

INTRODUCTION

Welcome to graduate nursing study at North Dakota State University! Whichever specialty you have chosen— family nurse practitioner, clinical nurse specialist in adult health, nursing education specialist, or post-master's completion of the doctor of nursing practice in advanced nursing practice—you will have the guidance of expert faculty. We trust that your time spent in scholarly pursuits will not only prepare you well for the next step in your nursing career but also enhance the breadth and depth of your understanding of nursing as a discipline.

The information and policies presented in this handbook complement and supplement information and policies pertinent to the North Dakota State University, the Graduate School (<http://www.ndsu.edu/gradschool/>), and the College of Pharmacy, Nursing and Allied Sciences (<http://www.ndsu.edu/pharmacy/>).

NURSING PROGRAM HISTORY

The history of nursing education in Fargo dates back to the early 20th century when St. John's Hospital and St. Luke's Hospital each established a diploma school of nursing. The School of Nursing at St. John's closed and North Dakota State University (NDSU) began an associate degree nursing program in 1969. In 1986, NDSU and Concordia College (CC) began a collaborative baccalaureate nursing program. St. Luke's Hospital School of Nursing and the associate degree program at NDSU were discontinued. The collaborative program was the Tri-College University Nursing Consortium (TCU). Students took nursing courses on the CC campus and on the NDSU campus. In 1994 nursing faculty who had been employed by TCU became employees of either CC or NDSU but continued to teach on either or both campuses irrespective of faculty appointment.

In 2001 Minnesota State University Moorhead (MSUM), which operated a baccalaureate program for registered nurses, joined the nursing consortium and a collaborative graduate program in nursing was initiated. In 2005, the three undergraduate programs disassociated from the consortium and became independent of one another. In 2007 the three graduate programs became independent of one another. Nursing programs in the area cooperate with one another in utilization of clinical sites, in sharing of plans and ideas through program chair meetings each semester, and through the sharing of teaching/learning resources.

APPROVAL/ACCREDITATION

The clinical nurse specialist (MS) and family nurse practitioner (DNP) programs of study are approved by the North Dakota Board of Nursing. The master's degree program is accredited by the Commission on Collegiate Nursing Education (CCNE). CCNE is recognized by the U.S. Secretary of Education as a national accreditation agency for baccalaureate and higher degree program of nursing. At the present time our doctor of nursing practice programs are not accredited programs. CCNE is developing standards and process for accreditation of practice doctorate programs and NDSU will apply for this accreditation in the near future.

MISSION

The mission of the North Dakota State University Department of Nursing is to provide professional nursing education, to advance knowledge of the discipline, and to serve as a resource for the health care needs of society.

VISION

We envision a department of nursing that will have a positive impact on the health of the citizens of the region and be a strong influence within the university through collaborative and interdisciplinary activities reflective of the university's social, economic and technological realities as a land-grant institution.

BELIEFS AND CORE VALUES NORTH DAKOTA STATE UNIVERSITY NURSING PROGRAM

The faculty, students, and graduates of the department of nursing believe in the inherent worth and dignity of individuals and the value of professional nursing as an integral part of the health of society. We believe the core values of autonomy, caring, integrity, justice, professionalism and respect guide the scholarship of education, service, practice, and research.

The role of faculty is to encourage, facilitate, and provide opportunities which support self-directed learning and critical thinking, enhance personal growth and socialize students as members of the profession in entry and advanced practice roles. The role of students is to develop the knowledge, skills and attitudes essential to professional nursing practice and continued study of nursing. The role of graduates is to promote the health of society, advance the discipline, and function as responsible citizens of the nation and the world.

Nursing is an art and science. It is a practice profession and an academic discipline. The domain of nursing is the human response to actual or potential variations in human functioning and life processes. Nursing involves interactions among the nurse, the person and the environment in the prevention of disease, the promotion and restoration of health, and the comfort of the dying.

Professional nursing practice is the creative application of therapeutic nursing interventions based on a synthesis of scientific knowledge, research, professional values and standards. Professional nurses work with individuals, families, communities and other aggregates to meet primary, secondary, and tertiary health care needs. Nurses practice independently, interdependently, and collaboratively in a variety of settings. Nurses balance career advancement, personal well-being, and fidelity to nursing's social contract.

Core values provide a framework that supports education for and practice of professional nursing as envisioned by the Department of Nursing.

Caring is the central concept of nursing. The competence, sensitivity and compassion that characterize professional caring, guide our behavior in faculty/student and nurse/client interactions. Respect is reflected by nurses' regard for human dignity and in our acceptance of the diversity of humankind. In our practice we demonstrate our respect for other disciplines through collegiality and collaboration.

Autonomy reflects a patient's right to make decisions about his/her health care and nurses' rights to make decisions about their professional practice. Integrity is manifested in our honesty with patients and the public, by adherence to standards of academic honesty, through our accountability for our actions, and through our provision of care based on practice standards.

The professional obligation to assure equal treatment and equal access to care is a facet of justice. Nurses have a professional responsibility to encourage legislation and policy development that advances nursing care and quality health care for all people. Nursing faculty have an obligation to ensure that students have the opportunity to participate in and contribute to an excellent learning environment. Professionalism encompasses a commitment to lifelong learning and professional development, participation in professional organizations and the political process, and adherence to professional values and regulations.

**NURSING PARADIGM: CORE VALUES
AND HEALTH CARE QUALITY INDICATORS**

DEFINITIONS

1. “Nursing is the protection, promotion and optimalization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities and populations.”¹
2. Environment is comprised of internal and external forces including technological, legal, social, cultural, epidemiological, political, religious and economic phenomena.
3. A person is a holistic being with biopsychosocial, spiritual and cultural dimensions. An individual person is a rational and moral being with an inherent dignity and worth which persists throughout the lifespan despite any limitation in any dimension of being. Persons and groups of persons (family, community and other aggregates) are the focus of nursing care.
4. Health is “physical, mental and social well-being and not merely the absence of disease or infirmity.”² Health may be described as a continuum and includes cultural and subjective perceptions of well-being. Disease is a dysfunction of a dimension of being. Illness is a subjective feeling of being unhealthy that may or may not be related to disease.

¹ American Nurses Association (2003). *Nursing's social policy statement, 2nd edition*. Washington, DC: American Nurses Association. Page 44.

² Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June, 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of the World Health Organization, no. 2, p. 100) and entered into force on 7 April 1948.

MASTER OF SCIENCE PROGRAM OUTCOMES

The curriculum of the North Dakota State University master's program in nursing prepares graduates to:

1. Incorporate theoretical contributions and scientific knowledge of the discipline in providing holistic care.
2. Collaborate in scholarly activities of inquiry related to the nursing profession, including the evaluation, application and integration of nursing research in one's practice.
3. Contribute to the improvement of health policy, delivery of health services, and the financing of health care.
4. Analyze ethical, legal, and moral issues related to health and illness in society, with an awareness of one's own position.
5. Develop, implement and modify programs or plans of care for diverse client populations from a health promotion and disease prevention perspective.
6. Demonstrate competency in advanced roles within the context of independent and collaborative nursing practice.

DOCTOR OF NURSING PRACTICE PROGRAM OUTCOMES

The curriculum of the North Dakota State University Doctor of Nursing Practice program prepares graduates to:

1. Synthesize theoretical, scientific and contemporary clinical knowledge for the assessment and management of both health and illness states. This incorporates health promotion, health protection, health assessment, disease prevention and treatment of common acute and chronic illness.
2. Demonstrate personal, collegial and collaborative approaches which enhance effectiveness of patient care.
3. Interpret and individualize therapies through activities of advocacy, modeling and tutoring.
4. Advance the profession and enhance direct care and management.
5. Oversee and direct the delivery of clinical services within an integrated system of health care.
6. Monitor own individual practice and engage in interdisciplinary peer and systems review.
7. Provide competent patient care with respect to cultural and spiritual beliefs of patients from diverse cultures.

