

University of Missouri - St. Louis

College of Nursing

PhD in Nursing
Handbook
Policies & Procedures

2007 - 2008

TABLE OF CONTENTS

INTRODUCTION	3
OVERVIEW OF THE DOCTORAL PROGRAM	4
Program Description	
Objectives of Doctoral Program	
Definition of Clinical Nursing Research.....	7
Definition of Nursing Research/Clinical Research	
Doctoral Curriculum	
Outcomes of the Doctoral Program.....	8
Course Sequence – Part Time.....	13
PhD Curriculum Overview.....	15
Policies for Grades, Progression & Graduation	19
Courses and Course Descriptions	
MENTORING	23
DISSERTATION SUPERVISING PROFESSOR / ADVISOR EXAMINATION, ADMISSION TO CANDIDANCY & PROGRESSION	
Comprehensive Exam.....	24
Doctoral Comprehensive Examination Policy	25
Evaluation Checklist: Doctoral Qualifying Exam – Written	28
Dissertation Proposal/Defense Policy	29
The Dissertation Process – Hints for Progression.....	33
Selection of the Supervising Professor	
Dissertation Committee	
Approval of Dissertation Proposal & Supervising Committee	
Supervision of Research	
Submission of the Dissertation	
Final Oral Dissertation Defense / Examination	35
Dissertation Proposal Outline- Helpful Hints	38
INSTITUTION REVIEW BOARD (IRB) INFORMATION	39
GUIDELINES FOR PRESENTING FINAL ORAL EXAMINATION	41
FACULTY AREAS OF RESEARCH INTEREST	
APPENDICIES.....	44
Scholastic Dishonesty	
Dissertation Proposal in Nursing	
Logistics of Doctoral Education (Surviving and Thriving!!)	48
AACN Position Statements	49

INTRODUCTION

These guidelines are provided to assist both advisors and students of the Doctor of Philosophy (PhD) in Nursing Program in the advisement process, and to assist all parties in understanding the unique aspects of this doctoral program. The PhD degree is awarded through the Graduate School of the University of Missouri-St. Louis. Information in this handbook is provided to assist students and advisors in meeting students' needs while completing the PhD Program.

We have attempted to provide accurate and up-to-date information. The College of Nursing reserves the right to make any changes without notice. **It is the responsibility of the student to update and validate information and to seek clarification if questions arise. These guidelines do not serve as a contract between the student and the program. Program policies are addressed in the Graduate School of the University of Missouri-St. Louis.**

We hope the information provided will assist each of you in the transition to doctoral nursing education, the journey of learning, and the successful progress through the program.

The Doctoral Faculty
The University of Missouri-St. Louis
College of Nursing
10/16/07

OVERVIEW OF THE DOCTORAL PROGRAM

Program Description

The doctoral program in nursing is designed to enable the graduate to engage in nursing research by virtue of curriculum content in philosophy of science, knowledge development and theories of nursing, research methods and techniques, along with mentorship in the role of research. The objectives of the program are to prepare the student for a career as a collaborative researcher who through courses and experience, develops as a teacher and disseminator of knowledge within professional, academic, and clinical arenas.

The program is for students who display the characteristics of superior ability, heightened motivation and a dedication to learning. Graduate level coursework will enhance the preparation of students in problem solving skills, uses and abuses of various research designs and statistical methods, thus resulting in the development of the graduates' capacities for significant contribution to knowledge. The program will provide opportunities to become expert in intra- and interdisciplinary collaboration and sufficiently sophisticated with the socio-political aspects of change relevant to health care and health care policy to be able to identify and facilitate the factors which promote the well-being of clients and society. It is expected that the graduate will demonstrate commitment to the discipline of nursing and to scholarship, and awareness of historical and current perspectives regarding nursing's development.

The process of doctoral education addresses the values of life-long intellectual inquiry, communication and collaboration with others to improve technology and its applications, executive management, the processes and content of developing data bases in nursing, the integration of the natural/behavioral and health sciences, and the responsibilities of the researcher with other researchers, the patient/subject and the community at large. Students who graduate from the program will have developed the interactive nature of practitioner, theorist and researcher, as well as be prepared to participate in and lead the multi-disciplinary and multi-sited research efforts needed to address current nursing problems.

The opportunity to develop breadth and depth in the health/natural /behavioral sciences is afforded every student through cognate courses. Elective courses and non-nursing cognates provide an individualized learning process. These courses will build a strong base upon which to develop the student's program of study.

During the post-baccalaureate doctoral program, students complete approximately 25 - 30 semester hours of the 36 semester hours and course requirements for the MSN. Students entering with a Bachelor of Science in Nursing (BSN) will be provided with the opportunity to gain clinical expertise in a selected area of direct patient care. Students entering with an earned MSN

degree, which includes appropriate content/expertise from a NLN/CCNE accredited program, will receive credit for that content. Both post-baccalaureate and post- master's students will receive courses in advanced clinical practice related to research and research-role related content/experiences.

All students will have the advantage of mentoring by nursing and other interdisciplinary faculty who will guide students in the role behaviors critical to excellence in creative scholarly productivity. Nursing encompasses the care of people whose health problems may be bio-physical, psychosocial, or a combination of these. The faculty is composed of members who have knowledge and research backgrounds to address these health problems singularly and in concert. Faculty are skilled in addressing the multidisciplinary nature of the human response to health status, health alterations, and the bio-psycho-social and cultural elements inherent in such responses. Graduate faculty represents all of the specialized clinical areas. In addition, the faculty represents interests in the arena of sleep and circadian rhythms, injury prevention, HIV adults and families, women and children, gerontology, infant touch, cardiovascular and school health. They collectively hold positions of leadership in many organizations related to nursing and in their local professional or lay communities. Research and the course content/experiences conducted by these creative scholars and excellent teachers are well embedded in knowledge of systems, theory, political influence and health care policy as well as clinical practice and research expertise.

In addition to the opportunity to draw from nursing faculty expertise in a broad array of clinical/research problems of national and international importance, students may call upon a host of outstanding faculty researchers in other schools and universities. St. Louis is rich with clinical facilities and universities that welcome our students as part of their facilities. These resources provide a source of stimulation and intellectual strength to the program and the institution.

Objectives of the Doctoral Program

PhD Program Objectives

- 1) Develop skills and knowledge to establish a program of research and scholarship.
- 2) Design, conduct and disseminate a dissertation that contributes to nursing knowledge.
- 3) Translate nursing research into practice and policy.
- 4) Assume leadership roles in health care by collaborations and partnerships with institutions in the greater St. Louis region.
- 5) Improve the health care quality of life of individuals/families/communities regionally, nationally and internationally.

Approved by PhD Program Committee 12/11/06

Definition of Clinical Nursing Research

Clinical nursing research involves the disciplined process of inquiry concerning phenomena that affect the principles, the process, and/or systems of nursing care or the outcome of nursing interventions. The fields of inquiry concern the individual, the family and the environment in which care occurs.

Definition of Nursing Research

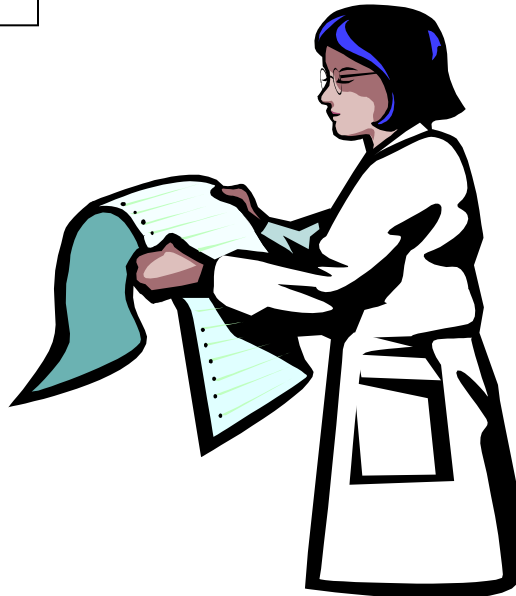
Systematic inquiry designed to develop knowledge about issues of importance to the nursing profession (Polit and Beck, 2004).

