Orvis School of Nursing

Master of Science in Nursing Program

Graduate Student Handbook
**General Note**

It is important for graduate students to be aware of the University’s and Graduate School’s policies and procedures for graduate programs and to understand the policies relevant to their program contained in the General Catalog. For more information about UNR’s Graduate School, visit their website at: [http://www.unr.edu/grad/](http://www.unr.edu/grad/) The following are the key points from Graduate School materials, plus additional guidelines relevant to the MSN program. Most of this information is also included in the General Catalog. It is the student’s responsibility to be aware of and meet all requirements. Refer to University and Graduate School policies and procedures if there are any discrepancies noted in the MSN handbook.

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Mission
The mission of the Orvis School of Nursing at the University of Nevada, Reno is to prepare individuals for both entry level and advanced nursing roles by providing excellent academic programs integrating recognized educational standards. The curriculum emphasizes nursing care of individuals, families & populations throughout the lifespan; among diverse cultures & beliefs; and across all socioeconomic groups in the context of their environments by providing a strong foundation for evidence-based practice, critical thinking, and leadership. As an essential part of its mission as a land grant institution, Orvis School of Nursing provides service to the state of Nevada and to the professional community at large.

Vision
The vision of the Orvis School of Nursing at the University of Nevada, Reno is to be a leader in quality nursing education, research and service in partnership with our community of interest, locally, statewide and worldwide.

Graduate Degree Programs
The Orvis School of Nursing (OSN) at the University of Nevada, Reno offers a Master of Science in Nursing degree with the following options: Nurse Educator, Family Nurse Practitioner, and Clinical Nurse Leader. Post-Master’s Certificates are also offered for the Nurse Educator, Family Nurse Practitioner, and Clinical Nurse Leader options. In conjunction with the School of Community Health Sciences, the OSN offers a combined degree in nursing and public health, a Master of Science in Nursing/Master of Public Health (MSN/MPH).

Once admitted to a MSN track, a student is committed to that track. Should the student wish to change or transfer to a different track than which he/she was originally admitted, the student is required to re-apply for admission to the track to which the student wants during the next application cycle. The MSN tracks are very competitive and there is no guarantee a current student will be automatically accepted to a different track through the re-admission process.

Master of Science in Nursing (MSN)
Graduate education at the MSN level prepares registered nurses for advanced practice, educator, and leadership positions in health care. MSN level study develops clinical competence and increased sophistication in exploring and identifying a theoretical framework for nursing practice. MSN education also serves as an introduction to scholarly activity for those who wish to pursue a doctoral degree in nursing. Research focuses on the search of nursing knowledge, analysis and evaluation of nursing theory, and the study of strategies for nursing application. MSN education also provides students with the opportunity to realize their creative potential and collaborate with other health care professionals in maintaining effective nursing and health care. Graduate Program Terminal Objectives are based on the revised AACN Essentials (Appendix A).
**MSN Curriculum Options**

1. **Nurse Educator**

   The Nurse Educator program integrates scientific findings, nursing and learning theories, informatics, and technology into the development and evaluation of curricula and educational programs in diverse educational settings. Graduates provide ethical, evidence-based nursing education services for multi-cultural and ethnically diverse, students, staff, families, select populations, and communities.

1-1. **Master of Science in Nursing (MSN) Educator Track**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 716 Advance Ambulatory Pharmacy</td>
<td>(1-3)</td>
</tr>
<tr>
<td>NURS 717R Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 735R Introduction to Knowledge Development and Scientific Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>NURS 736 Health Care Policy and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 737 Population/Aggregate Health Care Issues</td>
<td>3</td>
</tr>
<tr>
<td>NURS 750R Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 760R Advanced Nursing Care of Specialized Populations</td>
<td>6</td>
</tr>
<tr>
<td>NURS 780 Curriculum Development and Evaluation in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 781 Instructional Design &amp; Evaluation in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 782 Nursing Education Role Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NURS 797 Thesis (Plan A)</td>
<td>6</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 798 Professional Project/or Paper (Plan B)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 795R Comprehensive Examination</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits/Units</strong></td>
<td>37-39</td>
</tr>
</tbody>
</table>

1-2. **Post Master's Nurse Educator Certificate**

Note: This program is open to nurses with a master's degree in nursing.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 780 Curriculum Development and Evaluation in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 781 Instructional Design &amp; Evaluation in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 782 Nursing Education Role Practicum</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Credits/Units</strong></td>
<td>11</td>
</tr>
</tbody>
</table>
2-1. Family Nurse Practitioner
Upon completion of the FNP option, the graduate will:
- Function in autonomous and collaborative roles guided by appropriate nurse practice acts.
- Provide primary care to individuals, families, and communities.
- Focus on health promotion and maintenance for clients.
- Utilize the process and method of scientific inquiry in the study of nursing.
- Contribute to the development of nursing science.
- Pursue opportunities for enhancement of advance practice.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 708 Nursing Theories and Family Health Patterns</td>
<td>3</td>
</tr>
<tr>
<td>NURS 716 Advanced Ambulatory Pharmacy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 717R Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 718R Advanced Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NURS 735R Introduction to Knowledge Development and Scientific Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>NURS 736 Health Care Policy and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 737 Population/Aggregate Health Care Issues</td>
<td>3</td>
</tr>
<tr>
<td>NURS 750R Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 755 R Advanced Primary Care I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 751R Advanced Primary Care I Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NURS 756 R Advanced Primary Care II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 794R Advanced Primary Care II Practicum</td>
<td>1</td>
</tr>
<tr>
<td>NURS 757R Advanced Primary Care III</td>
<td>3</td>
</tr>
<tr>
<td>NURS 753S Advance Primary Care III Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NURS 758R Advanced Primary Care IV</td>
<td>3</td>
</tr>
<tr>
<td>NURS 754R Advanced Primary Care IV Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NURS 797 Thesis (Plan A)</td>
<td>6</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>NURS 798 Professional Project/or Paper (Plan B)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 795R Comprehensive Examination</td>
<td>1</td>
</tr>
<tr>
<td>Total Credits/Units</td>
<td>52-54</td>
</tr>
</tbody>
</table>

2-2. Post Master's Family Nurse Practitioner Certificate
Students who already have a Master of Science in Nursing may chose to complete a Post Master's FNP Certificate option. This requires completion of 39 credits. For more information about the Family Nurse Practitioner role, contact: [http://www.aanp.org/default.asp](http://www.aanp.org/default.asp) , and [http://www.nonpf.com/](http://www.nonpf.com/)

