



Guidelines to Examiners for MN ORAL Comprehensive Exam

Project focused **course based MN program**

The comprehensive exam results in a decision of Pass or Fail **considering the merits of the oral exam**. The paper is deemed to have met the MN standards upon receiving a final grad in the final course of the MN program (Advanced Nursing Practice: Practicum 2).

Process

- The MN candidate will send all members of the examining committee a final and complete copy of the project (and select project materials) at least two working Canadian weeks prior to the exam¹.
- The external examiner must not have any contact with the student prior to the exam.
- The examining committee and the MN candidate will attend the exam at the appointed time and date.
- The MN candidate will introduce the project (15 minutes maximum)
- The examiners will begin the questioning rounds with the external examiners going first and the supervisor going last. Questions will continue until the exam has been open for 1.5 hours or when the examiners are satisfied that they have enough to make a decision.
- The MN candidate will leave the room while the examiners deliberate.
- The supervisor will apprise the MN candidate of the examiner's decision.
- Feedback will be provided to the student.
- The total exam period will last no longer than 2 hours.

Questions to the candidate

Questions should be relevant to the subject matter of the project. The questions should be succinct and clear. The candidate may ask for the question to be rephrased if he or she is unclear about what is being asked. The candidate will be provided a reasonable time to answer. If the candidate has understood the question but cannot answer, the examiner should pass the question and not attempt to extract an answer by prolonged interrogation. The examiners will keep interactions among one another to a minimum and concentrate the examination on the candidate. The exam should not become an

¹ Shorter time frames can be negotiated with the agreement of the external examiner

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exhaustive attempt to discuss the subject in detail but rather a determination that the student's capacity to articulate the project meets the standards for MN scholarship.

While it is anticipated that the project has achieved publishable quality or that it has resulted in a comprehensive report of a standard suitable for internal circulation with the practice partners, the examiners should recognize that even the most excellent project may not be perfect in all respects. "Perfection" is not a prerequisite for a pass. The purpose of the oral comprehensive exam is to determine that the student can speak with confidence and scholarship about the topic, the literature, and the relevance of the project. The standard of the oral may vary in quality from passable to outstanding.

General form and style

The verbal description of the project should demonstrate a coherent arc of the topic. The oral defense should be articulate and demonstrate capacity to discuss, contextualize and situate the project.

Literature

The oral exam about the project should reflect that the candidate is acquainted with the published literature on the project topic. The student's responses must reflect a strong familiarity with the literature about the topic. The student must verbally describe how the research methods were appropriate to the chosen topic. The candidate must demonstrate critical analysis of the literature.

Project outcomes and deliverables

The oral defense at the comprehensive exam should be assessed for the following project attributes:

◇Scholarship; ◇Scope; ◇ Relevance; ◇Significance; ◇Practicality

Generally, the project should be a scholarly work that addresses a practice-based problem in nursing and/or healthcare. The project **may also demonstrate a high level of practical application** (such as the development of educational sessions for health professionals; patient teaching literature; guideline development for patient care; evidence of conducting a change project in practice and so forth). A high quality of practical application will be assessed in balance with the accompanying scholarship.

Rubric to guide examiners in the comprehensive exam on an MN project

Elements	Does not meet requirements Fail	Meets requirements Passable	Exceeds requirements Passable
	Oral defense of the	Oral defense of the written	Oral defense of the written

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<p>Substantive content</p>	<p>written work is limited to a surface description of the practice issue. Candidate unable to verbally articulate the scope of the project and its relevance for nurses.</p>	<p>work demonstrates understanding of the practice issue and its implications but has some “gaps” in regards to the substantive content. Candidate is able to verbally articulate knowledge about the topic but may require coaching and probing to elaborate.</p>	<p>work demonstrates sophisticated and insightful knowledge about the practice issue and a clear understanding of the implications. The student is able to articulate how the project is an important contribution to a practice issue.</p>
<p>Process and Scholarship</p>	<p>The oral defense of the project lacks a scholarly tone and there are errors in thinking related to how the topic is conceptualized and discussed.</p> <p>The student is not able to capably cite/refer to key publications about the topic and does not demonstrate a comprehensive synthesis of the reading the student has done in relation to the</p>	<p>The oral defense of the project demonstrates competence with the context of the issue. Relevant and current literature related to the project topic is evident in the student’s current thinking. The student’s expression of their thinking is well aligned with the conceptual framework being used to explore the topic. The student’s ideas reflect a satisfactory expression of the current state of the topic area.</p> <p>The student is able to make reference to and/or to cite literature that demonstrate a strong familiarity with the published field.</p>	<p>The oral defense of the project demonstrates a deep knowledge of the context of the issue. The student’s ability to conceptualize the topic are well aligned with the scholarly conventions of the paradigms being referenced. The student’s responses represent a very good to outstanding expression of ideas that are relevant, creative and/or practical. There is an originality embedded in the expression of the project.</p> <p>The student is able to speak in a scholarly way about the state of the published literature with easy and familiar reference to core researchers and publications. The student consistently uses the</p>

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	<p>project.</p> <p>The flow or the student's oral responses are consistently vague. Student relies more on personal and anecdotal knowledge than on scholarly knowledge.</p> <p>The oral exam shows serious lack of familiarity with the written submission.</p>	<p>The flow or the student's responses is occasionally hard to follow or vague. The student relies primarily on scholarly sources but may also use his or her own knowledge and experience to make points of emphasis.</p> <p>The oral exam demonstrates a thorough familiarity with the written submission. The student demonstrates a good basic understanding of the issue as outlined in the written project work. The student is familiar with and can easily speak to points raised from the written paper.</p>	<p>literature to support the discussion and/or recommendations. There is good synthesis of the reading the student has done.</p> <p>The student's familiarity with the written submission indicates confidence and assertiveness in regards to the decisions related to writing up the project.</p> <p>The student articulates very well with good verbal flow with cogent and coherent development of complex ideas. The oral exam is eloquent and demonstrates advanced understanding of the practice issue and project.</p>
<p>Advance practice nursing and leadership (leadership broadly understood as being enacted in direct</p>	<p>Student does not express themselves convincingly to demonstrate a capacity to undertake an advanced practice role in nursing.</p>	<p>Student expresses self in a way that demonstrates an understanding of the advanced practice nursing role and the capacity to work within this role.</p>	<p>Student expresses self in a way that leaves no doubt that they will be able to undertake an advanced practice role and that they have the potential to contribute in an important way to nursing leadership</p>

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practice, teaching, research or management)	The student is vague and inconsistent about the practical applicability of the project.	If the student lacks some of the elements of “outstanding” scholarship the practical applicability of the project is clear and the student demonstrates capacity to move the project forward into practice.	in Qatar. The student’s good scholarship is accompanied by strong skills in practical application.
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Notes Examiners are invited to write key feedback to the student in the space below. The feedback will be given to the student at the completion of the exam. **(Not Required)**