Doctor of Philosophy in Nursing Doctoral Curriculum

* Subcommittee for Quality Doctoral Education
5/20/02

*Please check for the most current curriculum requirements.

APPROVALS:
Graduate Faculty
UTHSCSA/TTUHSC/TAMU-CC (July 1999)
COGS 09/03/99



Outcomes of the Doctoral Program

- Integrate professional values and ethics into the nurse scientist role.
- Advance the discipline of nursing through the generation of new knowledge and theory.
 - ❖ Publishing
 - ❖ Presenting
- Demonstrate excellence as a clinical researcher in the health sciences in a focal area of nursing.
 - ❖ Identified area of clinical practice expertise
 - ❖ Identified program of research
 - ❖ Plan for continued funding to support program of research
 - ❖ Publications
 - ❖ Abstracts
- Synthesize theories from nursing, natural, or behavioral sciences for application to a specific area of nursing.
 - ❖ Program of research
- Advance theory and evidence based clinical practice.
 - ❖ Publications
 - ❖ Presentations
 - ❖ Teaching
 - ❖ Influencing practice
- Assume nurse scientist roles in health sciences centers, educational institutions, and other settings.
 - ❖ Program of research
 - ❖ Influencing practice
 - ❖ Influencing policy
- Proficiencies/competencies to be accomplished during doctoral program:
 - ❖ Critical analysis of philosophical and ethical underpinnings of various theoretical and methodological approaches to research problem areas
 - ❖ Development of logical and consistent argument to support need for study of problem area
 - ❖ Concept clarification/synthesis
 - ❖ Oral Presentation, Poster presentation
 - ❖ Research question, Design, Data analysis techniques and interpretation of findings
 - ❖ Critique of research articles
 - ❖ Publication
 - ❖ Meta-analysis
 - ❖ IRB, HIPAA
 - ❖ Integrative review
 - ❖ State of science paper

 - ❖ Pilot studies
- Completion of IRB approval for pilot studies, proposed study

Sample Study Plan for Students admitted before Fall, 2008

Revised August 2007 Sample Full-Time Study Program for students on Post-Master Track (Minimum Total 45 Hours) *Other courses may be needed to strengthen program of research		
Summer	Fall	Spring
Year 1		
7488 Qualitative Methods in Nursing Research (3) Statistics (3) outside college 6 hours	7481 Development of Nursing Science and Theory (3) 7485 Quantitative Design and Methods in Nursing Research (3) 6 hours	7491 Advanced Nursing Theory Development and Validation (3) 7490 Advanced Quantitative Design, Methods and, Analysis of Nursing Data (3) 6 hours-(Residency year may take 15 hours over the year)
Year 2		
7492 Advance Quantitative Measurement and Analysis of Nursing Data (3) 3 hours	Cognate (3) Cognate (3) 6 hours	7482 Health Promotion and Protection (3) or 7483 Health Restoration and Support (3) or 7484 Health Care Systems (3) Cognate (3) 6 hours
Year 3		
	7499 Dissertation Research (6) 6 hours	7499 Dissertation Research (6) 6 hours

Sample Part-Time Study Program for students on Post-Master Track

Revised August 2007		
Sample Part-Time Study Program for students on Post-Master Track (minimum Total 45 Hours) *Other courses may be needed to strengthen program of research.		
Summer	Fall	Spring
Year 1		
Statistics (3) Outside college 3 hours	7481 Development of Nursing Science and Theory (3) 3 hours	7491 Advanced nursing Theory Development and Validation (3) 3 hours
Year 2		
7488 Qualitative Methods in Nursing Research (3) 3 hours	7485 Quantitative design and Methods in Nursing Research (3) Cognate (3) 6 hours	7490 Advanced Quantitative Design, Methods and Analysis of Nursing Data (3) 7482 Health Promotion and Protection (3) or 7483 Health restoration and Support (3) or 7484 Health Care Systems (3) 6 hours (Residency year- may take 15 hours over the year)
Year 3		
7492 Advanced Quantitative Measurement and Analysis of Nursing Data (3) 3 hours	Cognate (3) 3 hours	Cognate (3) 3 hours
Year 4		
7499 Dissertation Research (3) 3 hours	7499 Dissertation Research (3) 3 hours	7499 Dissertation Research (6) 6 hours

Revised August 2007 Sample Full-Time Study Program For students on Post-BSN Track Option (Minimum Total 72 Hours) *other courses may be needed to strengthen program of research		
Summer	Fall	Spring
Year 1		
	6111 Theoretical Foundations in Nursing (3) 6320 Nursing Program Curriculum Development (3) (even years) 6112 Nursing Research Methods (3) 9 hours	6114 Evidence Based Nursing (3) Graduate statistic outside nursing (3) Elective (3) Recommend statistics outside nursing 9 hours
Year 2		
6106 Policy, Organization and Financing in Health Care (3) 3 hours	6321 Instructional Strategies in Nursing Education (3) (even years) 7485 Quantitative Design and Methods in Nursing Research (3) Elective recommend Cognate (3) 9 hours	6952 Synthesis Practicum (3) Statistics outside college (3) 7490 Advanced Quantitative Design, Methods and Analysis of Nursing Data (3) <u>MSN may be awarded this semester</u> 9 hours
Year 3		
7488 Qualitative Methods in Nursing Research (3) 7492 Advanced Quantitative Measurement and Analysis of Nursing Data (3) 6 hours	7481 Development of Nursing Science and Theory (3) Cognate (3) 6 hours	7491 Advanced Nursing Theory Development and Validation (3) 7482 Health Promotion and Protection (3) <u>or</u> 7484 Health Care Systems (3) Cognate (3) 9 hours-(residency year-may take 15 hours over the year)
Year 4		
	7499 Dissertation Research (6) 6 hours	7499 Dissertation Research (6) 6 hours

Note: Doctoral level courses taken prior to the MSN may be counted either at the MSN level or at the PhD level. At the MSN level courses appear on the Programs for Master (M-1) form and at candidacy, all courses post BSN appear on Application for Candidacy (D-3) form.

Revised August 2007 Sample Part-Time Study Program for students on Post-BSN Track Option (Minimum Total 72 Hours) *Other courses may be needed to strengthen program research		
Summer	Fall	Spring
Year 1		
Statistics outside college (3) 3 hours	6111 Theoretical Foundations in Nursing (3) 6320 Nursing Program and Curriculum Development (3) (even years) 6 hours	Graduate statistic outside nursing (3) Elective (3) Recommend statistics outside nursing 6 hours
Year 2		
6106 Policy, Organization and Financing in Health Care (3) 3 hours	6112 Nursing Research Methods (3) 6321 Instructional Strategies in Nursing Education (3) (even years) 6 hours	6114 Evidence Based Nursing (3) 6952 Synthesis Practicum (3) 6 hours <u>MSN may be awarded this semester</u>
Year 3		
Statistic outside college (3) 3 hours	7481 Development of Nursing Science and Theory (3) 7485 Quantitative Design and Methods in Nursing Research (3) 6 hours	7491 Advanced Nursing Theory Development and Validation (3) 7490 Advanced Quantitative Design, Methods and, Analysis of Nursing Data (3) 6 hours (Residency year- may take 15 hours over the year)
Year 4		
7488 Qualitative Methods in Nursing Research (3) 7492 Advanced Quantitative Measurement and Analysis of Nursing Data (3) 6 hours	Cognate (3) Cognate (3) 6 hours	7482 Health Promotion and Protection (3) or 7483 Health Restoration and Support (3) or 7484 Health Care Systems (3) 3 hours
Year 5		
7499 Dissertation Research (3) 3 hours	7499 Dissertation Research (3) 3 hours	7499 Dissertation Research (6) 6 hours

Note: Doctoral level courses taken prior to the MSN may be counted either at the MSN level or at the PhD level. At the MSN level courses appear on the Programs for Master (M-1) form and at candidacy, all courses post BSN appear on Application for Candidacy (D-3) form.