Revision: 02/24/2011
Updated: 09/17/2012
Courses | Credits
--- | ---
NURS 708 | Nursing Theories and Family Health Patterns 3
NURS 716 | Advanced Ambulatory Pharmacy 3
NURS 717R | Advanced Pathophysiology 3
NURS 718R | Health Promotion 3
NURS 750R | Advanced Health Assessment 3
NURS 755 R | Advanced Primary Care I 3
NURS 751R | Advanced Primary Care I Practicum 4
NURS 756 R | Advanced Primary Care II 2
NURS 794R | Advanced Primary Care II Practicum 1
NURS 757R | Advanced Primary Care III 3
NURS 753S | Advanced Primary Care III Practicum 4
NURS 758R | Advanced Primary Care IV 3
NURS 754R | Advanced Primary Care IV Practicum 4

Total Credits/Units 39

3. **Clinical Nurse Leader (CNL)**

- Upon completion of the Clinical Nurse Leader Track, the graduate is able to:
  - Provide evidence-based care for individuals, families, and communities
  - Focus on a specialized aggregate/population.
  - Provide care for special populations by using system analysis and quality improvement strategies.
  - Collaborate with other professionals, members of the community, and students to provide educational services related to optimal health care for individuals, families, special populations, and communities with an emphasis on health promotion and disease prevention.
  - Participate in the organization, management, and policy negotiation of healthcare delivery systems.
  - Address complex needs of persons, including the underserved, populations and communities, in the role of nurse leader.
  - Participate knowledgeably in the development, implementation, revision, and evaluation of nursing and health education programs to ensure quality education services in health care.
  - Participate in the development of nursing education as a science, through the use of education and nursing theories, research, and scientific processes.

3-1. **Master of Science in Nursing (MSN) Clinical Nurse Leader Track**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 716</td>
<td>Advance Ambulatory Pharmacy (1-3)</td>
</tr>
<tr>
<td>NURS 717R</td>
<td>Advanced Pathophysiology 3</td>
</tr>
<tr>
<td>NURS 735R</td>
<td>Introduction to Knowledge Development and Scientific Inquiry 3</td>
</tr>
<tr>
<td>NURS 736</td>
<td>Health Care Policy and Social Justice 3</td>
</tr>
</tbody>
</table>
### NURS 737Population/Aggregate Health Care Issues 3
NURS 750RAdvanced Health Assessment 3
NURS 746Evidence-Based Practice and Management of Clinical Outcomes 3
NURS 747Leadership Development and Care Management 3
NURS 748/PUBH753Health Informatics 3
NURS 760RAdvanced Nursing Care of Specialized Populations 6

NURS 797Thesis (Plan A) 6

OR

NURS 798Professional Project/or Paper (Plan B) AND 3
NURS 795RComprehensive Examination 1

Total Credits/Units 35-37

#### 3-2. Post Master's Clinical Nurse Leader Certificate
Note: This program is open to nurses with a master's degree in nursing.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 746 Evidence-Based Practice and Management of Clinical Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>NURS 747 Leadership Development and Care Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 748/PUBH753 Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 760R Advanced Nursing Care of Specialized Populations</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits/Units 15

### Master of Science in Nursing/Master of Public Health (MSN/MPH) Dual Degree
Dr. Stephanie DeBoor, deboors2@unr.edu 775-682-7156 or Dr. Mel Minarik, info@hhs.unr.edu/sph 775-682-7066

The Master of Science in Nursing/Master of Public Health dual degrees program provides an opportunity for nurses to gain knowledge and skills in public health, education, and community health nursing. There are three nursing options available within the combined degrees program. The first option provides the nurse with the knowledge and skills to practice in public health and to teach in schools of nursing or in health education settings. The second option provides the knowledge and skills to practice in public health and advanced community health/primary care nursing. In addition to the core courses of the MPH and MSN programs, the education option includes teaching and learning theories; curriculum development and evaluation, instructional design; and student and program evaluation. It includes a practice teaching experience in a school of nursing or an education practice setting. For the community health and primary care option, courses include knowledge and skills in advanced primary health care (FNP) practice. For the leadership care options courses include knowledge and skills in the role of clinical nurse leader. The education track courses and some of the core courses in nursing and public health are offered through WebCampus-based classes and focus on teacher-facilitated independent learning. Occasional on-campus classes are held to enhance the distance education format.

Revision: 02/24/2011
Updated: 09/17/2012
The Curriculum
There are three options within the master’s in nursing: Clinical Nurse Leader (CNL), Family Nurse Practitioner (FNP), Nurse Educator, and two options within the master’s in public health: Epidemiology and Social/Behavioral Health. Students may choose to emphasize any offered area within public health and nursing. All students must complete the MSN/MPH core courses, required for all options.

To be successful for the students, coordinated advisement between CHS and Nursing is necessary to be certain that courses are taken in the proper progression.

**MSN CORE COURSES**
Required for all MSN Options

<table>
<thead>
<tr>
<th>Required MSN Core Courses – 9 units</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 735 Introduction to Knowledge Development and Scientific Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>NURS 736 Health Care Policy and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 737 Population/Aggregate Health Care Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MPH CORE COURSES</th>
<th>Required MPH Core Courses – 16 units</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 700 Introduction to Public Health Research</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CHS 701 Social and Behavioral Health</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHS 712 MPH Epidemiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHS 725 Health and the Environment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHS 755 Health Policy and Administration</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHS 780 Biostatistics</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

| | | 16 |

**MSN – Nurse Educator Option**
Refer pages 5-6 of this handbook for curricular requirements of this option.
In addition to the MSN credits students must contact Mel Minarik for advisement with public health courses mminarik@unr.edu.

**MSN-Family Nurse Practitioner Option**
Refer pages 6-7 of this handbook for curricular requirements of this option.
In addition to the MSN credits students must contact Mel Minarik for advisement with public health courses mminarik@unr.edu.
MSN-Clinical Nurse Leader Option

Refer page 7-8 of this handbook for curricular requirements of this option.

In addition to the MSN credits students must contact Mel Minarik for advisement with public health courses mminarik@unr.edu.

MPH – Epidemiology Option/Courses

The epidemiology concentration is designed for students seeking to acquire skills in the fundamental methods of disease investigation and prevention in large populations. Concentration courses emphasize basic and advanced epidemiologic principles and their application to current problems in public health and related disciplines. Students in the epidemiology concentration are expected to use appropriate methods to plan, implement, and conduct epidemiologic research. Students are also expected to critically evaluate research methodology to assess validity and potential sources of bias. Skills in computer use and statistics acquired in the public health program are used to analyze, interpret, and disseminate the results of epidemiologic investigations.

