collaborator, and her areas of research include home care, primary palliative care, case management, older adults with multiple chronic conditions, and integrated care.

Dr. Rosemary Herbert is a retired faculty member and former Dean of the UPEI Faculty of Nursing. Rosemary conducts research in tobacco control with a focus on the exposure of women and children to second-hand smoke, empowerment, and intervention research. She is also involved with international development work and research examining competencies in global health. Her research combines quantitative and qualitative methods.

Dr. Kathleen MacMillan is a retired faculty member and former Director of the Dalhousie University School of Nursing. She has experience in nursing practice, education, administration, policy, and research. As Ontario's first Provincial Chief Nursing Officer, she worked in policy roles in both provincial and federal government ministries of health. Her current research interests include nursing history, patient safety/near misses, interprofessional collaboration, and fundamentals of nursing care.

Dr. Carol McClure has a BA in Mathematics, a DVM, and a PhD in Epidemiology. She practiced as a veterinarian with a specialty in reproduction and spent many years as a veterinary epidemiologist before making the transition into human public health. She is currently the Epidemiologist for the PEI Cancer Treatment Centre. Her interests are chronic diseases and the risk factors that cause them.

Dr. Lori Weeks is a Gerontologist and an Associate Professor in the School of Nursing at Dalhousie University. Her primary research interests focus on care and support services for older adults and their caregivers and factors affecting the health of seniors. She has a current research focus on supporting older adults and their caregivers through health service transitions, intergenerational programs in nursing homes, using remote monitoring technology to support older adults and their caregivers, and supports for older women experiencing intimate partner violence.

COURSE WORK AND GRADING

Core Compulsory Course Both Streams

NURS 6120 Advanced Primary Health Care: This course draws upon theory on the social determinants of health, primary health care, wellness promotion, program planning and evaluation, population health, and healthy public policy. Links to social, cultural, environmental, political, and economic contexts that impact on health, equity, and health disparities will be critically analyzed. Research-based evidence central to primary health care and advanced

nursing practice will be examined. Emphasis throughout will be placed on upstream, participatory, and collaborative approaches to the development of population health initiatives and healthy public policy.

Lecture/Seminar: 3 hours

Hours of Credit: 3

Required Courses Thesis Stream

NURS 6110 Theoretical Foundations of Nursing: This course focuses on the nature and use of inquiry in the development and refinement of nursing knowledge. It provides students with the opportunity to discuss and analyze conceptual, philosophical, and theoretical bases for advanced nursing practice from a primary health care perspective. Students will critically examine theories from nursing, as well as borrowed theories from other disciplines that inform and guide nursing practice, research, and education. Students will analyze concepts relevant to advanced nursing practice and critique and discuss the value of theory to the future of nursing. During this course, students will develop increasing competence in professional oral and written communication.

Lecture/Seminar: 3 hours

Hours of Credit:

NURS 6130 Quantitative Nursing Research: The purpose of this course is to develop the student's ability to critique and use existing quantitative research and to conduct original quantitative research. The research process will be examined with respect to the philosophical underpinnings of quantitative research; research ethics; developing research problems, questions, and hypotheses; writing literature reviews; using conceptual/theoretical frameworks; using experimental, quasi-experimental, and non-experimental designs; sampling; measurement; collecting and analyzing data; interpreting results; and assessing rigor.

Lecture/Seminar: 3 hours

Hours of Credit: 3

NURS 6140 Qualitative Nursing Research: The purpose of this course is to develop the student's ability to critique and use existing qualitative research and to conduct original qualitative research. The epistemological and ontological underpinnings of qualitative research will be explored. The qualitative research process will be examined with respect to research ethics; developing research questions and objectives; using qualitative methodologies of ethnography, phenomenology, grounded theory; collecting and analyzing data; interpreting results; and assessing trustworthiness.

Lecture/Seminar: 3 hours

Hours of Credit: 3

NURS 6100 Foundations of Graduate Study: This course is designed to develop and consolidate advanced information and writing skills required for scholarly work. Students will learn to pose

research questions, use evidence to support claims and communicate evidence-based practice. The course will foster a culture of graduate study.

Lecture/Seminar: 3 hours

Hours of Credit: 3 (Pass/Fail)

NURS 6210 Ethics in Nursing: In all aspects of their professional lives, nurses encounter issues. Grounded in Primary Health Care, this course will identify issues which occur when caring for clients across the life span using a framework of ethical principles and theories. Nurses explore current critical issues encountered in nursing and health care as the relationship with the healthcare system and society is considered.

Lecture/Seminar: 3 hours

Hours of Credit: 3

NURS 6220 Advanced Nursing Practice: In this course, students synthesize and integrate knowledge of research, theory, philosophy, ethics, clinical care, education, organizational change, and leadership to provide primary health care to diverse populations across the lifespan. They will demonstrate autonomy in decision-making and the critical analysis of organizational and system issues that influence scope of practice and professional accountability. In the clinical experience, students will demonstrate their competence in integrating the theory of advanced nursing practice in a chosen domain, based on availability of clinical agency experts and faculty expertise.

Lecture/Seminar: 3 hours

Clinical Experience: 72 hours across course

Hours of Credit: 6

NURS 6360 Biostatistics: This course is designed to present the fundamental concepts of statistical applications to quantitative methods for graduate students. The presentation of the course and accompanying materials are organized into five distinct sections: 1) data management and reporting, 2) processing continuous data to produce descriptive statistics, 3) processing discrete data to produce descriptive statistics, 4) concepts related to probability, and 5) testing hypotheses and measuring effect size.

Lecture/Seminar: 3 hours

Lab: A series of assignments have been created that students can access via the web. This will constitute the lab component of the course.

Hours of Credit: 3

NURS 6000 Thesis: Under the supervision of a faculty advisor and a thesis committee, the student will write a thesis based on research related to an approved topic. The thesis must demonstrate the candidate's capacity for independent work and should include a critical evaluation of the principal works published on the subject of the thesis. It should make an original contribution to the body of knowledge in that field of study.

Hours of Credit: 9 (Pass/Fail)

Required Courses NP Stream

NURS 6010 Advanced Human Physiology and Pathophysiology: This course discusses the function of human organ systems, emphasizing disease states. Seminars and independent study will focus on how to diagnose diseases, minimize disease risk and formulate therapeutic management plans. A combination of formal lectures, seminars, directed readings, and case studies is used.

Prerequisite: Enrolment in the Master of Nursing, Nurse Practitioner (NP) stream

Lecture: 3 hours

Seminar: 2-3 hours

Hours of Credit: 3

NURS 6150 Advanced Health Assessment: With a focus on detailed history taking, interpretation, synthesis, diagnostic differentiation and formulation, and documentation of clinical findings, this course enhances and refines the student's clinical, theoretical, and scientific knowledge base related to health assessment. Aspects of diagnostic reasoning will be investigated, critically reviewed, and applied to clinical case studies across the lifespan. Elements of advanced client assessment including physical and mental status; psychosocial, family, community, cultural, and diversity factors; the implications of social determinants of health; and risk appraisal will be addressed in terms of their impact upon a client's health status. Approaches to effective written and verbal communication of findings and diagnostic reasoning will feature prominently in this course.