Course Sequence-Part Time

Curriculum - Effective Fall 2008

University of Missouri-St. Louis College of Nursing
PhD Program

Proposed Sample Plan of Study
MSN to PhD (Part Time)

Year 1	Year 2	Year 3	Year 4
Summer Semester <i>Research Institute I (2)¹</i>	Summer Semester <i>Research Institute II (2)¹</i> <i>Nursing Science (3)¹</i>	Summer Semester <i>Research Institute III (2)¹ (leadership role)¹</i> <i>Research Methods III (3)²</i>	Summer Semester <i>Research Institute VI* (1)¹</i> <i>Advisor Recommendations</i> <i>Dissertation (3)</i>
Fall Semester <i>Theory I (3)</i> <i>Bio Statistics I(3)¹</i>	Fall Semester <i>Research Methods I (3)²</i> <i>Qualitative Methods (3)</i>	Fall Semester <i>(Cognate 3)</i> <i>(Cognate 3)</i> <i>Comprehensive Exam</i>	Dissertation (3)
Spring Semester <i>Theory II(3)</i> <i>Bio Statistics I (3)¹</i>	Spring Semester <i>Research Methods II (3)²</i> <i>(Cognate 3)</i>	Spring Semester <i>Advisor recommendations</i> <i>Dissertation (3)</i>	Dissertation (3)
Year 1 Credits: 14	Year 2 Credits: 17	Year 3 Credits: 14	Year 4 Credits: 10

TOTAL CREDITS are 55.

BSN to PhD Sample Plan of Study (Part Time)

Year 1	Year 2	Year 3
Summer	Summer EdRem 6710 Statistics (3) N6114 Evidence Based (3)	Summer
Fall N6106 Policy (3) N6111 Theory (3)	Fall N6112 Nursing Research (3)	Fall
Spring N6104 Values (3) N6140 Health Promotion (3)	Spring	Spring
Year 1 Credits 12	Year 2 Credits 12	
Total Credits = 79		

PhD Curriculum Overview (Before Fall, 2008)

Ph.D. Curriculum Overview

The College of Nursing offers two programs of study including Post-Master track and Post-BSN track for students who have attained the master's degree or BSN degree. The doctoral curriculum is designed as a full-time three-year, 45 unit's post-master's program, or as a full-time four-year 72 unit's post-baccalaureate program. A part-time study option is also available. (See sample study plans that follow.) We are also developing online and web enhanced courses to provide more flexibility for students. Additional coursework is often needed to assure a strong program of studies to support your research focus. Each student works with his/her faculty advisor and dissertation committee.

Course work emphasizes nursing primarily and other sciences during the earlier portion of an individualized program of study. You will be linked on admission to a faculty advisor with a similar research focus. As you continue through the program, time devoted to research conducted under the supervision of the faculty advisor is expected. For your Ph.D. study, you can pursue your research interests in one of three areas:

- Health Promotion and Protection
- Health Restoration and Support
- Health Care Systems

The curriculum is divided into three general categories of knowledge:

- Nursing Theory/Science/Modes of Inquiry
- Quantitative and qualitative research methods, Philosophical foundations of science
- Cognates outside of the discipline of nursing

The following defines the overall structure of the program:

Nursing Theory/Science/Modes of Inquiry

Nursing Theory 6-9 hours within the College of Nursing that include the development of nursing science and theory and advanced nursing theory development and validation.

Nursing Science, 9–16 hours within the College of Nursing. Of these courses, students choose at least one course from one of three substantive areas Health

Promotion and Protection, or Health Restoration and Support, or Health Care Systems.

Quantitative and qualitative research methods, Philosophical foundations of science Research and Inquiry, 6-12 hours external to the College of Nursing, such as advanced statistics, research design, computer applications, or philosophical foundations of science. Note: Some of these courses may have been taken in your MSN curriculum and transfer in.

Nursing Research and Inquiry, 12-18 hours within the College of Nursing that includes quantitative design and methods in nursing research; advanced quantitative design, methods and, analysis of nursing data; advanced quantitative measurement and analysis of nursing data; and qualitative methods in nursing research.

Cognates 9-12 hours outside the discipline of nursing which support the selected substantive area.

Dissertation, 12 hours.

Within each area, you will be provided with:

- Courses in fundamental as well as advanced theory and research methods
- Activities that prepare you to assume the role of nursing scientist
- Individualized, supervised study in research development and implementation targeting on training funding

Program of Study

The general program of study is as follows:

Nursing Theory/Science/Modes of Inquiry (9 credits)

- 7481 Development of Nursing Science and Theory (3)
- 7491 Advanced Nursing Theory Development and Validation (3)
- 7482 Health Promotion and Protection (3) or 7483 Health Restoration and Support (3) or 7484 Health Care Systems (3)

Quantitative and qualitative research methods, Philosophical foundations of science Research Methods (12 credits)

- 7485 Quantitative Design and Methods in Nursing Research (3)

- 7490 Advanced Quantitative Design, Methods and, Analysis of Nursing Data (3)
- 7492 Advanced Quantitative Measurement and Analysis of Nursing Data (3)
- 7488 Qualitative Methods in Nursing Research (3)

Research and Inquiry 6-12 hours external to the College of Nursing, such as advanced statistics, research design, computer applications, or philosophical foundations of science.

Elective (3 credits)

Students may choose from any combination of the following nursing electives:

Statistics outside the Department

7493 Psychometrics (3 cr.)

Epidemiology course (3 cr.)

7498 Doctoral seminar (1-12 hours)

MU or UMKC course (3 cr.)

Other approved elective (approved by dissertation committee) i.e. grant writing

Cognates (9 credits minimum, depending on area of research focus)

Cognate course must be chosen to enhance this substantive area: Health Promotion and Protection, Health Restoration and Support, or Health care Systems, with options in informatics and systems. Cognates include an integrated set of a minimum of 3 courses selected in collaboration with the students doctoral dissertation committee to support the student's research interests and professional goals. In consultation with the doctoral program committee students may choose cognates from any program on campus or from sister Universities i.e Washington University or St. Louis University. (Up to 6 hours may be transferred from another University)

Suggested areas include: Anthropology, Communications, Family Studies, Genetics, Gerontology, Philosophy, Physiology, Psychology, Management & Policy, and Sociology. Note that not all of these courses or minors are available at the UMSL. Students may choose to take the courses at another university, with prior Committee Approval.

Dissertation (12 units)

The time required to complete the program may vary, depending on the student's individual program of study

Requirements and Policies

During the course of study, students are required to complete **15 credit hours in three consecutive** semesters, which may include summer, in order to meet residency requirements of the university. Students may transfer in a maximum of six credit hours (two courses) at the Ph.D. level from another school. Students will be awarded candidateship upon their successful completion of the written, oral or combination of both comprehensive examination, and the oral and written defense of the dissertation proposal.

