MASTER OF SCIENCE IN NURSING

GRADUATE STUDENT HANDBOOK

Spring 1995
Revised August, 1996; February, 1998; August 1998; May, 1999; August, 2000, September, 2001; September 2002; May, 2007; September 2007
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Mission, Goals, and Programs Objectives

University Mission Statement
Midwestern State University aspires to be the public Liberal Arts University of the State of Texas. Faculty, administrators, staff, and students actively participate in an academic community that focuses, refines, and continuously challenges points of understanding. Liberal arts form the basis of the education provided in both traditional liberal arts areas and professional disciplines at the undergraduate and graduate levels.

The university is dedicated to excellence in teaching, enhanced by significant research, creative discovery, and service. Curricular and co-curricular activities support students' intellectual, emotional, ethical, social, and physical growth and foster the ability to see the past clearly, to examine the present fairly, and to act with judiciousness.

The university offers an affordable, nurturing, and challenging learning environment that serves citizens of Texas, other states, and many countries. The university strives to prepare its graduates to set high goals, be productive members of the global society, understand and relate to people and ideas different from their own, and continue to learn throughout their lives.

College Vision

The vision for the College of Health Sciences and Human Services is to be a premiere provider of health sciences and human services education on a state, national, and international level through a commitment to quality education for students and their communities. The College of Health Sciences and Human Services will provide learners with tools for success through:

- Student-centered undergraduate and graduate professional education built upon a strong liberal arts foundation
- Cutting edge educational programs that meet the needs of our global community
- Recognition and respect for diversity of thought
- Interdisciplinary collaboration with professionals in the global community
- Emphasis on scholarly teaching, practice, scientific inquiry, and service
- Ethical professional practice and an appreciation for continuous life-long learning

Wilson School of Nursing Mission Statement

It is the mission of the John and Nevils Wilson School of Nursing at Midwestern State University to prepare nurses who will provide competent and compassionate health care to individuals, families, groups, and communities (IFGC). The nursing faculty values teaching / learning in an individualized, collegial environment inclusive of a variety of
teaching methodologies. Building on a liberal arts foundation, this approach to both undergraduate and graduate nursing education develops students as leaders through collaborative identification of issues, and the implementation of innovative, creative solutions to the provision of health services.

**John & Nevils Wilson School of Nursing Goals**

The School of Nursing at MSU will provide:

- Student-centered education
- Innovative educational programs which meet the needs of our local and global community
- Interdisciplinary collaboration with the practice community
- Scholarly teaching, practice, inquiry, and service

Successful graduates of the Nursing Programs should be able to:

- Compare favorably with national norms for professional practice
- Be employed in professional practice
- Manage multiple, complex clients in a variety of settings
- Demonstrate leadership within the professional discipline
GENERAL INFORMATION

Student Fees, Tuition, and Out-of-State Tuition Waivers
Student fee information is published in the schedule of classes each semester. There is a significant difference in the tuition for instate and out-of-state students. Students may apply for a scholarship or traineeship to defray expenses. If an award of at least $1,000 is received, the student will have an out-of-state tuition waiver as a result and will, therefore, pay in-state tuition. These waivers may be available in the fall and spring, and carry for the remainder of the academic year in which it is awarded. The application for scholarship is found at http://hs2.mwsu.edu/nursing/index.asp In addition, recent legislative action in Texas may allow you to obtain in-state tuition. Please contact the Financial Aid Office at the University for additional information.

Housing
In the event that on-campus housing is desired, the student should contact the MSU Housing Office at (940) 397-4217.

Uniforms and Name Tags
Course syllabi provide information about uniform requirements for clinical experiences. If no uniform is specified, students should dress in a professional manner appropriate to the setting and wear a name tag designating them as MSU graduate nursing students.

Standardized Name Tags are available at BJD Engraving, 2515 Kemp at 10th, Wichita Falls, TX (phone: 940-322-1014). It is the student’s responsibility to order the name tag and provide payment. The information on the name tag should include:

<table>
<thead>
<tr>
<th>First name, last name, credentials (e.g. RN, BSN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student status: Family Nurse Practitioner Student, Nurse Educator Student, or Nurse Administrator Student</td>
</tr>
<tr>
<td>Midwestern State University</td>
</tr>
</tbody>
</table>

Liability Insurance
Graduate students are required to pay for liability insurance that provides coverage for their advanced practice nursing clinical experiences. Payment for the insurance is made at the Cashier’s Office in Hardin Administration Building. The receipt should be brought to the School of Nursing Clinical Coordinator for documentation in the student’s folder. Coverage extends from September through August of any given year.

Immunizations
Nursing students, both graduate and undergraduate are expected to comply with mandatory immunization requirements for the State of Texas. The Director of Student Health Services is the nurse in charge of reviewing immunization requirements for
compliance. She is located in the Vinson Health Center (phone: 940-397-4231). We recognize that graduate students are often on campus during hours when Vinson Health Center is closed; however, arrangements must be made to clear immunization status with this center. Neither the faculty nor the department secretary is authorized to make decisions about immunization compliance. **Please make arrangements to get all records to the Vinson Health Center well in advance of your clinical experiences, so that a clinical record can be opened.** Students may not begin any clinical experiences until the immunization status is cleared through the Vinson Health Center.

**Americans with Disabilities Act**
The following is the faculty approved ADA/504 statement.

Midwestern State University does not discriminate on the basis of an individual’s disability and complies with Section 504 and the Americans with Disabilities Act in its admission, accessibility, and employment of individuals in programs and activities.

MSU provides academic accommodations and auxiliary aids to individuals with disabilities, as defined by law, who are otherwise qualified to meet academic employment requirements. Students with a disability must be registered with Disability Support Services (DSS) before classroom accommodations can be provided. For assistance, call the campus Disability Support Services office at (940) 397-4140.

It is the student’s responsibility to declare any disabilities. After declaration with the DSS, preferably at the beginning of each semester, the student needs to contact his/her individual instructors to determine any reasonable accommodations that may be required.

**Advisement and Registration**
Graduate students will be advised by the Coordinator for the specific program in which they desire to study. The Coordinators for the Graduate Programs are: Professor Karen Polvado – Family Nurse Practitioner Program at (940)-397-3254 or email at karen.polvado@mwsu.edu, Professor Ann Smith – Nurse Educator Program at (940) 397-4503 or email at ann.smith@mwsu.edu, Professor Susan Sportsman – Nurse Administrator Program at (940) 397-4594 or email at susan.sportsman@mwsu.edu. The Graduate Coordinator will develop a degree plan with the student, which will be placed in the student’s folder and will be forwarded to the Office of the Registrar.