PROFESSIONAL GUIDELINES FOR MASTER'S EDUCATION IN NURSING

The outcomes of the master's program in nursing are derived from the mission, vision and core values of the department of nursing, and the following professional guidelines:

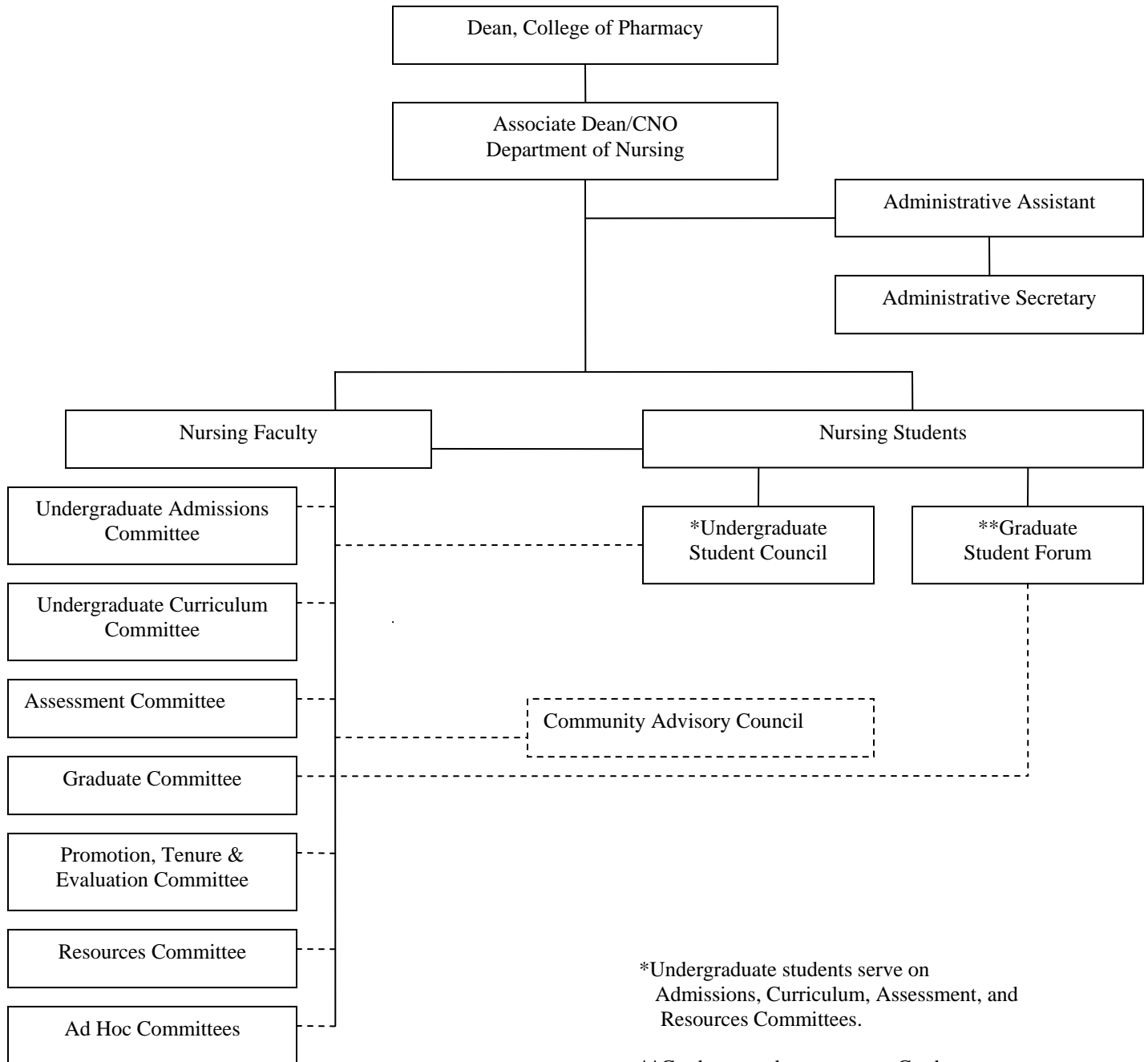
1. The Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)
2. Curriculum Guidelines and Program Standards for Nurse Practitioner Education (National Organization of Nurse Practitioner Faculties, 2002)
3. Statement on Clinical Nurse Specialist Practice and Education (National Association of Clinical Nurse Specialists, 2004)
4. The Code of Ethics with Interpretive Statements (American Nurses Association, 2001)
5. Scope and Standards of Advanced Practice Registered Nursing (1996)
6. The North Dakota Board of Nursing Rules and Regulations

PROFESSIONAL GUIDELINES FOR DOCTOR OF NURSING PRACTICE EDUCATION IN NURSING

The outcomes of the doctor of nursing practice program in nursing are derived from the mission, vision and core values of the department of nursing and the following professional guidelines:

1. The Essentials of Doctoral Education for Advanced Practice Nursing (AACN, 2006)
2. Curriculum Guidelines and Program Standards for Nurse Practitioner Education (National Organization of Nurse Practitioner Faculties, 2002)
3. Statement on Clinical Nurse Specialist Practice and Education (National Association of Clinical Nurse Specialists, 2004)
4. The Code of Ethics with Interpretive Statements (American Nurses Association, 2001)
5. Scope and Standards of Advanced Practice Registered Nursing (1996)
6. The North Dakota Board of Nursing Rules and Regulations

Department of Nursing



*Undergraduate students serve on Admissions, Curriculum, Assessment, and Resources Committees.

**Graduate students serve on Graduate, Assessment, and Resources Committees.

INFORMATION AND POLICIES

Copies of a map of the campus may be obtained at the following web site:
NDSU – http://www.ndsu.edu/ndsu/main/directory/bldg_list.php

ADMISSION

See the NDSU graduate school website for policies and requirements for admission to and progression in graduate school <http://www.ndsu.nodak.edu/gradschool>.

- **MS Requirements** <http://www.ndsu.edu/ndsu/nursing/programs/msn-dnp.htm>
 1. Completed application to graduate school. Application and directions are at <http://www.ndsu.edu/gradschool/>. Two of the required references are to be from professional colleagues that address clinical competence and ability to succeed in graduate study. The application essay should include a narrative of professional experience and a statement of professional goals.
 2. Unencumbered licensure as a registered nurse. International students must have a US registered nurse license as part of admission requirement.
 3. Baccalaureate degree in nursing from a nationally accredited nursing program with a minimum GPA of 3.0 in Nursing.

Soon after admission the following must be completed:

1. Documentation of health status.
2. Acceptable criminal background check.
3. Documentation of health insurance.
4. Documentation of CPR or of ACLS certification if required by specialty.
5. Degree plan completed in collaboration with faculty.
6. Inferential Statistics required before nursing research course.

- **DNP (BSN applicant) Requirement** <http://www.ndsu.edu/ndsu/nursing/programs/bsn-dnp.htm>
 1. Completed application to graduate school. Application and directions are at <http://www.ndsu.edu/gradschool/>. Two of the required references are to be from professional colleagues that address clinical competence and ability to succeed in graduate study. The application essay should include a narrative of professional experience and a statement of professional goals.
 2. Unencumbered licensure as a registered nurse. International students must have a US registered nurse license as part of admission requirement.
 3. Baccalaureate degree in nursing from a nationally accredited nursing program with a minimum GPA of 3.0 in Nursing.
 4. Interview with nursing faculty (Interviews are scheduled in March)

Soon after admission the following must be completed:

1. Documentation of health status.
2. Criminal background check.
3. Documentation of health insurance.
4. Documentation of ACLS certification.
5. Degree plan completed in collaboration with faculty.
6. Inferential statistics required before nursing research course.

- **DNP (MS applicant)** <http://www.ndsu.edu/ndsu/nursing/programs/msn-dnp.htm>
 1. Completed application to graduate school. Application and directions are at <http://www.ndsu.edu/gradschool/>. Two of the required references are to be from professional colleagues that address clinical competence and ability to succeed in graduate study. The application essay should include a narrative of professional experience and a statement of professional goals.
 2. Send the following to the nursing department:
 - a. Print out of registered nurse license and advanced practice license verification from each state where licensed.
 - b. Copy of most recent certification/re-certification for advanced practice specialty.
 - c. Evidence of practice hours in degree program.
 - d. Cumulative hours (approximate) of advanced practice.
 - e. Narrative description of current and past clinical practice.
 - f. A portfolio of 10-15 pages in length identifying a practice improvement issue, clinical management problem or research area the applicant plans to address while in the program. The paper will cite appropriate professional or scientific resources and follow APA format. There is a fee of \$250 for portfolio evaluations.
 3. Unencumbered licensure as a registered nurse
 4. Current certification and board of nursing approval (if required) for advanced practice nursing.
 5. Earned master's degree in nursing with a major in advanced practice nursing and a GPA of at least 3.3 in the master's degree program.