Selected Policies for Grades, Progression and Graduation

Graduation requirements:

1. Completion of a minimum of 72 semester hours post BSN and 45 semester hours post MSN of designated course work, and completion of all program requirements for the PhD.
2. Grade point average of 3.0.
3. No more than one C in major courses.

Should a student fail to a) absolve any contingencies related to admission to the program within the time period stated in the letter of admission, b) maintain satisfactory progress (B average in first 9 hours) if conditionally admitted, or c) receive no more than one C in major courses, his/her progress will be reviewed by the Committee on Graduate Studies which may: a) impose conditions as requirements for continuation in the program, or b) terminate the student's enrollment in the program, with the consent of the Vice-Provost of the Graduate School. The grading symbols and scales are as follows:

A = 4.0 (90 - 100) IP = In Progress (used only for thesis and dissertation)
B = 3.0 (80 - 89) DL = Incomplete
C = 2.0 (70 - 79)
F = 0 (Below 60)
S = satisfactory
U = unsatisfactory
Ex = dropped course passing
F = dropped course failing

Incomplete Grades

A "delayed" is only good for one year. At the end of the year following the delay—the grade will automatically convert to an F.

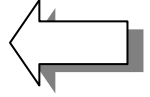
PhD

During pre-registration the faculty advisor should discuss the student's progress in the program and review the program plan. Any changes may be made directly on the computerized program plan.

The student registers with the student services office for courses approved by the advisor.

Students may be enrolled in courses at other educational institutions, as part of their designated program plan. Up to two classes may be taken at other universities as part of the Intrauniversity exchange agreement.

Any PhD student must be enrolled in a minimum of one (1) semester hour of course work at UM-St. Louis in order to be enrolled in the PhD program of study. Students in their last semester will be required to be enrolled in dissertation.



Leave

Students may request a Leave of Absence (LOA) not to exceed one year. Students may not take a Leave of Absence (LOA) with a Delayed Grade (DL) in any course.

Enrollment for Traineeship

A current Application for Traineeship form MUST be completed annually and on file in the MSN Program Office.

Full-time study, which is necessary for a Professional Nurse Traineeship, is nine (9) semester hours of course work OR part time students within 12 months of graduation. This must be documented. Students may not receive more than 36 months of support.

Traveling Students

Courses taken at other educational institutions may also count toward full time status, provided:

- 1) The course(s) is/are part of the approved MSN or PhD program of study, and
- 2) The student provides evidence of enrollment. Evidence of enrollment needs to be provided no later than the beginning of the appropriate fall or spring semesters.
- 3) The traveling student request form must be obtained from the Graduate School and approved by the Graduate Dean.

Courses and Course Description

Being revised

COMPUTER COMPETENCIES FOR NURSE RESEARCHERS AND SCHOLARS

Requisite Competencies
Use of word processing program capable of formatting and producing submission copies of manuscripts, abstracts, proposals, and references.
Use of computer-based literature and instrument searches, with CD-ROM and on-line systems.
Use of on-line networks (World Wide Web, gophers) to search for data, funding information, support services, and experts.
Use of computer programs to create a retrievable cumulative literature data-base for program of research.
Design a code-sheet for arraying data by variable in a form that facilitates transfer to the computer.
Use of a computerized statistical package, spread sheet, or data entry program to enter a data set in the format necessary for statistical analysis.
Use a statistical package to define, count, and summarize data (defining variables and values, produce histograms, descriptive statistics, and frequencies).
Use a computerized statistical package to compare (or test hypotheses about) means between two (t tests), or more (ANOVA) groups.
Use a computerized statistical package to test hypotheses about independence of variables using group frequencies (chi-square).
Use a computerized statistical package to measure strength of relationships and test hypotheses about association between two variables (correlation and simple linear regression).
Use a computerized statistical package to test hypotheses about associations and strengths of relationships about more than two variables (multiple linear regression, discriminate analysis, factor analysis).
Use a computerized statistical package to compare (or test hypotheses about) many means (MANOVA).
Use a computerized network to send messages, text files, and distributions to colleagues, agencies, and collaborators in remote sites (Internet, WWW, Sigma Theta Tau International Library).
Use a computer graphics program to construct illustrations, diagrams, and presentation materials for disseminating knowledge (e.g., PowerPoint, Cricket Graph).

MENTORING

The aim of mentoring is to provide the extra stimulation and passion for learning that lead to socialization into the academic climate of the discipline of nursing, and to assist in the development of a community of scholars.

The advisement process includes regular meetings with the student to plan a program of coursework, research and seminars, and to monitor progress toward completion of the program. The advisor serves as a mentor by providing counsel and guidance, and is available for consultation. This can be accomplished by encouraging the student to make public presentations at research meetings, by assisting the student to identify experts in the student's area of interest, assisting the student to develop and conduct pilot studies related to the research area, and to publish findings in refereed journals.

DISSERTATION SUPERVISING PROFESSOR/ADVISOR

Once the student is ready to begin work on the dissertation, the student will choose a supervising professor (also known as a research advisor, dissertation advisor, dissertation committee chair). The student will work carefully with the Faculty Advisor in selecting the Dissertation Supervising Professor/Advisor and work carefully with the Dissertation Supervising Professor/Advisor in selecting the other members of the dissertation committee. The student will want to discuss this process very early with the potential faculty for the committee.

- **Examination**
- **Admission to Candidacy**
- **Dissertation Process Monitoring**
- **Dissertation**

The following is provided only as a guide to information and processes. The student is responsible for having current and official information relative to examinations, admission to candidacy and dissertation.

Comprehensive Exam

In keeping with the culture of the Graduate School of The University of Missouri-St. Louis, a comprehensive exam is given at the end of all coursework and prior to admission to candidacy

The Comprehensive Examination is an opportunity to assess the student's potential for productive and independent investigation. Successful completion of the Comprehensive Examination is one of the criteria to be met for "Admission to Candidacy." The Comprehensive Examination is comprehensive in nature and is currently in written format with oral format, if necessary.

The following provides guidelines and steps in the process for the Examination.

- Student selects "Research Advisor"/Supervising Professor.

Doctoral Comprehensive Examination Policy

UM – St Louis College of Nursing
PhD Program
PhD in Nursing Comprehensive Examination

This document contains recommendations for the minimum standards for the doctoral comprehensive examination. The American Association of Colleges of Nursing's 'Indicators of Quality in Research-Focused Doctoral Programs in Nursing. Indicator III-A states that, "advancement to candidacy requires faculty's satisfactory evaluation (e.g. comprehensive exam) of the student's basic knowledge of elements I-A through I-E", where these elements are:

- A. Historical and philosophical foundations to the development of nursing knowledge;
- B. Existing and evolving substantive nursing knowledge;
- C. Methods and processes of theory/knowledge development;
- D. Research methods and scholarship appropriate to inquiry; and
- E. Development related to roles in academic, research, practice or policy environments."

Given that the College of Nursing adopted these standards as the foundation for our doctoral program, the policy and procedure for the College of Nursing doctoral comprehensive examination is as follows:

1. The comprehensive examinations may be scheduled after successful completion of the doctoral program core courses: 7481 Development of Nursing Science and Theory; 7491 Advanced Nursing Theory Development and Validation; 7482 Health Promotion and Protection or 7483 Health Restoration and Support or 7484 Health Care Systems; 7485 Quantitative Design and Methods in Nursing Research; 7490 Advanced Quantitative Design, Methods and, Analysis of Nursing Data; 7492 Advanced Quantitative Measurement and Analysis of Nursing Data; 7488 Qualitative Methods in Nursing Research; 6-12 hours external to the College of Nursing, such as advanced statistics, research design, computer applications, or philosophical foundations of science; 3 credits of elective coursework; and 9 credits of cognate courses.
2. The student must receive Graduate Program approval on the submitted D1 (Appointment of the Comprehensive Examination Committee).
3. Following initial approval by the comprehensive examination committee chair, the student will provide committee members with documentation of an understanding of their area of inquiry. This documentation may consist of a) a state of the science paper, b) a dissertation proposal, or c) the methods chapter from their dissertation proposal.
4. After receipt of the student's documentation, and within a two week period, committee members will submit one to two questions to the committee chair for consideration for inclusion in the comprehensive examination.