Students in the Epidemiology Specialization also take these (please note the course progression):

<table>
<thead>
<tr>
<th>Required Core for Epidemiology – 12 credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 703A Epidemiological Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CHS 708 Epidemiological II</td>
<td>4</td>
</tr>
<tr>
<td>CHS 709 Epidemiology Research and Planning</td>
<td>2</td>
</tr>
<tr>
<td>CHS 753 Health Informatics</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Electives – 6 credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 706 Social Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>CHS 707 HIV/AIDS Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>CHS 722 Epidemiology of Chronic Diseases</td>
<td>3</td>
</tr>
<tr>
<td>CHS 723 Epidemiology of Infectious Diseases</td>
<td>3</td>
</tr>
<tr>
<td>CHS 724 Environmental Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>CHS 740 Epidemiology of Cardiovascular Disease</td>
<td>3</td>
</tr>
<tr>
<td>CHS 742 Epidemiology of Tropical Diseases</td>
<td>3</td>
</tr>
<tr>
<td>CHS 748 Epidemiologic Surveillance</td>
<td>(3 cr 2 + 1)</td>
</tr>
<tr>
<td>CHS 749 Outbreak Investigation</td>
<td>3</td>
</tr>
</tbody>
</table>

MPH Culminating Experience – 9 credits

At the conclusion of the Epidemiology specialization, students will complete 6 units of NURS 760 in a community organization (the overlap), then the 3 unit CHS 695 MPH capstone course.

TOTAL MPH CREDITS: 37

MPH – Social Behavioral Health Option/Courses

The social and behavioral health concentration prepares professionals from a variety of disciplinary fields.
backgrounds and interests (e.g., medicine, nursing, allied health, social work, psychology, dentistry, physician assistant, health education, nutrition, etc.) to assume public health positions. Students in this concentration have an interest in maintaining and improving the health of individuals, families, communities and populations.

The social and behavioral health concentration uses a multidisciplinary approach and focuses on social, cultural, political, and economic factors that influence health status and health related behaviors of individuals and groups. The curriculum concentrates on strategies for the promotion of health and the prevention of disease in populations through public health policy and interventions in the context of social structure, community, family, and health care systems. Traditionally, program graduates have assumed positions in both public and private work settings. The MPH program can serve as preparation for doctoral studies.

<table>
<thead>
<tr>
<th>MPH Core Courses – 16 credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 700 Introduction to Public Health Research</td>
<td>1</td>
</tr>
<tr>
<td>CHS 701 Social and Behavioral Health</td>
<td>3</td>
</tr>
<tr>
<td>CHS 712 MPH Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>CHS 725 Health and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>CHS 755 Health Policy and Administration</td>
<td>3</td>
</tr>
<tr>
<td>CHS 780 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Students in the Social Behavioral Health (SBH) Program also take these (please note the course progression):

<table>
<thead>
<tr>
<th>Required Core for SBH - 12 credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 705 Health Promotion Theory</td>
<td>3</td>
</tr>
<tr>
<td>CHS 720 Program Planning and Grant Writing</td>
<td>3</td>
</tr>
<tr>
<td>CHS 721 Program Evaluation in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>CHS 746 Culture and Diversity in Public Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Electives – 6 credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 605 Spirituality and Health</td>
<td>3</td>
</tr>
<tr>
<td>CHS 626 Medical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>CHS 639 Cross-Cultural Perspectives and Health</td>
<td>3</td>
</tr>
<tr>
<td>CHS 648 Research Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CHS 660 Disability Issues in the Public Health</td>
<td>3</td>
</tr>
<tr>
<td>CHS 676 AIDS: Psychosocial &amp; Health Concerns</td>
<td>3</td>
</tr>
<tr>
<td>CHS 695 Special Problems: Toxic Communities</td>
<td>3</td>
</tr>
<tr>
<td>CHS 710 Health Behavior Change</td>
<td>3</td>
</tr>
<tr>
<td>CHS 711 Advocacy in Health Promotion</td>
<td>3</td>
</tr>
</tbody>
</table>

Revision: 02/24/2011
Updated: 09/17/2012
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 738</td>
<td>Public Health and Aging</td>
<td>3</td>
</tr>
<tr>
<td>CHS 791</td>
<td>Seminar: Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECON 620</td>
<td>Economics of Health Care &amp; Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 637</td>
<td>Death &amp; Dying: Family and Lifespan Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 638</td>
<td>Children &amp; Families in a Multiethnic Society</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 658</td>
<td>Families &amp; Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 630</td>
<td>Aging and Health</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 720</td>
<td>Public Health Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 725</td>
<td>Nutrition and Health</td>
<td>3</td>
</tr>
<tr>
<td>PSY 641</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 644</td>
<td>Psychology of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>PSY 748</td>
<td>Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 657</td>
<td>Society and Health</td>
<td>3</td>
</tr>
</tbody>
</table>

**MPH Culminating Experience (9 credits)**
At the conclusion of the Epidemiology specialization, students will complete 6 units of NURS 760 in a community organization (the overlap), then the 3 unit CHS 695 MPH capstone course.

**TOTAL MPH CREDITS: 37**

**MSN/MPH Examining Committee**

As the nature of the dual degree indicates, a Masters Examining Committee will be formed by the faculty of both programs. The Committee collaborates to support the MSN/MPH Internship (covered by Nurs 760) and the MPH Capstone Course (which will include a Professional Paper).

The composition of this 4 member committee will include:

1. MSN Advisor
2. MPH Capstone Course Faculty
3. Graduate School Representative
4. Community Preceptor
Plans of Study/Advisement

Upon admission to the MSN program, students should meet with their Track Leader for advisement. During your meeting your advisor should provide you with a plan of study that will serve as an outline for progression throughout your program of study. This plan will be based on full-time, part-time or post-master’s certificate status.

Once a semester you are required to make an appointment with your Track Leader for advisement and to ensure you are progressing as planned through the program. If for any reason the Track Leader is unavailable you may meet with the MSN program coordinator.

Once the student has selected a chair for their Graduate Scholarship Committee, the chair and track leader will be responsible for co-advising. The chair will provide advisement for scholarship work and the track leader will provide advisement for program progression.

Courses and Course Load

A. Only graduate courses (numbered 600 or higher at UNR) are applicable toward the MSN degree. These include web-based courses, if available.

B. According to Graduate School policy transfer credits must conform to the time limitation on master’s work requiring completion within six (6) calendar years immediately preceding the granting of the degree. Additionally, no more than nine (9) credits completed either prior to admission to a graduate program or transferred from another institution may be applied to a master’s degree. The Graduate Credit Transfer Evaluation Request Form should be used to evaluate transfer credits.

C. Graduate credit may not be obtained through Extension courses or Correspondence courses.

Continuous Enrollment

A. Each graduate student must register for a minimum of 3 graduate credits each fall and spring semester until graduation or

B. A leave of absence must be requested. The Graduate School’s Leave of Absence Form should be used for this purpose. The leave request must be approved by the MSN Program Coordinator and the Graduate School. The leave period generally cannot exceed one year. Any leave of absence period will be counted as part of the 6 years allowed for completion of the MSN degree. At the end of a leave-of-absence period the student must also complete a Notice of Reinstatement to Graduate Standing Form, which will be reviewed by both the coordinator and the Graduate School.
Grades and Their Consequences

A. Students must maintain at least a 3.0 GPA. A GPA total of 2.31 to 2.99 will place the graduate student on probation. If the GPA total is 2.30 or less, the student is dropped from the graduate program. Two semesters of probation will result in dismissal from the University. Graduate students dropped from graduate standing because of GPA deficiencies may enroll as a Graduate Special student (if they have not already used their nine [9] possible Graduate Special credits) but must receive instructor, OSN, and Graduate Dean approval to enroll in courses. Graduate students on probation are not eligible for graduate assistantships.