Students will find specific information regarding registration deadlines in the Schedule of Classes published each semester, available on the University Web site. It is the responsibility of the student to register at the designated time after having received their PIN number from the academic advisor.
University Policies

University policies regarding academic misconduct, discrimination, harassment, grievances, sanctions, etc. can be found at the following sites:

<table>
<thead>
<tr>
<th>Midwestern State University’s Policy and Procedure Manual</th>
<th><a href="http://personnel.mwsu.edu/policy/">http://personnel.mwsu.edu/policy/</a></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex Discrimination &amp; Sexual Harassment</td>
<td>4.161 Human Resources</td>
<td>Defines sex discrimination and sexual harassment and describes complaint/investigation processes for students/faculty/staff.</td>
</tr>
<tr>
<td>Racial Harassment Policy</td>
<td>4.171 University Advancement &amp; Student Affairs</td>
<td>Defines racial harassment and describes the complaint/investigation process for employees, students or other members of the university community.</td>
</tr>
<tr>
<td>Disability Grievance Procedures</td>
<td>4.189 University Advancement &amp; Student Affairs</td>
<td>Defines disability discrimination and the informal/formal procedures to be taken to investigate alleged occurrences</td>
</tr>
<tr>
<td>Disability Support Services</td>
<td>p. 20</td>
<td>Tells students where to file a formal grievance concerning disability discrimination.</td>
</tr>
<tr>
<td>FERPA</td>
<td>p. 42-43</td>
<td>Students may file a complaint with the US Department of Education if their privacy is not protected as described under FERPA.</td>
</tr>
<tr>
<td>Racial Discrimination</td>
<td>p. 62-63</td>
<td>Definition and complaint procedure for incidents of suspected</td>
</tr>
</tbody>
</table>
Students are expected to be aware of and adhere to the University policies.

**Policy Regarding Graduate Nursing Students Participating in a Clinical Experience Where Employed**
On occasion, graduate students may have clinical experiences in their places of employment. The Midwestern State University MSN Programs assume no responsibility for the performance and action of nursing students while in the clinical setting other than during those times specified as laboratory or clinical learning experiences.

The student’s clinical experience must meet the following criteria:
1. Be in an area other than the usual work setting
2. Meet the objectives for the clinical component of the master’s level course.
3. Be approved by the faculty of record for the course.
4. Not be remunerated by the employer

**Absence from Examinations**
Each course syllabus addresses the procedures and consequences for absence from examinations. The student is expected to review these statements and comply with the procedures established by the course faculty.

**MASTER’S PROGRAM OBJECTIVES**

The graduate of the Master of Science in Nursing Program will be able to:

1. Synthesize knowledge from a variety of theoretical perspectives in the provision of comprehensive client-focused nursing services.
2. Analyze clinical and non-clinical problems and constructively critique them related to professional literature as a foundation for matriculation to post-master’s and/or doctoral programs.
3. Integrate current research methods and findings into education, administration, and advanced practice nursing.
4. Develop a comprehensive understanding of health care issues as a foundation for collaboration in the advancement of health care policy and the discipline of nursing.
5. Integrate ethical-legal principles in the analysis and practical resolution of health care dilemmas.
6. Evaluate the multi-faceted roles of the family nurse practitioner, nurse educator, or nurse administrator in light of relevant theory, legislation, professional standards of practice, and social mandates.
7. Achieve national certification as an advanced practice nurse (Family Nurse Practitioner), clinical nurse generalist (Nurse Educator) or nurse administrator.
8. Engage in scholarly activities including oral and written communication.

ADMISSION TO THE MSN PROGRAM

Admission Requirements

1. Admission to the University Graduate School. Criteria are found in the University Graduate Handbook or on-line at www.mwsu.edu.

2. An earned baccalaureate degree in nursing from a nationally accredited program. Any applicant from a non-accredited program will be considered on an individual basis.

3. Current RN licensure to practice in Texas and any other state relevant to student's clinical experiences.

4. Basic undergraduate statistics course (3 semester hours).

5. Students must present evidence of basic physical assessment content in their undergraduate program or completion of approved physical assessment content. Students may be required to demonstrate competence in physical assessment skills if most recent content exposure and clinical experience occurred more than three years prior to admission.
Application Process

Two applications are required for admission, one to the University Graduate School and one to the School of Nursing. Both graduate applications are available on the web sites at [http://admissions.mwsu.edu/apply.asp](http://admissions.mwsu.edu/apply.asp) and [http://hs2.mwsu.edu/nursing/index.asp](http://hs2.mwsu.edu/nursing/index.asp).

The following are required prior to admission to the graduate program:

1. A completed application to the MSU Graduate Admissions Office with the non-refundable application fee.
   
   Midwestern State University  
   Graduate Admissions Office  
   3410 Taft Boulevard, Hardin 205  
   Wichita Falls, TX 76308

2. A completed application to Wilson School of Nursing MSN Program.
   
   Midwestern State University  
   Chair, Wilson School of Nursing  
   College of Health Sciences and Human Services  
   3410 Taft Boulevard, Bridwell Hall 308A  
   Wichita Falls, TX 76308

3. Official transcripts from all colleges or universities attended (sent directly to MSU Graduate Admissions Office)

4. Graduate Record Examination (GRE) scores or Miller Analogy Test (MAT) scores; and

5. Application Essay

All criteria must be completed prior to admission to the Graduate Nursing Programs. Following admission notification, the student must schedule a meeting with the appropriate Graduate Program Coordinator to complete a degree plan (see page 7). Determination of conditions for admission will be made by the Graduate Curriculum Committee.

Post Graduate Programs

Previous Master's Degree

1. An applicant who earned a BSN and a master's or higher degree from a regionally accredited institution of higher education may be accepted on the basis of such degree. Determination of conditions, if any, will be made by the Graduate Curriculum Committee.
2. **Certificate Programs**

   a. An applicant who has earned an MSN or an MS in nursing from a regionally accredited institution of higher education may be accepted into the family nurse practitioner track in pursuit of a certificate. The program consists of advanced nursing practice courses mandated by the Board of Nurse Examiners for the State of Texas and the Texas Higher Education Coordinating Board. Credit may be given for graduate courses taken elsewhere following approval by the Family Nurse Practitioner Coordinator.

   b. Nursing Education courses may also be taken by an applicant with an MSN or an MS in nursing from a regionally accredited institution interested in foundational courses in education and/or to earn a certificate in Nursing Education.

**PROGRESSION POLICY**

For progression policy, see the current University Graduate Catalogue.

**Grading Scale**

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
<td>Research Paper in Progress</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
<td>Completed Satisfactory Research Paper</td>
</tr>
<tr>
<td>74 - 79</td>
<td>C</td>
<td>Thesis in Progress</td>
</tr>
<tr>
<td>65 - 73</td>
<td>D</td>
<td>Completed Thesis</td>
</tr>
<tr>
<td>Below 64</td>
<td>F</td>
<td>Letter grade equal to score on oral comprehensive examination</td>
</tr>
</tbody>
</table>

**DEGREE REQUIREMENTS**

There are three tracks within the Master of Science in Nursing program. Each track has a specific content focus relative to the roles of nurse educator, family nurse practitioner, or nurse administrator (health services administration). All students must complete either a thesis or research paper.

**ADMISSION TO CANDIDACY**

Admission to candidacy will occur when the graduate student successfully presents the prospectus for the thesis or research paper. At this time, the student will be approved to complete the thesis or research paper required for the MSN degree. The student’s Graduate Advisory Committee will complete the prospectus approval form (Research Paper and Thesis Guidelines) at the time of the defense and file it with the secretary for the Wilson School of Nursing. The student will receive a copy at the conclusion of the presentation meeting.
COMPREHENSIVE ORAL EXAMINATION

The comprehensive oral examination is completed in the form of an oral defense of the thesis or research paper. The criteria for the comprehensive examination are included in Appendix A.

PROGRAM COMPLETION TIMEFRAME

The Master of Science in Nursing must be completed (1) within seven calendar years from the date of enrollment in the first course applied to the degree, and (2) within one year of completion of the final practicum course in the degree plan.

