STATEMENT OF NON-DISCRIMINATION

The University maintains a policy of non-discrimination based on race, color, religion, creed, gender, sexual orientation, national origin, handicap, age, marital status, veteran status, political belief or affiliation, or membership or nonmembership in any organization, its services to the public educational programs, financial aid, University-approved housing and food services, benefits and compensation, access to facilities, extracurricular activities and employment of faculty, staff and students.

ACCREDITATION

The Master of Science (M.S.) Program in Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) until 2011 and approved by the North Dakota Board of Nursing through 2005. The Anesthesia Clinical Specialization is also accredited by the Council of Accreditation (COA) for Nurse Anesthesia Educational Programs until 2011.
Welcome to the College of Nursing Graduate Program!!

This is an exciting time in graduate nursing education. At the University of North Dakota, College of Nursing, graduate students may choose to pursue one of six master’s level specializations or to earn their doctoral degree in nursing. With over 100 graduate students taking courses on campus or by distance, our accredited program offers flexibility and variety in obtaining advanced nursing education.

During the summer of 2008, the College of Nursing was notified of receiving two Health Resources and Services Administration (HRSA) program grants! The two grants are enabling the college to offer two new distance-delivered master’s degrees. Dr. Marcia Gragert is the Program Director for the new Gerontology Nurse Practitioner and Gerontology Clinical Nurse Specialist tracks and Dr. Tracy Evanson is the Program Director for the college’s new Public/Community Health Clinical Nurse Specialist master’s degree. These new specializations are innovative and responsive to local, national, and globally recognized health care needs.

The “core” of our master’s program continues to be our specializations in Nurse Anesthesia, Family Nurse Practitioner, Nurse Education, and Psych/Mental Health Nurse Practitioner or Clinical Nurse Specialist (also funded by HRSA). Many nurses are also choosing to obtain post-master’s certificates in our various specializations. We have certificates in our “core” specializations with plans to implement them in our new Gerontology and Public/Community Health specializations in the near future. In addition, we have added a distance delivered RN to MS option for our students. And, as ever, our PhD in Nursing track continues to attract both BSN to PhD and MS to PhD students.

We are excited about all the hammers “flying” at the College of Nursing this academic year. Due to be finished in the Spring 2008 semester are three major projects that have been years in planning. First, a new state-of-the-art simulation center will be incorporated into the college’s Learning Resource Center. Undergraduate and graduate students alike will have opportunities to partake in health assessment, critical decision making/clinical reasoning and using simulation as a teaching tool. The second construction project is that of a National Health Institute (NIH) funded biobehavioral research building perpendicular to the college. Exciting research is slated to occur in this building’s walls, providing graduate students many options for research and scholarly activities. The third is a major renovation in the RAIN (Recruitment of Native Americans In Nursing) program space; expanding and reorganizing to better serve students.

We are very excited that you choose the College of Nursing at the University of North Dakota to pursue your advanced degree or graduate certificate in nursing. You are developing leaders in health care and whether in person or through distance delivery, we welcome you to our campus!

Best Regards,
Julie Anderson, RN, PhD, CCRC
Associate Dean for Graduate Studies
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of Non-Discrimination</td>
<td>i</td>
</tr>
<tr>
<td>Accreditation</td>
<td>i</td>
</tr>
<tr>
<td>Welcome from the Interim Associate Dean for Graduate Studies</td>
<td>ii</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>iii</td>
</tr>
<tr>
<td>College of Nursing Overview</td>
<td>1</td>
</tr>
<tr>
<td>History of the College of Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Nursing Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Health Insurance Portability &amp; Accountability Act</td>
<td>4</td>
</tr>
<tr>
<td>M.S. Program Objectives</td>
<td>5</td>
</tr>
<tr>
<td>PhD Program Objectives</td>
<td>6</td>
</tr>
<tr>
<td>Program Overview, M.S. &amp; PhD</td>
<td>7</td>
</tr>
<tr>
<td>Nurse Anesthesia</td>
<td>8</td>
</tr>
<tr>
<td>Nurse Anesthesia Post Master Certificate</td>
<td>9</td>
</tr>
<tr>
<td>Nurse Anesthesia Objectives</td>
<td>10</td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>11</td>
</tr>
<tr>
<td>Family Nurse Practitioner Competencies</td>
<td>12</td>
</tr>
<tr>
<td>Family Nurse Practitioner Post Master Certificate</td>
<td>13</td>
</tr>
<tr>
<td>Psychiatric &amp; Mental Health Nursing CNS Track</td>
<td>14</td>
</tr>
<tr>
<td>Psychiatric &amp; Mental Health Nursing Nurse Practitioner Track</td>
<td>15</td>
</tr>
<tr>
<td>PMH Post Master Certificate NP Track</td>
<td>16</td>
</tr>
<tr>
<td>PMH Post Master Certificate CNS Track</td>
<td>17</td>
</tr>
<tr>
<td>Psychiatric &amp; Mental Health Nursing Outcomes</td>
<td>18</td>
</tr>
<tr>
<td>Nurse Education Specialization</td>
<td>19</td>
</tr>
<tr>
<td>Nurse Education Post Master Certificate</td>
<td>20</td>
</tr>
<tr>
<td>Nurse Education Objectives</td>
<td>21</td>
</tr>
<tr>
<td>Gerontology CNS Track</td>
<td>22</td>
</tr>
<tr>
<td>Gerontology Nurse Practitioner Track</td>
<td>23</td>
</tr>
<tr>
<td>Gerontology Outcomes</td>
<td>24</td>
</tr>
</tbody>
</table>

iii
Public/Community Health CNS Track .................................................................25
    Public/Community Health Nursing Outcomes ...............................................26
PhD in Nursing Curriculum ..............................................................................27
Retention, Progression, & Graduation ............................................................28
Scholarships, Awards, Traineeship information ...............................................32
    The Sharon O. Lambeth Nursing Graduate Student Award .........................33
    Dr. Joyce Laborde Graduate Student Research Award ...............................33
General Administrative Information:
    Licensure ........................................................................................................34
    Liability Insurance .......................................................................................34
    Taping or Recording Lectures ......................................................................34
    Library Services ..........................................................................................34
    Computer Access for Graduate Students ....................................................34
    E-mail Group for Graduate Students ............................................................34
    Graduate Student Lounge ............................................................................35
    Learning Resources Center ...........................................................................35
    University Services ......................................................................................35
    Organizations ...............................................................................................35
Appendices:
    Dissertation Proposal Approval Form ..........................................................37
    Thesis Proposal Approval Form .....................................................................38
    Suggested Outline for Thesis Proposal ..........................................................39
    Non-Thesis Option/Independent Study ..........................................................44
    N590/591 Course Approval Form ..................................................................47
COLLEGE OF NURSING OVERVIEW

This Graduate Student Handbook has been prepared to serve as a supplement to the current UND Undergraduate & Graduate Catalog. The information contained in this handbook will be useful to you during your education experiences.

The College of Nursing adheres to policies that are found in other documents. Since all of these documents are subject to change, please refer to them on a regular basis.

THE CODE OF STUDENT LIFE
Available at the Vice-President of Student Affairs Office. You may also access the Code of Student Life online at http://sos.und.edu/csl/

AMERICAN NURSES ASSOCIATION CODE OF ETHICS
Available at the University Bookstore and at the Harley E. French Library.

PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION
(Latest edition) Available at the University Bookstore.

DIRECTORY
Available at the University Bookstore.
Contains maps, calendars, housing information, listings of faculty, staff, and students.
Also available online at http://onlinedirectory.und.edu/onlinedirectory/index.jsp

SCHEDULE OF CLASSES
Available from Registrar’s Office and Graduate School. You may also access the schedule online at http://www.und.nodak.edu/dept/registrar/campusconnection/index.htm

GRAD GRAPEVINE
Graduate School Listserv, can join by contacting the Graduate School.

GRADUATE SCHOOL E-NEWSLETTER
Can be located on the Graduate School website at http://www.und.edu/dept/grad/html/e-letter.html

GRADUATE SCHOOL STUDENT HANDBOOK AND INSTRUCTIONS FOR THE PREPARATION OF THESES AND DISSERTATIONS
Available online at http://www.und.edu/dept/grad/

OTHER FORMS USE FOR GRADUATE STUDENTS’ PROGRESSION
Available online at http://www.und.edu/dept/grad/html/forms.html
HISTORY OF THE COLLEGE OF NURSING

Although non-degree courses of study were offered at UND for nurses in the early twentieth century, it was not until 1949 that the first North Dakota baccalaureate program in nursing was established and a Division of Nursing was created at UND. In 1959, the Board of Higher Education authorized the creation of a College of Nursing as an autonomous unit under the Vice President of Academic Affairs. Since the first nursing degrees had been awarded in 1951, the 25th anniversary of the College was celebrated with the dedication of the College of Nursing building in 1976.

In January, 1982, the first North Dakota master of science degree program in nursing was established and admitted the first four students to the clinical specialization of Adult Health Nursing. During the late eighties and early nineties, three additional nursing specializations were added: Anesthesia, Rural Health, and Parent-Child. The Family Nurse Practitioner Specialization began in Fall 1993. A Health Administration in Nursing Specialization first accepted students in 1998. The Clinical Nurse Specialist in Nursing Therapeutics specialization was first offered in Fall 2001, coinciding with the suspension of the Rural Health, Parent-Child, and Adult Health Nursing specializations. The Psychiatric and Mental Health specialization began Spring 2002. In September 2004, the College implemented a distance-delivered specialization in Nurse Education. In August 2007, the college implemented distance-delivered specializations in Gerontology Nurse Practitioner, Gerontology Clinical Nurse Specialist, and Public/Community Health Clinical Nurse Specialist.

Today, given the changing needs of local, national and global healthcare, the college has retired some of the master’s specializations offered in the past and currently offers master’s degrees in:

- Nurse Anesthesia
- Family Nurse Practitioner
- Psychiatric and Mental Health Nurse Practitioner and Clinical Nurse Specialist
- Nurse Education
- Gerontology Nurse Practitioner and Clinical Nurse Specialist
- Public/Community Health Clinical Nurse Specialist

The College of Nursing currently offers five post-masters certificate programs: Nurse Anesthesia; Family Nurse Practitioner; CNS in Psychiatric and Mental Health Nursing; Nurse Practitioner in Psychiatric and Mental Health Nursing; and Nurse Education.