B. To be counted toward your master degree, each graduate course must be completed with a grade of “B” or better. However, to remain in good standing in the program, students are required to maintain a 3.0 “B” grade point average in both the core and the specialization individually. To clarify, you must have a 3.0 average in your core courses and a 3.0 average in your specialization courses.

Graduate Grading Scale Policy*
University of Nevada Reno
Division of Health Sciences
Orvis School of Nursing

Purpose: To provide consistency in grading across the graduate curriculum

The following grading scale is to be used by the Orvis School of Nursing faculty for all graduate courses

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS/PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9**</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

*Approved by the OSN graduate committee February 11, 2008.
**A final grade below B in any graduate nursing course is considered as not passing.
GRADUATE ASSISTANTSHIPS

A. Graduate assistantships may be available for full-time and part-time students who qualify. Qualifications include being admitted to a degree-granting program and being in good academic standing. Persons interested in a graduate assistantship should contact the MSN program coordinator.

B. Assistantships come with a tuition waiver. All graduate students holding an assistantship are considered Nevada residents for tuition purposes. Non-resident tuition is waived for the duration of the assistantship.

C. Assistantships may be for 10 or 20 hours of work per week. Typically, graduate assistantship work is teaching or research related.

D. Full-time (20 hour per week) and part-time (10 hours per week) graduate assistants must have an overall GPA of at least 3.0, must be continuously enrolled in at least nine graduate-level credits (full time for spring and fall semesters) (6 credits for part-time GAs per semester), and must maintain satisfactory work performance during the duration of the assistantship. International students serving as teaching assistants must meet a minimum Test of English as a Foreign Language (TOEFL) score of 650/280.

Important Forms

Most forms that will be needed throughout your graduate coursework can be found on the Graduate School webpage at the following address: [http://www.unr.edu/grad/forms/](http://www.unr.edu/grad/forms/)

Graduate Progression Forms
- Program of Study Requirements
- Change in Program of Study
- Graduate Credit Transfer Evaluation Request
- Change of Advisory Committee
- Leave of Absence
- Notice of Reinstatement to Graduate Standing

Graduation Forms
- Graduation Application
- Notice of Completion-Master’s Degree
- Thesis Filing Guidelines
- Exit Survey
MSN Clinical Practicums Requirements

Practicums/Clinical Placement
All practicums/clinical placements for students are a collaborative arrangement. While students may have ideas for where they would like to have clinical experiences, these must be discussed and approved by the track advisors and faculty of record for that specific course prior to meeting with any prospective preceptor. A "Memorandum of Agreement" (Appendix G), outlining the agreed upon relationship between each preceptor and student must be completed and provided to the Track Advisor and course faculty for approval prior to the first week of the semester.

Dress/Uniform
For clinical/practicum rotations, students are required to dress in business casual (no jeans) and a white lab coat with the University of Nevada, Reno identification (UNR/Wolf Card ID) badge visible. Obtain your UNR/Wolf Card ID at the Wolf Card Office in the Joe Crowley Student Union, room 204. Photo identification (driver’s license, passport, etc.) is required. ID cards may only be issued to students who have registered for classes. Exceptions to this policy are otherwise defined by the environment in which the student is assigned (i.e. Pediatrics).

Absenteeism
Each Master’s track has very specific clinical hour requirements to ensure eligibility for certification testing within that specialty. Based on those requirements, any missed clinical hours will need to be made up before the end of the semester for that course, otherwise a student may receive an unsatisfactory grade and have to repeat the course.

If unforeseen circumstances arise, (i.e. hospitalization), the student may request an incomplete for the course and complete the course during the next offered semester.

Chair and Graduate Scholarship Committee

A. Prior to the completion of 12 credits, the student will select a chair. It is the student’s responsibility to meet with a potential Chair(s) to discuss development of a Committee. All OSN Graduate faculty members are eligible to fill this role. Video Bios of Graduate Faculty can be accessed and are located on the MSN Resource Page. When a faculty member has agreed to chair the student’s committee, the completed Request for Graduate Advisory Chair form (Appendix B) will be submitted to the graduate program coordinator.

B. The committee Chair is the graduate faculty member who will guide the student in developing the thesis, professional project, or professional paper proposal and in implementing the various steps of that proposal. The Chair and student will determine other committee members to complete the committee makeup. The second committee member will be another OSN faculty member approved by the Graduate School and ideally, someone with some understanding of the student’s chosen area of concentration. The third faculty member is generally selected from the university-at-large. According to the graduate school, the university-at-large member is given the role of representing the graduate school, assuring compliance with graduate school regulations and procedures and reporting any deviation from prescribed standards to the graduate school.
C. The Graduate School rule regarding committees is that they should be formed prior to completion of 12 graduate credits.

D. Graduate Scholarship Committee members must have graduate faculty status or approval of the Dean of the Graduate School. Contact the OSN Graduate Program Coordinator to initiate this request.

E. Students working on a project in the community may find it helpful and even vital to include a key person from the workplace on their committee. Preferably, this person should be doctoral educated (Ph.D., Ed.D., Dr.P.H., M.D., etc.), in which case it may be possible to obtain Graduate School approval for their role as an official committee member. If this is not possible, this person can at least serve on the committee ex officio. Contact the OSN Graduate Program Coordinator to initiate this request.

F. The student’s Chair and committee should meet with the student to review, approve, and, sign off on the student’s Program of Study, which should be detailed on the Graduate School’s Program of Study Form.

Program of Study

A. Students should discuss their program of study with their Track Leader advisor. The responsibility for approving a student’s program of study lays with the student’s Chair, other members of his/her Graduate Scholarship Committee, the track leader, and the MSN program coordinator. This information is recorded by the student on the Graduate School’s Program of Study Form, (an example is provided in Appendix C) which, once finalized, must be signed by the Track Leader Advisor, the Committee Chair, and each member of the Graduate Scholarship Committee and forwarded to the MSN Graduate Program Coordinator for approval. Once the Program of Study form has been reviewed and approved by the MSN Graduate Program Coordinator, the student will submit the form to the Graduate School. The student should make a copy of the original form for their student file prior to submitting to the Graduate School.

B. Elective-course choices should be made in collaboration with the student’s Chair and support the student’s areas of specialization and her/his research and professional interests. All degree requirements including elective courses must be included on the Program of Study Form.