CURRICULA FOR THE MSN PROGRAMS

NURSING CORE (for students enrolled in the FNP or Nurse Educator Track)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5103</td>
<td>Theoretical Foundations in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5132/5111</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5113</td>
<td>Health Assessment for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5023</td>
<td>Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5043</td>
<td>Pathological Processes for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5053</td>
<td>Contemporary Perspectives</td>
<td>3</td>
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</table>

Total: 18

NURSE EDUCATOR OPTION

Educator Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SCH</th>
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<tbody>
<tr>
<td>NURS 5233</td>
<td>Theoretical Foundations in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5243</td>
<td>Nurse Educator I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5253</td>
<td>Nurse Educator II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5503</td>
<td>Assessment in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5333</td>
<td>Clinical Focus for Nurse Educators</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 15

Thesis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6983</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6993</td>
<td>Thesis</td>
<td>3</td>
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</table>

Subtotal: 6

Or Alternative Option: Research Paper

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SCH</th>
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</thead>
<tbody>
<tr>
<td>NURS 6883</td>
<td>Research Paper I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6893</td>
<td>Research Paper II</td>
<td>3</td>
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Subtotal: 6

Total Hours: 39

POST-MASTER’S NURSE EDUCATOR CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5233</td>
<td>Theoretical Foundations in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5243</td>
<td>Nurse Educator I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5253</td>
<td>Nurse Educator II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5503</td>
<td>Assessment in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5333</td>
<td>Clinical Focus for Nurse Educator</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 15

FAMILY NURSE PRACTITIONER OPTION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNP Core</td>
<td>Diagnostic Studies / Ambulatory Procedures</td>
<td>18</td>
</tr>
</tbody>
</table>

Revised September 2007
NURS 5123  Family and Group Theory in Advanced Nursing Practice  3
NURS 5163/5173  Family Nurse Practitioner I  6
NURS 5183/5193  Family Nurse Practitioner II  6
NURS 5283  Role of the Advanced Nurse Practitioner  3
NURS 5371/5374  Family Nurse Practitioner III  5
Subtotal  24

Thesis
NURS 6983  Thesis  3
NURS 6993  Thesis  2
Subtotal  6

Or Alternative Option: Research Paper

NURS 6883  Research Paper I  3
NURS 6893  Research Paper II  2
Subtotal  6

Total Hours  48

POST-MASTER'S FNP CERTIFICATE PROGRAM

NURS 5043  Pathological Processes for Advanced Nursing Practice  3
NURS 5101  Diagnostic Studies and Ambulatory Procedures  1
NURS 5112/5111  Health Assessment for Advanced Nursing Practice  3
NURS 5123  Family and Group Theory in Advanced Nursing Practice  3
NURS 5133  Advanced Pharmacotherapeutics  3
NURS 5163/5173  Family Nurse Practitioner I  6
NURS 5183/5193  Family Nurse Practitioner II  6
NURS 5283  Role of the Advanced Nurse Practitioner  3
NURS 5371/5374  Family Nurse Practitioner III  5
Subtotal  33

HEALTH SERVICES ADMINISTRATION - NURSE ADMINISTRATOR OPTION

Nursing Core
NURS 5103  Theoretical Foundations in Nursing  3
NURS 5023  Research in Nursing  3
NURS 5053  Contemporary Perspectives  2
Subtotal  9

Health Services Administration Core - (Course descriptions for HSAD courses can be found in the Health Services Administration section of this bulletin.)
HSAD 5103  Health Service Administration  3
HSAD 5113  Health Care Finance/Economics  3
HSAD 5123  Health Care Personnel  3
HSAD 5143  Health Care Law and Bioethics  3
HSAD 5153  Managed Care  3
HSAD 5223  Health Informatics  3
HSAD 5293  Managerial Epidemiology and Biostatistics  3
NURS 6224  Nursing Administration: Synthesis and Application  4
Subtotal  25
Curriculum Framework

The MSU Nursing Faculty adopted the Essentials for Masters Education as the organizing framework for the core curricula of the Masters Programs. In addition, the Family Nurse Practitioner Program adopted the National Organization of Nurse Practitioner Faculties (NONPF) Domains, the Nurse Administrator Program adopted the American Nurses Association Standards for Nursing Administration and the Nurse Educator adopted the National League for Nursing Core Competencies for Nurse Educators. Competencies relevant to each educational track are listed below.

Coded AACN Essentials for Graduate Nursing Program

I. Research

1. Access current and relevant data needed to answer questions identified in one’s nursing practice;
2. Utilize new knowledge to analyze the outcomes of nursing interventions, to initiate change, and to improve practice;
3. Use computer hardware and appropriate software, and to understand statistics and research methods;
4. Utilize information systems for the storage and retrieval of data, consistent with the particular population focus;
5. Initiate a line of inquiry into comprehensive databases in order to utilize available research in the practice of nursing; and
6. Write and communicate effectively—identify a clinical problem, demonstrate an understanding of the research related to this problem, critically analyze the problem and current knowledge, and develop a strategy for the incorporation of the research into the treatment regimen.

II. Policy, Organization, and Financing of Health Care

C. Health Care Policy

1. Analyze the results of policy research relevant to health care delivery;
2. Differentiate and delineate legislative and regulatory processes;
3. Articulate the interaction between regulatory controls and quality control within the health care delivery system;
4. Evaluate local, state and national socioeconomic and health policy issues and trends;
5. Articulate health care issues/concerns to elected and appointed officials, both public and private, and to health care consumers;
6. Serve on boards or task forces that influence health policy;
7. Interpret health care research for consumers and officials;
8. Serve as a consumer advocate on health issues; and
9. Articulate and interpret the significance of the advanced practice nursing roles to policy-makers, health care providers, and consumers.

B. Organization of the Health Care Delivery System
1. Understand how various health care delivery systems are organized, including community and population-based systems;
2. Deliver health care services in a variety of delivery systems, including acute and ambulatory care delivery systems, and managed and integrated care systems; and
3. Provide leadership in the health care delivery system.

C. Health Care Financing
1. Comprehend the economic implications of health planning, the organization of personnel and resources, the design of payment systems, and the outcome analysis of health care delivery or cost-effectiveness of services;
2. Use basic principles of fiscal management and budgeting, and health economics;
4. Analyze and monitor the cost-effectiveness of clinical decisions and make recommendations for increasing the cost-effectiveness of care;
5. Make high quality, cost-effective choices in the use of health care resources;
6. Demonstrate fiscal accountability for one’s own practice while providing quality care; and
7. Develop a budget and manage resources, including knowing when to seek the services of external resources such as a lawyer or practice consultant.

III. Ethics
1. Identify and analyze common ethical dilemmas and the ways in which these dilemmas impact on patient care;
2. Evaluate ethical methods of decision making and engage in an ethical decision making process;
3. Evaluate ethical decision making from both a personal and organizational perspective and develop an understanding of how these two perspectives may create conflicts of interest;
4. Identify areas in which a personal conflict of interest may arise; propose resolutions or actions to resolve the conflict;
5. Understand the purpose of an ethics committee’s role in health care delivery systems; serve on an ethics committee; and
6. Assume accountability for the quality of one’s own practice.
IV. Professional Role Development

1. Communicate with other health care professionals; develop and work in collaborative and interdependent relationships;
2. Assume the role of advocate for consumers and change agent within the health care system;
3. Actualize/implement the advanced practice roles of teacher, researcher, advocate, clinician, consultant, collaborator, and manager of systems;
4. Negotiate one’s roles within the practice system;
5. Effect change within the health care system, not merely react to changes brought on by others—monitor changes that are occurring within the health care system, through both internal and external forces, and make appropriate changes in order to improve the system, the delivery of health care, and health care outcomes;
6. Articulate the differentiated advanced practice nurse roles, such as the current roles of the nurse practitioner, clinical nurse specialist, nurse anesthetist, or certified nurse-midwife, to other health professionals, policy makers, and consumers; and
7. Advocate for the nursing profession and actively recruit potential students into the profession.