During Spring 2002, the College of Nursing was approved to begin offering course work leading to a PhD in Nursing. Students are admitted post baccalaureate or post-master’s to the program.
UNIVERSITY OF NORTH DAKOTA  
COLLEGE OF NURSING  

NURSING PHILOSOPHY

The College of Nursing shares the mission of the University of North Dakota: serve the state, the country, and the world community through teaching, research, creative activities and service; through sponsorship and encouragement of basic and applied research, scholarship and creative endeavor, the University contributes to the public well-being; encourages students to make informed choices, to communicate effectively, to be intellectually curious and creative, to commit themselves to lifelong learning and the service of others, and to share responsibility for both their own communities and for the world.

The mission of the College of Nursing is to educate individuals for professional roles in nursing and nutrition. The College of Nursing strives to enhance the health of people in the region by preparing leaders in nursing and nutrition through innovative, accessible programs, and significant faculty and student scholarship and service.

Nursing Philosophy

The hallmark of professional nursing is the art of caring with the thoughtful application of the knowledge of the discipline in accordance with recognized standards of practice. Nurses care for clients holistically, knowing that health is personal and influenced by multiple factors. Nursing history and tradition address disparities in the health of all populations and emphasize development of human potential. Nurses are committed to serving vulnerable, rural and underserved populations. Nurses collaborate with recipients of nursing care and others to promote, protect, maintain and restore the health of individuals, families, and communities, or support the process of dying with dignity. Critical thinking, effective communication and competent practice are skills which nurses bring to the multidisciplinary health care team. The context of nursing is dynamic, complex and multidimensional.

Professional nursing practice is supported by a sound knowledge base. Research informs and builds our profession. Nursing education at the baccalaureate level integrates content from the arts and humanities, social and physical sciences, and requires competencies in technology and information management. Coursework enhances personal and professional skills, promotes lifelong learning, clinical leadership, and research-based practice within a context of globalization. Education at the master’s level prepares graduates who apply knowledge of the discipline and generate theory-based research for specialized nursing practice. Education at the doctoral level enables nurse scientists to make significant original contributions to the body of knowledge.

Teaching is a process designed to facilitate learning within an academic environment that is student centered and supports various learning styles and diverse cultural perspectives. Students and faculty are active and responsible participants in the venture of learning and research. Faculty utilize innovative teaching methods to guide nursing students as they acquire the knowledge, skills, and ability to function independently in diverse settings.
Health Insurance Portability & Accountability Act

A new Federal law, known as "HIPAA" (the Health Insurance Portability and Accountability Act of 1996) requires health care providers to implement a comprehensive approach to protect the privacy of personal health information (PHI). There are nine parts to HIPAA, but our immediate compliance will focus on three areas:

**Privacy Rule:**
The Privacy Rule regulates the use and distribution of identifiable health information and gives individuals the right to determine and restrict access to their health information. Compliance with HIPAA's privacy regulations will be required beginning April 14, 2003. Substantial penalties, both civil and criminal, may be imposed for noncompliance.

**Security Rule:**
The HIPAA Security Rule mandates that reasonable and appropriate technical, physical, and administrative safeguards be implemented with electronic identifiable health information. We must ensure the confidentiality, integrity, and availability of all electronic protected health information we create, receive, maintain or transmit. Compliance date for the Security Rule is October 16, 2003.

**Transactions and Codes:**
HIPAA requires DHHS to adopt standards to facilitate Electronic Data Interchange (EDI). HIPAA transaction standards apply to any health care provider that transmits any health information in electronic form. A summary of the ACT can be found at [http://aspe.hhs.gov/adminisimp](http://aspe.hhs.gov/adminisimp) and at [http://ww.cms.gov/hipaa](http://ww.cms.gov/hipaa) by clicking on the HIPAA "Administrative Simplification" link.

**HOW DOES HIPAA IMPACT UND and the CoN?**
HIPAA has impact on UND and the CoN in several ways. Patient/client records, human subject research records, and marketing demographics contain personal health information as identified in the HIPAA privacy regulation.

Responsible for our HIPAA compliance is Chandice Covington, Dean of Nursing, and all compliance aspects coordinated by JoAnn Fanfulik, HIPAA College Compliance Officer. For additional information or assistance, contact HIPAA Compliance Office at 701-777-4147.
M. S. PROGRAM OBJECTIVES

The Master’s Program in Nursing prepares nurses who are able to:

1. Integrate theory, research, and experiential knowledge and evidence-based practice into advanced nursing practice.
2. Demonstrate competence in advanced nursing practice consistent with applicable professional standards.
3. Practice in the development of nursing science through evidenced based practice, research, and theory.
4. Integrate relationships between social, cultural, political, and economic issues and health care delivery.
The doctoral program in nursing prepares students who are able to:

1. Synthesize and critically evaluate the literature of nursing and related fields to identify issues and critical gaps in scientific nursing knowledge.

2. Make significant original contributions to scientific nursing knowledge through the interdisciplinary and independent conduct of basic and clinical research.

3. Contribute to the development of scientific methodology for nursing research congruent with the broad concerns of the discipline (physiological, biobehavioral, spiritual, and psychosocial).

4. Complete research and direct application of findings in an environment characterized by commitment to high standards of ethical conduct, including, truth, honesty, freedom of inquiry and intellectual autonomy.

5. Display readiness for post-doctoral study and early research program development through recognition of high achievement in research and scholarship.

6. Develop and assume roles that facilitate discovery, application, and integration of new nursing knowledge.
UNIVERSITY OF NORTH DAKOTA  
COLLEGE OF NURSING  

PROGRAM OVERVIEW  

Master of Science  

The University of North Dakota College of Nursing offers a graduate program leading to a Master of Science (M.S.) degree with a major in nursing. The graduate program is targeted to prepare clinical nurse specialists, nurse educators, and nurse administrators. The focus of the graduate nursing program is based on scientific knowledge of nursing practice and education through research.

Students may enroll in full-time or part-time study within a selected area of specialization. Six fields of specialization are offered: 1) Anesthesia Nursing, 2) Family Nurse Practitioner, 3) Psychiatric and Mental Health Nursing, 4) Nurse Education, 5) Gerontology Nursing, and 6) Public/Community Health Nursing.

In selecting their area of specialization, students may follow either a thesis or non-thesis option in their program of study. The Anesthesia Nursing, Family Nurse Practitioner, and Psychiatric & Mental Health, Gerontology, and Public/Community Health specializations prepare students in the functional roles of their specializations. Students in the Nurse Education specialization take education role courses and may take selected courses from the other specializations as electives.

The current curriculum sequence for each area of specialization is included in the following pages of this Handbook.

Ph.D. in Nursing  

The Ph.D. program prepares nurses for research and faculty roles with a research emphasis on nursing care of vulnerable and diverse populations. The program is designed with both post-baccalaureate and post-masters entry points. Nurses who have baccalaureate degrees in nursing, but have master’s degrees in other fields are eligible for advanced placement in the program. Nursing faculty believe that education in nursing at the doctoral level prepares advanced nurse clinicians as nurse scientists to discover, understand and critically evaluate the literature in nursing and related fields, and to apply appropriate principles and procedures to the recognition, evaluation, interpretation and understanding of issues and problems at the forefront of nursing knowledge.
# NURSE ANESTHESIA

The course of study for the Anesthesia Nursing Clinical Specialization is 2 calendar years in length. Students are prepared as clinical nurse specialists. Formal classes begin in August of each year and continue for 24 consecutive months. The program is divided into six semesters.

<table>
<thead>
<tr>
<th>SEMESTER I</th>
<th>(Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N500</td>
<td>Theories &amp; Concepts in Nursing</td>
</tr>
<tr>
<td>N504</td>
<td>Advanced Pharmacology I</td>
</tr>
<tr>
<td>N507</td>
<td>Anesthesia Seminar &amp; Clinical Practicum I</td>
</tr>
<tr>
<td>N510</td>
<td>Advanced Physiology/Pathophysiology I</td>
</tr>
<tr>
<td>N521</td>
<td>Foundations of Anesthesia Practice</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER II</th>
<th>(Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N511</td>
<td>Advanced Physiology/Pathophysiology II</td>
</tr>
<tr>
<td>N517</td>
<td>Anesthesia Seminar &amp; Clinical Practicum II</td>
</tr>
<tr>
<td>N506</td>
<td>Advanced Pharmacology II</td>
</tr>
<tr>
<td>N590 (502)</td>
<td>Evidence for Practice</td>
</tr>
<tr>
<td>BIMD510*</td>
<td>Basic Biomedical Statistics</td>
</tr>
<tr>
<td>Anat 591</td>
<td>Anatomy for Anesthetists</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER III</th>
<th>(Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N527</td>
<td>Anesthesia Seminar &amp; Clinical Practicum III</td>
</tr>
<tr>
<td>N597</td>
<td>Advanced Clinical Practicum</td>
</tr>
<tr>
<td>N520</td>
<td>Professional Role Dev. for Nurse Anesthetist</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER IV</th>
<th>(Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N597</td>
<td>Advanced Clinical Practicum</td>
</tr>
<tr>
<td>N997/N998</td>
<td>Independent Study ** OR Thesis</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER V</th>
<th>(Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N597</td>
<td>Advanced Clinical Practicum</td>
</tr>
<tr>
<td>N998</td>
<td>Thesis (if choosing thesis option)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER VI</th>
<th>(Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N597</td>
<td>Advanced Clinical Practicum</td>
</tr>
</tbody>
</table>

**Total Credits: 71-73**

*Students who have completed a graduate level statistics course do not take BIMD 510.*

**Non-Thesis Option Only.**

SUBJECT TO CHANGE
POST MASTER CERTIFICATE

NURSE ANESTHESIA SPECIALIZATION

<table>
<thead>
<tr>
<th>Catalogue#</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N504</td>
<td>Advanced Pharmacology I</td>
<td>(3)</td>
</tr>
<tr>
<td>N506</td>
<td>Advanced Pharmacology II</td>
<td>(3)</td>
</tr>
<tr>
<td>N507</td>
<td>Anesthesia Seminar &amp; Clinical Practicum I</td>
<td>(4)</td>
</tr>
<tr>
<td>N510</td>
<td>Advanced Physiology/Pathophysiology I</td>
<td>(3)</td>
</tr>
<tr>
<td>N511</td>
<td>Advanced Physiology/Pathophysiology II</td>
<td>(3)</td>
</tr>
<tr>
<td>N517</td>
<td>Anesthesia Seminar &amp; Clinical Practicum II</td>
<td>(4)</td>
</tr>
<tr>
<td>N520</td>
<td>Professional Role Development for Nurse Anesthetists</td>
<td>(3)</td>
</tr>
<tr>
<td>N527</td>
<td>Anesthesia Seminar &amp; Clinical Practicum III</td>
<td>(4)</td>
</tr>
<tr>
<td>N521</td>
<td>Foundations of Anesthesia Practice</td>
<td>(2)</td>
</tr>
<tr>
<td>N597</td>
<td>Advanced Clinical Practicum</td>
<td>(31)</td>
</tr>
<tr>
<td>BIMD 510</td>
<td>Basic Biomedical Statistics *</td>
<td>(2)</td>
</tr>
</tbody>
</table>

Total Credits: 60-62

*Students who have completed a graduate level statistics course do not take BIMD 510.