Important note: The Program of Study Form should be submitted to the Graduate School as soon as possible after the completion of 12 credits in the program. Should a student need help with course decisions prior to selecting a Chair and committee, the MSN Graduate Program Coordinator can assist in approving and recommending courses. If elective-course choices change, an amended Program of Study Form should be completed, necessary signatures obtained, and the form submitted to the Graduate School.
Research/Scholarship Requirement

Introduction

A standard of graduate nursing education is scholarship. The student is expected to develop a topic of scholarship prior to completion of 12 credits. The scholarship requirement consists of one of the following: (1) thesis, (2) professional project, or (3) professional paper. Prior to the completion of 12 credits, the student is expected to complete the Request for Graduate Advisory Chair form (Appendix B). This form begins the process for identifying a Chair (must be a doctoral prepared nursing faculty member) and two other committee members, one within the School of Nursing and one outside the School of Nursing with graduate faculty status or approval from the Graduate School director.

I. Thesis (Plan A)

Definition:
The MSN Thesis is nursing oriented in nature and requires independent research processes aimed at discovery and/or development of elements or relationships derived from theory. The MSN thesis, while research based, does not necessarily require the generation of new data. The thesis requires a minimum of 6 credits (NURS 797) and is graded as satisfactory or unsatisfactory (S/U).

Objectives:
Provides the student with the opportunity to:
1. generate a research question/hypothesis within a theory/conceptual framework
2. analyze the relevant literature,
3. implement the research with an appropriate design,
4. analyze and interpret data, and
5. make recommendations for replication, revisions, or future investigations.

General Thesis Guidelines
(Revised and approved 11/24/2011 by OSN Graduate Committee)

The following guidelines are provided to assist you in preparation of your thesis. Always refer to your chair for any specific questions and timelines.

1. Choose a Chair for your Thesis Committee.
   It is suggested that at the end of NURS 735, (Introduction to Knowledge Development and Scientific Inquiry) the student should seek a faculty member to serve as chair of their thesis committee. The Request for Graduate Advisory Chair (Appendix B) form must be completed and signed by the requested faculty who will serve as chair of the thesis committee. The completed form must be submitted to the Graduate Program Coordinator.

2. Negotiate with chair to set a meeting time to discuss your topic of interest.

3. The Chair and student will select additional Committee members. The Committee is composed of three members, two nursing faculty members (one, doctoral prepared, serving as chair) and one discipline outside of nursing member.
4. **Thesis Proposal Meeting and Completion of Program of Study.**

The student will meet with his/her chairperson and discuss dates for a Thesis Proposal meeting, keeping in mind the calendars of other committee members for mutual date. Prior to initiation of the research, all details related to the thesis must be discussed, negotiated, and approved by the student’s Thesis Committee.

**Program of Study Form.** This form can be located on the Graduate School website under forms. Obtain chair, committee members, graduate coordinator, and graduate school signatures. Make sure a copy of this form is placed in your file.

5. **Begin writing, following the Thesis/Dissertation guidelines and submission requirements** found on the graduate school website under forms. In addition, The Thesis Design (Appendix D) is provided to guide you with your writing.

6. Submit the first three chapters of your thesis to your chair for review. Your chair will decide when it is appropriate to submit your writings to other members of the committee.

7. Negotiate with Chair setting a date and time for proposal meeting.

8. Once you have obtained approval from your Chair and Committee members begin Institutional Review Board (IRB) application process. Guidelines for submitting an IRB application can be found on the Office of Human Research Protection website at [http://www.unr.edu/ohrp/](http://www.unr.edu/ohrp/)

9. Once you have received IRB approval you may begin your data collection.

10. Begin writing Chapters 4 and 5 and submit to chair. Once approved by Chair you may submit your writings to other members of the committee.

11. **Set final defense date.** Pay very close attention to timeline requirements and important dates located on the Graduate School website. Remember you must post an announcement at the Orvis School of Nursing of your final defense for a minimum of one week prior to the defense. In addition those students wishing to have the Graduate School post an announcement of their thesis defenses for your program area please send them to Mike Peters peters@unr.edu and they will be listed. The Graduate School will delete the announcement after the event has taken place.

12. The final copy of your thesis will be submitted to the committee 2-4 weeks prior to your final defense date. The exact timeframe of this submission will be determined by your chair.

13. **Thesis Defense.**

Two (2) hours should be scheduled for this defense. Bring to your defense completed, for signature, The Master’s Degree – Notice of Completion form. This form can be found on the Graduate School website.

14. Submit your thesis to the Graduate School via option 1 (electronic) or option 2 (paper) in accordance with Thesis/Dissertation guidelines and submission requirements, located on the Graduate School website.

15. Don’t forget to register for Graduation!
II. Professional Project (Plan B)

MSN Project Guidelines
(Revised and approved 08/27/2012 by OSN Graduate Committee)

OSN Definition of Professional Project:
The MSN Professional Project will be appropriately oriented to the graduate student’s focus, and may be broad in application. The project does not need to be research based. It should apply to either the student’s work or other professional setting or to a selected advanced nursing role, e.g. educator, practitioner, care manager, etc. The Professional Project requires a minimum of 3 credits (NURS798) graded satisfactory or unsatisfactory (S/U), and 1 credit (NURS 795R) graded satisfactory or unsatisfactory (S/U), see section IV.

The Project Objectives from the Graduate Handbook:
Provides the student with the opportunity to do one of the following:
1. participate in a part of a research study led by a scholar,
2. develop a health promotion project for a community or healthcare agency,
3. create an educational program for a healthcare problem,
4. perform a community assessment for health development,
5. develop a commendable project as determined by the Graduate Scholarship Committee

General Project Guidelines:
The following guidelines are provided to assist you in preparation of your project. Always refer to your Chair for any specific questions and timelines.
1. Choose a Chair for your committee. It is suggested that at the end of NURS 735- Introduction to Knowledge Development and Scientific Inquiry the student should seek a faculty member to serve as chair of their project committee. The Request for Graduate Advisory Chair (Appendix B) form must be completed and signed by the requested faculty who will serve as chair of the committee. The completed form must be submitted to the Graduate Program Coordinator.
2. Negotiate with your Chair a meeting time to discuss your topic of interest and to identify other appropriate Committee members. The Committee is composed of three members; two nursing faculty members (at least one of which doctoral prepared serving as chair) and one Graduate Faculty member from a discipline outside of nursing.
3. Working with all Committee members, schedule a date for your Oral Comprehensive Examination. Please review separate guidelines (see page 23).
4. Submit a brief summary of your project proposal to all committee members once approved by your Chair and at least two weeks prior to the Oral Comprehensive Examination date. This summary should be no longer than three pages and clearly describe your intended project. At a minimum, your summary must include the background, significance, statement of problem, need/rationale for project, purpose, activities included, timeline, costs and resources necessary for completion of the project. This summary is a starting point for your project and you should expect that Committee members will provide substantial feedback, suggestions, and modifications following successful completion of your Oral Comprehensive Examination.
5. Oral Comprehensive Examination and Completion of Program of Study – upon successful completion of your Oral Examination you will complete the Program of Study form. This form can be located on the Graduate School website under forms. Obtain chair, committee members,
graduate coordinator, and graduate school signatures. Make sure a copy of this form is placed in your file.