V. Theoretical Foundations of Nursing Practice

1. Critique and evaluate a variety of theories from nursing and related fields;
2. Apply and utilize appropriate theories from nursing and related fields to provide high quality health care to clients; and
3. Understand the health care delivery system in which they practice through the application of appropriate theories.

VI. Human Diversity and Social Issues

1. Perform a community assessment, utilizing appropriate epidemiological principles;
2. Differentiate and compare the wide range of cultural norms and health care practices of groups of varied racial and ethnic backgrounds;
3. Define, design, and implement culturally competent health care;
4. Ensure that systems meet the needs of the population(s) served and are culturally relevant;
5. Recognize the variants in health, including physiological variations, in a wide range of cultural, racial, ethnic, age and gender groups that may influence the assessment and plan of care; and
6. Practice in collaboration with a multicultural work force.

VII. Health Promotion and Disease Prevention
1. Use epidemiological, social, and environmental data to draw inferences regarding the health status of client populations, i.e., individuals, families, groups, and communities;
2. Develop and monitor comprehensive, holistic plans of care that address the health promotion and disease prevention needs of client populations;
3. Incorporate theories and research in generating teaching and counseling strategies to promote and preserve health and healthy lifestyles in client populations;
4. Foster a multidisciplinary approach to discuss strategies and garner multifaceted resources to empower client populations in attaining and maintaining maximal functional wellness;
5. Influence regulatory, legislative, and public policy in private and public arenas to promote and preserve healthy communities.

**Advanced Practice Nursing Core Curriculum**

**I. Advanced Health/Physical Assessment**
1. Demonstrate sound critical thinking and clinical decision making;
2. Develop a comprehensive data base, including complete functional assessment, health history, physical examination, and appropriate diagnostic testing;
3. Perform a risk assessment of the client including the assessment of lifestyle and other risk factors;
4. Identify signs and symptoms of common emotional illnesses;
5. Perform basic laboratory tests and interpret other laboratory and diagnostic data;
6. Relate assessment findings to underlying pathology or physiologic changes;
7. Establish a differential diagnosis based on the assessment data; and
8. Develop an effective and appropriate plan of care for the client which takes into consideration life circumstances and cultural, ethnic, and developmental variations.

**II. Advanced Physiology and Pathophysiology**
1. Compare and contrast physiologic changes over the life span;
2. Analyze the relationship between normal physiology and pathological phenomena produced by altered states across the life span;
3. Synthesize and apply current research-based knowledge regarding pathological changes in selected disease states;
4. Describe the developmental physiology, normal etiology, pathogenesis, and clinical manifestations of commonly found/seen altered health states; and
5. Analyze physiologic responses to illness and treatment modalities.

**III. Advanced Pharmacology**
1. Comprehend the pharmacotherapeutics of broad categories of drugs;
2. Analyze the relationship between pharmacologic agents and physiologic/pathologic responses;
3. Understand the pharmacokinetics and pharmacodynamics of broad categories of drugs;
4. Understand the motivations of clients in seeking prescriptions and the willingness to adhere to prescribed regimens;
5. Safely and appropriately select pharmacologic agents for the management of client health problems based on client variations, the problem being managed, and cost effectiveness;
6. Provide comprehensive and appropriate client education in relation to prescribed pharmacologic agents;
7. Analyze the effects of single and multiple drug regimens on the client’s health and functioning;
8. Understand the variety of state legal requirements for advanced practice nursing prescriptive authority; and
9. Fulfill legal requirements for writing prescriptions as an advanced practice nurse in the appropriate state.

National Organization of Nurse Practitioner Faculties Domains and Core Competencies of Nurse Practitioner Practice

I. Management of Patient Health/Illness Status
1. Provides health promotion services
2. Provides disease prevention services
3. Provides health protection interventions
4. Provides anticipatory guidance
5. Provides counseling
6. Promotes healthy environments
7. Incorporates community needs, strengths, and resources into practice
8. Applies principles of epidemiology and demography in clinical practice
9. Demonstrates critical thinking and diagnostic reasoning skills in clinical decision making
10. Obtains a health history from the patient
11. Performs a physical examination
12. Differentiates between normal, variations of normal and abnormal findings
13. Employs screening and diagnostic strategies
14. Analyzes data to determine health status
15. Develops differential diagnosis
16. Formulates a diagnosis
17. Prioritizes health needs/problems
18. Formulates an evidence-based action plan
19. Initiates therapeutic interventions
20. Manages the health/illness status over time
21. Prescribes medications within legal authorization
22. Counsels the patient on the use of complementary/alternative therapies
23. Evaluates outcomes of care
24. Communicates effectively using professional terminology, format, and technology
25. Provides for continuity of care

II. The Nurse Practitioner-Patient Relationship
1. Attends to the patient’s responses to changes in health status and care
2. Creates a climate of mutual trust
3. Provides comfort and emotional support
4. Applies principles for behavioral change
5. Preserves the patient’s control over decision making
6. Negotiates a mutually acceptable plan of care
7. Maintains confidentiality and privacy
8. Respects the patient’s inherent worth and dignity
9. Uses self-reflection to further a therapeutic relationship
10. Maintains professional boundaries

III. The Teaching-Coaching Function
1. Assesses the patient's educational needs
2. Creates an effective learning environment
3. Designs a personalized plan for learning
4. Provides health education
5. Coaches the patient for behavioral changes
6. Evaluates the outcomes of patient education

IV. Professional Role
1. Demonstrates evidence-based approaches to care
2. Delivers safe care
3. Functions in a variety of roles
4. Communicates personal strengths and professional limits
5. Advocates for the advanced practice role of the nurse
6. Markets the nurse practitioner role
7. Participates as a member of health care teams
8. Collaborates with other health care providers
9. Consults with other health care providers
10. Advocates for the patient
11. Acts ethically
12. Incorporates current technology
13. Evaluates implications of health policy
14. Participates in policy making activities
15. Provides leadership
16. Accepts personal responsibility for professional development

V. Managing and Negotiating Health Care Delivery Systems
1. Incorporates access, cost, efficacy and quality when making care decisions
2. Demonstrates current knowledge of health care system financing as it affects delivery of care
3. Analyzes organizational structure, functions, and resources to affect delivery of care
4. Practices within an authorized scope of practice
5. Applies business strategies
6. Evaluates the impact of the health care delivery system on care.
7. Participates in all aspects of community health programs
8. Advocates for policies that positively affect health care
9. Negotiates legislative change to influence health care delivery systems
VI. Monitoring and Ensuring the Quality of Health Care Practice

1. Monitors quality of care
2. Assumes accountability for practice
3. Engages in continuous quality improvement

VII. Culturally-Sensitive Care

1. Prevents personal biases from interfering with the delivery of quality care
2. Provides culturally sensitive care
3. Assists patients of diverse cultures to access quality care
4. Incorporates cultural preferences, values, health beliefs and behaviors into the management plan
5. Assists patients and families to meet their spiritual needs
6. Incorporates patient’s spiritual beliefs in care