SUBJECT TO CHANGE
Anesthesia Specialization Terminal Behavioral Objectives/Outcome Criteria

The broad-based objectives of the Anesthesia Specialization are to prepare nurses who are seekers of new knowledge by means of critical thinking, creative reasoning, and scientific investigation in anesthesia nursing practice and theory; decision-makers who utilize advanced knowledge in anesthesia and ethical principles in serving the needs of individuals and society; clinical specialists with expertise and advanced knowledge in anesthesia nursing who function independently and collaboratively with other health care team members; leaders capable of determining strategies which stimulate change in nursing practice, the profession and the health care delivery system, and effective communicators of anesthesia nursing knowledge in oral and written forms.

As such, graduates of the Program must be able to:

1. Perform a pre-anesthetic interview and physical assessment using patient history, physical examination, review of medical records, and appropriate laboratory data.

2. Develop an appropriate anesthesia care plan consistent with the overall medical and nursing regimen and established guidelines, utilizing appropriate principles of basic and behavioral sciences in protecting patients from iatrogenic complications.

3. Administer physiologically sound anesthetics to patients of all ages and physical status categories, utilizing universal precautions and the principles of general and regional anesthesia as they apply to the diagnostic, operative and physiologic condition of the patient.

4. Perform comprehensive and appropriate equipment checks and position or supervise positioning of patients to assure optimal physiologic function and patient safety.

5. Recognize and evaluate physiologic responses to the anesthetic, implementing appropriate action that reflects the use of sound physiologic and pharmacologic principles, referring to a physician those responses beyond the nurse anesthetist’s ability to manage consistent with practice standards and policies.

6. Use and interpret a broad variety of monitoring modalities including electronic monitors, taking appropriate action based on sound principle of anesthesia management.

7. Evaluate the post-anesthetic course of the patient and recommend a course of action directed toward correcting any anesthesia-related complications.

8. Serve as a resource person, team leader or team member, in the areas of acute care, cardiopulmonary resuscitation, respiratory therapy and fluid management and assist others to expand their knowledge in these areas.

9. Perform within the appropriate medical, legal, and ethical standards of anesthesia practice, accepting responsibility and accountability for own practice, recognizing personal and professional strengths and limitations, and taking appropriate actions consistent with valid self-awareness.

10. Demonstrate active professional commitment and involvement in the state organization for nurse anesthetists, and active commitment and involvement in quality management activities.
FAMILY NURSE PRACTITIONER

The Family Nurse Practitioner Clinical Specialization (FNP) prepares the student for advanced practice in family primary care nursing. The Course of Study consists of 59 credits, including 697.5 practicum hours. Classes begin in August and continue for 5 consecutive semesters.

<table>
<thead>
<tr>
<th>SEMESTER I (Fall)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N500 Theories &amp; Concepts in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>N510 Advanced Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>N556 Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>N590 Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER II (Spring)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N511 Advanced Physiology/Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>N523 Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>N526 Ethical, Legal, and Health Policy Issues</td>
<td>3</td>
</tr>
<tr>
<td>N590 (502) Evidence for Practice</td>
<td>3</td>
</tr>
<tr>
<td>N532 Family Nursing: Theory, Research &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER III (Summer)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N597 Advanced Clinical Practicum I</td>
<td>4</td>
</tr>
<tr>
<td>N563 Education in Advanced Nurse Practice</td>
<td>1</td>
</tr>
<tr>
<td>N998 Thesis (if choosing thesis option)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER IV (Fall)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N534 Specialization I: Health Conditions</td>
<td>3</td>
</tr>
<tr>
<td>N535 Drug Therapy I</td>
<td>2</td>
</tr>
<tr>
<td>N553 Role Development of Advanced Practice NP</td>
<td>2</td>
</tr>
<tr>
<td>N597 Advanced Clinical Practicum II</td>
<td>5</td>
</tr>
<tr>
<td>N998/N997 Thesis OR Independent Study *</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER V (Spring)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N536 Specialization II: Health Conditions</td>
<td>4</td>
</tr>
<tr>
<td>N539 Drug Therapy II</td>
<td>2</td>
</tr>
<tr>
<td>N554 Managed Advance Nurse Practice</td>
<td>2</td>
</tr>
<tr>
<td>N597 Advanced Clinical Practicum III</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

Total Credits: 59

* Non-Thesis Option Only

SUBJECT TO CHANGE
FAMILY NURSE PRACTITIONER COMPETENCIES

Graduates of the Family Nurse Practitioner Specialization are prepared to be:

1. Family Nurse Practitioners with expertise and advanced knowledge in the family primary care nursing who function collaboratively with clients and health care professionals who:
   - Assess the health status of the family and its members using appropriate theory(s), tools and investigative measures;
   - Provide counseling, education, and other interventions for health promotion and disease prevention with families and communities;
   - Manage the primary health care of clients with common acute and emergent conditions;
   - Manage the primary health care of clients with stable chronic conditions;
   - Collaborate and consult with clients and health care professionals and refer appropriately;
   - Articulate the role and scope of practice of the family nurse practitioner; and,
   - Recognize and communicate limitations in practice.

2. Seekers of new knowledge by means of critical thinking, creative reasoning, and scientific investigation in family primary care and theory who:
   - Analyze and apply relevant research findings in primary health care practice;
   - Develop, implement and evaluate research-based protocols for clinical problem-solving;
   - Participate in the research process; and,
   - Communicate and disseminate scientific investigative finds.

3. Leaders capable of effecting change in nursing practice, the profession and the health care delivery system who:
   - Execute functions of leadership for promoting effective health care with clients and their families;
   - Use strategic planning in collaboration with the community to implement health care programs;
   - Use effective communication in the leadership role to facilitate needed change;
   - Provide leadership in professional activities at the local, state and national levels; and,
   - Participate in the legislative and policy-making activities which influence health services/practices.

4. Managers of primary health care services and resources with rural, underserved, and aged populations who:
   - Provide culturally-sensitive community oriented primary care to rural, underserved, and/or aged populations;
   - Establish priorities and allocated available resources in the delivery of cost-effective quality primary health care; and,
   - Provided accessible, affordable and acceptable primary health care.
# POST MASTER CERTIFICATE

## FAMILY NURSE PRACTITIONER SPECIALIZATION

<table>
<thead>
<tr>
<th>Catalogue#</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N510</td>
<td>Advanced Physiology/Pathophysiology I</td>
<td>(3)</td>
</tr>
<tr>
<td>N511</td>
<td>Advanced Physiology/Pathophysiology II</td>
<td>(3)</td>
</tr>
<tr>
<td>N523</td>
<td>Health Promotion</td>
<td>(3)</td>
</tr>
<tr>
<td>N532</td>
<td>Family Nursing: Theory, Research &amp; Practice</td>
<td>(3)</td>
</tr>
<tr>
<td>N534</td>
<td>Specialization I: Health Conditions</td>
<td>(3)</td>
</tr>
<tr>
<td>N535</td>
<td>Drug Therapy I</td>
<td>(2)</td>
</tr>
<tr>
<td>N536</td>
<td>Specialization II: Health Conditions</td>
<td>(4)</td>
</tr>
<tr>
<td>N539</td>
<td>Drug Therapy II</td>
<td>(2)</td>
</tr>
<tr>
<td>N553</td>
<td>Role Development of Advanced Practice NP</td>
<td>(2)</td>
</tr>
<tr>
<td>N554</td>
<td>Managed Advance Nurse Practice</td>
<td>(2)</td>
</tr>
<tr>
<td>N556</td>
<td>Epidemiology</td>
<td>(3)</td>
</tr>
<tr>
<td>N563</td>
<td>Education in Advanced Nurse Practice</td>
<td>(1)</td>
</tr>
<tr>
<td>N590</td>
<td>Advanced Health Assessment</td>
<td>(3)</td>
</tr>
<tr>
<td>N597</td>
<td>Practicum I</td>
<td>(4)</td>
</tr>
<tr>
<td>N597</td>
<td>Practicum II</td>
<td>(5)</td>
</tr>
<tr>
<td>N597</td>
<td>Practicum III</td>
<td>(5)</td>
</tr>
</tbody>
</table>

*Total Credits: 48*

**SUBJECT TO CHANGE**
PSYCHIATRIC AND MENTAL HEALTH NURSING
CLINICAL NURSE SPECIALIST TRACK

The Psychiatric and Mental Health Nursing Specialization prepares the students to integrate
theories, research, and experiential knowledge into advanced adult psychiatric mental health
(APMH) nursing practice. The course of study consists of 55 credit hours which may be
completed in five academic semesters of full-time study. Students may enroll on a part-time
basis.