Lecture/Seminar: 3 hours

Lab: 2 hours

Hours of Credit: 4

NURS 6160 Pharmacotherapeutics for Advanced Practice: This course provides students with an opportunity to acquire the advanced knowledge required to critically appraise/interpret concepts integral to pharmacotherapy and advanced counseling in the treatment of common conditions seen across the lifespan in primary health care settings. Building upon basic pharmacologic principles and the pharmacologic actions of the major drug classes, learning will focus on the preparation of students to develop, initiate, manage, and evaluate patient-centred therapeutic plans of care. In addition, students will analyze different pharmacotherapeutic principles and approaches in relation to physiologic systems, with an emphasis on the competent application of these pharmaceutical agents. Legal aspects related to prescriptive authority will be fully addressed. A combination of formal lectures, seminars, directed readings, and case studies will be used.

Prerequisite: Enrolment in the MN Program, Nurse Practitioner stream

Lecture: 3 hours

Seminar: 2-3 hours

Hours of Credit: 3

NURS 6170 Evidenced-Based Practice and the Nurse Practitioner: Advanced practice is grounded in the ability of registered nurses to evaluate evidence, to apply relevant findings to guide practice and influence policy, and to utilize data to assess the quality of patient care and positively influence patient outcomes and health care delivery. In this course, students develop the knowledge and skills to critically appraise qualitative and quantitative research, systematic reviews, meta-analyses, meta-syntheses, evidence-based guidelines, and other data sources used to inform clinical practice, clinical decision-making, and policy development. The research process, knowledge development, and the role of research in evidence-based practice are central to this course.

Lecture/Seminar: 3 hours

Hours of Credit: 3

NURS 6310 Health Promotion and Disease Prevention across the Life Span: This course will focus on the teaching–coaching function of the nurse practitioner in health promotion, screening, and disease prevention activities across the lifespan for individuals, families, and communities. Epidemiological principles and health promotion goals will be examined, with emphasis on cultural and environmental influences, individual assessment, and evidence-informed practice. Methods of intersectoral collaboration and intervention strategies to optimize health seeking behaviours within the context of the family, group, and/or community will be explored.

Lecture/Seminar: 3 hours

Clinical Experience: 100 hours across the course

Hours of Credit: 6

NURS 6320 Episodic Health Care across the Life Span: This course deals with the diagnosis and management of episodic and common acute health conditions experienced by clients across the life span. Pathophysiology, assessment, and diagnostic strategies specific to the acute common problems of clients of all ages will be stressed. Nursing strategies used to restore, maintain, and enhance health are emphasized, as are the biological, psychological, social, and cultural aspects of care.

Prerequisites: NURS 6010 & NURS 6160

Lecture/Seminar: 3 hours

Clinical Experience: 200 hours across the course

Hours of Credit: 6

NURS 6330 Professional Role of the Nurse Practitioner: This course assists the student to explain and promote the role of the nurse practitioner. It addresses political, social, and economic forces related to the scope of practice, as well as system and organizational issues that may affect the delivery of care. Emphasis is placed on the legal and ethical considerations for the nurse practitioner in an extended practice environment. The skills in leadership and collaborative interdisciplinary practice necessary to perform the NP role will also be emphasized.

Lecture/Seminar: 3 hours

Hours of Credit: 3

NURS 6340 Chronic Disease Management: This course applies concepts of pharmacology, advanced counseling, and complementary therapies to clients and specific populations with chronic health conditions across the life span. The focus will be on nursing interventions that assist clients with multiple care needs to manage their chronic disease conditions, while optimizing health and preventing/ minimizing disability. The selection of clinical interventions, clinical decision-making, and evaluation of strategies used to enhance the health outcomes for the chronically ill will be stressed. Emphasis is placed on evidence-informed practice and accepted clinical guidelines.

Prerequisites: NURS 6010 & NURS 6160

Lecture/Seminar: 3 hours

Clinical Experience: 200 hours across the course

Hours of Credit: 6

NURS 6350 Nurse Practitioner Practicum: This course provides the student with an opportunity to integrate and consolidate theory, research, and advanced knowledge and skills required of the nurse practitioner in providing primary health care to clients, families, groups, and communities experiencing common episodic and chronic health related problems/illnesses. The focus will be on the refinement of critical thinking skills, clinical reasoning, and advanced practice clinical judgment in assessment, diagnosis, and management of clients' health. Collaboration with clients, families, and other health care professionals will be emphasized. Students will develop role competencies under the supervision of a faculty member and a clinical preceptor negotiated by the student and professor.

Prerequisites: NURS 6010 & NURS 6160

Lecture/Seminar: 3 hours

Clinical Experience: 200 hours across the course

Hours of Credit: 6 (Pass/Fail)

The sequencing of courses for both streams are provided on the following pages:

Course Sequence of MN – Thesis Stream 2021-2024

Year	Spring/Summer Semester	Fall Semester	Winter Semester
2021-2022	^NURS 6100 Foundations of Graduate Study *NURS 6220 Advanced Nursing Practice	NURS 6130 Quantitative Nursing Research NURS 6140 Qualitative Nursing Research	NURS 6110 Theoretical Foundations of Nursing NURS 6120 Advanced Primary Health Care
2022-2023	*NURS 6220 Advanced Nursing Practice ^NURS 6100 Foundations of Graduate Study (2020 cohort)	NURS 6360 Biostatistics	NURS 6210 Ethics in Nursing *NURS 6000 Thesis
2023-2024	*NURS 6220 Advanced Nursing Practice (deferred until Summer 2021) ^NURS 6100 Foundations of Graduate Study	NURS 6360 Biostatistics	NURS 6210 Ethics in Nursing *NURS 6000 Thesis

^Nursing 6100: It is recommended students take N6100 as their initial course once enrolled in the MN program.

***Nursing 6220:** Students normally should complete at least N6100, 6110, 6120, 6130, & 6140 to be eligible to take this course or have permission from the Faculty of Nursing MN Coordinator.

+Nursing 6000: on the completion of all required courses students begin their thesis.

Course Sequence of MN – NP Stream 2021-2024

Year	Spring/Summer Semester	Fall Semester	Winter Semester
2021-2022		NURS 6330 Professional Role of the Nurse Practitioner	NURS 6120 Advanced Primary Health Care
2022-2023	NURS 6150 Advanced Health Assessment	NURS 6160 Pharmacotherapeutics for Advanced Practice NURS 6170 Evidence Based Practice and the Nurse Practitioner	NURS 6010 Advanced Human Physiology & Pathophysiology NURS 6310 Health Promotion & Disease Prevention Across the Lifespan
2023-2024	NURS 6320 Episodic Health Care Across the Life Span	NURS 6340 Chronic Disease Management	NURS 6350 Nurse Practitioner Practicum

Master of Nursing Progress Report

To facilitate student progress, all students enrolled in the Thesis stream of the program are required to submit a yearly progress report by the end of June to the MN Coordinator using the Thesis Student Progress Report form.