Soon after admission the following must be completed:

1. Documentation of health status
2. Criminal background check
3. Documentation of health insurance
4. Degree plan completed in collaboration with faculty

- **Health Records**

The Program requires that students provide evidence of the following:

1. General health status
2. Tuberculin test annually.
3. MMR immunization or rubella screening for antibodies. MMR not necessary if student's birth year is prior to 1956.
4. Hepatitis B series, documented immunity or declination
5. Diphtheria/tetanus immunization

- **Licensure and Certification Records**

The Program requires that students provide **current** evidence of the following:

1. Certification in cardio-pulmonary resuscitation for health care provider or professional level.
2. ACLS certification for students in the FNP and CNS specialties.
3. Unencumbered professional nursing license (RN). This will be verified online by the program.

- **Criminal Background Checks**

Criminal background checks are required. Students sign the consent form providing residential addresses for the past seven years. A student who is disqualified from having patient contact based on results of a background check will be dismissed from the program.

- **Professional liability insurance**

Professional liability insurance for students is provided by the NDSU program. The insurance is effective for all student clinical learning situations in which the student is engaged as part of the NDSU graduate nursing program.

PROGRESSION

1. A cumulative GPA of 3.0 is required to continue in and graduate from the program. If the GPA falls below 3.0, the student is placed on probation for the next semester in which courses are taken. If the GPA remains below 3.0 at the end of the next semester, the student is withdrawn from the program.
2. No course with a grade of less than C may be applied to the program of study.
3. No more than two courses with a grade of C (or less) may be applied to the program of study.
4. A course with a grade of C (or less) may be repeated once or a comparable course may be substituted in the degree plan.
5. Degree plan must be kept current
6. Degree requirements must be completed within seven years after admission

- **Plan of Study**

Forms for the plan of study can be found on the graduate school website at <http://www.ndsu.edu/gradschool/forms/index.shtml> Students should consult with their academic advisor concerning the procedures for filing this plan. A tentative plan should be initiated on admission to the nursing program and should be completed no later than the time at which approximately 50% of the credits required for the degree have been completed.

- **Course Registration**

Registration may be done electronically. If registering for a course through the Tri-College, follow instructions from the Office of Registration and Records. You may also receive assistance from the campus TCU representative, Carolyn Orvik (carolyn.orvik@ndsu.edu).

- **Full-time and Part-time Status**

Full-time status is nine graduate credits in fall and spring sessions and six graduate credits in summer sessions. Teaching/ research assistants engaged for 20 hours/week are considered full-time at four semester hours. Teaching/research assistants engaged for 10 hours/week are considered full-time if enrolled in a minimum of six graduate credits. Students who are not a teaching/research assistant and who are enrolled for less than nine semester hours are part-time.

- **Advisement**

The graduate student is responsible for initiating each step in progression toward the degree. Each student is assigned an advisor on admission. At the point of submission of the degree plan to the graduate office, the chair of the supervisory committee becomes the advisor. This may or may not be the same faculty member who was assigned as advisor for the student on admission to the nursing program. The student should notify the graduate nursing program secretary if there is a change in advisor. The secretary will then notify the Graduate Office and the previous advisor.

- **Scholarship**

Graduate (MS) and professional (DNP) students complete a disquisition that demonstrates synthesis of knowledge acquired through the graduate or advanced professional study program.

At the Master's level the disquisition may be a thesis or the paper documenting a project. The findings of this work will be presented as part of the final oral examination. In addition to the number of copies required by the graduate office, a bound copy of the written document must be submitted to the nursing office. Disquisition guidelines are available at

<http://www.ndsu.nodak.edu/gradschool/dissertation/index.shtml>.

The master's student selects a committee to supervise the development and completion of the plan of study and the disquisition. The chair of the committee has background, expertise or interest in the topic and/or methodology that the student wishes to pursue. **The student is required to meet with the committee as soon as a draft proposal has been prepared.** The committee will provide input on the subject area, literature review, and methodology. At least three committee members must hold graduate faculty status at NDSU and, at least two must be members of the nursing faculty.

The disquisition of the DNP degree candidate includes a practice improvement project designed and implemented by the student. A bound copy of the written document must be submitted to the library and to the nursing office. Disquisition guidelines are available at

<http://www.ndsu.nodak.edu/gradschool/dissertation/index.shtml>. The DNP student selects a committee to supervise the development and completion of the plan of study and the disquisition. The chair of the committee has background, expertise or interest in the topic and/or methodology that the student wishes to pursue. **The student is required to meet with the committee as soon as a draft proposal has been prepared.** The committee will provide input on the subject area, literature review, and methodology. At least three committee members must hold graduate faculty status at NDSU and, at least two must be members of the nursing faculty.

- **Research Involving Human Subjects**

Research disquisitions involving human subjects require **advance approval** by the Institutional Review Board (IRB). The approval or permission to conduct proposed activities must also be obtained from the site where research data or participants will be found. The proposal may be exempt from review, may qualify for an expedited review, or may require a review by the full board. Your advisor will assist you in making this determination. IRB application information and material can be obtained from the Office of Research, Creative Activity and Technology Transfer or online: www.ndsu.edu/irb. All students will complete a tutorial regarding the protection of human subjects in their research course. The tutorial may be found at <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>. Documentation of completion of tutorial must be submitted to IRB with the research proposal. The application must be approved by the academic advisor (supervisory committee chair) and IRB prior to any data collection. The advisor will be designated as the principal investigator.

COMMUNICATION

- **Some courses are delivered on-line. Components of other courses require on-line access.**

Personal Computer System Requirements for students enrolled in nursing courses are:

1. An Internet Service Provider (ISP) to allow access to the World Wide Web (Internet)
2. Software:

Internet browser such as Microsoft Internet Explorer 7.0 or greater,
Virus Protection software (highly recommended) – McAfee free to NDSU students.
Downloads available at: https://its.ndsu.edu/software_downloads/

3. Hardware (Note: These are minimum requirements. We recommend you exceed these requirements for a better experience. It is recommended that the computer you use for your online classes is for your private use. This will help decrease technical issues).

IBM or Compatible Computer

Intel Pentium 4 processor or equivalent

512MB or more of RAM if using Windows XP

Broadband recommended

32 MB video card

40 MB Hard Drive disk space. (This requirement will vary depending on which class you are enrolled in. The disk space is for downloading articles and installing required plug-in software.)

CD-ROM RW Drive (Some classes may provide supplemental materials via CD's)

Sound card and speakers

Printer - Students who wish to print online resources will need a printer with this capability.

Flash drive

Apple Macintosh

Macintosh G4 (or faster)

Mac OS X 10.2.8 or later

512 MB RAM

40 MB Hard Drive disk space. (This requirement will vary depending on which class you are enrolled in. The disk space is for downloading articles and installing required plug-in software.)

CD-ROM RW Drive (Some classes may provide supplemental materials via CD's)

Sound card and speakers

Printer - Students who wish to print online resources will need a printer with this capability.

- **ListServe**

A listserv is used for communication between and among graduate nursing students and faculty. This is the primary mode of in-time information dissemination for the graduate nursing program. It is very important that every student subscribe in order to receive up to date information.

How to subscribe to the list:

1. Send an e-mail to Listserv@listserv.nodak.edu
2. Leave the subject line blank of the e-mail
3. In the body (not subject) of the e-mail enter the following:
SUB NDSU-nursing-grad-students yourfirstname yourlastname

Note: *listname* is the name of the list.

yourfirstname and *yourlastname* are your name (must be at least two words).

For example, to join the list named XYZ, send the following in the body of the e-mail:

SUB xyz Pat Smith

In most cases, you will then be asked to confirm the request. Instructions will be included in the confirmation e-mail.

To Unsubscribe:

1. Send an e-mail to listserv@listserv.nodak.edu.
Note: This must come from the exact address used in your subscription.
2. Leave the subject line of the e-mail blank.

3. In the body (not subject) enter the following: SIGNOFF *NDSU-nursing-grad-students*
Note: *listname* is the name of the list you want to leave.

If this does not work (e.g., your address has changed), please contact the list owner at *listname-request@listserv.nodak.edu* and ask to be removed from the list. Be sure to mention any old addresses which might be subscribed to that list and the name of the list. Inform the graduate secretary at (701) 231-5692 if you have any problems with the listserve.