SEMMESTER I    (Fall)
N500  Theories & Concepts in Nursing                  3
N510  Advanced Physiology/Pathophysiology I            3
N526  Ethical, Legal & Policy Health Issues            3
N590  Advanced Health Assessment                       3
      12

SEMMESTER II   (Spring)
N511  Advanced Physiology/Pathophysiology II           3
N542  Psychopharm Neurophysiology                      3
N590 (502) Evidence for Practice                      3
N561  APMH Practice Overview                          1
      11

SEMMESTER III  (Summer)
N590  APMN-PMH Roles/CI Reasoning                     2
Coun510 Counseling Methods *                           3
Coun 518/533 Group Dynamics * OR Couples & Family Counseling 3
N563  Education in Advanced Practice                   2
      8

SEMMESTER IV   (Fall)
N540  APMH Health Promotion                           6
N552  Role Development of the CNS                      2
N998  Thesis (if choosing thesis option)               2
      1
      11-13

SEMMESTER V    (Spring)
N541  APMH Rehab Recovery                             7
N554  Managed Advanced Practice                       2
N998/N997 Thesis OR Independent Study (Non-Thesis Option) 2
      1
      12

* Psychotherapeutic Modality
** Elective Courses from Counseling Dept: Coun 530 (3cr), Coun 531 (3cr), and Coun 532 (3cr)
Students may choose from these counseling courses to meet 4 credits of required
electives or may choose other electives not in Counseling to fulfill the requirements of the
program.

SUBJECT TO CHANGE
# PSYCHIATRIC AND MENTAL HEALTH NURSING
## NURSE PRACTITIONER TRACK

<table>
<thead>
<tr>
<th>SEMESTER I</th>
<th>(Fall)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N500</td>
<td>Theories &amp; Concepts of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>N526</td>
<td>Ethical, Legal, &amp; Policy Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>N590</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>N535</td>
<td>Drug Therapy I</td>
<td>2</td>
</tr>
<tr>
<td>N510</td>
<td>Advanced Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER II</th>
<th>(Spring)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N590 (502)</td>
<td>Evidence for Practice</td>
<td>3</td>
</tr>
<tr>
<td>N511</td>
<td>Advanced Physiology/Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>N539</td>
<td>Drug Therapy II</td>
<td>2</td>
</tr>
<tr>
<td>N542</td>
<td>Psychopharm/Neurophysiology</td>
<td>3</td>
</tr>
<tr>
<td>N561</td>
<td>APMH Practice Overview</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER III</th>
<th>(Summer)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coun510</td>
<td>Counseling Methods</td>
<td>3</td>
</tr>
<tr>
<td>Coun518/533</td>
<td>Group Dynamics OR Couples &amp; Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>N590</td>
<td>APRN-PMY Roles/Clinical Reasoning</td>
<td>2</td>
</tr>
<tr>
<td>N563</td>
<td>Education in Advanced Practice</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER IV</th>
<th>(Fall)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N540</td>
<td>APMH Promotion Prevention</td>
<td>6</td>
</tr>
<tr>
<td>N553</td>
<td>Role Development of the NP</td>
<td>2</td>
</tr>
<tr>
<td>N998/590</td>
<td>Thesis OR Directed Studies**</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elective *</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER V</th>
<th>(Spring)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N541</td>
<td>APMH Rehab Recovery</td>
<td>7</td>
</tr>
<tr>
<td>N554</td>
<td>Managed Advanced Nurse Practice</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elective *</td>
<td>1</td>
</tr>
<tr>
<td>N998/N997</td>
<td>Thesis OR Independent Study**</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits: 56-58**

* Elective courses applicable: NURS532 (3 cr.), COUN530 (3 cr.), COUN531 (3 cr.) and COUN532 (3 cr.), COUN 565 DSM IV TR I & II (1 cr.). Students may choose from these counseling courses to meet 2 credits of required electives or may choose other appropriate electives.

** Non-Thesis Option only.

SUBJECT TO CHANGE
## POST MASTER CERTIFICATE

### PSYCHIATRIC & MENTAL HEALTH NURSE PRACTITIONER

<table>
<thead>
<tr>
<th>Catalogue#</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N510</td>
<td>Advanced Physiology/Pathophysiology I</td>
<td>(3)</td>
</tr>
<tr>
<td>N511</td>
<td>Advanced Physiology/Pathophysiology II</td>
<td>(3)</td>
</tr>
<tr>
<td>N535</td>
<td>Drug Therapy I</td>
<td>(2)</td>
</tr>
<tr>
<td>N539</td>
<td>Drug Therapy II</td>
<td>(2)</td>
</tr>
<tr>
<td>N540</td>
<td>APMH Promotion Prevention</td>
<td>(6)</td>
</tr>
<tr>
<td>N541</td>
<td>APMH Rehab Recovery</td>
<td>(7)</td>
</tr>
<tr>
<td>N542</td>
<td>Psychopharm Neurophysiology</td>
<td>(3)</td>
</tr>
<tr>
<td>N553</td>
<td>Role Development of the NP</td>
<td>(2)</td>
</tr>
<tr>
<td>N554</td>
<td>Managed Advance Nurse Practice</td>
<td>(2)</td>
</tr>
<tr>
<td>N561</td>
<td>APMH Practice Overview</td>
<td>(1)</td>
</tr>
<tr>
<td>N563</td>
<td>Education in Advanced Nurse Practice</td>
<td>(1)</td>
</tr>
<tr>
<td>N590</td>
<td>Advanced Health Assessment</td>
<td>(3)</td>
</tr>
<tr>
<td>N590</td>
<td>APMN-PMH Roles/Cl Reasoning</td>
<td>(2)</td>
</tr>
<tr>
<td>C510</td>
<td>Counseling Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>C518 or C533</td>
<td>Group Dynamics or Couples &amp; Family Counseling</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Total Credits** 43

**SUBJECT TO CHANGE**
POST MASTER CERTIFICATE

PSYCHIATRIC & MENTAL HEALTH CLINICAL NURSE SPECIALIST

<table>
<thead>
<tr>
<th>Catalogue#</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N510</td>
<td>Advanced Physiology/Pathophysiology I</td>
<td>(3)</td>
</tr>
<tr>
<td>N511</td>
<td>Advanced Physiology/Pathophysiology II</td>
<td>(3)</td>
</tr>
<tr>
<td>N540</td>
<td>APMH Promotion Prevention</td>
<td>(6)</td>
</tr>
<tr>
<td>N541</td>
<td>APMH Rehab Recovery</td>
<td>(7)</td>
</tr>
<tr>
<td>N542</td>
<td>Psychopharm Neurophysiology</td>
<td>(3)</td>
</tr>
<tr>
<td>N552</td>
<td>Role Development of the CNS</td>
<td>(2)</td>
</tr>
<tr>
<td>N554</td>
<td>Managed Advance Nurse Practice</td>
<td>(2)</td>
</tr>
<tr>
<td>N561</td>
<td>APMH Practice Overview</td>
<td>(1)</td>
</tr>
<tr>
<td>N563</td>
<td>Education in Advanced Nurse Practice</td>
<td>(2)</td>
</tr>
<tr>
<td>N590</td>
<td>Advanced Health Assessment</td>
<td>(3)</td>
</tr>
<tr>
<td>N590</td>
<td>APMN-PMH Roles/Cl Reasoning</td>
<td>(2)</td>
</tr>
<tr>
<td>C510</td>
<td>Counseling Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>C518 or C533</td>
<td>Group Dynamics OR Couples and Group Counseling</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Total Credits  40

SUBJECT TO CHANGE
PSYCHIATRIC & MENTAL HEALTH NURSING OUTCOMES

Specific outcomes objectives for the Mental Health Nursing Specialization build upon these overall objectives by expecting that the student will:

1. Integrate theories, research, and experiential knowledge into advanced adult psychiatric mental health (APMH) nursing practice.

2. Demonstrate advanced practice skills in the provision of mental health care for high priority groups within a community consistent with ANA’s Scope and Standards of Practice for adult psychiatric mental health clinical nurse specialist (APMH CNS).

3. Assume the roles and behaviors of an advanced APMH primary care provider using research, leadership/management, and teaching strategies.

4. Demonstrate unique roles of an APMH CNS while collaborating with an interdisciplinary team.

5. Apply ethical reasoning skills and legal standards to APMH CNS practice.

6. Contribute to the development of psychiatric mental health policy, nursing practice, and the profession.
NURSE EDUCATION SPECIALIZATION

Graduates of Nurse Education specialization will be qualified to teach in academic settings, in didactic and clinical courses, and will begin to positively impact the projected shortage of qualified faculty as well as beginning to meet the demand for additional faculty to teach in new nursing programs.

Semester I (Fall)
N500 Theories & Concepts in Nursing 3
N510 Advanced Physiology/Pathophysiology I ** 3
Nursing Support Course * 3-5

Semester II (Spring)
N511 Advanced Physiology/Pathophysiology II ** 3
N526 Ethical, Legal, & Health Policy Issues 3
N590 (502) Evidence for Practice 3

Semester III (Summer)
N566 Curriculum Development 3
N567 Teaching Strategies 3

Semester IV (Fall)
N569 Assessment & Evaluation 3
N998/N997 Thesis OR Independent Study*** 2
N590 Advanced Health Assessment 3

Semester V (Spring)
N568 Teaching Practicum 3
N998 Thesis (if choosing thesis option) 2

Total Credits: 37-39

*Suggested Nursing Support Courses:
N501 Complementary Health Care Therapy (3)
N523 Health Promotion Through Lifespan (3)
N532 Family Nursing: Theory, Research, & Practice (3)
N535 Drug Therapy I for Adv Nursing Practice (2)
N539 Drug Therapy II for Adv Nursing Practice (2)
N550 Global Public Health Issues (2)
N556 Epidemiology (3)
N563 Education in Advanced Practice (2)
N572 Vulnerable Diverse Populations (3)
* 8 total credits from the suggested nursing support courses are required.
** Effective Summer 2008
***Non Thesis Option Only

SUBJECT TO CHANGE
POST MASTER CERTIFICATE

NURSE EDUCATION SPECIALIZATION

<table>
<thead>
<tr>
<th>Catalogue#</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N510</td>
<td>Advanced Physiology/Pathophysiology I*</td>
<td>(3)</td>
</tr>
<tr>
<td>N511</td>
<td>Advanced Physiology/Pathophysiology II*</td>
<td>(3)</td>
</tr>
<tr>
<td>N566</td>
<td>Curriculum Development</td>
<td>(3)</td>
</tr>
<tr>
<td>N567</td>
<td>Teaching Strategies</td>
<td>(3)*</td>
</tr>
<tr>
<td>N568</td>
<td>Teaching Practicum</td>
<td>(2)</td>
</tr>
<tr>
<td>N569</td>
<td>Assessment and Evaluation</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Total Credits 17