GRADUATION REQUIREMENTS

See [Graduate Program Regulations Website](#)

All Master of Nursing Students

Thesis Stream

- Satisfactory completion of all required courses with minimum 60% grade in each course and an overall average of 75% or better
- Thesis Examination Defence - Pass

Nurse Practitioner Stream

- Satisfactory completion of all required courses with minimum 70% grade in each course and an overall average of 75% or better
- Satisfactory completion of the required minimum 700 clinical practice hours

TRANSCRIPTS OF RECORDS

Students can request official copies of transcripts for mailing to other institutions, and unofficial copies for personal use only.

Student transcripts will be provided to the student or directly to an external party (employer, educational institution, etc.) upon a written request submitted by the student in person, by fax, or by e-mail (sent from a verified UPEI account) to transcripts@upei.ca.

Official transcripts will not be released in sealed envelopes to students, but will be issued directly to the third party, unless documentation from that third party so instructs the Office. This official transcript remains official as long as the seal is not broken before it reaches the receiving institution. Requests from students with fees owing to the University will not be processed.

The Registrar's Office provides regular mail and fax service for transcripts free of charge. Courier fees are an additional \$10.00 within the Maritimes, \$20.00 for other Canadian destinations, and \$30.00 for the United States. Courier requests must include a street address and a phone number, including the area code. You can pay by VISA, MasterCard, or cheque. You can fax or phone in your credit card number, or send it by e-mail to transcripts@upei.ca.

Any request needed immediately (same-day service) is subject to a \$15.00 rush fee in addition to the costs of the particular request.

GUIDELINE FOR THESIS/DISSERTATION

Each candidate in the Thesis Stream is required to submit a thesis based upon research conducted under supervision as described in the academic calendar. The thesis must demonstrate the student's capacity for original and independent research and should extend the knowledge base in the field under study.

In order to complete the degree within a reasonable time frame, the research topic should be identified early in the student's program and approved by the student's thesis supervisory committee.

The student is encouraged to speak to graduate faculty within the Faculty of Nursing about areas of research interest. The student will meet with the MN Graduate Studies Coordinator when their courses are nearing completion to discuss research ideas and suggestions for a supervisor/co-supervisors. The MN Graduate Studies Coordinator will formalize the request to faculty members. Other members of the thesis supervisory committee will be confirmed at a later date.

Research involving human subjects must be approved by the UPEI Research Ethics Board and any other required REBs before data collection begins.

Thesis Supervisory Committee

With the agreement of the student and the Dean of Nursing, the MN Graduate Studies Coordinator will assign thesis students to a supervisor or co-supervisors. Thesis supervisors will normally be full-time, tenure track or tenured faculty members of the UPEI Faculty of Nursing, who hold a PhD or equivalent, and are active scholars. If required, co-supervisors will hold a PhD or equivalent, be active scholars, and will have a faculty appointment, a term appointment, or graduate or adjunct faculty status. One supervisor/co-supervisor will be a faculty member from the UPEI Faculty of Nursing and one supervisor/co-supervisor will be a nurse. The second may be from another faculty at UPEI outside the Faculty of Nursing or from outside of the University of Prince Edward Island. Committee members may be from within the Faculty of Nursing or outside the school and UPEI. Committee members are required to have graduate/adjunct faculty status at UPEI or at another university.

The supervisor or co-supervisors will recommend to the MN Graduate Studies Coordinator one or more thesis supervisory committee members to ensure there is sufficient content and methodological expertise on the committee. Thesis supervisory committees will consist of a minimum of three individuals.

The supervisor or co-supervisor who is a faculty member from the UPEI Faculty of Nursing will chair the thesis supervisory committee. The supervisor/co-supervisors will meet with the student as needed to prepare the thesis proposal; chair committee meetings; schedule the thesis proposal examination; approve the submission to the UPEI Research Ethics Board and other REBs as required following successful passing of the proposal examination; and oversee data collection, analysis, and preparation and approval of the final version of the thesis. Thesis

supervisory committee members will oversee areas of the thesis related to their areas of expertise.

Thesis Process Guidelines

To ensure clarity of expectations and appropriate student progress, the Letter of Understanding for Supervisors and Graduate Students will be discussed and signed early in the thesis process. The student must consult frequently with the supervisor and the thesis supervisory committee when preparing the thesis. This will be guided by the supervisor and will vary depending on the nature of the study and areas of expertise of thesis supervisory committee members. At least two meetings of the full thesis supervisory committee are required each year.

MN Thesis Proposal Guidelines

A thesis proposal must be written, examined, and passed before a student submits the proposal for ethics approval or begins data collection. The thesis proposal should be a maximum of 30 double spaced pages not including the cover page, references, and appendices. It must be written in APA format. The following are guidelines to assist in preparing the proposal.

Qualitative Thesis Proposal

1. **Title:** Capture the key words in your proposed study.
2. **Abstract:** Include a scientific abstract of approximately 200 words that summarizes your proposed study.
3. **Study Background:** Use this section of introductory paragraphs to provide some background information and describe what your study is about and why it is important.
4. **Purpose of Study/Research and Objectives or Research Question(s):** Include the study purpose and the main objectives of the research and/or the research question(s) in this section.
5. **Literature Review:** Include what is known about the research area you are studying in a manner that is selective and demonstrates that you have looked at the research important to your study. This will support your argument for the type of study you propose, demonstrate its importance, and show how the study builds on previous knowledge and what it may contribute to nursing knowledge.
6. **Theoretical Framework:** Depending on the study design it may be appropriate to include a theoretical framework.
7. **Methods:** Identify the methodology and substantiate the choice. Explain how you will carry this methodology out in your study. Describe your chosen methodology in a brief manner to convey that you understand it. Convey when you anticipate you will start and end the study (insert a timeline in your appendices). The following subheadings may vary slightly depending on the type of study selected.
 - a) **Participants:** Who are they and identify any special criteria for selection; how will you select or recruit them to the study; who will contact them and inform them of the study; how many will you need and why?
 - b) **Data Collection:** Explain your data collection plan. Include your questionnaire or interview schedule if you are using a structured approach. If using unstructured

data collection, explain how you will begin data collection and some potential areas of exploration. If you are using an interview format, declare the number of interviews per participant, the proposed length of the interview, and what you hope to achieve with each of them. In the case of participant-observation, explain what you desire to observe and for how long.