GOVERNANCE AND OTHER POLICIES

- **Student Governance**

Graduate students participate in the governance of the program through attendance at the graduate student forum meetings that are held each semester and through membership on department committees. In addition, students are encouraged to discuss aspects of courses or of the program with faculty whenever questions or concerns arise

- **Academic Conduct**

Academic conduct policies of the University and of the College apply to students in the program. Students are expected to know policies on academic conduct and responsibility as well as institutional academic requirements and procedures. College policies are at <http://pharmacy.ndsu.nodak.edu/policies/index.shtml> and institutional policies are at <http://www.ndsu.nodak.edu/gradschool/bulletin/ndsupolicies.html>. A signed agreement to this policy is maintained in the student's file, and must be signed yearly.

Students are expected to display the attributes of respect, autonomy, integrity, caring, justice, and professionalism in academic and clinical settings.

- **Alcohol and Illegal Substances**

In accordance with state laws, the unlawful or unauthorized use, possession, storage, manufacture, distribution, or sale of alcoholic beverages and any illicit drugs or drug paraphernalia is prohibited in university/college buildings, any public campus area, housing units, university/college vehicles, or any university/college sponsored events either on or off campus.

Students who fail to comply with this policy will be subject to disciplinary and/or legal action. Additionally, students who attend class or clinical activities under the influence of, or suspected of being under the influence of alcohol or drugs will be asked by the instructor to leave the classroom or clinical setting immediately. Further sanctions may be applied.

- **Student Appeals Procedure**

Students are encouraged to seek resolution of a problem at the lowest appropriate level, that is, the student should first discuss the problem with the person(s) directly involved. If this does not satisfactorily resolve the problem, the student should then seek resolution with faculty, department chair, and college dean. In the event of an unsatisfactory resolution a formal grievance process may be initiated. The appeals process can be found at <http://www.ndsu.edu/policy/337.htm> for grades and at <http://www.ndsu.edu/policy/156.htm> for grievances of another nature. Questions regarding appeals may be e-mailed to NDSU.Policy.Manual@ndsu.edu.

- **Significant Infectious Diseases**

Student contact with clients in the health care setting is accompanied by risk of exposure to communicable disease as well as responsibility to avoid spreading communicable disease. Obtaining and documenting immunization and disease status is the responsibility of the student.

If you are exposed to body fluids while caring for a client:

1. Wash the exposed area (not eyes) immediately and thoroughly with soap and water. Cover with a dry sterile dressing if an open wound is present.
2. Notify nursing faculty immediately.
3. Complete an incident report (available from the clinical agency); submit one copy to the agency supervisor and one to your clinical faculty.
4. Seek medical advice immediately from your choice of provider. Students are not covered under workers' compensation; costs of care are the responsibility of the student.

- **Clinical Assignments**

Students will be assigned to clinical sites according to learning objectives of the clinical course. Client characteristics such as age, race, religion, socio-economic level, or health status will not be a factor in clinical assignment, unless there is an identified need for clinical experience related to one or more of these characteristics.

A student who has a weakened immune status or who is pregnant is advised to inform the graduate program chair in writing whenever the condition becomes known. The chair and/or the student will discuss the student's altered physical status with clinical faculty so that appropriate modifications of clinical assignments can be made. Such modification will be based on evidence-based practice guidelines and/or written recommendations of the student's health care provider and will be designed to protect any and all parties at potential risk.

- **Records**

The transcript which lists credits and grades for all courses taken is the permanent record of each student's progression. This record is confidential and is not released except at the request of the student. Transcripts are maintained by the Office of Registration and Records. An official transcript may be requested in writing from the Office of the Registrar to be sent to whomever the student designates.

An advisory folder for each student is kept on file in the nursing department. The record contains admission papers, correspondence, evaluation forms, and other materials pertaining to the student. All advising/progression information is destroyed on the student's graduation.

Records of health status and criminal background checks are maintained in a separate file during the student's enrollment in the program. These documents are returned to the student on program completion or are destroyed. A reference folder containing final transcript, final evaluation and requests for references is maintained in the nursing department for each graduate of the program and for students dismissed from the program.

SERVICES AND ORGANIZATIONS

- **Student Services**

Students have access to general student services such as wellness center, counseling, lactation lounge, meeting areas, food service, and opportunity to participate in cultural, intellectual, and sporting events. Information about graduate student housing may be obtained from the Office of Residence Life. In Sudro Hall there is a computer cluster and student lounge for the use of students in the College of Pharmacy, Nursing and Allied Sciences. Wireless computer access is also available throughout Sudro Hall.

- **Financial Aid**

Students are advised to seek information from the Financial Aid Office regarding available loans and grants including the Nurse Educator Federal Loans. Federal traineeships for FNP, NE and CNS students are administered by the Department of Nursing. Information about the North Dakota Board of Nursing scholarship/loans can be obtained from <http://www.ndbon.org/> Information about other scholarships is disseminated over the graduate listserve.

- **Sigma Theta Tau International**

Sigma Theta Tau International, Honor Society of Nursing, is dedicated to improving the health of people worldwide through increasing the scientific base of nursing practice. Its members are nursing scholars committed to the pursuit of excellence in clinical practice, education, research and leadership. Sigma Theta Tau International's philosophy of membership eligibility is based upon the purposes of the Society. Awarding membership recognizes, encourages and actively supports nursing excellence and scholarship by advancing professional development, scholarly pursuit, leadership, creativity and commitment to nursing. Graduate nursing students who have completed one-fourth of their curriculum, have achieved at least a 3.5 GPA, and meet the expectation of academic integrity may qualify for membership. Xi Kappa-at-Large is the local chapter of Sigma Theta Tau International. NDSU, Jamestown College, Concordia College and Minnesota State University, sponsor Xi Kappa Chapter.

**NURSE EDUCATOR
MASTER OF SCIENCE DEGREE
(36-40 credits)**

**SAMPLE CURRICULUM PLANS
2 Years Full time**

Semester 1 - Fall (9 credits)	Semester 2 - Spring (9 credits)
2 NURS 601 Theoretical Perspectives of the Discipline 2 NURS 606 Health Care Systems/Policy/Financing 3 NURS 623 Nurse as Educator 2 Nursing or Education Electives**	2 NURS 602 Ethics of Health Care and Nursing 3 NURS 604 Advanced Nursing Research* 2 NURS 710 Health Promotion and Disease Prevention 2 Nursing or Education Elective
Semester 3 - Fall (9-12 credits)	Semester 4 - Spring (9-10) credits)
4 NURS 640P Advanced Practicum I 3 NURS 627 Design and Evaluation 2 Nursing or Education Electives** 0-3 NURS 797/798 Master's Project/Thesis	4 Nursing or Education electives** 3 NURS 622 Technology/Information Management 2-3 NURS 797/798 Master's Project/Thesis

*Prerequisite is inferential statistics course (undergraduate or graduate)

** At least one elective must be an education course.

3 Years Part Time

Semester 1- Fall (5 credits)	Semester 2 - spring (4 credits)
2 NURS 601 Theoretical Perspectives of the Discipline 3 NURS 623 Nurse as Educator	2 NURS 602 Ethics of Health Care and Nursing 2 NURS 710 Health Promotion and Disease Prevention
Semester 3 – Fall (7 credits)	Semester 4 - Spring (6 credits)
2 NURS 606 Health Care Systems/ Policy/Financing 3 NURS 627 Design and Evaluation 2 Nursing or Education Electives**	3 N604 Advanced Nursing Research * 3 N622 Technology/ Information Management
Semester 5 - Fall (6-9 credits)	Semester 6 – Spring (8-9 credits)
2 Nursing or Education Electives** 4 NURS 640P Advanced Practicum I 0-3 NURS 797/798 Master's Project/thesis	6 Nursing or Education Electives** 2-3 NURS 797/798 Master's Paper/Thesis

*Prerequisite is inferential statistics course (undergraduate or graduate)

**At least one elective must be an education course.

Nursing Electives:

- 3 N608 Transcultural and Social Issues
- 3 N612 Advanced Health Assessment
- 4 N614/616 Advanced Pathophysiology I & II
- 2 N618 Family Theory
- 3 N621 Integrative Health Practice
- 3 N630 Advanced Community Assessment
- 4 N631/632 Pharmacology I & II
- 3-6 N641P Advanced Practicum II

Education Electives:

- 2 EDUC 702 Statistics in Educational Research
- 2 EDUC 717 Adult Learning
- 2 EDUC 722 Instructional Systems, Media, Materials
- 2 EDUC 724 Advanced Educational Psychology
- 2 EDUC 780 Instructional Models
- 3 EDUC 489/689 Native American/Muticultural Instructional Practices