5. The committee chair will select final items for the comprehensive examination and schedule the examination date with the student and committee. The comprehensive examination must include questions from each of the AACN elements I-A through I-E. In addition, the student must answer at least one question from each committee member.
6. The student will have at least one week to complete the comprehensive written exam. Reference materials may be used for the examination. Responses may be submitted via paper or electronically according to the direction of the committee chair.
7. Examination item responses will be evaluated/graded by the committee member within one week.
8. Successful completion of the written comprehensive examination occurs if the committee unanimously agrees that the student has a doctoral level understanding of the AACN elements I-A through I-E. Students will then file the D2 (Appointment of the Doctoral Dissertation Advisor) and D3 (Application for Candidacy) forms with the Graduate School.
9. If there is not unanimous agreement that the student has sufficient mastery of the knowledge, a reappraisal examination is necessary. The committee will meet to determine how to address area(s) of concern. The faculty will provide to the student a written or oral reappraisal of the area(s) of concern within a two-week time period. At that point, the student will have one week to complete the reappraisal examination; the format (written or oral) to be determined by the chair. Failure to achieve unanimous committee endorsement following the reappraisal examination will result in comprehensive examination failure.
10. The student who fails the first comprehensive examination will work with their committee chair to develop a program of study to address areas of concern identified during the comprehensive examination. A second comprehensive examination may be scheduled once the student's learning needs have been addressed, and the examination will follow the procedures outlined above. A maximum time period of 6 months will be allowed between the first and the second (final) comprehensive examination.
11. If the student does not successfully complete the second (final) comprehensive examination, the student will be dismissed from the program. This policy precludes any comprehensive exam beyond the second comprehensive exam.

Approved 3/16/07 PhD Program Committee

Student Responsibilities:

- select Supervising Professor
- select 1 or 2 CON faculty members
- select outside faculty member
- meet with committee to discuss areas of expertise

NOTE: All qualifying exams must be completed within the scheduled semester class dates.

Supervising Professor Responsibilities:

- -assure that selected questions cover substantive areas of student's program: Theory, Methods, etc.
- assure that the correct forms are signed
- Provide copy of qualifying exam questions for student file

Evaluation Checklist: Doctoral Comprehensive Examination – Written

Student: _____

Date: _____

Grader: _____

Score: _____

INSTRUCTIONS: The 10 criteria below are considered applicable across all areas. The examination grade of is determined by tallying the points. To pass the exam, an average of 80% acceptable ratings across the committee members must be obtained.

CRITERIA	TOTAL POSSIBLE POINTS	POINTS EARNED	COMMENTS
1. Demonstrated depth of knowledge	15		
2. Demonstrated breadth of knowledge	15		
3. Based answer on pertinent knowledge	15		
4. Synthesized relevant knowledge to support answer	15		
5. Demonstrated critical thinking in answer	15		
6. Demonstrated ability to integrate clinical knowledge and expertise with extant knowledge in the field	5		
7. Present answer logically	8		
8. Articulated answer clearly	5		
9. Supported answer with pertinent references	2		
10. Written in a scholarly manner	5		
TOTALS	100		

ADDITIONAL COMMENTS:

DISSERTATION PROPOSAL DEFENSE

College of Nursing – UM – St Louis

PhD Program

Dissertation Proposal Policy

This document is the policy for the minimum standards for the doctoral dissertation proposal. It intended to supplement and not replace the UMSL Graduate School guidelines. The AACN's Indicators of Quality in Research-Focused Doctoral Programs in Nursing indicator III-B states that, "dissertations represent original contributions to the scholarship of the field". The College of Nursing (CoN) supports these standards for our doctoral program.

1. Students are responsible for obtaining graduate school approval of the dissertation committee prior to preparing their dissertation proposal (Form D4).
2. Following successful completion of the comprehensive examination, students will work with their dissertation committee chair to develop a dissertation research proposal to address a gap in the research in the student's area of inquiry.
3. Students are responsible for following the Graduate School's guidelines regarding dissertation preparation and proposal defense (<http://www.umsl.edu/divisions/graduate/dissertation/index.html>)
4. Following initial approval by the dissertation committee chair, students will submit their proposal to the dissertation committee members. The dissertation proposal defense should be scheduled at least two to three weeks following submission of the proposal to the committee members to provide an opportunity for committee members to read the proposal.
5. All committee members must participate in the proposal defense, preferably in person. Technology (e.g. telephone, polycom) may be used to facilitate participation by committee members who cannot be present for the proposal defense.
6. Dissertation proposals should be prepared using the dissertation outline policy in the PhD student handbook.
7. One to four weeks prior to the dissertation proposal defense to the dissertation committee, students will publicly present their proposed study to the Con faculty and current doctoral students. There will not be a public question and answers session following the presentation. Comments or suggestions from non-dissertation committee members about the proposed study should be sent, in writing, to the student and dissertation chair within one week of the proposal defense.

8. One or more weeks following this, the dissertation committee will vote on the proposal in a closed session.
9. Successful defense of the dissertation proposal will be announced to the College community by the dissertation chair.

Approved by PhD Program Committee 5/6/07

Student Responsibilities:

- finalize dissertation committee, including outside member
- attach Biosketch for each committee member
- attach written rationale for each committee member's area of expertise to support dissertation work
- schedule date and make sure all members can be present

Supervising Professor Responsibilities:

- insure appropriate committee membership
- insure committee support of proposal

FINAL DISSERTATION DEFENSE

UMSL – College of Nursing
PhD Program
Dissertation Defense Policy

This document is the policy for the minimum standards for the doctoral dissertation defense and is intended to supplement and not replace the guidelines of the University's Graduate School. The AACN's Indicators of Quality in Research-Focused Doctoral Programs in Nursing indicator III-B states that, "dissertations represent original contributions to the scholarship of the field." The College of Nursing (CoN) supports these standards for our doctoral program.

1. Following completion of the dissertation research and analysis, students will submit their dissertation to the dissertation advisor and dissertation committee members. The final oral examination (defense of dissertation research) for the Ph.D. in Nursing is conducted by the student's dissertation committee and chaired by the dissertation chair.
2. The dissertation defense is scheduled through the CoN and the Graduate School at least 14 days before the defense date and in accordance with the published deadlines for the term in which the student expects to graduate. Public announcement of the Final Oral Examination is made by the Graduate Office. The dissertation defense (or final orals) should **not** be scheduled until **each** member of the committee is satisfied with the written dissertation document. Notification regarding the dissertation defense schedule will be sent by the dissertation chair to all CoN faculty and students.
3. Students are responsible for following the Graduate School's guidelines regarding dissertation preparation and defense (these may be found online at <http://www.umsl.edu/divisions/graduate/dissertation/index.html>).
4. All committee members must participate in the dissertation defense, preferably in person. Technology (e.g. telephone, polycom) may be used to facilitate participation by committee members who cannot be present for the dissertation defense.
5. The dissertation defense is open to the public.
6. During the dissertation defense, the student will present their research with special focus on research findings and implications. This presentation should take no longer than 30 minutes.
7. Following the presentation, committee members will engage in a period of questioning and discussion about the study. Individuals in attendance are invited to raise further questions. Responses to questions should be cogent but brief. This question period should take 30 minutes or less. Following this the dissertation chair will excuse everyone except the dissertation committee.