- c) **Setting:** What is the setting for your study? Your description of the setting has more importance if you have chosen ethnography or you are using participant-observation in any form to collect data. In any case, if you are using interviews, it is a description of where the interviews take place.
 - d) **Data Analysis:** Describe how you plan to analyse your data in as full of a manner as possible so as to convey the adequacy of the analytic plan. If it helps to clarify, provide an example. If you plan to use a software program for qualitative analysis, include it in this section.
 - e) **Ethical Considerations:** Identify the ethical review board that you will submit your study to; what type of consent is required and how it will be obtained; who will have access to the data and how it will be stored (anonymity or confidentiality); what becomes of the data, level of risk and how you will handle any discomfort or distress your participants may experience; and, lastly, describe how you will debrief participants.
 - f) **Trustworthiness:** Address quality of your study. Describe how you will ensure that your study is sound. The criteria used must be appropriate to the methodology. Four trustworthiness criteria are commonly addressed: credibility; dependability, confirmability; and transferability.
8. **Dissemination of results:** Briefly describe your plan for communicating your findings out to intended audiences, including your participants.
 9. **References:** Include any citation you make in your proposal. Ensure that you put the references in correct APA format.
 10. **Appendices:** Place in the order that you make reference to in the text and may include:
 - Any data collection tool(s)
 - Letters to agencies
 - Proposed budget
 - Anticipated timeline
 - Letters of information and consent to participants (in format for UPEI REB)

Quantitative Thesis Proposal

1. **Title:** Capture the key words of your proposed study.
2. **Abstract:** Include an abstract of approximately 200 words that summarizes your proposed research.
3. **Background & Problem Statement:** Describe background information about the research problem, providing a rationale for the study and its significance/relevance to nursing.

4. **Purpose of the Study/Research Question(s)/Hypotheses:** State a clear purpose for your study and research questions and/or hypotheses, depending on the type of study you are conducting.
5. **Literature Review:** A comprehensive literature review must be provided. This will support your argument for the type of study you propose, demonstrate its importance, and show how the study builds on previous knowledge and what it may contribute to nursing knowledge. Synthesize the literature with respect to your topic, identify similarities and differences between studies, and what is and is not known (gaps) about the topic. Use an appropriate review style. Be sure to end the review with a summary.
6. **Theoretical Framework:** Describe the theoretical or conceptual framework that guides your study. This may be a nursing theory/framework or one that is borrowed from another discipline. Describe the conceptual definitions from the theory that you are using in your study.
7. **Methods:**
 - a) **Study Design:** Describe the overall design of your study.
 - b) **Population & Sample:** Describe the population from which you will obtain your sample. Discuss the type of sample, inclusion and/or exclusion criteria, sample size and how you determined this, and the sampling procedure to be used. Also address the feasibility of accessing your sample.
 - c) **Setting:** Describe the setting in which your study will take place.
 - d) **Intervention:** If you are doing an intervention in your study, describe in detail what you plan to do.
 - f) **Data Collection/Procedure:** Describe the study variables. If applicable, identify which are dependent and independent. Describe how the variables are defined or measured in your study (operational definitions). Include a description of the instrument(s), reliability and validity testing done in other studies or testing you plan to do on the instrument(s), and how they are scored. Include the instrument(s) in an appendix, as well as permission for use if applicable. Describe the procedure you will use to recruit your sample and collect your data.
 - g) **Ethical Considerations:** Describe your ethical approval process and key ethical considerations in conducting your study such as: ethical review board(s), type of consent and how it will be obtained, voluntariness, risks and benefits, confidentiality/anonymity, who will have access to the data and how they will be stored and for how long, and method of debriefing. Include a copy of your Letter of Information and Consent in an appendix.
8. **Data Analysis:** Describe the statistical tests you plan to use to analyze your data for each research question/hypothesis.
9. **Plans for Dissemination:** Briefly describe your plans for communicating your findings to interested audiences.
10. **References:** Ensure all references cited in the proposal are listed in APA format. Please be sure to add your articles to your Ref works database.
11. **Appendices:** Place in the order mentioned in the text of the proposal.
 - Letter of Information & Consent

- Data Collection Tool(s)
- Permission to Use/Adapt Tool(s)
- Letters to Agencies and Letters of Support
- Proposed Budget if applicable
- Anticipated Timeline

Mixed-Methods Proposals

Incorporate the most relevant aspects of the qualitative and quantitative proposal guidelines above.

Thesis Proposal Examination

The supervisor/co-supervisor will schedule the Thesis Proposal Examination. Only thesis supervisory committee members will be present for the examination. The student will give a 20-minute Power-Point presentation summarizing the proposal and responding to questions from the committee. If the committee as a whole deems it is satisfactory, the proposal will be approved conditional to completion of recommended changes. Committee members will provide written feedback to the student. The supervisor/co-supervisor will review revisions to the proposal and approve if satisfactory. The proposal must be approved by the thesis supervisory committee prior to submission to the UPEI Research Ethics Board and other appropriate research ethics boards. Approval of the proposal will be indicated by committee members' signatures on the Thesis Proposal Approval Form.

Thesis Format

The thesis must be written in the most current APA format and in the order indicated below. The content of each section should follow the guidelines provided in the Qualitative and Quantitative Thesis Proposal Guidelines. The committee will not sign off on a thesis until proper format is in place. It is the student's responsibility to ensure the proper format is followed. The supervisor will ensure the format is correct before forwarding to the MN Coordinator.

Title Page: must include title of thesis, student's name, University of Prince Edward Island, date. Under this, it must contain the following words "In partial fulfillment of the requirements for the degree of Master of Nursing". The international copyright notice must be placed as a bottom line: three elements must be listed on the same line- the letter C enclosed in a circle, the name of the copyright owner (the student), and the year. (See Sample in Appendices)

Certification of Thesis Work: Include signed form in hard copy only and not in electronic version.

Thesis/Dissertation Non-Exclusive License: Include signed form in hard copy only and not in electronic version.

Table of Contents: Start page numbering at bottom centre in roman numerals. Please ensure that the table of contents is consistent with the body of paper (e.g., level and title of headings, page numbers, appendices). See Sample in Appendices.

List of Tables: List all tables with page numbers

List of Figures: List all figures with page numbers

Abstract: (Approximately 250 words)

Acknowledgements

- CHAPTER 1** The Research Problem (begin numbering at 1, bottom centre; heading format must follow APA 7 but may vary based on the individual thesis)
 Background
 Problem Statement
 Relevance to Nursing
 Purpose
 Research Questions/Objectives/Hypotheses
- CHAPTER 2** Literature Review (this must be updated following data collection and analysis)
 Theoretical/Conceptual Framework
- CHAPTER 3** Methods
 Design
 Population/Sample
 Setting
 Data Collection
 Data Analysis
 Ethical Considerations
- CHAPTER 4** Research Findings
 (include description of final sample, size, and findings)
- CHAPTER 5** Discussion
 (include a discussion of the findings and relate back to the literature)
- CHAPTER 6** Summary, Limitations, and Implications
 Summary
 Limitations
 Implications for Practice
 Implications for Theory
 Implications for Education
 Recommendations for Future Research

Conclusion

References (must be in APA 7 format)

Appendices (must be displayed in the order they are mentioned in the body of the thesis)

Letter of Information, Consent, Ethics Certificates

Agency Permission Letters

Data Collection Tools, Permission to Use or Adapt

Master's Thesis Examination Process

After the final draft of the thesis has been read and approved by the members of the thesis supervisory committee, five copies must be submitted to the MN Coordinator of Graduate Studies for dissemination to members of the MN Examining Committee. These copies must be submitted no later than four weeks prior to the student's oral examination. In extenuating circumstances this may be less than four weeks if all Examining Committee members agree.