Statistics Electives

- 3 STAT 725 Applied Statistics
- 3 STAT 730 Biostatistics

**CLINICAL NURSE SPECIALIST IN ADULT HEALTH
 MASTER OF SCIENCE DEGREE
 41-45 Semester Hours**

SAMPLE CURRICULUM PLANS

2 Years Full time

Semester 1- Fall (11 credits)	Semester 2- Spring (9 credits)
2 NURS 601 Theoretical Perspectives Discipline 2 NURS 606 Health Del Sys, Policy, Financing 2 NURS 631 Advanced Pharmacology I 2 NURS 614 Advanced Pathophysiology I 3 NURS 608 Transcultural & Social Perspectives	2 NURS 602 Ethics of Health Care and Nursing 3 NURS 604 Advanced Nursing Research 2 NURS 616 Advanced Pathophysiology II 2 NURS 632 Pharmacology II
Semester 3 – Fall (10-12 credits)	Semester 4 – Spring (11-13 credits)
3 NURS 612 Advanced Health Assessment 3 NURS 640 Adult Nursing I 3 NURS 640P Advanced Practicum I 1-3 Master's paper or thesis	2 NURS 620 Advanced Practice Roles 3 NURS 641 Adult Nursing II 3 NURS 641P Advanced Practicum II 2 NURS 710 Health Promotion/Disease Prevention 1-3 Master's paper or thesis

4 Years Part time

Fall Semester 1 - Fall (5 credits)	Semester 2- Spring (5 credits)
2 NURS 601 Theoretical Perspectives Discipline 3 NURS 608 Transcultural and Social Perspectives	3 NURS 604 Advanced Nursing Research 2 NURS 602 Ethics of Health Care and Nursing
Semester 3 - Fall (5 credits)	Semester 4 - Spring (4 credits)
3 NURS 612 Advanced Health Assessment 2 NURS 614 Advanced Pathophysiology I	2 NURS 616 Advanced Pathophysiology II 2 NURS 710 Health Promotion/Disease Prevention
Semester 5 - Fall (4 credits)	Semester 6– Spring (4 credits)
2 NURS 606 Health Del Sys, Policy, Financing 2 NURS 631 Advanced Pharmacology I	2 NURS 620 Advanced Practice Roles 2 NURS 632 Pharmacology II
Semester 7 - Fall (7-9 credits)	Semester 8 – Spring (7-9 credits)
3 NURS 640 Adult Nursing I 3 NURS 640P Advanced Practicum I 1-3 Master's paper or thesis	3 NURS 641 Adult Nursing II 3 NURS 641P Advanced Practicum II 1-3 Master's paper or thesis

FAMILY NURSE PRACTITIONER
 MASTER OF SCIENCE DEGREE
 50-54 credits

THIS TRACK IS CURRENTLY ON HOLD!!!!!!

SAMPLE DEGREE PLAN

Prior to enrollment in NURS 612 P, the student must have current Advanced Cardiac Life Support (ACLS) certification.

2 Year Full Time Including Summers

Semester 1- Fall (12 credits)	Semester 2- Spring (9 credits)
2 NURS 601 Theoretical Perspectives Discipline 2 NURS 606 Health Del Sys, Policy, Financing 3 NURS 612 Advanced Health Assessment 2 NURS 614 Advanced Pathophysiology I 3 NURS 630 Advanced Community Assessment	2 NURS 602 Ethics of Health Care and Nursing 3 NURS 604 Advanced Nursing Research 2 NURS 616 Advanced Pathophysiology II 2 NURS 710 Health Promotion/disease Prevention
Semester 3- Summer (3 credits) 3 NURS 612P Practicum I: Advanced Health Assessment	
Semester 4 – Fall (10-12 credits)	Semester 5 - Spring (12-14 credits)
2 NURS 631 Advanced Pharmacology I 3 NURS 633 Family Primary Care I 4 NURS 633P Practicum II: Family Primary Care 1-3 Master's paper or thesis	2 NURS 620 Advanced Practice Roles 2 NURS 632 Advanced Pharmacology II 3 NURS 634 Family Primary Care II 4 NURS 634P Practicum III: Family Primary Care 1-3 Master's paper or thesis
Semester 6 - Summer (4 credits) 4 NURS 620P Practicum IV: FNP Role Integration Certification Exam	

3 Year Part Time Including Summers

Semester 1- Fall (7 credits)	Semester 2- Spring (5 credits)
2 NURS 601 Theoretical Perspectives Discipline 2 NURS 606 Health Del Sys, Policy, Financing 3 NURS 630 Advanced Community Assessment	2 NURS 602 Ethics of Health Care and Nursing 3 NURS 604 Advanced Nursing Research
Semester 3 – Fall (7 credits)	Semester 4 - Spring (6 credits)
3 NURS 612 Advanced Health Assessment 2 NURS 614 Advanced Pathophysiology I 2 NURS 631 Advanced Pharmacology I	2 NURS 616 Advanced Pathophysiology II 2 NURS 632 Advanced Pharmacology II 2 NURS 710 Health Promotion/Disease Prevention
Semester 5- Summer (3 credits) 3 NURS 612P Practicum I: Advanced Health Assessment	
Semester 6 Fall (8-10)	Semester 7 Spring (8-10)
3 NURS 633 Family Primary Care I 4 NURS 633P Practicum II: Family Primary Care 1-3 Master's paper or thesis	2 NURS 620 Advanced Practice Roles 3 NURS 634 Family Primary Care II 4 NURS 634P Practicum III: Family Primary Care 1-3 Master's paper or thesis
Semester 8 - Summer (4 credits) 4 NURS 620P Practicum IV: FNP Role Integration	

**DOCTOR OF NURSING PRACTICE: ADVANCED NURSE PRACTITIONER ENTRY
(NP, CNM, CRNA, CLINICAL SPECIALIST)
WITH A MASTER’S DEGREE IN NURSING**

For the advanced practice nurse with a master’s degree, requirements for the DNP degree include portfolio review, didactic and practicum nursing courses, demonstration of scholarship and didactic support courses.

ELEMENT	COMPONENT	CREDITS
Portfolio ¹	Curriculum Vita	45-55
	Academic Transcripts ²	
	Letters of recommendation ²	
	Evidence of clinical hours in degree program	
	APN certification/licensure documentation	
	Cumulative advanced practice hours	
	Narrative describing clinical practice	
	Proposal for Practice Improvement Project	
Coursework ³	STAT 725 Applied Statistics (3 cr) ⁴	30-40
	Communication Elective (3 cr) ⁵	
	PHARM 685 Economic Outcomes ⁶ (2 cr)	
	NURS 730 Clinical Applications (3 cr)	
	NURS 735P Role Integration (8 cr)	
	NURS 797S Comprehensive Study (6 cr)	
	Support Courses ⁷ (5-16 cr)	
	Oral Examination ⁸	

REQUIRED TOTAL CREDITS = 86

¹ As used for purpose of admission of the advanced practice nurse to the Doctor of Nursing Practice program, a portfolio is a purposeful collection of work which demonstrates education, experience, and achievement as an advanced practice nurse. An acceptable portfolio will be organized, individualized, selective, and reflective.

² Included in application to Graduate School.

³ At least 15 credits must be at the 700 level

⁴ If student has taken a graduate statistics course another course may be substituted

⁵ COM 680, 721 or 725

⁶ BUS 740 or BUS 720 may be substituted

⁷ Courses that complement and supplement education for advanced practice. Appropriate courses are available in several disciplines, e.g., nursing, psychology, human development and education, pharmaceutical sciences.

⁸ Following completion of course work, student responds in writing to questions posed by the supervisory committee. Committee evaluates written answers. Student’s written responses and course of study provide the framework for the oral examination.

Curriculum Worksheet

Student: _____ Specialty Track: _____

Advisor: _____ Expected Graduation Date: _____

Indicate the courses that will be taken each semester. Indicate when plan of study must be submitted; when IRB approval, proposal meeting, and oral examinations must be scheduled; and when other required graduate school forms must be submitted. When completed, a copy of this form must be submitted to the TCU graduate nursing office.

Fall Semester 1	Spring Semester 2	Summer Semester 3
Fall Semester 4	Spring Semester 5	Summer Semester 6
Fall Semester 7	Spring Semester 8	Summer Semester 9
Fall Semester 10	Spring Semester 11	Summer Semester 12

COURSE DESCRIPTIONS

NURS 601: Theoretical Perspectives of the Discipline (2)

This core course is designed to help the student analyze, critique and apply a variety of nursing theories, models and conceptual frameworks in advanced nursing practice.