8. The dissertation committee makes a final determination about success or failure of the dissertation defense by voting and signing the D7. Two or more negative votes for failure indicates failure of the dissertation defense.
9. When the Graduate Dean approves the D7 and the final written dissertation is submitted, the PhD is completed.

Approved 5/7/07 PhD Program Committee

Student Responsibilities:

- Keep committee apprised of progress
- Follow the graduate school dates for deadlines

Supervising Professor Responsibilities:

- Determine that Supervising Committee members agree research progressed sufficiently for submission of dissertation
- Insure Supervising Committee judges dissertation suitable for defense
- Upon successful completion of final oral defense, assist student with final paperwork.

The Dissertation Process - Hints for Progression

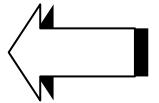
Introduction

The preparation, conduct and completion of research for the dissertation are an exciting time and can be a very successful time in the program of study. The following points may help with the achievement of success.

Students should discuss the selection of the Dissertation Supervising Professor/Advisor with the Faculty Advisor, **early** in the sequence of doctoral nursing courses.

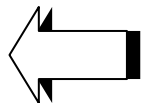
Students should capitalize on opportunities to meet with and work with faculty conducting research in an area of interest, so that they might be considered as Dissertation Advisor/committee members. Select people for the Committee with whom one can work comfortably and who will work well together. If conflicts occur or if other expertise is needed on the committee, work with the Dissertation Supervising Professor or Faculty Advisor, as appropriate, to make changes in the Committee. Areas of faculty research are displayed on the College of Nursing website at www.umsl.edu.

The dissertation research belongs to the student. The Committee should support and guide the process and be responsive to the student. **The Committee also ensures that the standards of acceptable research at the doctoral level are achieved.**



The student should initiate the dissertation process and work closely with the Dissertation Supervising Professor/Advisor. The student should set dates for activities, materials to be provided to the Supervising Professor and Committee and when they should be returned. It is helpful to develop an overall time table for dissertation completion.

It is **strongly** suggested that the student tape record the proposal session and all Dissertation Committee meetings prior to the defense. This is an excellent strategy to ensure that directions for proceeding are all incorporated by the student.



The goal of the program is for the student to have a successful dissertation research experience. It is a learning experience, but one in which the student must demonstrate the ability to conduct independent nursing research.

Selection of the Supervising Professor

No later than three months after the student's admission to candidacy, the member of the graduate faculty of the program who will serve as the supervising professor of the dissertation research shall be decided upon by mutual agreement among the candidate and the faculty member. Normally, the research advisor who guided the student's preliminary research activities continues as supervising professor, but this arrangement is not obligatory.

The Dissertation Committee

The Supervising Committee must consist of at least 3 persons, as follows:

- 1) Supervising Professor
- 2) one or two members must be from the unit
- 3) one (1) member may be a faculty member from the university system
- 4) one (1) member may (recommended) be from outside the university

The recommended members will need to be approved by the Graduate Office of the University of MO-St. Louis.

Approval of the Dissertation Proposal and Supervising Committee

Special circumstances can be approved by the Vice-Provost for Graduate Studies at the University level.

Supervision of the Dissertation Research

- Within one month after formal approval of the Supervising committee, the Supervising Professor shall convene the Supervising Committee to discuss with the candidate the progress of the dissertation research and the projected future work.
- At appropriate intervals thereafter (at least every three months), the Supervising Committee shall meet with the candidate for presentation of progress reports written and/or oral), so that current status of the research may be evaluated and direction of future work planned.
- If the external Committee member is unable to attend these meetings, it is the responsibility of the candidate and the Supervising Professor to provide this member with progress reports for review and recommendation.
- It is essential that:
 - the Supervising Committee be **fully informed** of the research progress and be able to provide continued supervision throughout.

- Major changes in the candidate's research status such as selection of a new Supervising Professor, new Supervising committee members, or a new research question must be submitted to the Graduate Dean for approval.

Submission of the Dissertation

- Dissertation font should be no smaller than 10 point no larger than 14 point, using Times New Roman or Arial styles.
- After agreement by the members of the Supervising Committee that the research has progressed sufficiently for submission of the dissertation, the draft of the dissertation shall be submitted to the Supervising Professor and then to all other members of the Supervising Committee.
- It is the responsibility of the candidate to follow the guidelines for preparation of the dissertation provided by the Graduate Office.
- The candidate also has the responsibility to ensure adequate time for review and modification of the dissertation in accordance with the schedule of deadlines provided each term by the Graduate Office.

Final Oral Dissertation Defense/Examination

- Public announcement of the Final Oral Examination is made by the Graduate Office.
- This Examination is conducted by the Supervising Committee with the Supervising Professor as chairperson.
- Interested persons may attend the public defense and have the right to question the candidate.
- After the public defense, the Final Oral Examination continues with an intensive oral examination by the Supervising Committee which is not customarily open to the public.
- The Supervising Committee members vote on the candidate's success or failure on the final Oral Examination; more than one vote for failure signifies failure on the Examination.
- In the event of a failing performance by the candidate, the Supervising Professor shall also submit to the Graduate Dean a recommendation regarding remedial action; in such case, the Graduate Dean shall decide on the recommendation or other action to be taken.
- In the event of a successful performance by the candidate, the Graduate Dean shall vote on whether to approve the recommendation by the Supervising committee for granting of the degree.

Guide to the Abstract of Dissertation Proposal

The Proposal is a distillation of a more extensive explanation of your research plan from background and significance to data analysis. As such, it must use a minimum of words to articulate the essentials of a much larger work. Choose your words carefully, and make each sentence work. It is not necessary to include your educational and professional qualifications in the proposal.

Title:

The title should clearly reflect the intent and population of the study, but avoid unnecessary words like “A Study of...”

Introductory paragraph:

The first sentence should address the explicit topic under study, using only well-chosen examples in the first paragraph to set the stage. The first paragraph introduces the proposal by briefly (1-2 paragraphs) telling the importance of the study. Briefly justify the importance of your topic and its dimensions to build a case for the specific aims that follow. The brief introduction addresses all of the major concepts in a way that supports the need for further inquiry. It is here that the problem statement is elucidated. It is helpful if the introduction flows naturally to state “Therefore, the specific aims of this study are to:...”

Specific Aims

Each specific aim is akin to a study purpose (in some research jargon they are the same), therefore, they are each logically linked to the research questions or hypotheses that follow. Specific aims are outcomes and written to show what the study will achieve. The more quantitative and deductive the research approach, the more empirical the outcomes are described in the specific aims. For inductive and naturalistic research, the specific aims will be broader. These differences should be discussed with dissertation faculty so there is no confusion in intent.

Background

Use relevant literature to briefly address the state of knowledge regarding your phenomenon of inquiry. Cite research references that are relevant, avoid redundancy in citations, and confine your selection to those that support your text. Avoid padding your bibliography. Briefly describe pilot or preliminary research you have done that leads you to your present study. Draw relationships between this work and the work to be done. If possible, use the background literature to bring the reader back to the specific aims and set the stage for your hypotheses/research questions.

Hypotheses/Research Questions

The hypotheses for quantitative research studies should be drawn from the specific aims and explicitly stated. Hypotheses are explicit statements of proposed relationships between variables. Research questions for quantitative studies are also drawn from the specific aims and may propose relationships between variables or they may be more descriptive in nature. Research questions for qualitative studies are drawn from the specific aims and are typically more global in nature. New questions may also arise from preliminary analyses.