The final oral thesis examination, which is devoted chiefly to the defence of the thesis, is a faculty examination, identified as the Master's Thesis Examination. Normally, the MN Examining Committee consists of a minimum of two members of the thesis supervisory committee. It also consists of one other faculty member from the Faculty of Nursing and one member external to the Faculty of Nursing, who submit a written report attesting to the quality of the work. The external member may be external to UPEI, if necessary, and must hold at least a master's degree and expertise in the field of study. The MN Coordinator of Graduate Studies selects the MN Examining Committee at the request of the supervisor and is responsible for notifying the Dean of Nursing of its composition. The faculty member from the Faculty of Nursing must have graduate faculty status and will serve as Internal Reader and Chair of the MN Examining Committee.

The examination will begin with an introduction of the candidate and the Examining Committee by the Chair followed by a 30-minute public presentation by the candidate and a 10-15 minute question period by the audience. The Examining Committee and the candidate will then meet privately for the examination. The candidate will not be made aware of questions prior to the examination. The formal examination will include two rounds of questions. Each member of the Examining Committee, including the Chair, will ask one question per round. The External Examiner will be the first committee member to ask a question during each round. The Chair will then ask for any final questions that may have arisen during the discussion. The candidate will then be invited to leave the room and the Examining Committee will start the deliberation.

During the deliberation process, the Chair will ask each member of the Examining Committee, starting again with the External Examiner, to provide a brief assessment of three criteria of the examination: presentation, defence, and the written thesis. Each member will be required to indicate whether each individual criterion is or is not acceptable.

The examination is passed and the thesis approved if there is no more than one negative vote; an abstention is considered to be a negative vote. The MN Coordinator of Graduate Studies is responsible for reporting the result of the examination to the Dean of Nursing. The result is recorded as "Accepted as is," "Accepted after minor revision," "Accepted after substantial revision," or "Unacceptable." The result "Accepted after minor revision" normally entails editorial changes. If the result is "Accepted after substantial revision", the student may be given the opportunity by the MN Examining Committee to revise the thesis with or without defending again. If the thesis revision is successful, the Supervisor will sign off on it before the thesis is presented to the MN Graduate Studies Committee. If the result is "Unacceptable", the student may be given one opportunity by the MN Examining Committee to revise the thesis and to defend it again. If a candidate is unable to prepare an acceptable thesis, the MN Examining Committee will report this to the MN Graduate Studies Committee and to the Dean. Please see Assessment of Master's Thesis Examination form.

Submission of Thesis

When the thesis is in its final form (as determined by the committee supervisor in consultation with the MN Graduate Studies Coordinator), the student will email copies in Word and in PDF formats to the MN Coordinator no later than three weeks prior to convocation. The thesis must be free from typographical and other errors. The final thesis must include the Certification of Thesis Work form signed by the Examining Committee and the Thesis/Dissertation Non-Exclusive License form signed by the student. An additional electronic Word version of the thesis only (no signed or unsigned forms) must also be submitted by the student to the MN Coordinator of Graduate Studies.

An electronic PDF version of the final thesis only (no signed or unsigned forms) will be created by the MN Program from the electronic Word doc. This will be forwarded to the University Library for deposit in the University's online institutional repository.

Circulation and Copying of Thesis

The student, in consultation with the Supervisor and the VP Research and Graduate Studies, shall have the right to request that circulation and/or availability in the institutional repository of the thesis in any form be withheld for up to one year.

In normal circumstances, as a condition of engaging in graduate study in the University, the author of a thesis grants a non-exclusive royalty-free license with respect to the circulation and copying of the thesis through the Thesis/ Dissertation Non-Exclusive License to the following institutions:

- to the University- permission to circulate the thesis as part of the Library collection and to add the thesis to the institutional repository;
- to Library and Archives Canada- a license to harvest the thesis PDF from the University's institutional repository and add the thesis to Theses Canada under specially specified conditions.

Retention/Maintenance of Records

In the interests of good scholarly practice and in order to substantiate claims of intellectual property, graduate students should keep complete, dated records of their research. These records may be in the form of bound notebooks, log books, or other documentation, as appropriate to the discipline. Students should also retain copies of significant drafts and notes and of all material submitted for evaluation, presentation, publication, or by the way of informal contribution to collaborative research projects. They must also realize that raw data and other research results should remain accessible at all times to all other members of any collaborative research activity.

Copyright Provision

As noted, copies of the thesis shall have on the title page the words "In partial fulfillment of requirements for the degree of Master of Nursing." The international copyright notice, which consists of three elements in the same line - the letter "C" enclosed in a circle; the name of the copyright owner (the student); and the year - should appear as a bottom line on the title page of the thesis.

EXTERNAL EXAMINER

The process for choosing the External Examiner should be clearly laid out. An External Examiner must be at "arm's length" from the candidate, the dissertation Supervisor and Supervisory Committee. Arm's length means not being a close friend, a current collaborator, a former supervisor or a former colleague. It also means not being in a conflict-of-interest with the Candidate, Supervisor and Supervisory Committee, and not having a vested interest in the outcome of the oral defense. The External Examiner must **not** have joint authorship of academic or professional publications, artistic works or presentations, or community engaged collaboration or other joint scholarly activities.

Adjunct Professors, Professional Affiliates and Associate Members shall not ever serve as External Examiners in those academic units with which they are associated. They may serve as External Examiners in other academic units, subject to the normal approval process.

The Supervisor in consultation with the Supervisory Committee will create a list of **3** potential External Examiners. The list of names with brief CVs, along with justification is then sent to the GS Coordinator for approval, and then to the Dean of FGSR. The selection of the External Examiner rests with the Dean of FGSR who shall communicate the decision to the GS Coordinator. The GS Coordinator will then contact the External Examiner and proceed with the defense process.

Please refer to the Academic Calendar for specific dates of the commencement of courses and related deadlines for each semester.