NURS 602: Ethics of Health Care and Nursing (2)

This core course provides the graduate nursing student with opportunities to analyze interactions among common clinical, organizational, societal, and policy decisions from ethical and legal perspectives. Selected theories and models of ethical decision making will be evaluated.

NURS 604: Advanced Nursing Research (3)

This core course teaches research in nursing including an exploration of the research process and the methodologies appropriate to nursing. The analysis and critique of research studies and reports is a primary method for developing the knowledge and skills relevant to application and implementation of research studies *Prerequisite:* Undergraduate or graduate inferential Statistics course.

NURS 606: Health Care Delivery Systems, Policy and Financing (2)

This core course is focused on how health care delivery systems are configured, how policies are developed, and how health care systems are financed. Students will learn how to interpret selected policies and systems to the general public and how to impact these processes. Budget development, planning personnel and resources from a fiscal perspective, outcome analysis, cost-effectiveness of services and parameters for seeking consultative fiscal advice will be highlighted.

NURS 608: Transcultural and Social Perspectives (3)

This course broadens understanding of diversities in races, cultures, individual, families, communities, populations, lifestyles, gender and age groups. It explores changing demographics, major health needs, health promotion and disease prevention, and mental health issues in all cultures.

NURS 612: Advanced Health Assessment (3)

This course will focus on theory and research based assessment, health histories, complete physical/psychosocial assessments, and developmental assessments. It incorporates communication and interviewing skills.

NURS 612P: Practicum I: Advanced Health Assessment (3)

This course provides the student opportunities for application of recently learned skills and extended clinical experiences in advanced health assessment. Theory, research and didactic learning are expected to be incorporated in the student's practice, which is supervised by a health care provider who has documented expertise in the area of specialization. *Prerequisite:* NURS 612, 614 and 616

NURS 614: Advanced Pathophysiology I: Concepts (2)

Theory and research-based findings are integrated in the presentation of information regarding pathophysiological responses of body systems to disease processes. Physiological developmental stage expectations are reviewed in relation to synergistic effects and total body responses to system alterations. Prevention of pathophysiological responses is emphasized.

NURS 616: Advanced Pathophysiology II: Systems (2)

This course builds on the knowledge of pathophysiological basis of common disease symptoms. It reviews pathological processes of all body systems with an emphasis on tertiary prevention and adaptation to altered physiological states

NURS 618: Family Theory in Nursing Practice (3)

This course teaches theory-based family dynamics and their influence on health behaviors, health promotion, and disease prevention. Patterns of health behaviors, lifestyles, developmental stages, and sociocultural, physiological and spiritual contributions to well-being within families.

NURS 620: Advanced Practice Roles (2)

This course will focus on role expectations for the advanced practice nurse. Includes an understanding of the profession, regulations and rules for advanced practice, scope of practice, legal ramifications of scope of practice, and interdisciplinary, collaborative practice. *Prerequisite or concurrent:* NURS 634P

NURS 620P: Practicum IV: FNP Role Integration (4)

Provides students opportunities for a capstone experience in a primary care setting. Emphasis will continue on education, health promotion, and prevention of disease and illness. *Prerequisite:* NURS 634P

NURS 621: Integrative Health Practice (3)

An overview of integrative therapies with a focus on selected systems of healing and specific modalities widely used by health care consumers. Addresses philosophical and spiritual paradigms, scientific foundation, and evidence of efficacy and safety of integrative health systems and modalities. Assessing use by patients and providers will be emphasized.

NURS 622: Teaching: Technology and Information Management (3)

Theoretical basis for information systems and teaching and learning enhanced through the use of technology. Exploration of sources of information including databases for health professions. Emphasis is on helping nurse educators to select appropriate instructional technology to enhance learning. An examination of environmental, social, political and financial factors influencing current technology on the delivery of nursing education.

NURS 623: The Nurse As Educator (3)

Provides an opportunity for analysis, synthesis and evaluation of the nurse educator's role and responsibilities incorporates patterns of nursing education, instructional design, and professional, social and political issues influencing nursing education.

NURS 627: Program/Curriculum Design and Evaluation (3)

Curriculum philosophies, methods and processes provide a framework for planning nursing education models that create a learner-centered environment; consideration given to program evaluation, data collection methods, and the ethics and standards of evaluation practice; strategies for a relevant curriculum/program are influenced by current health profession issues and future societal trends.

Prerequisite: N623

NURS 630 Advanced Community Assessment (3)

Combines topics of epidemiology and community assessment. Includes epidemiological concepts and methods, application of epidemiology to health care and clinical decision-making, and critique of epidemiologic research. Quantitative and qualitative methods are applied to conduct a needs assessment of geographic and non-geographic communities.

NURS 631: Pharmacology I (2)

Information relative to therapeutic management guidelines for treatment of selected disease processes will be presented. Drug information by classification and basic principles of pharmacodynamics and pharmacokinetics, clinical uses, mechanisms of action, contraindications, adverse reactions, drug interactions, and client education implications will be presented. Students will be instructed in how to best prescribe pharmacological modalities, how to monitor and manage prescribed treatments. Implications for uses with pediatric and geriatric populations will also be included.

NURS 632: Pharmacology II (2)

Continuation of content presented in Pharmacology I. Information relative to therapeutic management guidelines for treatment of selected disease processes will be presented. Drug information by classification and basic principles of pharmacodynamics and pharmacokinetics, clinical uses, mechanisms of action, contraindications, adverse reactions, drug interactions, and client education implications will be presented. Students will be instructed in how to best prescribe pharmacological modalities, how to monitor and manage prescribed treatments. Implications for uses with pediatric and geriatric populations will also be included. Guidelines for prescriptive privilege application will be presented. **Prerequisite:** NURS 631

NURS 633: Family Primary Care I: Assessment and Management (3)

Competency in clinical decision making skills is fostered in the diagnosis, management, monitoring and evaluation of common acute, emergent and chronic health conditions. Selected case studies of clients of all ages, lifestyles, cultures, and backgrounds will be examined in relation to problems, diagnoses, plans and evaluations. Proposed case management will focus on principles of health promotion, maintenance, restoration and disease prevention. Course perspectives will include application of health-related theories, research protocols, ethics, cost-effectiveness and legal ramifications.

NURS 633P: Practicum II: Family Primary Care I (4)

This course provides the student opportunities for application of recently learned skills and extended clinical experiences in a primary care setting. Theory, research and didactic learning are expected to be incorporated in the student's practice, which is supervised by a health care provider who has documented expertise in the area of specialization. History taking, examinations, and laboratory evaluations will be integrated in a proposed plan for management, follow-up, and evaluation of client needs. Appropriate documentation is required. **Concurrent:** NURS 631, 632 and 633

NURS 634: Family Primary Care II: Assessment and Management (3)

Continuation of Family Primary Care I. Competency in clinical decision making skills is fostered in the diagnosis, management, monitoring and evaluation of common acute, emergent and chronic health conditions. Selected case studies of clients of all ages, lifestyles, cultures, and backgrounds will be examined in relation to problems, diagnoses, plans and evaluations. Proposed case management will focus on principles of health promotion, maintenance, restoration and disease prevention. Course perspectives will include application of health-related theories, research protocols, ethics, cost-effectiveness and legal ramifications. **Prerequisite:** NURS 633P

NURS 634P: Practicum III: Family Primary Care II (4)

This course provides the student opportunities for application of recently learned skills and extended clinical experiences in a primary care setting. Theory, research and didactic learning are expected to be incorporated in the student's practice, which is supervised by a health care provider who has documented expertise in the area of specialization. History taking, examinations, and laboratory evaluations will be integrated in a proposed plan for management, follow-up, and evaluation of client needs. Appropriate documentation is required. *Concurrent:* NURS 634.

NURS 640: Adult Nursing I (3)

Evaluation and synthesis of advanced pathophysiology concepts applied to nursing and health-related theories, and research related to client outcomes. Health and illness phenomena, symptom management, and nursing interventions will be studied. Clinical decision-making consultation/management and teaching/learning theories are emphasized. *Prerequisite:* NURS 614, 616

NURS 640P: Advanced Practicum I (3-6)

This course provides the student opportunities for application of knowledge and skills in self selected settings. Students will have the opportunity to observe and participate with a preceptor practicing in either the academic or clinical specialty area. The course focuses on the expanded role expectations for registered nurses prepared at the graduate level in nursing education and other specialized tracks.