* Effective Summer 2008

SUBJECT TO CHANGE
NURSE EDUCATION SPECIALIZATION OUTCOMES

Students in the nursing education specialization will meet the following program objectives:

1. Demonstrate competence in developing, implementing, revising, and evaluating nursing curricula.

2. Understand the impact of societal and technological changes on nursing education.

3. Apply education theory, research, and experiential knowledge in nursing education settings.

4. Utilize a variety of teaching strategies appropriately when assuming the nurse educator role.

5. Analyze assessment and evaluation processes as they relate to nursing education.
# GERONTOLOGY CLINICAL NURSE SPECIALIST

## Semester I (Fall)
- **N500**  Theories & Concepts in Nursing  3
- **N510**  Advanced Physiology/Pathophysiology I  3
- **N526**  Legal, Ethical, and Health Policy Issues  3
- **N535**  Drug Therapy I  2
- **N590**  Advanced Health Assessment (45 practicum hours)  3

## Semester II (Spring)
- **N590 (502)**  Evidence for Practice  3
- **N511**  Advanced Physiology/Pathophysiology II  3
- **N528**  Gerontology Nursing Problems I  3
- **N998**  Thesis (if choosing thesis option)  2

## Semester III (Summer)
- **N563**  Education in Advanced Practice  2
- **N597**  Adv. Clinical Practicum I (180 practicum hours)  4

## Semester IV (Fall)
- **N529**  Gerontology Nursing Problems II  3
- **N552**  Role Development of the CNS  2
- **N567**  Teaching Strategies  3
- **N597**  Adv Clinical Practicum II (225 practicum hours)  5

## Semester V (Spring)
- **N539**  Drug Therapy II  2
- **N554**  Managed Advanced Nurse Practice  2
- **N597**  Adv Clinical Practicum II (225 practicum hours)  5
- **N998/N997**  Thesis or Independent Study*  2

**Total Credits: 53-55**

* Non-Thesis Option only.

**SUBJECT TO CHANGE**
### GERONTOLOGY NURSE PRACTITIONER

<table>
<thead>
<tr>
<th>Semester I (Fall)</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N500</td>
<td></td>
<td>Theories &amp; Concepts in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>N510</td>
<td></td>
<td>Advanced Physiology/Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>N526</td>
<td></td>
<td>Legal, Ethical, and Health Policy Issues</td>
<td>3</td>
</tr>
<tr>
<td>N590</td>
<td></td>
<td>Advanced Health Assessment (45 practicum hours)</td>
<td>3</td>
</tr>
<tr>
<td>Semester II (Spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N590 (502)</td>
<td></td>
<td>Evidence for Practice</td>
<td>3</td>
</tr>
<tr>
<td>N511</td>
<td></td>
<td>Advanced Physiology/Pathophysiology II</td>
<td>3</td>
</tr>
<tr>
<td>N528</td>
<td></td>
<td>Gerontology Nursing Problems I</td>
<td>3</td>
</tr>
<tr>
<td>N998</td>
<td></td>
<td>Thesis (if choosing thesis option)</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester III (Summer)</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N563</td>
<td></td>
<td>Education in Advanced Practice</td>
<td>1</td>
</tr>
<tr>
<td>N597</td>
<td></td>
<td>Adv. Clinical Practicum I (180 practicum hours)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester IV (Fall)</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N529</td>
<td></td>
<td>Gerontology Nursing Problems II</td>
<td>3</td>
</tr>
<tr>
<td>N535</td>
<td></td>
<td>Drug Therapy I</td>
<td>2</td>
</tr>
<tr>
<td>N553</td>
<td></td>
<td>Role Development of the NP</td>
<td>2</td>
</tr>
<tr>
<td>N597</td>
<td></td>
<td>Adv Clinical Practicum II (225 practicum hours)</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester V (Spring)</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N539</td>
<td></td>
<td>Drug Therapy II</td>
<td>2</td>
</tr>
<tr>
<td>N554</td>
<td></td>
<td>Managed Advanced Nurse Practice</td>
<td>2</td>
</tr>
<tr>
<td>N597</td>
<td></td>
<td>Adv Clinical Practicum III (225 practicum hours)</td>
<td>5</td>
</tr>
<tr>
<td>N998/N997</td>
<td></td>
<td>Thesis OR Independent Study*</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits: 49-51**

* Non-Thesis Option only.

**SUBJECT TO CHANGE**
GERONTOLOGY OUTCOMES

Specialty outcome/objectives for the Gerontology specializations build upon the graduate nursing program objectives by expecting that the student will:

1. Integrate theories, research, and experiential knowledge into advanced gerontological nursing practice.

2. Demonstrate advanced practice skills in the provision of health care for high priority older groups (minorities, underserved, indigent, or rural dwellers) within a community consistent with ANA’s Scope of Standards of Practice for advance practice nurses.

3. Participate in the development of gerontological nursing as a science, through the use of theory and research.

4. Interpret relationships between social, cultural, political and economic issues and health care delivery for older adults and their families.
# PUBLIC/COMMUNITY HEALTH CLINICAL NURSE SPECIALIST

**Semester I (Fall)**
- N500 Theories & Concepts in Nursing 3
- N526 Legal, Ethical, and Health Policy Issues 3
- N590 (502) Evidence for Practice 3
- N556 Epidemiology 3

**Semester II (Spring)**
- N523 Health Promotion through the Lifespan 3
- N546 Advanced P/CHN I 4
- N547 Advanced P/CHN Practicum I 4
- N572 Vulnerable Diverse Populations 3

**Semester III (Fall)**
- N548 Advanced P/CHN II 3
- N550 Global Public Health Issues 2
- N552 Role Development of the CNS 2
- N563 Education in Advanced Practice 2
- N998/N997 Thesis OR Independent Study* 2

**Semester IV (Spring)**
- N549 Advanced P/CHN Practicum II 7
- N554 Managed Advanced Nurse Practice 2
- N998/N590 Thesis OR Directed Study* 2
- Electives 3

**Total Credits: 49-51**

*Non-Thesis option*

**SUBJECT TO CHANGE**
PUBLIC/COMMUNITY HEALTH CLINICAL NURSE SPECIALIST OUTCOMES

Specialty outcome/objectives for the P/CHN specialization build upon the graduate nursing program objectives by expecting that the student will:

1. Integrate theories, research, and experiential knowledge into advanced P/CHN practice with vulnerable rural populations.

2. Demonstrate advanced practice skills in the provision of population-focused care, consistent with ANA’s Scope and Standards of Practice for Public Health Nursing.

3. Assume the roles and behaviors of a P/CHN CNS in the spheres of direct client care, nurses and nursing practice, and organizations/systems.

4. Utilize research to effectively improve the care of populations, consistent with CNS role.

5. Effect change in public/community health nursing using leadership, management, and teaching strategies.

6. Collaborate with other disciplines and partner with communities to improve health and health care and influence health policy for vulnerable rural populations.

7. Contribute to the development of public/community health nursing policy, nursing practice, and the profession.
**PhD IN NURSING**

The total curriculum consists of 90 credit hours in the following categories:

*Statistical Analysis (9-12 credit hours)*

*Theory and Research (18 credit hours), including:*

- Nurs 570: Epistemology and Philosophy in Nursing (3)
- Nurs 571: Theoretical Development in Nursing (3)
- Nurs 574: Quantitative Nursing Methods (3)
- Nurs 575: Qualitative Research Methods in Nursing (3)
- Nurs 573: Research Grantmanship (3)

*Nursing Science (18 credit hours), including:*

- Nurs 572: Diverse Vulnerable Populations (3)
- Nurs 576: Ethical and Policy Issues with Vulnerable Populations (3)

*Elective Support (15 credit hours)*

*Functional Component (9-12 credit hours)*

*Dissertation (18 credit hours), including:*

- Nurs 579: Dissertation Seminar (3) *

Note: Applicants with earned master’s degrees from accredited schools may qualify for up to 36 hours of credit toward the doctoral degree. Credit will be awarded only for courses in which a grade of B or better has been achieved.

* These three hours of credit are taken over three semesters; one credit hour per semester.

**SUBJECT TO CHANGE**
RETENTION, PROGRESSION, & GRADUATION
(Academic Standards)

The CON policies regarding academic standards are identical with those in the Undergraduate and Graduate Catalog. Selected additional information that will help you progress through the master’s degree program follows:

PROGRAM OF STUDY

The required Program of Study form is available from the Graduate School website and can be downloaded from this address: http://www.und.edu/dept/grad/html/mastersforms.htm. It is the responsibility of the student, in conjunction with his/her faculty advisory committee or faculty advisor, to obtain the necessary signatures and submit the completed form to the Graduate School.

GRADING (Source, Undergraduate and Graduate Catalog)

A graduate student will be allowed credit for a course only when a grade for the course has been reported to the Registrar’s Office.

A graduate student’s cumulative GPA is based on all course work, graduate or undergraduate, taken while the student is registered in the UND Graduate School. Grades of less than C are not included in the number of credits accepted for a graduate degree, but they are counted in determining the cumulative GPA. Credits and grades for courses accepted in transfer, or courses graded on a Satisfactory-Unsatisfactory basis are not counted in determining the GPA. Courses with grades of Incomplete are neither counted as partial fulfillment of degree requirements nor calculated in the GPA.

PETITIONS AND APPEALS (Source, Undergraduate and Graduate Catalog)

Students who wish to be excused from Graduate School requirements must petition the Dean of the Graduate School on a form available from the Graduate School or CON Room 360. The forms require the written endorsement of the advisor, instructor (if appropriate), and department chairperson.

ACADEMIC GRIEVANCE (See Undergraduate and Graduate Catalog)

As per Graduate School policy, grade grievances follow College of Nursing procedure. Grievances related to any other academic circumstance follow Graduate School policy printed in the Undergraduate and Graduate Catalog.

GRADUATION (Source, Undergraduate and Graduate Catalog)

Candidates must apply for graduation by the deadline posted in the Academic Calendar using an application that may be obtained from the Graduate School or College of Nursing Room 360. All graduate students must have been advanced to Candidacy the semester preceding the semester in which they expect to graduate. Students must be registered for the term in which they expect to receive their degree.
CAP, GOWN, AND HOOD
These items may be purchased at the University Bookstore. When you have applied for graduation, you should receive information about purchase of regalia. The hood is for M.S. degree.