<https://calendar.upei.ca/future/>

ACADEMIC HONESTY

As a community of scholars, the University of Prince Edward Island is committed to the principle of academic integrity among all its participants. Academic dishonesty as defined in this Regulation will not be tolerated and, within the constraints of this regulation and Academic Regulation 9, the University supports instructors and in their efforts to deal effectively with cases as they may arise from time to time.

a. Actions which constitute academic dishonesty are considered an offence within the University and include:

- plagiarism, which occurs when: a student submits or presents work of another person in such a manner as to lead the reader to believe that it is the student's original work; self-plagiarism is the submission of work previously submitted for academic credit without prior approval of the professor;
- cheating on tests or examinations, including giving false reasons for absence;
- falsifying records or submitting false documents, including falsifying academic records, transcripts or other University documents, or misrepresenting one's credentials;
- other academic misconduct such as the unauthorized use of recording devices or the unauthorized acquisition of computer software or other copyright material.

b. When there is reasonable evidence to support an allegation of academic dishonesty, the matter shall be discussed with the student at the earliest opportunity. A written record of the incident and the response of the university will be sent to the student and to the appropriate Chairperson and Dean, and will be placed by the Dean on the student's file in the Office of the Registrar.

c. One or more of the following sanctions may be imposed, depending on the seriousness of the offence:

1. the instructor, within their authority for assignment of course grades, may impose:

- a reprimand;
- assignment of a mark of zero or a failure for the piece(s) of work under review;
- assignment of a grade of "F" in the course in which the offence was committed;
- suspension of privileges in cases where the offenses have involved misuse and/or abuse of the library, computer or other university Resources;

2. the Dean, in consultation with the Department where appropriate, may recommend to the President suspension or expulsion from the university;
 3. the President may impose suspension or expulsion from the university;
 4. the Senate may withhold or revoke a degree.
- d. the student has the right to appeal through the provisions of Academic regulation 9

APPEALS

- a. Notice of appeal on any matter must be made in writing within one week of the date on which the decision is handed down unless the decision-making body has internal regulations allowing later appeals. In every case, it is the appellant's responsibility to ascertain the time allowed for filing notice of appeal.
- b. Any appeal on an academic matter shall normally be made to the department chair concerned who should consult within the department before arriving at a decision.
- c. The Department Chair's decision may be further appealed, in writing, within two weeks of the decision being rendered, to the Dean of the Faculty who shall name a committee to consider the appeal.
- d. Decisions on final course grades may be further appealed, in writing, within one month of being rendered, through the Registrar to the Senate Committee on Student Academic Appeals. Appeals of decisions on academic matters other than grades are to be directed to this Committee through the Registrar. All decisions of this Committee shall be final unless appeal is made to the Board of Governors in keeping with the terms of the University Act.

Appendix: Forms for the MN Program

HEALTH PEI STUDENT PLACEMENT AGREEMENT

Health PEI (herein “Department”) and the Institution have signed an Agreement about the student placement in which you wish to participate. Prior to starting a student placement you are required to read and sign this Student Placement Agreement. This document describes your responsibilities during your placement and other important information you should know.

By signing this Student Placement Agreement, I agree to the following:

1. Student Placement programs cannot compromise the client/patient care or client service objectives of the Department. Department staff is the final authority for all aspects of client/patient care or client service and for the integration of the student placement programs.
2. The Department has the right to require me to leave its facilities or programs because of my performance or conduct.
3. I am aware of my responsibility to maintain appropriate behaviour while in the Department’s facilities, services and programs, particularly concerning patients’/clients’ privacy and confidentiality of patients’/clients’ records and all other Department related information and matters. All such information is confidential and cannot be communicated by me except as outlined in the Department policy. I will not disclose what I see or hear or pass on information from written records concerning any client/patient, except for the purposes of client/patient care or service. I will not discuss patients/clients publicly, either within or outside the Department. If confidentiality is breached, the penalty may include termination of my student placement.
4. I acknowledge that a client/patient has the right to refuse to be a participant in student placement programs.
5. I agree that I will follow all of the Department’s policies, procedures, rules and regulations while I am participating in the student placement.
6. I will be assigned client/patient care or service responsibilities only to the degree commensurate with my level of ability, and optimum learning will be provided without diminishing the quality of client/patient care or service.
7. I am subject to the policies, procedures, and regulations of the Department while I am participating in the placement program within the Department.
8. I acknowledge that the Department does not carry health or disability insurance that will provide coverage for me. I understand that I am responsible for obtaining such coverage for myself. The Department does not accept any responsibility for the risk of injury not caused by its agents, or employees that I may incur during this student placement.
9. I agree that the Department is not responsible for any of my financial costs or expenses unless such costs or expenses are approved by the Department in writing.
10. I agree that I will wear the proper identification at all times when present at the Department’s facilities and programs.
11. I agree that I will provide any test or procedure results required by the Department respecting health standards and/or current immunizations.

- 12. I agree that I will comply with all of the Department's reasonable requests for information.
- 13. I agree to follow the supervision and direction of my assigned preceptor/instructor.
- 14. I agree to obtain a criminal record check and provide a copy of it to the Department before I begin my student placement.

Signed by:

Student

Witness

Date



**Master of Nursing
Thesis Committee Form**

Student/UPEI ID: _____
Date of Enrolment: _____
Proposed Area of Interest: _____

ROLE	Name	Signature	Date
Supervisor			
*Co-Supervisor			
*Co-Supervisor			
Committee Member			
Committee Member			
Graduate Studies Coordinator			
Supervisory Comments			

***When an MN student is a Faculty of Nursing employee, they must have co-supervisors, one from the Faculty of Nursing and one external to the Faculty of Nursing.**



Master of Nursing Thesis Proposal Approval Form

Student Name/UPEI ID: _____

Date of Enrolment: _____

Title of Thesis _____

This form must be completed and signed by each committee member following the Thesis Proposal Examination, once all agreed upon changes have been made to the thesis proposal. It must be submitted to and signed by the MN Graduate Studies Coordinator before submission for ethics review.

ROLE	Name	Signature	Date
Supervisor			
Co-Supervisor			
Co-Supervisor			
Committee Member			
Committee Member			
MN Graduate Studies Coordinator			
Supervisory Comments			



Letter of Understanding
for Supervisors and Graduate Students
UPEI Master of Nursing Program

Introduction:

Graduate studies are not only a life and career enhancing activity for students, but also a vital component of research and scholarship in Canada, important drivers of the nation's productivity and essential for global competitiveness. The role of supervisors and supervisory committees, as well as the relationship between students and their supervisors, are key components affecting the success of students in their programs. Since conflict and tension can arise in situations where expectations, roles, and responsibilities are unclear or mismatched, it can be helpful for parties to develop a written agreement on such issues. A *Letter of Understanding* provides a basis for developing a shared understanding of the responsibilities of students, supervisors, and academic units in the pursuit of graduate education. The discussion creates an opportunity to clarify individual expectations and inform one another of challenges which may arise during the course of study. This document should be viewed as a tool to initiate discussion during the early stages of the graduate program, when a student's supervisor has been assigned for their thesis, with an awareness that the relationship and expectations will evolve with time.

Roles and Responsibilities:

The student is the main party responsible for the study program and the performance of related activities, such as the submission of a master's thesis, and should demonstrate a deep commitment to the course of study and interest in the selected topic. The following document outlines the responsibilities of the student, as well as the supervisory committee and the graduate program. They serve as a guideline for discussion and a shared understanding/agreement about the roles and responsibilities of each.