6. Begin writing your formal Project Proposal following the NURS 798 Project Rubric as an outline (See Appendix E). Submit drafts of your Proposal to your Chair for review. Your Chair will determine when your draft is ready for submission to other Committee members.

7. Schedule a formal Proposal Defense with all Committee members. This can be scheduled for the same day as the Oral Comprehensive Examination, but may take place only after successful completion of the Comprehensive Exam. Your Chair will determine what presentation format is suitable for your Proposal Defense.

8. Upon successful defense of your Project Proposal, work with your Chair to initiate the IRB approval (if needed). IRB approval must be completed prior to initiation of any work.

9. Implement your project.

10. Upon completion of your project, begin writing a formal Written Summary of your Project.

11. Schedule a Final Project Defense date with all Committee Members. This meeting should be schedule for 2 hours. The final copy of your written Project Summary must be submitted to the committee at least 2-4 weeks prior to your final defense date. The exact timeframe of this submission will be determined by your Chair, but must comply with Graduate School timelines if completed in the final semester of coursework. Please be aware that Graduate School deadlines for approval of Projects may be substantially earlier the actual graduation date in any given semester.

12. Bring to your defense the completed the Master’s Degree – Notice of Completion form. This form can be found on the Graduate School website. Committee members will sign this form upon successful defense of the project.

III. Professional Paper (Plan B)

MSN Professional Paper Guidelines
(Revised and approved 08/27/2012 by OSN Graduate Committee)

OSN Definition of Professional Paper:
The MSN Professional Paper will be will be appropriately oriented to the graduate student’s focus, and may be broad in application to nursing; nursing education, care management, leadership, or health oriented in nature and requires preparation of a high-quality manuscript prepared in a format ready for a peer reviewed manuscript submission. The Professional Paper requires a minimum of 3 credits (NURS798) graded satisfactory or unsatisfactory (S/U), and 1 credit (NURS 795R) graded satisfactory or unsatisfactory (S/U), see section IV.

Objectives:
Provides the student with the opportunity to do one of the following:
1. a critical integrative review of the literature on a specific topic,
2. an evidenced-based nursing protocol,
3. a committee approved manuscript
General Professional Paper Guidelines:

The following guidelines are provided to assist you in preparation of your professional paper. Always refer to your Chair for any specific questions and timelines.

1. Choose a Chair for your committee. It is suggested that at the end of NURS 735- Introduction to Knowledge Development and Scientific Inquiry the student should seek a faculty member to serve as chair of their professional paper committee. The Request for Graduate Advisory Chair (Appendix B) form must be completed and signed by the requested faculty who will serve as chair of the committee. The completed form must be submitted to the Graduate Program Coordinator.

1. Negotiate with your Chair a meeting time to discuss your topic of interest and to identify other appropriate Committee members. The Committee is composed of three members; two nursing faculty members (at least one of which doctoral prepared serving as chair) and one Graduate Faculty member from a discipline outside of nursing.

2. Working with all Committee members, schedule a date for your Oral Comprehensive Examination. Please review separate guidelines (see page 23).

3. Submit a brief summary of your professional paper proposal to all committee members after it is approved by your Chair and at least two weeks prior to the Oral Comprehensive Examination date. This summary should be no longer than three pages and clearly describe your intended professional paper. At a minimum, your summary must delimit a specific problem or topic for exploration, analysis, to ground the analysis in a relevant body of theory and literature, include the background, significance, statement of problem, and need/rationale for professional paper. This summary is a starting point for your professional paper and you should expect that Committee members will provide substantial feedback, suggestions, and modifications following successful completion of your Oral Comprehensive Examination.

4. Oral Comprehensive Examination and completion of Program of Study – upon successful completion of your Oral Examination you will complete the Program of Study form. This form can be located on the Graduate School website under forms. Obtain chair, committee members, graduate coordinator, and graduate school signatures. Make sure a copy of this form is placed in your file.

5. Begin writing your formal Professional Paper proposal following the NURS 798 Professional Paper Rubric as an outline (See Appendix F). Submit drafts of your proposal to your Chair for review. Your Chair will determine when your draft is ready for submission to other Committee members.

6. Schedule a formal Proposal Defense with all Committee members. This can be scheduled for the same day as the Oral Comprehensive Examination, but may take place only after successful completion of the Comprehensive Exam. Your Chair will determine what presentation format is suitable for your Proposal Defense.


Revision: 02/24/2011
Updated: 09/17/2012
8. Submit drafts to your chair. Your chair will determine when appropriate to send a draft to other committee members.

9. Schedule a Final Professional Paper Defense date with all Committee Members. This meeting should be scheduled for 2 hours. The final copy of your written Professional Paper must be submitted to the committee at least 2-4 weeks prior to your final defense date. The exact timeframe of this submission will be determined by your Chair, but must comply with Graduate School timelines if completed in the final semester of coursework. Please be aware that Graduate School deadlines for approval of Professional Papers may be substantially earlier than the actual graduation date in any given semester.

10. Bring to your defense the completed the Master’s Degree – Notice of Completion form. This form can be found on the Graduate School website. Committee members will sign this form upon successful defense of the professional paper.

IV. Comprehensive Examination

Oral Comprehensive Examination Procedure/Guidelines

The Oral Comprehensive Exam is required for those students choosing the Professional Project or Professional Paper option. The purpose of the Oral Comprehensive Exam is to assess the student’s ability to articulate graduate level nursing knowledge and their readiness to begin the professional project/professional paper process (Pages 20-23). This exam is graded satisfactory or unsatisfactory (S/U).

Composition of Committee

The Committee is composed of three members, two nursing faculty members (one, doctoral prepared, serving as chair) and one discipline outside of nursing member. It is the responsibility of the chair to provide the student with a copy of the questions and assist the student in preparation for the Oral Comprehensive Examination.

Question Selection and Preparation

The student will select one question from each section of the Oral Comprehensive Review Questions to present during the comprehensive examination. Preparation should include: a) a general overview of their learning from the three (3) core courses (NURS 735, NURS 736, and NURS 737); b) how each of the core courses applies to their future role as a CNL, Educator, or FNP; and c) how knowledge from each of the core courses applies to their project or professional paper.

Scheduling and Procedure of Oral Comprehensive Examination

1. Concurrent enrollment of NURS 798 and one (1) credit in NURS 795R is required.

2. The Oral Comprehensive Examination will be conducted during one of the last two semesters of study after completion of the three (3) core courses (NURS 735, NURS 736, and NURS
The student will meet with his/her chairperson and discuss dates for completing the oral exam, keeping in mind the calendars of other committee members for mutual date. If not already done, the student must complete a Program of Study and obtain all of the committee signatures. Check the Graduate School website, [http://www.unr.edu/grad/dates/](http://www.unr.edu/grad/dates/) for important due dates.