Core Competencies of Nurse Educators with Task Statements

I. Competency 1 – Facilitate Learning

Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes. To facilitate learning effectively, the nurse educator:

A. Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context
B. Grounds teaching strategies in educational theory and evidence-based teaching practices
C. Recognizes multicultural, gender, and experiential influences on teaching and learning
D. Engages in self-reflection and continued learning to improve teaching practices that facilitate learning
E. Uses information technologies skillfully to support the teaching-learning process
F. Practices skilled oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts
G. Models critical and reflective thinking
H. Creates opportunities for learners to develop their critical thinking and critical reasoning skills
I. Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students
J. Demonstrates interest in and respect for learners
K. Uses personal attributes (e.g., caring, confidence, patience, integrity and flexibility) that facilitate learning
L. Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments
M. Maintains the professional practice knowledge base needed to help learners prepare for contemporary nursing practice
N. Serves as a role model of professional nursing

II. Competency 2 – Facilitate Learner Development and Socialization
Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role. To facilitate learner development and socialization effectively, the nurse educator:

A. Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second degree learners
B. Provides resources to diverse learners that help meet their individual learning needs
C. Engages in effective advisement and counseling strategies that help learners meet their professional goals
D. Creates learning environments that are focused on socialization to the role of the nurse and facilitate learners’ self-reflection and personal goal setting
E. Fosters the cognitive, psychomotor, and affective development of learners
F. Recognizes the influence of teaching styles and interpersonal interactions on learner outcomes
G. Assists learners to develop the ability to engage in thoughtful and constructive self and peer-evaluation
H. Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy

III. Competency 3 – Use Assessment and Evaluation Strategies

Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning. To use assessment and evaluation strategies effectively, the nurse educator:

A. Uses extant literature to develop evidence-based assessment and evaluation practices
B. Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains
C. Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals
D. Uses assessment and evaluation data to enhance the teaching-learning process
E. Provides timely, constructive, and thoughtful feedback to learners
F. Demonstrates skill in the design and use of tools for assessing clinical practice

IV. Competency 4 – Participate in Curriculum Design and Evaluation of Program Outcomes

Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment. To participate effectively in curriculum design and evaluation of program outcomes, the nurse educator:
A. Ensures that the curriculum reflects institutional philosophy and mission, current nursing and health care trends, and community and societal needs so as to prepare graduates for practice in a complex, dynamic, multicultural health care environment
B. Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies
C. Bases curriculum design and implementation decisions on sound educational principles, theory, and research
D. Revises the curriculum based on assessment of program outcomes, learner needs, and societal and health care trends
E. Implements curricular revisions using appropriate change theories and strategies
F. Creates and maintains community and clinical partnerships that support educational goals
G. Collaborates with external constituencies throughout the process of curriculum revision
H. Designs and implements program assessment models that promote continuous quality improvement of all aspects of the program

V. Competency 5 - Function as a Change Agent and Leader

Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice. To function effectively as a change agent and leader, the nurse educator:

A. Models cultural sensitivity when advocating for change
B. Integrates a long-term, innovative, and creative perspective into the nurse educator role
C. Participates in interdisciplinary efforts to address health care and educational needs locally, regionally, nationally, or internationally
D. Evaluates organizational effectiveness in nursing education
E. Implements strategies for organizational change
F. Provides leadership in the parent institution as well as in the nursing program to enhance the visibility of nursing and its contributions to the academic community
G. Promotes innovative practices in educational environments
H. Develops leadership skills to shape and implement change

VI. Competency 6 - Pursue Continuous Quality Improvement in the Nurse Educator Role

Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential. To pursue continuous quality improvement in the nurse educator role, the individual:

A. Demonstrates a commitment to life-long learning
B. Recognizes that career enhancement needs and activities change as experience is gained in the role
C. Participates in professional development opportunities that increase one’s effectiveness in the role
D. Balances the teaching, scholarship, and service demands inherent in the role of educator and member of an academic institution
E. Uses feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness
F. Engages in activities that promote one’s socialization to the role
G. Uses knowledge of legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment
H. Mentors and supports faculty colleagues

VII. Competency 7 – Engage in Scholarship

Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity. To engage effectively in scholarship, the nurse educator:

A. Draws on extant literature to design evidence-based teaching and evaluation practices
B. Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role
C. Designs and implements scholarly activities in an established area of expertise
D. Disseminates nursing and teaching knowledge to a variety of audiences through various means
E. Demonstrates skill in proposal writing for initiatives that include, but are not limited to, research, resource acquisition, program development, and policy development
F. Demonstrates qualities of a scholar: integrity, courage, perseverance, vitality, and creativity

VIII. Competency 8 – Function within the Educational Environment

Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social and economic forces impact their role. To function as a good “citizen of the academy,” the nurse educator:

A. Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues
B. Identifies how social, economic, political, and institutional forces influence higher education in general and nursing education in particular
C. Develops networks, collaborations, and partnerships to enhance nursing’s influence within the academic community
D. Determines own professional goals within the context of academic nursing and the mission of the parent institution and nursing program
E. Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers
F. Incorporates the goals of the nursing program and the mission of the parent institution when proposing change or managing issues
G. Assumes a leadership role in various levels of institutional governance
H. Advocates for nursing and nursing education in the political arena
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Developed: Fall, 2001; Revised: Spring, 2002; 2004; May, 2007
Midwestern State University
College of Health Sciences and Human Services
Graduate Nursing Program
Research Paper / Thesis Process

The graduate student in the MSN program in the John and Nevils Wilson School of Nursing at MSU will complete either a thesis or a research paper. The purpose of these two options, the processes for the options, and the procedure for Human Subjects Review Committee are presented in this document.

**Purpose of the Research Paper:** The Research Paper offers the opportunity to (1) access and critically review current and relevant literature regarding a specific problem through (2) the lens of a theoretical framework and to (3) develop a research-based answer to questions identified in nursing practice. Stetler’s Model of Research Utilization was used by the faculty to develop the guidelines for the research paper. The outcome will be (1) an article ready for publication, (2) a seminar, workshop, or other presentation, (3) clinical protocol, (4) program ready for implementation, or (5) another method that is proposed by the graduate student and accepted by the Graduate Advisory Committee. The Research Paper and the related defense (Oral Comprehensive Examination) offer the opportunity to demonstrate the ability to write about and communicate orally the work done. (AACN Essentials for Master’s Education)

**Purpose of the Thesis:** The Thesis offers the opportunity to (1) access and critically review current and relevant literature regarding a specific research question through (2) the lens of a theoretical framework, (3) design and complete a research project, and (4) determine how the findings from the study will improve nursing practice. The master’s thesis does not have to be independent or original research, but should be the new application of ideas. The Thesis and the related defense (Oral Comprehensive Examination) offer the opportunity to demonstrate the ability to write about and communicate orally the work done. (AACN Essentials for Master’s Education)

**Process:**

**A. Selecting the Graduate Advisory Committee (GAC)**

The GAC is to be composed according to the following guidelines.

1. Committee for Thesis: Thesis committees must be composed of three members. The chair of the thesis committee must hold a doctoral degree and be a member of the MSU Nursing Faculty who has been appointed to the MSU graduate faculty. The other committee members may be selected from a list of Graduate Council approved nursing faculty at MSU. One member of the committee may also be selected from MSU graduate faculty outside the School of Nursing, when that faculty member brings specific expertise to the study. A community member who holds a doctoral degree may be the third person if approved by the Graduate Council. Other community experts may serve as ad hoc members of the committee. If selecting a community member, the student must submit a memorandum explaining the rationale for selecting this individual along with a curriculum vita or resume from this community member. Typically a community member is selected when they hold expertise in the subject matter of the thesis.