Prerequisite: NURS 623, or *Corequisite:* NURS 640

NURS 641: Adult Nursing II (3)

Continuation of Adult Nursing I. Focus on evaluation of client outcomes of symptom management. Pathophysiological concepts, nursing and health-related theories, and research related to adult client health and illness phenomena are analyzed. Emphasis on clinical decision-making, teaching/learning theory and formulation of researchable questions for advanced nursing practice as a CNS for adults.

Prerequisite: NURS 640.

NURS 641P: Advanced Practicum II (3-6)

Provides opportunities for a capstone experience in a client care setting. Extended practicum in the student's area or specialization allows a chance to more fully integrate skills and knowledge learned throughout the program. Emphasis is on consultation, program planning, education, health promotion, and prevention of disease. *Prerequisite:* NURS 640P.

NURS 690: Special Topics (1-3)

Special topics related to specific areas of study. The course may be interdisciplinary in nature, and may be repeated when the topic varies.

NURS 697 Independent Study (1-4)

Seminar and/or individual study in an area not covered in regular coursework or in a topic which the student(s) wish to study in greater depth.

NURS 710: Health Promotion and Disease Prevention (2)

This core course critically examines patterns of health behaviors, risk assessment, lifestyles, developmental stages, sociocultural, psychological and spiritual contributions to well-being. Includes data-based assessment and management of preventive health services and common acute and chronic conditions.

NURS 712P Assessment Practicum (6)

In this course the student integrates health history, physical examination and laboratory evaluations in a plan for management of client needs. *Prerequisite:* NURS 612

NURS 720 Advanced Practice Roles (2)

Scope of practice, legal parameters of advanced practice, collaborative and interdisciplinary practice in the advanced nursing role. *Prerequisites:* NURS 601, 602, 606

NURS 730 Clinical Applications (3)

Student designs individualized study in an area of focus. Options include extension of scholarly study, extended clinical practice, intensive study of specialized treatment modality and other appropriate foci. *Prerequisite:* NURS 634

NURS 733P Family Primary Care: Residency I (8)

Student synthesizes skills acquired in previous didactic and clinical courses to provide diagnosis, treatment, and management of an increasingly varied group of clients. *Prerequisite/Corequisite:* NURS 633

NURS 734P Family Primary Care: Residency II (8)

Student synthesizes skills acquired in previous didactic and clinical courses, in particular NURS 733P, to provide diagnosis, treatment, and management of an increasingly varied group of clients. *Prerequisite/Corequisite:* NURS 733P

NURS 735P: Role Integration (8)

Focus is on the role of the advanced practice nurse in the primary care setting. *Prerequisite:* NURS 733P

NURS 793 Independent Study (1-4)

Seminar and/or individual study in an area not covered in regular coursework or in a topic which the student(s) wish to study in greater depth.

NURS 797S Comprehensive Study (6)

Demonstration of the DNP candidate's ability to produce independent scholarly work pertinent to advanced nursing practice. Credits may be distributed over two or more semesters. *Prerequisite:* NURS 601, 604

NURS 797 Master's Paper (2-4)

Demonstration of ability to execute a scholarly project such as a critical literature review or a problem solving project. *Prerequisite:* NURS 601, 604

NURS 798 Thesis in Nursing (6-10)

Major study in selected area with an emphasis in research. The thesis research is carried out under the supervision of a nursing faculty advisor. A written thesis and a final oral examination are required. *Prerequisite:* NURS 601, 602, 604.

DISQUISITION

Disquisition information can be accessed at
<http://www.ndsu.edu/gradschool/dissertation/dissertation.shtml>

Enrollment

Master's Paper: Nursing 797 (2 credits)

1. Students may register for either 1 or 2 credits of NURS 797 the semester they begin working with their committee chair.
2. Students must maintain continuous enrollment with at least one credit each semester until completion of the paper and oral examination. Only two credits for the paper may be applied toward the degree.
3. Thesis credits are graded each semester as P/F. To earn a grade of P a student must demonstrate progress toward completion of the thesis.

Master's Thesis: NURS 798 (6 credits)

1. Total number of thesis credits is 6. Students may divide this total in subsequent semesters as they desire.
2. Students must maintain continuous enrollment with at least one credit each semester until completion of the thesis and oral examination. Only six credits for thesis may be applied toward the degree.
3. Thesis credits are graded each semester as P/F. To earn a grade of P a student must demonstrate progress toward completion of the thesis.

Doctoral Comprehensive Study 797S (6 credits)

1. Total credits are 6. Credits may be distributed over two or more semesters.
2. Students must maintain continuous enrollment with at least 1 credit each semester until completion of the study and oral examination. After completing six credits, students must register for 797SR each semester until finished. The credit will be recorded as "R", and there will be no grade awarded.

Master's Degree Disquisition Options

- NURS 798 Master's Thesis (6 credits)

The thesis is a demonstration of the student's ability to develop and conduct a research study utilizing all the steps of the research process. The thesis must either contribute new knowledge to the discipline of nursing or expand existing knowledge in an area of study. This may be a replication of other scholarly work, or may be a study utilizing secondary data, but the work must be original.

The thesis is viewed as a scholarly work, and must use the criteria for APA style. Additionally, the thesis must meet the Graduate School criteria. The thesis must include the following elements in a five-chapter format appropriate to the research design:

1. The Research Problem
 - A. Introduction
 - B. Statement of the Problem
 - C. Purpose of the Study
 - D. Significance for nursing

2. Literature Review and Study Framework
 - A. Review of Related Literature
 - B. Theoretical Framework
 - C. Research Questions or Hypotheses
 - D. Conceptual and Operational Definitions
 - E. Assumptions

3. Methodology
 - A. Research Design
 - B. Population and Sample
 - C. Institutional Review Board Approval
 - D. Data Collection
 - E. Plan for data analysis

4. Results
 - A. Demographic Information
 - B. Research Questions or Hypotheses
 - C. Data Analysis

5. Discussion and Conclusions
 - A. Interpretation of Results
 - B. Limitations
 - C. Implications for Nursing Practice
 - D. Recommendations for further research

- NURS 797 Master's Paper (2 credits)
The Master's Paper may take one of two forms.

Critical Literature Review

The Critical Literature Review is a demonstration of the student's ability to critically analyze a controversial and significant topic or issue; and to discuss implications for nursing practice from this analysis. Areas to be addressed include:

1. The Topic or Issue: Presentation and Exposition
 - A. Identifies a significant topic or issue in the literature, provides rationale within a conceptual approach, and how the critical literature review is organized.

2. Literature Review: Critical Analysis
 - A. Demonstrates a theoretical approach to the topic and critically analyzes relevant research.
 - B. Builds a case for depicting major gaps or accomplishments in the literature.

3. Discussion and Application
 - A. Interprets and discusses practice implications and need for future research via a synopsis of the literature review.

Problem Solving Project

The Problem Solving Project (PSP) is a demonstration of the student's ability to effectively address a nursing problem in the student's area of specialization.

1. Problem and Its Environmental Context
 - A. Clearly identify a significant problem in your area of nursing specialization.
 - B. Describe the characteristics of the environment within which the problem exists.
2. Literature Review: Research, Narrative, and Theory
 - A. Document the nature of the problem and current approaches to its resolution.
 - B. Identify theoretical construct(s) underlying the nature of the problem and/or its resolution.
3. Intervention and Implementation
 - A. Propose a nursing intervention to resolve or reduce the problem.
 - B. Implement the planned intervention.
4. Evaluation
 - A. Evaluate the nursing intervention.
 - B. Use the evaluation findings to generate recommendations for improved nursing practice.

Doctor of Nursing Practice Disquisition

NURS 797S Doctoral Comprehensive Study (6 credits)

The Doctoral Comprehensive Study is a demonstration of ability to produce independent scholarly work pertinent to advanced nursing practice. The Disquisition may be developed according to a traditional research process or may be documentation of an undertaking to improve practice. The former follows the Master's thesis format and the latter is designed as outlined below.

1. Development of the practice improvement project (PIP)
 - A. Identify a problem of interest
 - B. Describe the identified problem including its etiology and significance to advanced practice. Include relevant cultural, ethical, political and social issues associated with the problem.
 - C. Utilize a conceptual framework to design and analyze the project
 - D. Synthesize the literature related to the problem.
 - E. Develop a goal for practice improvement.
2. Implementation and Evaluation of the PIP
 - A. Implement the PIP.
 - B. Evaluate the PIP using appropriate methods.