COURSE LOAD
The Undergraduate and Graduate Catalog contains specific information regarding maximum and minimum full loads according to status of appointment as Graduate Research or Teaching Assistants. For students who are not employed in these capacities, full-time enrollment is 12-16 semester credits during the fall or spring semesters and 9 semester credits in the summer.

REPEATED COURSES (Source, Undergraduate and Graduate Catalog)
All courses taken by graduate students, for which a grade of D, F, or U was received, may be repeated ONCE for credit, with only the second grade to count in the grade point average. This option does not apply to a student who has been dismissed. Courses with grades of C or better may not be repeated without the written approval of the Dean of the Graduate School.

TIME LIMIT ON A DEGREE
Graduate courses more than seven years old are considered obsolete and may not be counted as fulfilling course requirements for an advanced degree program. At the time of graduation, the program of study and the courses accepted may not be more than seven years old. Refer to the Undergraduate and Graduate Catalog for information about revalidation and overage graduate work from other institutions.

HUMAN PARTICIPANTS IN RESEARCH
“Policy on Disclosure of UND Research Protocols” and other information (including a “Sample Consent Form”) about research at UND is available from the Office of Research and Program Development, Twamley Hall 101. All research which involves the use of humans as subjects must be reviewed and approved by the Institutional Review Board (IRB) prior to the initiation of the project or activity. Both thesis and independent study projects may require IRB approval. Projects involving minimal risks to the subjects being studied may be eligible for a simplified review process, normally completed within three weeks. Other projects, and projects submitted at times of peak academic activity, will require a longer period for review. All proposals involving biomedical research which do not qualify for expedited review will be reviewed by the IRB Medical Subcommittee prior to review by the full IRB. These boards meet monthly. IRB forms may be downloaded from this website: http://www.und.nodak.edu/dept/orpd/regucomm/IRB/Forms.htm

ACADEMIC ADVISEMENT (See Undergraduate and Graduate Catalog)
Contact your advisor for questions about registration, program progression, graduation requirements, and certification exams that you might plan to take. Course registration and obtaining signatures on forms such as the program of study and final approval of thesis is the responsibility of the student; advisors and secretaries should not be requested to complete these tasks.
TEMPORARY ACADEMIC ADVISOR
A temporary advisor is assigned by the Director of Graduate Studies when students are admitted.

MAJOR ADVISOR
The major advisor is the chairperson of a student’s Faculty Advisory Committee or the chairperson of the student’s Independent Study, chosen by the student after the first 12 semester hours of the program.

FACULTY ADVISORY COMMITTEE FOR THESIS OPTION
This committee is responsible for program advisement and thesis advisement, in accordance with policies established by the Graduate School (see Undergraduate and Graduate Catalog). The College of Nursing has no residency requirement for the thesis option.

PROCEDURE FOR APPOINTMENT OF FACULTY ADVISORY COMMITTEE OR MAJOR ADVISOR (NEW OR REVISION)
1. The student must complete and submit the “Advisor or Committee Appointment Request” form. This form is available through the Graduate School website at: http://www.und.edu/dept/grad/html/mastersforms.htm

2. The Director of the Graduate Studies approves the appointment(s) and forwards the appointment to the Dean of the Graduate School.

3. The Dean of the Graduate School officially notifies the Dean of the Graduate School, the Committee/Advisors, and the student.

4. A copy of the appointment is placed in the student’s file.

CANDIDACY, THESIS OPTION, NON-THESIS OPTION, AND DISSERTATION
(See Undergraduate and Graduate Catalog, 2007-2009, pages 208-210)
The student must submit a thesis or dissertation to the Graduate School as partial fulfillment of the requirements for the degree. The thesis/dissertation, prepared under the guidance of the student’s advisory committee, must show sound method and demonstrate scholarship. All theses/dissertations must be prepared in accordance with the Style and Policy Manual for Theses and Dissertations available online and can be accessed through this site: http://www.und.edu/dept/grad/html/resources.html.

The topic proposal for thesis/non-thesis and dissertation must be approved by the student’s major advisor or thesis/dissertation committee. The proposal must be approved before the beginning of the semester in which the students expects to graduate, and must be filed in the Graduate School before a student is advanced to candidacy for a master’s degree.

COMPREHENSIVE EXAMINATION
(See “Final Examinations” in Undergraduate and Graduate Catalog 2007-2009, page 210)
CONTINUING ENROLLMENT – N996
(See Undergraduate and Graduate Catalog 2007-2009, page 199).

Students who have completed all the necessary credits of course work, thesis/dissertation or independent study on their approved Program of Study, but who have not completed their independent study, thesis or dissertation must register for Nursing 996-Continuing Enrollment each additional semester or summer session they are utilizing university facilities or the time of faculty.

COLLEGE OF NURSING RESEARCH COLLOQUIUM

The College of Nursing sponsors a Research Colloquium each academic year. It is an expectation of the graduate faculty that all thesis, independent study and dissertation students present the outcomes of their individual research projects at this event. Successful completion of N997, 998, or 999 is dependent on the student’s participation at the Research Colloquium.
GENERAL INFORMATION

(Financial Aid)

GRADUATE SCHOOL AWARDS/SCHOLARSHIP.
Information on Graduate School awards and scholarships are available online at: http://www.und.edu/dept/grad/html/awards.html. Students may also be eligible for loans and part-time employment.

GRADUATE TEACHING ASSISTANTSHIPS.
The CON makes appointments to Graduate Teaching Assistants. Interested students may apply for a GTA position by submitting an application available at the Office of the Graduate Program, CON R-360. Graduate Teaching Assistants earn a stipend and are awarded tuition waivers. Information about GTA openings is distributed to all graduate students sometime in the summer.

ADVANCED EDUCATION NURSING TRAINEESHIPS.
Federal monies for nurse traineeships may be available for full-time students. A call for applications is made early in the summer for the following fall and spring semesters and in late spring for the following summer session. Preference is given to students who are residents of federally designated Health Professional Shortage Areas (HPSAs).

NURSE ANESTHETIST TRAINEESHIPS.
Federal monies may be available for full-time second year anesthesia nursing students. A call for applications is made early in the summer for the following fall and spring semesters and in late spring for the following summer session. Preference is given to students who are residents of federally designated Health Professional Shortage Areas (HPSAs).

NORTH DAKOTA BOARD OF NURSING SCHOLARSHIPS.
Eligibility: Registered Nurses who are residents of North Dakota.
Application: Contact: North Dakota Board of Nursing
919 South 7th Street, Suite 504
Bismarck, ND 58504-5881
701-224-2974

Deadline: May 1 – for July review.

BOARD OF HIGHER EDUCATION SCHOLARSHIPS
(GRADUATE SCHOOL TUITION WAIVER)
This scholarship provides for a waiver of tuition to students commencing or continuing work toward a graduate degree and are in APPROVED status. The number available in the College of Nursing varies by academic year. Preference is given to North Dakota residents and students who have not previously held the waiver. Tuition Waiver application forms are sent to graduate students via email in the summer.
THE SHARON O. LAMBETH NURSING GRADUATE STUDENT AWARD

This award has been established in memory of Sharon O. Lambeth in recognition of her contributions during her 17 years as a faculty member in the College of Nursing. Dr. Lambeth died of breast cancer on September 14, 1994. She was well-known for her work with clients and families afflicted by Alzheimer’s disease and cancer. She played a proactive role in professional organizations, especially in the area of health care policy.

Each year the Sharon O. Lambeth Award is presented to a graduate nursing student or students to aid in meeting the costs of conducting research. Preference will be given to graduate students conducting research and writing a thesis or dissertation on cancer, Alzheimer’s disease, or health care policy. Scholarly achievements and potential for leadership will be considered. Students may nominate themselves by submitting a one-page application outlining their qualifications for the Award. Students may also be nominated by a faculty member in the College of Nursing. The deadline for receiving nominations is March 15. A three-member panel from the Graduate Council will select the student to receive the Award, which will be presented at the Annual Banquet.

DR. JOYCE LABORDE GRADUATE STUDENT RESEARCH AWARD

The Dr. Joyce Laborde fund has been set aside to support graduate student research. The fund was developed in memory of Dr. Joyce Laborde in recognition of her contributions as a researcher and for the assistance she provided to graduate nursing students in preparing them to conduct nursing research. The maximum award is $150 per student. Deadlines for submission are October 15 and March 15. A committee of three will review the proposals and make decisions regarding awards.

Requirements for the proposal: 3 to 5 pages
1. Approval of proposal by the thesis committee (copy of abstract with signatures).
2. Approval of proposal by IRB (copy of approval).
3. Description of proposed objectives.
   A. Research questions
   B. Data collection, include population sample, data analysis, timelines
   C. Tool to be used - include reliability and validity
   D. Budget Page - itemize expenditures and justification

The Grant is competitive. Please submit your proposal to the Director of Graduate Studies, College of Nursing.
GENERAL ADMINISTRATIVE INFORMATION

LICENSURE
All graduate nursing students are required to hold an active valid license in the state/states/or countries in which they do practicum. A copy of the up-to-date RN license must be on file in the Graduate Program Office at all times.

LIABILITY INSURANCE
The University of North Dakota College of Nursing provides liability insurance for all students -- on or off campus -- each semester they are attending the CON and are involved in official course work in clinical settings. This includes those who are taking prescribed clinical nursing courses during the summer session. THIS DOES NOT cover vacation or other times when students are working for pay. Each graduate student is covered up to $1,000,000 for any one incident and up to $3,000,000 as a total of all claims within one calendar year period. (Source: CON Policies and Procedures Manual, #247)
Graduate students may also choose to purchase their own additional professional liability policies.

TAPING OR RECORDING LECTURES
It’s the student’s responsibility to obtain permission to tape nursing lectures or classes, since there is not universal policy regarding taping. Individual faculty members may choose to grant permission to tape part of or all of his/her classes. Students who make classroom presentations also have the right to grant or deny permission to tape.

LIBRARY SERVICES
In addition to the libraries on campus (see Undergraduate and Graduate Catalog) students in the Fargo area may use the Veterans Administration Medical Center Library/Southeast Clinical Campus Library located at the Veterans Administration Center. This library functions as a branch of UND’s Health Sciences Library and provides many of the services available at the main campus libraries, such as MEDLINE searches, literature searches. For more information you may call 701-293-4155 in Fargo. Libraries may also be used at our extension sites.