3. Two (2) hours should be scheduled for the exam.

   A. The first hour* will consist of the student presentation and a question/answer session. In order to maintain articulation, the student may refer to a note cards, an outline, or power point slides, which must be approved by and submitted to the Chair 2-weeks prior to the scheduled examination date. At the end, the student will be asked to leave the room in order for the committee to discuss the student’s responses and complete the grading rubric ([Appendix F](#)). The Chair will then ask the student to return to the room and inform the student whether the exam was Satisfactory/Unsatisfactory. Two of the three committee members must vote Satisfactory for the student to pass. A Satisfactory must be achieved for the student to be advanced. Completed rubrics will be placed in the student’s file.

   B. The second hour* will serve one of two purposes:

   **Satisfactory**

   If the student has received a Satisfactory on their examination, this time will be utilized for discussion about the proposed project or professional paper. Edits and an agreement about the final project or professional paper will be identified on the grading rubric or the Graduate Student Acknowledgement of Project/Paper Responsibilities form.

   **Unsatisfactory**

   If the student receives an Unsatisfactory, the committee will provide recommendations for further development and preparation. Comments and agreements will be identified on the grading rubric or the Graduate Student Acknowledgement of Project/Paper Responsibilities form. Re-examination must occur the following semester. The committee members will determine if the students will be allowed to begin their Research Project or Professional Paper before successful completion of the Comprehensive Exam. It is the student’s responsibility to reschedule the examination. The Oral Comprehensive Examination may be repeated only once. If the student fails a second attempt, they will be dismissed from the program.

*Time Approximates.
GRADUATION PROCESS

A. Students have a total of 6 calendar years to complete all master’s degree requirements.

B. The student should purchase a Graduation Application and submit this completed form to the graduate coordinator according to the deadlines listed in the printed semester schedule and on UNR’s Graduate School webpage. Generally these deadlines will be in the first few days of December for graduation the following May and in the first few days of May for graduation either the following August or December. Note that only May and December have official graduation ceremonies.

C. A Program of Study Form must be completed by the student and approved/signed by all members of the student’s Graduate Scholarship Committee upon completion of 12 credits toward the MSN degree. The program of study form is then forwarded to the graduate coordinator for approval and then to the Graduate School for final approval.

D. An oral presentation and defense of the student’s project or thesis to her/his Graduate Scholarship Committee and other interested faculty and students must occur prior to the final exam period of the semester in which the student plans to graduate.

E. For those completing a thesis, following the successful completion of this presentation/defense, the student’s committee should sign the necessary thesis cover sheets and two unbound copies of the thesis, including signature page, should be submitted to the Graduate School at least one week prior to the end of the semester.

*Important note:* The “end of the semester” is usually the Monday following the end of the final examination period.

F. Following the successful completion of the above, the graduate coordinator will send a Notice of Completion to the Graduate School—a necessary component of the final approval of the student’s graduation.
Appendix A
Graduate Program Terminal Objectives
(Based on Revised AACN Essentials)
(UCCC Approved 2/6/12)

1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Provide advanced ethical, evidence-based nursing services for multi-cultural and ethnic individuals, families, aggregates, and select populations.
3. Apply patient care and communication technologies to deliver, enhance, integrate, and coordinate care.
4. Collaborate with other professionals and members of the community to provide optimal coordinated health care to individuals, families, special populations, and communities with an emphasis on health promotion and disease prevention.
5. Respect diversity to address the complex health care needs of persons, including the un-served and under-served populations and communities in the role of nurse leader, educator, and/or advanced practice nurse.
6. Participate in the ethical organization, management, and policy negotiations of health care delivery systems, while using advocacy strategies to influence health and health care.
7. Participate in the application of safe patient care and quality health care practices.
8. Participate in the development of nursing as a science through the use of theory, research, and scientific processes, while acquiring a foundation for doctoral study.
Appendix B

Request for Graduate Advisory Chair

Orvis School of Nursing
University of Nevada, Reno

Student Name: __________________________________________

Program Track: _____CNL  _____FNP  _____Nurse Educator  _____DNP

Full Time: _____    Part Time: _____

The above student requests _________________________________ (name of faculty) to serve as chair of their committee for their Thesis/Professional Project/Professional Paper.

My signature below indicates that I agree to serve as chair for this student’s committee.

_____________________________________________
Faculty Signature

_____________________________________________
Printed Name

Return Completed Form to: Dr. Stephanie DeBoor _________________________________
Appendix C

Program of Study EXAMPLE

UNIVERSITY OF NEVADA, RENO

GRADUATE SCHOOL

ADVISORY-EXAMINING COMMITTEE/PROGRAM OF STUDY

Please fill out on-line and print for signatures (No handwritten forms will be accepted)

<table>
<thead>
<tr>
<th>Name:</th>
<th>NSHE #: number from MyNevada</th>
<th>Degree:</th>
<th>MSN</th>
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<tr>
<td>Program:</td>
<td>FNP, CNL, Nurse Educator</td>
<td>Thesis</td>
<td>Non Thesis</td>
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<tr>
<td>Human Subjects:</td>
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Student Signature:

Student Email Address: 

Student Phone #: 

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ADVISORY-EXAMINING COMMITTEE: (Please see instruction page for committee requirements)

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<td>Member:</td>
<td>Member:</td>
<td>Member:</td>
<td>Graduate School Representative: Outside Member, PhD</td>
<td>Graduate Dean:</td>
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Marsha Read, PhD

Revision: 02/24/2011
Updated: 09/17/2012
Appendix D
The Thesis Design

I. Chapter 1 - THE STUDY PROBLEM

i. Introduction (Background)
   - A succinct overview of key literature to introduce the reader to the focus of the study
   - DO NOT give an elaborate presentation – save for Chapter 2
   - DO NOT justify the study until after the problem statement

ii. Statement of the Problem
   - Clear and concise direct statement of the problem in 1 or 2 sentences

iii. Purpose of the Study
   - The Scientific Merit
   - Why are you studying this? What do you plan to achieve? Is it worth the effort?

iv. Significance of the Study
   - Explain the potential broad impact of this study to advance nursing practice or science
   - Applicability: How helpful will it be – and to who? Who can use these findings?

v. Scientific and Theoretical Assumptions
   - What are the a priori assumptions about this research?
   - These assumptions should simplify the variables or the method to be considered.
   - These are not generic but are your assumptions as the researcher on what you will study.
   - If it is a questionable assumption, then make it a limitation. Example: subject recall bias

vi. Research Questions & Hypotheses
   - Questions for descriptive
   - Hypotheses for experimental/analytical
   - Objectives for outcomes research or project

vii. Limitations
   - These are the constraints on the study, who/what is studied and who/what is not
   - Biases: sampling, subject recall, interviewer, misclassification
   - Potential confounders (extraneous variables)
   - Inability to generalize the anticipated findings
   - Keep the study clean and not littered with extraneous variables
viii. Conceptual and Operational Definitions
- Operationally define each element in your hypothesis and variables
- Definitions for the reader

ix. Theoretical/Conceptual Framework
- Define the theoretical or analytical framework. Why is it appropriate?
- Visual diagram showing relationships for hypothesis or question