2. Committee for Research Paper: Research paper committees must be composed of three members. The chair of the research paper committee must hold a graduate degree and be a member of the MSU Nursing Faculty who has been approved by the MSU graduate faculty. All
committee members must be selected from a list of Graduate Council approved faculty and/or community members. A community member who holds a graduate degree and has expertise in the topic area may be the third person if approved by the Graduate Council. If selecting a community member, the student must submit a memorandum explaining the rationale for selecting this individual along with a curriculum vita or resume from this community member.

**B. Initiating the Process**

1. The student will initiate the “Graduate Advisory Committee (GAC) Approval Form” (Attachment A to Appendix A) and obtain the signatures of the committee members and the Program Coordinator, then return the document to the Chair of the Wilson School of Nursing.

**C. Enrollment in Thesis or Research Courses**

The prerequisites for enrolling in NURS 6883 Research Paper or NURS 6983 Thesis are NURS 5103 Theoretical Foundations and NURS 5023 Research in Nursing. Following successful completion of these two courses the student may enroll. The student may not enroll without the consent of the faculty member to chair his/her committee.

**Thesis:** The student will enroll in **NURS 6983 Thesis I** for the initial semester, and will enroll in **NURS 6993 Thesis II** for the second and subsequent semesters of thesis work. The student must remain enrolled through successful completion of the thesis defense /oral comprehensive examination.

**Research Paper:** The student will enroll in **NURS 6883 Research Paper I** for the initial semester, and will enroll in **NURS 6893 Research Paper II** for the second and subsequent semesters of research paper work. The student must remain enrolled through successful completion of the research paper defense /oral comprehensive examination.

**D. Developing the Prospectus**

1. Once the Graduate Advisory Committee (GAC) is formed, the chair person the student may call a meeting of the committee to discuss the project for the purposes of gaining insight from all perspectives and to facilitate the development of the prospectus.

2. The student will work with the GAC to develop the ten (10) page prospectus, not inclusive of title page or references. The GAC chair may approve a longer prospectus in consultation with other committee members.

3. When the student and the Chair of the GAC agree that the prospectus is ready to be forwarded to the committee, the student will distribute the prospectus electronically or on paper (committee members’ preference) to the second and third committee members and set the date for the presentation of the prospectus to the committee. This date will be not less than 10 working days after receipt of the prospectus by the committee members. The graduate student is responsible for finding a common date and time and scheduling the room for the defense.

4. The presentation of the prospectus is considered a **working session to finalize plans** for the research paper / thesis. Changes should be expected, based on scholarly dialogue that will occur during the defense meeting.

5. Presentation of the research paper / thesis prospectus:
a. The student will make a formal presentation of the prospectus (approximately 30 minutes).
b. The GAC members will engage in scholarly discussion with the graduate student until all
questions, comments, or ideas about the prospectus have been satisfactorily addressed.
c. GAC committee members will discuss the presentation privately.
d. The student will be invited to return to the room and will learn the decision of the committee
members regarding the prospectus.
e. The graduate student will be given committee members’ written feedback at the conclusion of
the presentation.
f. The chair of the GAC and the graduate student will meet to develop a plan for completion.

6. Outcomes of the prospectus presentation may be:
a. Approval (all committee members sign approval) (Attachment B).
b. Conditional Approval (with substantive changes -committee may sign or not, depending on the
decision of the committee – committee members may request the prospectus to read once the
changes have been made).
c. Approval Withheld (work is not yet ready to be approved, a second presentation will be
needed).

7. GAC approval of the prospectus constitutes an agreement between the student and the GAC.
Any substantive change will require approval by the GAC.

E. Development and Defense of the Research Paper or Thesis

1. The student will meet with the GAC as the research paper is developed and written. The Chair
will assure that the University Human Subjects Committee (HSRC) forms are completed and
approved by the University Human Subjects Committee. A copy of the approval letter must be
attached to the paper/thesis as an appendix.

2. Once the research paper/thesis has been completed and the Chair of the GAC and the graduate
student are satisfied that it is ready to be sent to the other two committee members, the student
will deliver the completed research paper / thesis to the members of the GAC either electronically
or on paper (committee members’ preference).

3. The defense of the research paper / thesis will constitute the Oral Comprehensive
Examination, and can be scheduled for any date later than 10 business days after the delivery of
the research paper to committee members. The graduate student is responsible for finding a
common date and time and scheduling the room for the defense. Each member will complete a
critique of the defense (Attachment C). If the defense is successful the Chair will submit a report
to the registrar (Attachment D).

4. When the paper of thesis is approved by committee members, the “signature page”
(Attachment E/F) will be signed by committee members and forwarded to the Chair of Nursing
and the Dean of HSHS and Dean of graduate studies. A copy of the paper/thesis must be
attached.

5. FOR GRADUATING STUDENTS: The defense of the research paper / thesis should occur
not less than 30 calendar days prior to the end of the semester. The Research Paper must be given
to the GAC members not less than 45 calendar days prior to the end of the semester. The approval
page must be submitted to the Dean for approval signature not less than 21 days prior to the end
of the semester. These deadlines are necessary to make preparations for graduation (see course
schedule for semester deadlines).
   a. The student will make a formal presentation of the research paper / thesis (approximately 30 - 45 minutes).
   b. If the defense is opened to those outside the committee, questions will be entertained by the graduate student (10 minutes), after which the guests will leave the room.
   c. The GAC members will engage in scholarly discussion with the graduate student until members’ questions about the study are satisfactorily addressed.
   d. The committee members will confer in private, with the graduate student being excused.
   e. The student will be invited to return to the room and will learn the decision of the committee members regarding the research paper / thesis.
   f. In the event that committee members have significant concerns, the defense may be changed to a working session. If this occurs, the defense will be rescheduled.
   g. A discrepancy of more than five points among GAC member’s total scores will initiate a discussion among GAC members with an emphasis on inter-rater reliability. In the event that agreement is not reached, the student’s score will be determined by averaging the scores from the three GAC member’s critiques.

7. The outcomes of the defense may be:
   a. Approval with editorial changes (all committee members sign approval) (Attachment C).
   b. Conditional Approval with substantive changes (committee members may request to read the final paper).
   c. Approval Denied (work is not yet ready to be approved; a second defense will be needed).
   Note: a research paper or thesis may only be defended twice.

8. Requirements for university thesis submission are found in the graduate handbook. Once approved by the GAC, research papers will be submitted to the Nursing Programs secretary for binding. Students must pay for binding at the time of submission.
Attachment A
Midwestern State University
Wilson School of Nursing
Graduate Nursing Program

Graduate Advisory Committee Appointment

Administrative Approval Form

Student: _____________________________________________________

Option (Check one): ☐ Thesis ☐ Research Paper

Proposed Topic: _______________________________________________

Committee Members:   ___________________________________

Chairperson, Graduate Advisory Committee

Member, Graduate Advisory Committee

Member, Graduate Advisory Committee

GAC Composition Approval:

Chair, Wilson School of Nursing ___________________________ Date _____________

Cc: GAC Chairperson
    Chair, Wilson School of Nursing
    Student File
    Student
Attachment B
Midwestern State University
Graduate Nursing Program

Prospectus Approval and Admission to Candidacy

Student: _______________________________________________

Option (Check one): ☐ Thesis ☐ Research Paper

Proposed Title: ____________________________________________

Prospectus Approved and Admitted to Candidacy _______________

Committee Members:   ___________________________________

Chairperson, Graduate Advisory Committee

Member, Graduate Advisory Committee

Member, Graduate Advisory Committee

Administrative Approval:

Dean, College of Health Sciences and Human Services Date

Chair, Nursing Department Date

Cc: GAC Chairperson
Chair, Nursing Department
Graduate Coordinator
Student File
Student

Attachment C
A minimum score of 80% is required to pass the Oral Comprehensive Examination.