Methods

Briefly describe the study design, the sample, and the sampling frame. Justify the sample size. Include essential criteria for exclusion or inclusion of subjects and how determined. Clearly show how each procedure or measurement achieves the study aims and hypotheses/questions. Briefly describe and justify the use of selected instruments. Include reliability/validity estimates and precision/accuracy estimates as appropriate. Briefly outline experimental or study procedures and procedures for data collection. Clearly show how each data analytic procedure achieves the study aims and hypotheses/questions. Describe the statistical or analytic test for each.

References

Appendices

Appendices are not required and should be kept to a minimum. Limit any appendices to figures or tables which support or clarify text of proposal.

UM-St Louis College of Nursing PhD Program DISSERTATION PROPOSAL OUTLINE

- a. ABSTRACT
 - b. TABLE OF CONTENTS
- I. INTRODUCTION
 - General problem area
 - Specific statement of the problem
 - Background and significance of the problem
 - Hypotheses and/or research questions generated from problem/purpose

II. REVIEW OF THE LITERATURE

- What is known about the problem
- Research studies and prior tests of theory
- Gaps or shortcomings in work done to date
- Conceptual or theoretical framework
- Assumptions, operational definitions
- Links between the framework and proposed study

III. METHODS

- The study design
- Setting and sample: selection criteria, source, justification of sample size
- Study variables and measure tools (reliability/validity)
- Treatment protocol (if applicable)
- Procedures for data collection
- Ethical considerations

IV. PLANS FOR ANALYSIS AND INTERPRETATION

- Type and level of measurement of data expected
- Rationale for choice of analytic/statistical test for each hypothesis/questions
- What will results tell you, with respect to study purpose, given possible study outcomes?
- Study limitations and strengths

V. APPENDICES

- Instruments
- Consent form(s)
- IRB Approval forms
- Institutional administrative approval letters

- A qualitative outline may vary from this form based upon dissertation committee feedback

VI. REFERENCES

Approved 2/26/07, PhD Program Committee

College of Nursing

INSTITUTIONAL REVIEW BOARD INFORMATION

Students

Institutional Review Board (IRB) review is required of students who are investigators in human subject research conducted on or off-campus. Human subject research includes data bases with human subject's information. Students proposing to engage in human subject research must have a faculty member as an advisor under whose supervision the research will be conducted.

- The IRB process begins by getting information at the Office of Research Administration online site: <http://www.umsl.edu/services/ora/compliance/index.html> . At this URL links to, easy to use forms may be downloaded in Word format. These forms contain detailed directions for full, expedited, and exempt review. Work with your faculty advisor to determine which review will be needed for your research project. Each category requires that you complete the cover page (consists of three pages). The cover pages also help you decide the category of review.

Prior to submitting the full, expedited, or exempt research project to IRB, work with your faculty advisor to complete the IRB forms about your project following the guidelines. After your faculty advisor approves the completion of the forms, submit them to the College of Nursing representative on the IRB committee for signature. Dr. Jean Bachman is currently your representative. Her role is to facilitate your IRB approval process. She will work with you on the proposal and then be your advocate during the IRB process.

If you are required to go through another institution's IRB, it is recommended that you submit to the other institution's IRB prior to UMSL's IRB (i.e. Washington University, St. John's, St. Louis Children's, etc). When you receive approval from the other institution's IRB:

- Complete the UMSL application three cover pages.
- Attach copies of the entire IRB package of forms you submitted to the other institution's IRB.
- Attach the other institution's final approval.
- Submit the entire package to UMSL's IRB following submission deadlines below.

Following is important information about UMSL's submission deadlines, consent and assent form templates, computer training information, and modification/final report information:

- **Full Review:** It is VERY important to have the completed forms to the Office of Research Administration (ORA) 341 Woods Hall 10 days (NO EXCEPTIONS) before the scheduled meeting. Dates of the meetings are found at the above URL. If you miss the deadline, your IRB review will be delayed one month.
- **Expedited or Exempt Reviews:** These completed forms may be submitted at any time to the ORA. There are no deadlines. The review process is normally completed in from one to two weeks.
- Consent and Assent templates are available to help you. Follow the guidelines but note that not all of the items in the template will be included. It is just a guide. Work with your advisor and the College of Nursing representative to determine what is needed in the consent or assent forms for you study. The link to the form is on the ORA Web pages.
- Human Participant Protections Education for Research Team computer based training must be completed and the certificate of completion on file in the ORA before your protocol will be approved. Normally students attach the certificate with the IRB forms. The link to the site may be found on the OAR Web pages.
- Each year anniversary of your study project approval, UMSL's IRB will send you a "[Human Subjects Annual Report/Modification of Final Report](#)" form. The link to the form is on the ORA Web pages. This form is used for the following:
 - Annual report completed each year
 - Final report completed when the research project is finished and all publications are completed
 - Modification at any time that you modify your study

SPECIAL NOTE:

Completion of Research and the IRB

When the dissertation research is completed, the IRB MUST be notified in writing on a form provided by IRB about the conclusion of the study. Submit a copy of the IRB notification to the Doctoral Program Office.

GUIDELINES FOR PRESENTING THE FINAL ORAL EXAMINATION FOR THE PHD IN NURSING

Conduct of the Defense

- The final oral examination (defense of dissertation research) for the Ph.D. in Nursing is conducted by the student's Supervising Committee with the Supervising Chair as chair of the examination.
- This meeting is scheduled through the Nursing College and the Graduate Office at least 20 days before the date of defense.

When it should be scheduled:

- **The oral examination or "dissertation defense" should not be scheduled until every member of the committee is satisfied with the written dissertation document.** This means close communication, not only with the chair, but also with every committee member to be certain that the written work has been completed satisfactorily.

Who will attend:

- The defense is open to the public (and an announcement of the defense is posted for the university public to read).
- Professors from the university and doctoral students are encouraged to attend and often the student invites mentors and faculty who have been involved with their education.

The Program of Events:

- The Supervising Chair welcomes guests and the dissertation committee. The Chair then introduces the student with a brief description of education, experience, areas of study and title of the dissertation.
- The student presents a well-organized presentation that gives the background, problem, specific aims and hypotheses of questions of the project. How this study fits with the state of the science is briefly addressed. The methods are briefly described, followed by the findings, discussion and summary.
- Overhead transparencies, slides, or PowerPoint presentations are appropriate, if they enhance understanding. "Cute," humorous, elaborate, or entertaining clip-art or photos not related to the study should be avoided. Attempts to read long passages from the dissertation are discouraged.
- **This presentation should take no longer than 30 minutes.**
- Following the presentation, committee members will engage in a period of questioning and discourse on the study. Attending members of the "public" are then asked for any questions. **Responses to questions should be cogent but brief.**

- The questions period should take **no longer than 30 minutes**.
- The public defense is completed and visitors are excused. An intensive oral examination by the Supervising Committee then follows.
- The student will then be excused from the room while the Committee makes final deliberations with the specific areas of concern addressed and remedies proposed. **The well-prepared student has usually dealt with serious concerns from committee members prior to this defense.**
- Successful defense of the dissertation is followed by sign-off of the "Report on final oral Examination" form (**typed up in advance of the defense**) by the Supervising Committee.

FACULTY AREA OF RESEARCH INTEREST

OTHER INFORMATION

PhD Cooperative Research Day

Each year a committee organized by the three campuses plan a Spring Research Colloquium to be held in Columbia. Doctoral students and graduate faculty from the College of Nursing campuses are invited to participate. This is an opportunity for doctoral students to showcase their research and meet faculty and students with similar research interests at the other campuses.