Student Responsibilities:

Academic Development:

It is the student's responsibility to:

- Develop the necessary skills and learning approaches suitable for an advanced degree;
- Exhibit independent judgment, academic rigor, and intellectual honesty;
- Complete course work and thesis within the required time period;
- Give due consideration to workload and exercise care in the performance of the work assigned;
- Submit material in a timely manner so as to receive an adequate assessment;
- Make timely progress towards completion of degree and spend the required number of hours carrying out research/study activities;
- Be available to complete the work assigned and reduce any time devoted to paid activities unrelated to their studies;
- Determine with the assistance of the supervisor, a yearly renewed or revised progress report (or more frequently if the need arises).

Communication/Interpersonal and Professional Conduct/Professional Development:

It is the student's responsibility to:

- Meet regularly with their supervisor and supervisory committee to report on progress and to meet deadlines, in compliance with established program policies;
- Provide the supervisor/committee with a written document to allow time for review and comment before meetings;
- Hold face-to-face meetings with supervisory committee at least twice per year, but preferably every six months and provide a progress report to the committee at least once a year;
- Participate in departmental meetings, seminars and training regularly as determined with supervisor;
- Be receptive to advice or suggestions given by supervisor, supervisory committee or other faculty members involved in their education;
- Interact with fellow students, both graduate and undergraduate, staff and faculty in a professional and mature manner;
- Seek assistance from the supervisor especially making important decisions about the course of study or while looking to define or redirect their thesis;
- Advise the supervisor, in a timely manner, of any issues arising throughout the course of his/ her program (difficulties of integration, learning or financial issues, selection of courses, availability of the supervisor, absence or delay in feedback material concerning their work or any other difficulty related to their supervision);
- Advise the supervisor, in a timely manner, of any foreseen prolonged absence and negotiate amount of time and timing of holidays;

- Be aware of policies and rules and regulations in effect at the university, as well as any communications which may be directed to them;
- Work with supervisor to find opportunities to attend suitable conferences and present research findings and seek funding sources for associated travel costs.

Funding Considerations:

Graduate student support may come from a variety of sources such as Graduate Teaching/ Research Assistantships, scholarship funding from the Faculty of Graduate Studies, internal and external scholarships and bursaries, as well as research funds acquired by the supervisor or student.

It is the student's responsibility to:

- Seek Graduate Teaching Assistantships/Research Assistantships to gain teaching experience at the direction of their supervisor;
- Apply for scholarships appropriate to program of study.

Publications and Intellectual Property:

It is both the student's and supervisor's responsibility to:

- Present research results that are publishable in reputable, externally refereed journals, thereby achieving the goals of creating new knowledge and reporting it to the appropriate community;
- Determine an authorship process for shared and non-shared authorship and identify the importance of first authorship for the student;
- Publish the findings from the research. Agree that if original research is carried out by students, the intellectual property component may wholly or in part belong to the student;
- Maintain appropriate confidentiality concerning research activities, in accordance with existing practices and policies of the discipline.

Supervisory Committee Responsibilities:

Academic Development:

It is the supervisor's responsibility to:

- Ensure that the student's thesis is suitably aligned with the number of credits awarded and that the project is manageable with respect to the educational program objectives and the time allocated for the completion of the program;
- Ensure that student's thesis is appropriate and achievable;
- Assist the student in developing their research interests and help the student modify the

project when unforeseeable problems arise;

- Form supervisory committee according to program timelines;
- Provide supervision in a way which leaves the student with room for autonomy;
- Provide timely feedback to thesis drafts and writings submitted by the student in accordance with an agreed upon schedule;
- Be open, honest, and fair with the student when academic performance is not meeting expectations;
- Provide appropriate mentorship and guidance;
- Establish with each student a yearly renewed or revised progress report (or more frequently if the need arises);
- Hold a supervisory committee meeting at least twice a year.

Communication/Interpersonal and Professional Conduct/Professional Development:

It is the supervisor's responsibility to:

- Meet regularly with the student to provide guidance, assess progress, and assist student in the goal of completing the program on time;
- Monitor the accuracy, validity, and integrity of student's progress and respond in timely manner with comments/revisions to drafts of applications, reports or research presentations;
- Meet with the student to discuss specific provisions related to their course of study, especially regarding intellectual property and financial support;
- Ensure that the student is aware of relevant policies and procedures for the conduct of research;
- Assist the student in the presentation of their work as it progresses, in accordance with preset program parameters;
- Be available to meet with the student within a reasonable timeframe and at the student's request to provide support to the student towards the progress and completion of the program;
- Make arrangements to ensure the continuity of supervision during leaves or extended periods of absence;
- Establish a professional working relationship to guide the student in their approach to research;
- Guide the student in learning to work independently and as a member of a team;
- Implement a plan of action to help overcome any unforeseen difficulties;
- Advise students concerning the preparation and submission of their master's thesis or drafting of scientific papers;
- Maintain good professional and personal relationships with trainees in the research group and treat all members of the group (and their work) with verbal and intellectual respect;
- Avoid personal or business relationships that may constitute a conflict of interest;
- Give credit in an appropriate manner to graduate student contributions to scholarly activity, whether presented at professional meetings, publications, or in applications for grants;
- Work together to find opportunities for students to attend suitable conferences and present

research findings and seek funding sources for associated travel costs;

- Encourage participation in non-academic programs for professional development, such as effective writing courses, teaching training programs, conflict resolution, and workshops on research grants.

Funding Considerations:

It is the supervisor's responsibility to:

- Provide consultation about scholarship and bursary applications in advance in order to look at ways of optimizing the student's chances of success.

Graduate Program's Responsibilities:

Academic Development:

It is the graduate program's responsibility to:

- Have procedures in place to connect students and potential supervisors, and to allow and/or ensure a change in supervisor in the unlikely event that this becomes necessary;
- Provide mechanisms to assist students with selection of a supervisor and with major program milestones such as the beginning of research or thesis writing. Examples include: assigning senior graduate students as mentors; arranging for a temporary faculty advisor if choice of supervisor is not immediately available and workshops on healthy supervisory relationships;
- Advocate for and work with other departments as necessary to ensure adequate resources such as library, writing resources, computer labs, and work space, are available to support the student in fulfilling program requirements.

Communication/Interpersonal and Professional Conduct/Professional Development:

It is the graduate program's responsibility to:

- Make available through appropriate media, clear and understandable information about program requirements, regulations and procedures, the faculty and staff responsible for the graduate program, and graduate faculty members and their areas of research expertise;
- Ensure that approved supervisory committees are established by the appropriate deadlines;
- Ensure that the student's supervisory committee meets at least twice a year with the student, that this meeting is substantive, and that a written progress report is filed in the official student file at least once a year;
- Provide mechanisms for resolving problems that may arise between graduate students, supervisors, and/or members of the supervisory committee;
- Provide and/or inform the student of workshops or presentations that will support their professional skills development.

Your signature is requested as confirmation that you are aware of and understand the statements above and agree to do your best to fulfill the responsibilities described.