3. Dissemination of findings to clients, organizations, and policy-makers
 - A. Present findings using approaches appropriate to the audience.
 - B. Complete disquisition.
4. Evaluation of the collaborative process involved in the PIP
 - A. Collaborate in the development of a group contract to fulfill project obligations.
 - B. Evaluate the collaborative skills of self, team members, and the agency.

Supervisory Committee

Each student has a supervisory committee who guides the disquisition and conducts the final oral examination. The committee consists of three members invited by the student: the major advisor (a full or associate member of the graduate faculty in nursing), a second member who is a full or associate member of the graduate faculty in nursing, a third member who is either a full or associate member of the graduate faculty of the University or an outside expert in the area of study, and a fourth member who is appointed by the Graduate School. The student may invite additional members to serve on the committee. The supervisory committee should be formed in ample time to provide guidance for the design of the disquisition.

FINAL ORAL EXAMINATION

The purpose of the final oral examination is to give the degree candidate the opportunity to a) present the findings of the culminating scholarly project, b) demonstrate his/her ability to explain and define the culminating scholarly project and its contribution to the discipline, c) demonstrate mastery of the essentials of his/her plan of study and readiness for advanced practice in nursing, and d) elicit final approval of the culminating scholarly project.

1. To schedule the final oral examination, a student must be enrolled in or have completed at least 75% of the total credits required for the degree.
2. The final oral examination follows the completion of and precedes the final approval of the culminating scholarly work (disquisition).
3. If the specialty area of study requires a comprehensive written examination, the student must have completed and passed this examination prior to the final oral examination.
4. Preparation for the examination includes the following
 - o Seek permission to schedule the oral examination from the major advisor. The request to schedule the examination is sent to the Graduate School two weeks prior to the examination
 - o Schedule the examination with each member of the supervisory committee
 - o Submit the disquisition in near final form to the supervisory committee members no fewer than seven days prior to the examination.
5. The final examination is conducted by the supervisory committee.
6. The examination, approximately 60 minutes in length, proceeds as follows:
 - A. The examination begins promptly at the designated time with introductions as appropriate.

- B. The chair invites the candidate to give a brief summary of her/his culminating scholarly work.
 - C. The beginning of the examination focuses on the culminating scholarly work of the candidate. The candidate is expected to be prepared to defend all elements of the culminating scholarly work.
 - D. Following questions focusing on the culminating scholarly work, the committee asks eight to ten questions pertinent to the core curriculum and specialty area of study.
 - E. The student is then excused and asked to wait in a nearby area for the committee's decision.
7. The committee then decides if the student's written work is accepted and if the student passes or fails the final examination.
- A. If the committee members agree that the culminating scholarly paper and oral examination are acceptable, the student passes and the proper forms are sent to the Graduate School completed.
 - B. If the committee members agree that the final oral examination was successful but the written thesis/study/paper requires revision, the student must make and submit the revisions prior to final approval submission of forms of completion to the Graduate School. The committee determines whether the needed revisions are minor or major. If minor, the major advisor (chair) reads and approves the revisions as specified. If major the entire committee must read and approve for degree candidacy to proceed.
 - C. If the committee members agree that the written work is acceptable and no more than one member dissents to a pass determination of the oral exam, the student must address in writing the dissenting member's concerns to the satisfaction of the committee chair and the Dean of the Graduate School.
 - D. If the committee members agree that the written work is acceptable but there is a negative vote by more than one member of the committee, the student fails the examination. Failure on the examination signifies failure to proceed in the degree candidacy process. A student may repeat the examination only by: permission of the majority of the committee.
8. The committee completes the paper work necessary for the student to proceed in the degree candidacy process or notifies the appropriate office of the student's failure.

Completion

- Submit one draft of the disquisition on regular paper to the Graduate School for approval. Include a copy of the IRB approval letters and the disquisition checklist on top of the draft. The \$250 completion package charge needs to be submitted with the first draft. Revisions of the disquisition may be required.
- Once approved by the Graduate School, submit five copies of the disquisition on the required paper no later than one year after the oral defense. Degree date is based on the date when final copies are submitted to the Graduate School. Two bound copies are deposited in the library, one copy each goes to student, major advisor and nursing department.
- Submit request to participate in commencement (optional).
- Participate in commencement (optional).

MS
Report of Final Oral Examination

Student: _____

Committee Member: _____

Date: _____

Graduate Outcome	Sample oral exam item	Level of Performance (check one)
1. Incorporates theoretical contributions and scientific knowledge of the discipline in providing holistic care.	You have made some recommendations for care for people in your area of interest. What theoretical and research support do you have for these recommendations?	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging
2. Collaborates in scholarly activities of inquiry related to the nursing profession, including the evaluation, application and integration of nursing research in one's practice.	You have identified some direct patient care recommendations based on your results. What implications for advanced nursing practice other than direct patient care might you recommend (e.g., designer, manager, coordinator of care)?	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging
3. Contributes to the improvement of health policy, delivery of health services and financing of health care.	How do your recommendations address policy, delivery or financing to improve health care?	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging
4. Analyzes ethical, legal and moral issues related to health and illness in society with an awareness of one's own position.	You have identified some educational and behavioral recommendations for patients, based on your study. In educational and behavioral interventions, we often work to achieve changes in client behavior (such as diet, exercise, substance use.) Do you see any potential areas of conflict between these recommendations and the patient's right to self-determination?	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging
5. Develops, implements and modifies plans of care for diverse client populations from a health promotion and disease prevention perspective.	How did your methods of study of the population of interest contrast with provision of clinical care of individuals and families? How did your recommendations for health promotion and disease prevention for the population differ from those use in clinical care to individuals and families?	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging

DNP
Report of Final Oral Examination

Student: _____

Committee Member: _____

Date: _____

OUTCOME	SAMPLE EXAM ITEM	Level of Performance
1. Synthesize theoretical, scientific and contemporary clinical knowledge for the assessment and management of both health and illness states. This incorporates health promotion, health protection, health assessment, disease prevention and treatment of common acute and chronic illness.	Describe a holistic approach to managing the care of a person with a chronic condition, e.g. arthritis.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging
2 Demonstrate personal, collegial and collaborative approaches which enhance effectiveness of patient care.	Analyze collaborative methods you have observed during your practice.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging
3 Interpret and individualize therapies through activities of advocacy, modeling and tutoring	Give an example of a modification of a standard treatment protocol that you have made or observed.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging
4 Advance the profession and enhance direct care and management	In what professional associations do you intent to be involved and why?	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging
5. Oversee and direct the delivery of clinical services within an integrated system of health care	What aspect of your study has prepared you for managing care delivery in an integrated system?	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging
6 Monitor own individual practice and engage in interdisciplinary peer and systems review	What are some self-monitoring and peer review methods that you foresee utilizing?	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging
7 Provide competent patient care with respect to cultural and spiritual beliefs of patients from diverse cultures.	Describe your understanding of cultural sensitivity.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging

Graduate Student Checklist

- Meet with academic advisor to plan curriculum no later than the first semester of study.
- Select disquisition mode and topic.
- Identify possible members of Supervisory Committee if required.
 - Chair _____
 - Nursing faculty _____
 - Graduate School Appointee _____
 - Other Member _____
- Prepare and submit Program of Study.
- Request change of advisor if chair of supervisory committee is NOT the advisor assigned on admission.
- Prepare and submit Human Subjects Review form to Institutional Review Board if required.
- Complete coursework listed on course plan or program of study. If necessary, submit Request for Change in plan/program of study.
- Conduct activities essential to disquisition. **Student must enroll each semester until oral examination and paper are completed.**
- Prepare disquisition document to satisfaction of advisor.
- Select date for final oral examination (Must be at least two weeks prior to graduation).
- Prepare and submit announcement of Final Oral Examination (Must be submitted to Graduate School at least two weeks prior to the examination date).
- Submit copy of disquisition to all committee members at least two weeks prior to the oral examination.
- Complete Commencement Participation form by March 15 or October 15.
- Order academic apparel from bookstore at least 8 weeks prior to graduation.
- Submit disquisition to the graduate school for approval of format.
- Following approval, pay fee and submit 5 copies of final document to the graduate school.
- Submit a bound copy of the disquisition to the Nursing office and Committee Chair.