COMPUTER ACCESS FOR GRADUATE STUDENTS
Students have access to more than 400 on-campus terminals located in several classroom buildings, residence halls, the Chester Fritz Library, Memorial Union, and the Computer Center. The computer center in the College of Nursing was opened Fall 1996 and is located in Room 110. Two computers are also located in the Graduate Lounge, Room 203. Other computer labs are located on campus.

E-mail GROUP FOR GRADUATE STUDENTS
The Graduate Program Office maintains an e-mail group for the purpose of timely communication with enrolled graduate nursing students. New students should submit their e-mail address to the Graduate Program Office in CON 360 or email new address information at
sarahowens@mail.und.nodak.edu. Students are expected to read their e-mail on a regular basis to ensure that they are aware of information circulated by the Graduate Program Office. Changes in policy and procedure, reminders of important dates (e.g., last day for advancement to candidacy, deadline for application for graduation), and announcements about financial aid are all transmitted via e-mail.

**GRADUATE STUDENT LOUNGE**

The Graduate Student Lounge and Reading Room is on the second floor of the CON and is accessed through Room 250E. It is available to all graduate nursing students. Couches, chairs, lamps, and a television set provide a warm atmosphere. The lounge is a popular spot to meet with other graduate students for lunch or snacks. Bulletin boards are used as an information and correspondence center. Please feel free to embrace this area as “your own.”

**LEARNING RESOURCES CENTER**

Located on the first floor of the CON, this provides several resources for the graduate student, such as:

-- computer-assisted instructional materials
-- video tapes
-- audiovisual hardware and software

Graduate students are invited to use these resources during the scheduled hours. For more information, call 777-4502.

**UNIVERSITY SERVICES**

In addition to libraries and the computer center described above, there is an abundance of other services available through the University, such as parking, student health and counseling. Please refer to the Undergraduate and Graduate Catalog 2003-2005 for more information on these and other University services.

**ORGANIZATIONS**

**North Dakota Nurses Association District 3 (NDNA-3).** Membership in the NDNA-3, also known as the Red River District, is open to RNs holding current membership in DNA. For more information, contact any faculty member at UND or any officer or member of NDNA District 3.

**Sigma Theta Tau, International.** This is the National Honor Society of Nursing. The purpose is to recognize leadership, creative work, professional standards and commitment to scholarly nursing. Membership through local chapter is obtained by meeting eligibility requirements and being nominated by a current member. UND’s local chapter is Eta Upsilon. For more information contact Beth Toay at 777-4174.

**Other.** There are many other organizations for nurse specialists, researchers, and educators. Information about these are generally available from faculty who are members and from publications of the individual organizations.
APPENDICES
UNIVERSITY OF NORTH DAKOTA
COLLEGE OF NURSING

DISSEPTION PROPOSAL APPROVAL FORM

This is to confirm that the research study, ____________________________________________
_________________________________________________ ______________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
proposed by ________________________________, a doctoral student at the College of Nursing, has been approved. Permission is granted to conduct the study after approval by the appropriate Human Subjects Review Boards and with the following changes:

GRADUATE FACULTY ADVISORY COMMITTEE:

Chair: ___________________________ __________________________ ____________________________
PRINTED NAME SIGNATURE DATE

Member: ___________________________ __________________________ ____________________________
PRINTED NAME SIGNATURE DATE

Member: ___________________________ __________________________ ____________________________
PRINTED NAME SIGNATURE DATE

Member: ___________________________ __________________________ ____________________________
PRINTED NAME SIGNATURE DATE

Non-Nursing Member: ___________________________ __________________________ ____________________________
PRINTED NAME SIGNATURE DATE
This is to confirm that the research study, ________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
proposed by ________________________________, a graduate student at the College of Nursing, has been approved. Permission is granted to conduct the study after approval by the appropriate Human Subjects Review Boards and with the following changes:

GRADUATE FACULTY ADVISORY COMMITTEE:

Chair: ________________________________
PRINTED NAME
SIGNATURE
DATE

Member: ________________________________
PRINTED NAME
SIGNATURE
DATE

Non-Nursing Member: ________________________________
PRINTED NAME
SIGNATURE
DATE

NON-NURSING MEMBER’S DEPARTMENT
Approved by the CON Graduate Council 2/04/2007
Appendix C

SUGGESTED OUTLINE FOR THESIS PROPOSAL

Objectives for the Thesis Experience:

1. To conceptualize a researchable nursing problem.
2. To design a researchable study.
3. To conduct the researchable study.
4. To produce a scholarly report about the problem studied.

See appropriate sections of the Graduate Student Handbook for descriptions of the procedures and forms. Definition and refinement of the research problem may be developed in N530: Research Design and Methods in Nursing. The student continues work on the thesis by registering for N998 credits. A total of four thesis credits is required for graduation.

The student should prepare a thesis proposal with the help and guidance of the thesis chair, who is informed by the student regarding all aspects of thesis work and is the student’s permanent advisor. The thesis proposal consists of chapters 1-3, references, and appendices. It must be typewritten and be approved initially by the chair. Following this, the approval of the remainder of the committee must be obtained. A proposal approval meeting is held, with all of the committee and the student present. At this time the student’s program of study is reviewed and approved. The outline of the thesis to be sent to the graduate school is also reviewed and approved.

CHAPTER 1: INTRODUCTION

This chapter sets the stage for the study. It presents the rationale. It should tell the reader why it is important to do the study, and what will be gained from doing this study.

Introduction: Identify the scope of the topic/issue. How many people are affected by it and how pervasive is it?

Background and Significance of the Problem (this flows from your literature review and conceptual framework):

This is a brief, concise summary of conclusions from current background information. What is the problem? (Example: Individuals make poor decisions in the area of xxxx with the resulting damage to their health.) What do we know about it, or not know about it? Why is it an important problem?

Significance includes both practical/clinical significance of the proposed study and substantive/theoretical significance. You need to answer the following questions:

How would nursing science and practice be influenced by the study?
Of what importance is this work?
What will the results from this study add to the literature?

Purpose of the study (in 25 words or less): The purpose specifically delimits the focus of the study. It specifies the variables to be studied - clearly, precisely, and concisely. The purpose of any study is usually to study some small portion of the problem. Researchers often go through a grief process when
they realize what a small portion of the problem they can address. *(Example: The purpose of this study is to determine if yyyy by nurses will change individual behavior zzzz and result in a lower risk of xxxxx.)*

**Conceptual/Theoretical Framework:** Briefly describe the conceptual basis for the study (one or two paragraphs based on a lengthier description in Chapter 2). The conceptual framework may be one which is tested by your study and/or it may be used to frame a solution to a problem or answer a question. The health belief model, for example, might serve as a conceptual framework for a study. Identification of a conceptual framework links your study to the larger world. A formal conceptual framework is usually not included in a qualitative proposal, although the review of literature may include reference to theoretical underpinnings. Also, the philosophical stance taken in regard to the qualitative approach should be described and rationale provided for its use.

**A. Research Questions or Hypotheses:** These flow from the purpose and the conceptual framework. The presentation of the theoretical background should lead the researcher (and the reader) logically to your statement of hypotheses or research questions. For example:

1. **Individuals who receive xxxx will engage in more behavior zzzz.**
2. **Individuals who engage in more behavior zzzz will have less yyyy.**
3. **Women who receive xxxx will exhibit more behavior change zzzz than men who receive xxxx.**

**B. Definitions:** Provide conceptual definitions of key terms in your hypotheses or research questions. For example, if you are going to measure cardiac output in senior citizens, you will need to define cardiac output and senior citizen, or if you are examining the effect of exercise on mood states, then you will need to define exercise and mood states as you will use them in this study.

**Theoretical Assumptions.** These are basic principles assumed to be true without need for scientific proof. They are implicit rather than explicit. You should identify what they are, if they reflect a specific value orientation, and whether or not there are inconsistencies between assumptions. They include assumptions about your research process and intended outcomes.

**CHAPTER 2: REVIEW OF LITERATURE**

The second chapter contains the review of related literature and a more complete discussion of the theoretical underpinnings of the study.

**Literature Review:** This section logically presents the reasoning upon which the proposed study is based. It provides the perspective from which the investigator views the problem. It provides the rationale or theoretical argument underpinning the study. It may blend existing theoretical traditions or may compare and contrast competing frameworks. Usually, one has an idea from clinical experience or from readings about the general issues in the topic to be studied. It is only after a complete review of literature that one can make a cogent case for why the proposed study should be done. One often learns much about how the present study should be ideally conducted from reviewing the literature.

The review of related literature should be comprehensive (not necessarily exhaustive), and provide information about what is already known about the problem and what is not known. When critiquing studies, it is useful to state the number of subjects, to describe the research design, to note whether it was a prospective or retrospective study, and, as appropriate, note relevant characteristics of the sample such as age range and gender and the region or site of the research, and whether it was a prospective or retrospective study. The reader needs to have enough information to know what the results of the study
were and how much credibility to assign these results. When several authors have studied the same topic, it is useful to discuss where they agreed, where they disagreed and to surmise why disagreements have occurred. For example, one might have been a prospective study and the other a retrospective study in which memory was a likely factor. Finish this section with a summary of the main points gleaned from the literature, identifying shortcomings and strengths of previous work, and noting linkages and gaps. Think of the various threats to internal validity and limitations in regard to generalization of results as you are reviewing studies. The review of related literature should logically lead to your proposed study.

The literature review for a qualitative study supports the study and provides the rationale for the choice of method used to study the phenomenon. In addition, it provides the historical and social context of the study.

**Conceptual/Theoretical Framework:** The description of the conceptual framework includes an in-depth description of the theoretical framework chosen for the study. The student should describe how the theory is related to this particular study through a diagram of hypothesized relationships between concepts/constructs and a description of those relationships, theoretical assumptions (statements of principles assumed to be true), conceptual definitions of key terms, and a statement of the research questions or hypotheses (see above). For a qualitative study, research questions are appropriate.

**CHAPTER 3: METHODS**

This chapter describes the approach you will use to test your question(s) or hypotheses. It must be in sufficient detail that another researcher could replicate your study.