<table>
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<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Student Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulates a synthesis of the current research literature relevant to the research paper / thesis</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><em>Comments:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of the research process (either through critique of literature or through application in the thesis)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><em>Comments:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrates theory, research, and practice in written paper and oral presentation</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><em>Comments:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages in scholarly discussion with the Graduate Advisory Committee regarding the research paper / thesis</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><em>Comments:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis / research paper makes a substantive contribution to nursing at the post-graduate level.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><em>Comments:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product (thesis, article, presentation, etc.) is representative of post-graduate work and is ready for implementation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><em>Comments:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates oral presentation skills appropriate for the post-graduate nurse</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><em>Comments:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents information about the research paper / thesis using professional visual media</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><em>Comments:</em></td>
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*Comments:*

GAC Member Signature: ____________________________
Report of the Comprehensive Examination

To: Dr. Sportsman

From: Chair, Graduate Advisory Committee

Re: Student Name

The report of the comprehensive examination for the above named graduate student is attached. The student has successfully completed the comprehensive examination, and is recommended to you for degree completion.

Completion: ____________________________ Date

Committee Members: _____________________________________________

__________________________ Chairperson, Graduate Advisory Committee

__________________________ Member, Graduate Advisory Committee

__________________________ Member, Graduate Advisory Committee

Administrative Acknowledgement:

__________________________ Chair, Wilson School of Nursing Date

__________________________ Dean, College of Health Sciences and Human Services Date
Attachment E
Midwestern State University
Wilson School of Nursing
Graduate Nursing Program

>Title>

A Research Paper

By

<Student Name>

APPROVED:

_______________________________________
Chair, Graduate Advisory Committee

_______________________________________
Member, Graduate Advisory Committee

_______________________________________
Member, Graduate Advisory Committee

Chair, Wilson School of Nursing _______________________
Date

Dean, College of Health Sciences and Human Services _______________________
Date

Dean, Graduate Studies _______________________
Date
GUIDELINES FOR THE RESEARCH PAPER PROSPECTUS AND FINAL PAPER

Information pertaining to the prospectus is bold and italicized.

Research Paper Approval Form with Signatures
Dedication (if any)
Research Paper Title Page
Acknowledgements (if any)
Table of Contents (including appendices)
List of Tables
List of Figures
Abstract

Chapter One: Introduction
1. Overview of the Issue of Concern.
2. Author’s Involvement (Why is this issue important to the author?)
3. Background and Significance (Why is this issue important to nursing at the postgraduate level?)

Chapter Two: Integrative Review of the Research Literature
*For the prospectus*, provide an overview of articles that provide a strong basis for the proposed project. Identify the initial conclusions that can be drawn from the abbreviated review of literature. *In the final research paper*, the exhaustive review of literature will be fully reported, comparison of strong research articles will be made, and final conclusions will be drawn.

Chapter Three: Identification and Feasibility of the Project
1. Purpose
2. Conceptual / Theoretical Framework The conceptual / theoretical framework used for guiding the research utilization project will be identified and a brief overview will be written. The student may create their own conceptual framework.
3. Rationale for Implementing the Project (Why is it needed? How likely is it that the project could come to fruition? For an article, an inquiry letter could be used; for a clinical protocol, the author could investigate whether one exists and whether it is research-based if one does exist; for a continuing education presentation, the author could identify why there would be a need for such a presentation through use of QA/CQI data, etc; for a program, the author could investigate the need for the program through a needs assessment; this list is not meant to be exhaustive)

Chapter Four: Methodology and Implementation
This list is not intended to be either exhaustive or mandated. The GAC, in collaboration with the student have the latitude to eliminate items or add items as appropriate to the approved project.
1. Objectives for the Project (Identify the objectives that will be met through the project)
2. Setting (Where will this project be implemented?)
3. Stakeholders (Who will be involved in the implementation? Who will be the advocates? Who will be the opponents?)
4. Impact (Driving and Restraining Forces; Advantages / Disadvantages; Cost / Benefit Ratios)
5. Timeframe (For development, implementation, and evaluation)
6. Authority for Approval (Who holds the authority to approve or disapprove the project?)
7. Budget (If costs are involved, what is the funding plan?)
8. Processes for implementation (e.g. for continuing education projects, the TNA CE process is required; for articles for publication, the author guidelines and process for submission should be followed; etc.)
9. Method(s) for Evaluation (How will the effectiveness of the project be evaluated?)
Chapter Five: The Research Utilization Project

1. **Description of the Process of Project Development and Implementation** (describe the process of development including unexpected occurrences, barriers, breakthroughs).

2. **Project Evaluation** (Present data from project evaluation including an analysis e.g. was the project successful? Why or why not? What changes would be recommended in retrospect?)

3. **Discussion and Conclusion** (a) Present current literature on concepts/findings that emerged from the project not included in Chapter 2 Review of the Literature Review; (b) Discuss relevance to the nursing profession, (c) Recommendations for improvement of the process, and (d) Recommendations for future research or research utilization based on evaluation of this project.

*For the prospectus* this chapter is not addressed.

**Note:** Include the Research Utilization Project as an Appendix (for example, the article formatted for publication in the designated journal, complete with cover letter, the clinical protocol complete with attendant forms/policies/procedures, the PowerPoint slides for a continuing education program, full documentation for a new program (includes policies/procedures, participation criteria, or other documents used))

**Additional Components**

References
Appendices
Attachment H
Midwestern State University
Graduate Nursing Program

QUALITATIVE THESIS / PROSPECTUS GUIDELINES

INFORMATION PERTAINING TO THE PROSPECTUS IS BOLD AND ITALICIZED

Thesis Approval Form with Signatures
Dedication (if any)
Thesis Title Page
Acknowledgements (if any)
Table of Contents (including appendices)
List of Tables
List of Figures
Abstract

THESIS CONTENT

Chapter I: Introduction
The introduction to the thesis provides the reader with an understanding of the phenomena being studied, its significance to the nursing profession, and the research question. The thesis should address the following areas fully:
1. Identification of the phenomena of interest
2. Description of the author’s interest in the phenomena
3. Identification of the purpose of the study
4. Identification of the research question
5. Sensitizing definitions of the concepts surrounding the phenomena
6. Description of the significance of the study to the nursing profession
7. Identify assumptions and limitations (please note that the design or paradigm cannot be a limitation, so do not identify small sample size associated with qualitative research as a limitation)

For the prospectus, each of these areas should be addressed briefly, whereas they will be further explicated in the thesis itself.

Chapter II: Integrative Review of the Research Literature
For the prospectus, provide an overview of articles that provide a strong basis for the proposed project. Identify the initial conclusions that can be drawn from the abbreviated review of literature. In the final research paper the exhaustive review of literature will be fully reported, comparison of strong research articles will be made, and final conclusions will be drawn.