II. Chapter 2 - REVIEW OF THE LITERATURE
- Start broad and then narrow to the specific literature for your study
- Concept mapping (visual of related concepts & effect modifiers)
Example: Depression, Depression in adolescents, Depression in Latino Adolescent girls

III. Chapter 3 - METHODOLOGY
i. Research Questions & Hypotheses (repeat)

ii. Research Design
- Quantitative, qualitative name of design: cross-sectional, pre-post, descriptive, phenomenological …
- Explain why the design is most suitable

iii. Description of Setting
- Where? (Hospital, Alaska, homeless shelter, on a ship)
- Who is the population you will draw the participants from?

iv. Sample
- Size (power calculation) or planned size and how determine saturation in qualitative
- Who are the subjects, participants, informants? Criteria to be in the study or excluded.
“The eligible participants were adults aged 20 years or older with a minimum of 7-years residency, thereby allowing assessment of chronic exposure.”

v. Human Subjects Protection
- IRB submission
- Consents
“The study protocol will be approved by the Institutional Review Board of the University of Nevada-Reno prior to data collection. Written informed consent will be obtained from all participants in person by the PI prior to data collection.”

vi. Data Collection
- Who collects it? (Self-administered, interviewer – who are they, only the PI?)

Revision: 02/24/2011
Updated: 09/17/2012
• When? Time schedule
• How? Sampling: Random, convenience, purposeful…

“To obtain a geographically representative sample, participants were systematically selected by every third household on all streets in ...”

vii. Research Instruments
• Describe and why you are using this questionnaire or tool.
• Existing instrument: reliability and validity previous, how it has been used.
• New Instrument: how you will test validity and reliability
• Apparatuses needed

viii. Procedure
• How will you collect these data? Obtain Consent? Take a blood pressure?
• What comes first, second, third?
• This is a recipe of your study that someone could follow if they wanted to replicate or conduct a similar study.

ix. Data Analysis
• How will you clean and prepare these data
• Level of measurement and statistical test(s)
• State the computer programs will you use to analyze (SPSS Version14)
• Qualitative analysis.

x. Budget & Funding (think early)

IV. Chapter 4 - RESULTS
i. Description of Sample
• Demographics of the sample population

ii. Findings
• Not raw data but the analysis results
• Not interpretation or new hypotheses – Just the results objectively.
• Tables, graphs, and interpretation

V. Chapter 5 - DISCUSSION
i. Description of the study: one paragraph

ii. Summary of Major Findings: one paragraph or so
iii. **Limitations** (repeat & discuss) “This cross-sectional study had several potential limitations. *First...*”

iv. **Discussion:**
- the fun part to talk about what you found, how it supports/contradicts the theory or current body of evidence.
- What you think!

v. **Implications for Nursing Practice**
- How does this change practice?
- How does this advance our knowledge or understanding?

vi. **Recommendations for Future Research**
- What are you going to do next – or should be done given the opportunity?

vii. **Conclusions**
- DO NOT restate results – think hypothesis or research question.
  “*Long-term residency in degassing volcanic areas may adversely influence cardio-respiratory health in adults.*”
- Be unbiased
- The statements that will follow your research, so be clear and humble or bold.

**Helpful Comments:**

- Write formal, third person tense
- The word **data** is plural “*These data are ...*”
- Write in Future tense for the proposal
  “*This study will....*”
  “*The study will provide a better understanding about....*”
  “*The following research questions will be asked:*”
  “*These data will be analyzed....*”
- **Write in Past** tense for the thesis “*showed, took, obtained, was associated with, data were analyzed with, reported, described, ...*”

**Appendix E**
Orvis School of Nursing

Project/Professional Paper Proposal Committee Approval

Student: ____________________________________________ Date: ______________________

Completion Goal Date: ______ Program of Study Completed and Reviewed: Yes _____ No _____

Proposal:

_______________________________________
Student Signature/Date

_____________________________________
Chair Signature/Date

_____________________________________
Committee Members Signature/Date

***(place original in student file)

Appendix F
Student: ___________________________  Track/Program: ___________________________

The purpose of the oral comprehensive examination is to evaluate this student’s ability to apply advanced clinical and theoretical knowledge in a selected area of specialization (FNP, CNL, or Educator) and to critique research as it relates to that area. The student has previously selected three questions from each course below for the comprehensive examination.

### NURS 735 R - INTRO TO KNOWLEDGE DEVELOPMENT AND SCIENTIFIC INQUIRY

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Answer showed ability to analyze, synthesize, and evaluate information from a variety of sources

Demonstrated the application of knowledge to their future nursing role

### NURS 736 - HEALTH CARE POLICY AND SOCIAL JUSTICE

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Answer showed ability to analyze, synthesize, and evaluate information from a variety of sources

Demonstrated the application of knowledge to their future nursing role

### NURS 737 - POPULATIONS AND
**AGGREGATE HEALTH ISSUES**

Answer showed ability to analyze, synthesize, and evaluate information from a variety of sources

Demonstrated the application of knowledge to their future nursing role

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<td>Correctly answered</td>
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<tr>
<td>Used terminology that conveyed meaning with precision and in accordance with the discipline</td>
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**Overall Evaluation of the Written Comprehensive Examination**

_____ Satisfactory Pass:

_____ Unsatisfactory:

- Remediation recommended in the following areas:

Signature of Evaluation Faculty: _____________________________ Date ___________

Committee Role: _____________________________
Appendix G
Memorandum of Agreement (for Clinical Placement) EXAMPLE

MEMORANDUM OF AGREEMENT

I agree to serve as a preceptor for the University of Nevada, Reno, Orvis School of Nursing, Nurse Educator Program. I understand that as a preceptor I will be expected to mentor the nurse educator student as he/she works with me in my practice. The mentoring role of the nurse educator student will include the activities of observation, instruction, demonstration, and documentation. Another activity will be to critique the student’s clinical performance. The student will be supervised at all times.

I agree to complete a final evaluation of the student, describing my overall impression of the student’s performance on the completion of the clinical experience. This final evaluation should be discussed with the student and submitted to the Orvis School of Nursing. A copy of the course syllabi, which includes the evaluation form and clinical expectations, will be provided by the graduate student.

Dates of Precepted Clinical Time (students may use 8 hours, with approval, to attend conferences, CEUs)

Number of Clinical Hours to be Completed

Printed name of Preceptor

I agree to act as clinical preceptor

Signature of Preceptor  Date

Signature of Student  Date

Signature of Course Faculty  Date

Signature of Track Leader/Advisor  Date