**Overall design or approach:** Clearly describe the type of design to be used and the rationale for its selection. Of critical importance is whether the design is consistent with the conceptualization of the study and the specific aim(s) or purpose(s).

**Sample and sampling procedure:** Describe the procedure for sampling in detail; label it in something approaching conventional descriptors. For example: "This is a stratified, random sample of..." ; " This is a purposive sample of...." State what size sample you will use, from what population the sample will be drawn, how participants will be selected, and what the criteria are for inclusion or exclusion in the sample. Include a description of the study site as appropriate.

**Data Producing Instruments:** Identify the indicators that will be used to reflect each variable expressed in the hypotheses or research question(s). These are your operational definitions. The choice of indicators should reflect the concepts being studied, and the state of knowledge and measurement regarding that particular concept or variable.

Provide estimates of validity and reliability of each instrument (or measurement method) to be used, or means to determine reliability and validity of instruments if not already ascertained. (Final thesis: Note any reliability or validity results for your study.)

Describe any pilot study to be done with the measures to determine feasibility of use.

If using a mechanical instrument, describe calibration to be used to insure accurate readings.

Include copies of instruments to be used in the Appendix. (Final thesis: If you are using a copyrighted instrument, include a copy of the author’s permission to use the instrument in the Appendix.)
**Data Collection:** Describe how you will gain entry into the research setting, what participants will be told, and what participants will be asked to do. Discuss how participant attrition or non-participation will be handled. Describe how data collection will proceed. Provide a schedule if appropriate.

**Protection of human subjects:** Write a short paragraph detailing the plans for protection of subjects. Describe the risks and benefits to be gained by study participants. Put your consent form in the appendix. (Final thesis: Include a copy of the signed permission form from the University of North Dakota Institutional Review Board in the Appendix.)

**Analysis Plan:** This section presents the plan for analyzing the data.

Provide a dummy table for sample characteristics.

Statistics/analytical approach: If you have more than one research question or hypothesis, specify the intended statistics or other analytic approaches as appropriate for each question or hypothesis. Do not describe the software program to be used to analyze the data.

Qualitative study: Explain in detail the steps that will be used in analyzing the data.

Tables: Provide dummy tables (with titles, variable labels, value (cell) labels and appropriate footnotes). If tables are inappropriate to the study purpose and methodology, outline a way of presenting your findings. Directions on how to construct and label figures, graphs, or illustrations are referred to in the Publication Manual of the American Psychological Association.

**Limitations:** Describe any limitations (usually ones that limit generalizability of findings) related to sampling, measurement, or data collection procedures.

**CHAPTER 4: RESULTS**
(not included in initial proposal)

**Introduction:** State the purpose of the study. Delineate what is to be covered in this chapter. Repeat the research questions/hypotheses.

**Characteristics of the Sample:** Present a table describing the characteristics of the sample. Summarize the important points in the table (do not repeat every number in the table).

**Results from Analysis of Research Questions/Hypotheses:**

Present each research question/hypothesis. Note the type of analysis used. Present tables, figures, or graphs as appropriate. Describe the results. Avoid interpretation at this stage. Summarize the important findings without repeating every number in the table.

**Summary:** At the end of this chapter, briefly summarize the main findings from your study.

**CHAPTER 5: DISCUSSION AND CONCLUSIONS**
(not included in proposal)

This section of the thesis is your interpretation and analysis of the study findings as they relate to your original hypotheses or research questions, and the current state of knowledge in the field (your review of
literature/theoretical framework). This is the "so what?" part of the study. Often the most difficult part. BE SURE YOU ALLOW YOURSELF TIME TO DO JUSTICE TO THIS PART OF THE THESIS.

A brief summary of the purpose, methods and relevant findings (a paragraph of 2 - 5 sentences) is often helpful to reacquaint the reader with the study.

You may organize this chapter in many ways, for example, by issues. It is also acceptable to present your discussion by research hypothesis or research question, rather than trying to deal with everything at once. Discuss consistencies and inconsistencies of findings of this study with findings of other relevant studies cited in Chapter 2, or that you might have found subsequent to writing Chapter 2, and in regard to the conceptual framework as appropriate. There should be a discussion of possible explanations for inconsistencies (different methods, study limitations, the rest of the world is wrong...). This is the chapter where you are allowed to speculate.

What special contributions has this study made to nursing in the area(s) of: theory, methodology, clinical practice, education, policy development, etc?

And, finally, what additional research opportunities are suggested by this research?

REFERENCES

You should include only items that are referred to in the body of the thesis. This is not a bibliography list, and you will probably have read far more than you cite.

APPENDICES

A: Consent form
B: Data collection forms and instruments
C: Draft of code book for your data (if quantifiable)
D: Budget
E: Time frame
F: Whatever else appropriate: e.g., letter of consent to use forms, access to agency, etc.

Approved by CON Graduate Council: 11/5/99
The non-thesis option/independent study is designed to require the student to independently investigate a topic related to the major field of study. This study need not be an original contribution to knowledge, but may be a presentation, analysis, and discussion of information and ideas already in the literature of the field. The requirement of the non-thesis option/independent study is to ensure that a student can investigate a topic and organize and present a scholarly report based on the investigation.

The non-thesis option/independent study can take several forms, depending on the nature of the student’s inquiry. Possible forms include an action form such as developing educational materials for patients, clinicians, and students, or investigating a clinical topic which has not necessarily been well described in the literature. The project could be a descriptive or qualitative inquiry. The overriding consideration is to take a topic of interest to the student and faculty member, refine the topic, and shape a modality which encourages exploration of the chosen topic and its related components.

Core courses in nursing, specifically NURS 500: Theories and Concepts in Nursing and NURS 530: Research Design and Methods in Nursing offer opportunities to identify concepts of interest for students. In NURS 500, students begin by completing an in-depth analysis of a concept of interest and selecting a theoretical framework that supports the concept. In NURS 530, students develop their thesis/non-thesis option proposals and identify a faculty member to serve as their major advisor. The student then works with the major advisor to ensure that the topic of interest has sufficient breadth and relevance to clinical practice and that the investigation has a high likelihood of scholarly contribution to peers, interested faculty, and clinical practitioners.

The non-thesis option/independent study includes the submission of a written paper. Students work with the major advisor until a scholarly paper is completed. Two copies of the final paper are then submitted to the Office of the Director of Graduate Studies (DGS). The major advisor and student consult with content expert as needed. The final project is graded by the major advisor using the grading rubric as found on the following page. Following submission of the final project, students are encouraged to disseminate the findings, through oral presentations, poster presentations, or published articles.
GRADING RUBRIC FOR NON-THESIS OPTION/INDEPENDENT STUDY

The paper is graded globally, in relation to how it meets the following criteria:

1. All aspects of the problem under study are discussed and critically analyzed. See the attached guidelines for non-thesis option/independent study papers.

2. Research studies as cited are critiqued and not merely described.

3. Recommendations are made for improvement of research in the field or for improvement for the basis of practice, as appropriate.

4. The paper includes the following content areas: relevant theoretical concepts, appropriate research methods, and current and future policy issues.

5. Appropriate writing mechanisms are used; for example, clarity, cogency, conciseness, grammar, spelling, syntax, APA format, and organization.

The following criteria are used in assigning the paper grade:

1. Superior paper (A): All aspects of the problem are addressed. Although the paper may have an occasional grammatical and/or technical fault, it is well organized and presented; detailed; and generally well expressed and written. The paper displays a high level of technical competence, critical thinking, and judgment.

2. Well-developed paper (B): The paper needs further development in the area of content and may not address all aspects of the problem as completely or be as well integrated as an A paper. It may lack thorough organization and presentation of details, grammar and syntax may be problematic, or critical thinking and judgment may not be as strong. In general, the presentation is competently organized and presented.

3. Unacceptable paper (C): The paper displays one of two of the following weaknesses:
   < Portions of the paper are superficially addressed
   < Details are omitted
   < Superficial development of the topic is presented
   < The paper is poorly organized or is “sloppy” in its presentation
   < There is limited integration of content
   < More than a few grammatical and/or syntax problems are included
   < Technical errors exist within the paper.

4. Failing paper (D): The paper displays serious problems in development or presentation, including three of more of the weaknesses as listed under the criteria for a C paper. Refer to the UND Catalog, Final examination, Non-thesis option.
GUIDELINES FOR NON-THESIS OPTION/INDEPENDENT STUDY PAPERS

The following is a suggested format. Consult with your major advisor regarding the format.

Title
e.g., Deep Induction: Problems in Anesthesia Nursing

Introduction

Problem and Purpose
Incorporates the significance of the issue under study to clinical practice.
e.g., The depth of induction is a common problem for new CRNA practitioners.

Conceptual/Theoretical Framework
e.g., A physiological framework would be appropriate in the above titled study.

Definitions
e.g., Incidence
Stages of induction

Literature review*
e.g., Risks of shallow induction
Risks of too deep an induction
Surgical outcomes associated with induction states
Research based articles are preferred
Consider a table(s) to display literature/research findings of relevance to the topic

Implications for Nursing
Practice
Research
Education

Recommendations for further studies or investigations needed

Summary/Conclusions

References
20 to 30 references are suggested, with the majority in the past 5 to 10 years
Classic, older articles may be used for the introduction of the topic

*An appropriate resource for this section of the project is:
# COLLEGE OF NURSING

## GRADUATE PROGRAM

### Course Approval Form

**N590 Directed Studies/N591 Readings in Nursing**

<table>
<thead>
<tr>
<th>Student’s Name: ____________________________</th>
<th>Student’s ID: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Phone: ______________________</td>
<td>Work Phone: __________________</td>
</tr>
<tr>
<td>Catalog No. ______________________________</td>
<td>Title: ___________________________________</td>
</tr>
<tr>
<td>Number of Credits: ______________</td>
<td>Semester: _________________________________</td>
</tr>
<tr>
<td>Beginning Date: __________________________</td>
<td>Ending Date: _____________________________</td>
</tr>
</tbody>
</table>

## 1) OBJECTIVES OF STUDY:

## 2) METHODS BY WHICH YOU WILL ACHIEVE OBJECTIVES:

## 3) OUTCOMES (examples: a paper with references, log of experiences, research instrument, or data analysis):

Signatures:

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Date</th>
<th>Associate Dean for Graduate Studies</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/2009</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>