Chapter III: Methods
This chapter provides the reader with an understanding of how the study was conducted including:
1. Introductory paragraph outlining the material that will be included in the chapter
2. Overview of the qualitative paradigm through which the phenomena has been studied, including the philosophical background of the paradigm
3. Description of the setting
4. Description of the researcher’s process for gaining access to the population
5. Criteria for inclusion in the study
6. Plan for data collection and analysis
7. Presentation of ethical considerations
   a. Describe the review process that was used
   b. Discuss the risks and benefits, and identify steps taken to minimize any risks
c. Place examples of cover letter(s) and/or consent forms in Appendices

*For the prospectus, each of these areas will be touched upon, with the exclusion of an introductory paragraph. The qualitative paradigm to be used should be identified and discussed briefly, saving the philosophical background for the thesis itself. The human subjects’ forms should be completed and submitted with the prospectus. In the thesis, this chapter is to be written in past tense to reflect the completion of the study.*

**Chapter IV: Results**

The results chapter is written upon completion of the study, and provides the reader with a full description of the findings of the study. This chapter will include:

1. An introductory paragraph to overview areas discussed in the chapter
2. Description of the sample characteristics
3. Description of data analysis procedures
4. Results for each research question(s), reported according to the paradigm used: themes that emerged, propositions or theories that emerged, etc. The author should write this section using thick, rich description including quotations that explicated the themes or categories
5. Additional findings that are not related to the research question(s).

*The prospectus does not address this chapter. In the thesis, this chapter is to be written in past tense to reflect completion of the study and analysis of data.*

**Chapter V: Discussion**

This chapter provides the reader with an understanding of how the researcher interprets the findings, implications for further study, additional review of the literature that was done upon completion of the study to address emerging concepts, and relevance to the profession of nursing. It should address these areas:

1. Introductory paragraph
2. Interpretation of findings
3. Literature review for concepts that emerged during the study and were not addressed in the original review of literature
4. Relevance of findings to the nursing profession
5. Identification of specific recommendations for additional research

*The prospectus does not address this chapter.*

References
Appendices
Abstract
Attachment I
Midwestern State University
Graduate Nursing Program
QUANTITATIVE THESIS / PROSPECTUS GUIDELINES
INFORMATION PERTAINING TO THE PROSPECTUS IS BOLD AND
ITALICIZED

Thesis Approval Form with Signatures
Dedication (if any)
Thesis Title Page
Acknowledgements (if any)
Table of Contents (including appendices)
List of Tables
List of Figures
Abstract

THESIS CONTENT

Chapter I: Introduction
The introduction to the thesis provides the reader with an understanding of the problem being studied, its significance to the nursing profession, and the research question(s) and hypotheses.
The thesis should address the following areas fully:
1. Background and significance of the problem
2. Statement of the purpose of the study
3. Clear delineation of the research question(s) and / or hypothesis (es)
4. Definitions of major variables or concepts, both theoretical and operational
5. State major assumptions, limitations, and delimitations
For the prospectus, each of these areas should be addressed briefly, whereas they will be further explicated in the thesis itself.

Chapter II: Integrative Review of the Literature
For the thesis, write an introductory paragraph that identifies the areas that will be addressed.
These areas should contain at a minimum the research literature regarding the theoretical framework and the variables being studied. Each of these areas should be addressed under its own subheading. Tables may be used if their use facilitates comparison of the research findings; however tables are not substitutes for discussion of the research literature. The following areas of the research literature are to be discussed under each subheading:
1. Comparison of the Quantitative Research Literature: Compare the research articles to one another, looking for points of agreement and disagreement – paying attention to author/purpose of the study and its significance to nursing, major findings, populations, independent and dependent variables, measurement tools, data analysis, rigor of the study, significance, and effect size)
2. Comparison of the Qualitative Research Literature: Compare the research articles to one another, looking for points of agreement and disagreement – paying attention to author, purpose of the study and its significance to nursing, research questions, qualitative paradigm used, aspects of rigor, and themes that emerge.
3. Synthesis of the Relevant Literature: Integrated discussion of the major findings and their application to an issue of significance to nursing. Consolidate major areas of agreement and disagreement from both the quantitative and qualitative literature relevant to the student’s project. Discuss ways in which the qualitative and quantitative research confirms or contradicts each other.
4. Summary: Discuss the existing state of the literature, identify gaps in the knowledge base, and make a link to your study.
For the prospectus, overview the top four to six articles that have been identified as strong pieces of research and that provide a basis for the proposed project. Identify the initial conclusions that can be drawn from the abbreviated review of literature.

In the research paper the review of literature will be fully reported, comparison of strong research articles will be made, and final conclusions will be drawn. For the thesis, an exhaustive review of the literature is required.

Chapter III: Methods and Procedures
This chapter provides the reader with an understanding of how the study was conducted, including:
1. Introductory paragraph outlining the material that will be included in the chapter.
2. Description of the research design
3. Description of the setting
4. Discussion of the measurement methods
   a. Describe each measurement tool, its scoring, and level of data provided
   b. Attach copies of all measurement instruments in Appendices
   c. Attach letters of permission to use measurement instruments in Appendices
   d. Discuss evaluation of validity and reliability of each measurement tool
5. Discussion of procedures
   a. Explain in detail treatments used
   b. Provide step-by-step description of procedures
   c. Place samples of data collection forms in the Appendices
6. Discussion of the proposed methods of data analysis
   a. Statistical testing proposed for each question and/or hypothesis
   b. Plans for data management (use of computerized statistical program?)
   7. Presentation of ethical considerations
      a. Describe the review process that was used
      b. Discuss the risks and benefits, and identify steps taken to minimize any risks
      c. Place examples of cover letter(s) and/or consent forms in Appendices
8. Discussion of limitations

For the purpose of the prospectus, the research design, setting, measurement methods, procedures, proposed methods of data analysis, ethical considerations, and limitations will be described concisely in adequate detail to provide the Graduate Advisory Committee with an understanding of how the study is proposed to be implemented. This chapter in the thesis is to be written in past tense to reflect completion of the study.

Chapter IV: Results
The results chapter is written upon completion of the study, and provides the reader with a full description of the findings of the study. This chapter will include:
1. Introductory paragraph outlining the material that will be included in the chapter
2. Description of the sample characteristics reflected in the data
3. Description of the results of statistical analysis for each research question or hypothesis

The prospectus does not address this chapter. This chapter in the thesis is to be written in past tense to reflect completion of the study.

Chapter V: Discussion
This chapter provides the reader with an understanding of how the researcher interprets the findings, implications for further study, and relevance to the nursing profession. This chapter should address these areas:
1. Introductory paragraph
2. Interpretations of major findings
3. Discuss conclusions
4. Relevance of findings to the nursing profession
5. Identification of specific recommendations for additional research
6. Conclusion

*The prospectus does not address this chapter.*

References
Appendices
Abstract
RESEARCH PAPER TITLE ALL CAPS
A Research Paper
Presented to
The Faculty of the
Wilson School of Nursing
College of Health Sciences and Human Services
In partial Fulfillment
Of the Requirements for the Degree
Master of Science in Nursing
By
Student’s Name
Date
Attachment K

THESIS TITLE
A Thesis
Presented to
The Faculty of the
Wilson School of Nursing
College of Health Sciences and Human Services
In partial Fulfillment
Of the Requirements for the Degree
Master of Science in Nursing
By
Student’s Name
Date