Supervisor

Date

Graduate student

Date

Approved September 18, 2013; Revised July 2019
Adapted from the Canadian Association of Graduate Studies



**Master of Nursing
Thesis Approval Form**

Student Name/UPEI ID: _____

Date of Enrolment: _____

Title of Thesis _____

This form must be completed and signed by each committee member before the final Thesis Examination, once all agreed upon changes have been made to the thesis. It must be submitted to and signed by the MN Graduate Studies Coordinator before the Thesis Examination.

ROLE	Name	Signature	Date
Supervisor			
Co-Supervisor			
Co-Supervisor			
Committee Member			
Committee Member			
MN Graduate Studies Coordinator			
Supervisory Comments			



**MASTER OF NURSING
ASSESSMENT OF MASTER'S THESIS EXAMINATION**

Student Name / UPEI ID:

Thesis Title:

The MN Examining Committee for the above candidate has reached the following decision based on the presentation, defence and thesis:

1. _____ All components of the examination were passed satisfactorily, and the thesis is **"Accepted as is"** without modification.
2. _____ All components of the examination were passed satisfactorily, and the thesis is **"Accepted after minor revisions"** provided that minor editorial changes are made.
3. _____ The oral presentation and thesis examination were passed satisfactorily, but the thesis requires major revisions and will be **"Accepted after substantial revision"**. The thesis is returned to the student for revision and resubmission to their supervisory committee.
4. _____ The oral presentation and thesis examination were passed satisfactorily, but the thesis requires major revisions and will be **"Accepted after substantial revision"**. The thesis is returned to the student for revision and resubmission to their supervisory committee and the student must defend the thesis again.
5. _____ The student failed to pass the thesis examination, and the thesis is **"Unacceptable"**. The student is given one opportunity to revise the thesis and defend again.
6. _____ The thesis is **"Unacceptable"** and the Examining Committee recommends that the degree not be awarded.

Signatures of Examining Committee:

Chair of the Examining Committee:

External Member of Examining Committee:

Supervisory Committee Member:

Supervisory Committee Member:

Supervisory Committee Member:

Date: _____



Faculty of Nursing

CERTIFICATION OF THESIS WORK

We, the undersigned, certify that _____ candidate for the degree of Master of Nursing has presented a thesis with the following title:

that the thesis is acceptable in form and content, and that a satisfactory knowledge of the field covered by the thesis was demonstrated by the candidate through an oral examination held on

_____.

Examiners/Supervisory Committee:

Supervisor

Co-Supervisor

Supervisory Committee Member

Supervisory Committee Member

External Examiner (Reader)

Examining Committee Chair

Date _____

Revised Sept. 2017

THESIS/DISSERTATION NON-EXCLUSIVE LICENSE

Family Name:	Given Name, Middle Name (if applicable):
Full Name of University:	
Faculty, Department, School:	
Degree for which thesis/dissertation was presented:	Date Degree Awarded:
Thesis/dissertation Title:	
Date of Birth. It is optional to supply your date of birth. If you choose to do so please note that the information will be included in the bibliographic record for your thesis/dissertation.	

In consideration of my University making my thesis/dissertation available to interested persons, I,

hereby grant a non-exclusive, for the full term of copyright protection, license to my University,

_____ :

- (a) to archive, preserve, produce, reproduce, publish, communicate, convert into any format, and to make available in print or online by telecommunication to the public for non-commercial purposes;
- (b) to sub-license to Library and Archives Canada any of the acts mentioned in paragraph (a).

I undertake to submit my thesis/dissertation, through my University, to Library and Archives Canada. Any abstract submitted with the thesis/dissertation will be considered to form part of the thesis/dissertation.

I represent that my thesis/dissertation is my original work, does not infringe any rights of others, including privacy rights, and that I have the right to make the grant conferred by this non-exclusive license.

If third party copyrighted material was included in my thesis/dissertation for which, under the terms of the *Copyright Act*, written permission from the copyright owners is required I have obtained such permission from the copyright owners to do the acts mentioned in paragraph (a) above for the full term of copyright protection

I retain copyright ownership and moral rights in my thesis/dissertation and may deal with the copyright in my thesis/dissertation, in any way consistent with rights granted by me to my University in this non-exclusive license.

I further promise to inform any person to whom I may hereafter assign or license my copyright in my thesis/dissertation of the rights granted by me to my University in this non-exclusive license.

Signature

Date

Effective date for use of this form: 2015-04-01



Master of Nursing Program
Thesis Student Progress Report

Name: _____ ID: _____

Date of Enrolment: _____

The student is expected to complete this report by **June 30th** of each year and present it to their Thesis Supervisor or MN Graduate Studies Coordinator if thesis work has not begun.

Section A: Student

1. Please list the courses you have completed to date:

Course Name/Number	Grade

2. Please list the courses you plan to complete this year.

3. Thesis Progress: (If applicable)

a) Please list your accomplishments to date with respect to your thesis work. (e.g., thesis progress to date, committee activity, funding, scholarships/awards)

b) Please list your objectives for the coming year with respect to your thesis work.

Expected Date/Date for Thesis Proposal Examination: _____

Expected Date for Thesis Examination: _____

4. Please list conferences attended/presentations made over the past year.

Section B: Thesis Supervisor/MN Graduate Studies Coordinator

What is your general assessment of student progress over the past year?

- Excellent

 Good

 Fair

 Poor

 NA

Comments:

Section C: MN Graduate Studies Coordinator

- Progress is satisfactory.
 There are grounds for concern about student progress. Another progress report must be completed in _____ months.
 Progress is unsatisfactory.

Comments:

Signatures:

Date:

Student:	
Supervisor:	
Co-supervisor:	
Committee Member:	
Committee Member:	
MN Graduate Studies Coordinator:	

Thesis Sample Title Page

Anticipating the Awakening: The Lived Experience of Families of Patients Undergoing
Successful Targeted Temperature Management After Cardiac Arrest

Student Name

University of Prince Edward Island

March 15, 2017

In partial fulfillment of the requirements for the degree of Master of Nursing

© Student Name, 2017

Sample Table of Contents

Table of Contents	Page
List of Tables.....	iv
Abstract.....	v
Acknowledgements.....	vi
CHAPTER 1 Background.....	1
Purpose.....	3
Research Question.....	3
Relevance to Nursing.....	4
Phenomenological Perspective.....	5
Summary.....	5
CHAPTER 2 Review of Literature and Nursing Perspective.....	7
The Family Members' Experience of Loved One's Cardiac Arrest.....	7
Families' Experience of the Intensive Care Unit and Critical Illness.....	11
Nursing Care of the Family of the Critically Ill Patient.....	15
The Family Members' Experience of Targeted Temperature Management.....	16
Nursing Perspective.....	21
Researcher's Presuppositions.....	21
Summary.....	23
CHAPTER 3 Method.....	25
Giorgi's Phenomenological Psychological Approach.....	25
Participants.....	26
Etc. etc.	