EXPECTATIONS OF DOCTORAL STUDENTS AT UMSL

Students who enroll in the PhD (Nursing) Program are required to meet the following expectations:

- **New students must meet with their faculty advisor within 1 month of acceptance to the program to establish an initial program of study.**
- **Students are expected to attend the annual Spring PHD meeting in Columbia.**
- **Students are expected to attend their commencement and graduation ceremonies**

and is **encouraged** at:

- Dissertation Defenses within the College
- Doctoral Student Lunches held each month in the College

Accomplishments

It is imperative, that as a doctoral program, we maintain a record of students' professional accomplishments while enrolled in this program. This is being required more and more from all of the evaluation and accreditation bodies, internal and external. In addition, we want to be able to acknowledge students' accomplishments. In order to do this, we are asking two things of students:

1. The Doctoral Nursing Office should be notified **in writing** of professional publications, professional presentations, elections to offices and receipt of funding awards (grant, scholarship, fellowship, etc.). This information will also be kept in the student's record.
2. Students should respond to a request listing accomplishments every 6 months.

Graduation

Doctoral Students in the College of Nursing will receive their PhD degree from the Graduate School of The University of Missouri-St. Louis. They will also be acknowledged at the nursing graduation in the term in which they graduate.

APPENDICES

SCHOLASTIC DISHONESTY

UNIVERSITY OF MISSOURI-ST. LOUIS COLLEGE OF NURSING ACADEMIC INTEGRITY STATEMENT

The University of Missouri-St. Louis Honor Statement

The University of Missouri-St. Louis encourages students to pursue excellence within a respectful and collegial environment and to assume responsibility for the consequences of personal actions. For that reason the University requires students to reject any type of dishonest behavior.

Honesty precludes seeking, providing, or receiving any form of unauthorized assistance on tests or any other type of assignment. It requires giving credit through appropriate citation to the author of materials used in written or oral assignments. The full standard of conduct is found at <http://system.missouri.edu:80uminfo/rules/programs200010.htm>.

By registering for a class at UM-St. Louis, students agree to follow this standard of integrity.

Note: Faculty may visit the UMSL site and, if desired, quote additional elements of the Honor Statement that are especially relevant to your course. The Student Affairs Committee also recommends that all syllabi include the following statement, with course-specific details added as needed.

College of Nursing Statement of Academic Integrity

Strict adherence to the principles of intellectual honesty is expected from all students in the completion of assigned work in nursing courses. Failure to do so will result in:

1. an academic assessment by course faculty of a 0% grade for the work in question (test or assignment), and
2. submission of relevant information to the Vice-Chancellor of Academic Affairs, who may apply sanctions such as probation, suspension, or dismissal.

Academic dishonesty includes but is not limited to the following:

1. copying the work of another student;
2. copying material verbatim from a published source without placing it in quotation marks and citing the source;
3. failing to cite the source of material paraphrased from a published source;
4. cheating of any kind during a quiz or exam;
5. copying exam questions during test reviews and/or distributing or sharing exam questions with other students in any form;
6. using non-faculty approved electronic or communication devices during examinations or class assignments.

Course faculty reserves the right to use software for assistance with plagiarism detection.

Failure to detect a violation of academic integrity on one assignment/examination does not excuse subsequent violations.

Additional note: Clinical courses should include the following statement in syllabi and clearly identify critical behaviors on clinical evaluation tools.

Critical behaviors that students must demonstrate in order to earn a satisfactory clinical grade include expectations of honesty and professional integrity in ALL clinical settings. Dishonest behaviors such as withholding information about errors or falsifying reports are obvious violations. Refer to the N (course number) Clinical Evaluation Tool for statements of critical behaviors that must be clearly demonstrated in each clinical experience.

Conference

Student: _____

Major: _____

Advisor: _____

Notes:

Date: _____ **By:** _____

Regarding: _____

Student Conference

Student: _____

Major: _____

Notes:

Advisor: _____

Date: _____

By: _____

Regarding: _____

LOGISTICS OF DOCTORAL EDUCATION (SURVIVING AND THRIVING!!)

Sandra P. Thomas, PhD, RN, FAAN
Director, PhD Program, University of Tennessee, Knoxville
Sthomas@utk.edu

1. Expect the transition to be difficult and stressful, especially if you had a high-level position at work prior to program entry. Expect to feel more unsure of yourself than usual.
2. Expect to wonder (at times!) why you ever considered getting a PhD.
3. Expect family crises to occur. Family members will become ill, children will act out.
4. Expect to have one of the most stimulating and exciting experiences of your life.

What will smooth the way?

1. Bond with your classmates through coffee breaks, lunches, gab sessions.
2. Get acquainted with faculty who has mutual interests. Volunteer to help them with projects.
3. See your advisor regularly, and take a portfolio of your work to each appointment.
4. Take advantage of interdisciplinary experiences whenever you can.
5. Take advantage of international experiences whenever you can.
6. Apply for every kind of financial aid, scholarship, and fellowship available to you.
7. Attend as many professional conferences as you can.
8. If you have complaints, do not let them fester. Take them to your program director.
9. Benefit from the experiences of others. Get to know students who have made it to candidacy.
10. Try to settle on key concepts of interest early in your program, concepts that ultimately may be included in the middle-range theory that will frame your dissertation research.
11. Master a particular body of literature early in your program, so that you have a good grasp of the state of the science in the area (what's known and what's not known). Draw from this literature as you complete various assignments. Tell other students so they can save articles for you. Continually update this body of literature as you prepare for comps and dissertation.
12. **NEVER NEVER NEVER NEVER NEVER NEVER GIVE UP!!! Nursing needs you!**
Nursing needs thousands more doctoral prepared people! Your future is bright.

Indicators of Quality in Doctoral Programs in Nursing

The following indicators apply to the doctor of philosophy degree in nursing, (PhD), the doctor of nursing science (DNS), and the doctor of education in nursing (EdD).

Faculty

1. A diversity of intellectual perspectives is valued and represented by the faculty.
2. Faculty meet the requirements of the parent institution for graduate education, and a substantial proportion of faculty hold earned doctorates in nursing.
3. Faculty conceptualizes and implements productive programs of research and scholarship that attract and engage students.
4. Faculty creates an environment in which mentoring, socialization of students, and the existence of a community of scholars is evident.
5. Faculty assist students to understand the value of programs of research and scholarship that continue over time and build upon previous work.
6. Faculty identify, generate, and utilize resources within the university and broader community to support program goals.

Programs of Study

1. The emphasis of the program of study is determined by the faculty's areas of expertise and scholarship. Common elements of the program of study include:
 - A. History and philosophy of science and their relation to the development of nursing knowledge.
 - B. Existing and evolving substantive nursing knowledge.
 - C. Methods and processes of theory/knowledge development.
 - D. Analytical and leadership strategies for dealing with social, ethical, cultural, economic and political issues related to nursing, health care, and research.
 - E. Research methods and techniques of data analysis.
 - F. Progressive, guided, and independent student research experiences.
2. The distribution between nursing and cognate content is consistent with the mission and goals of the program and the student's area of focus.
3. Core content is identifiable. It can be provided through a variety of formal and informal teaching/learning and research activities.
4. Opportunities are provided for role development that complements students' previous experiences and career goals.
5. Requirements and their sequence for progression in the program are clear and available to students in writing.

Resources

1. Sufficient human, financial, and institutional resources are available to accomplish the goals of the unit for research, teaching, and service.
2. Technical and support services are available and accessible to faculty, students, and staff for state of the science information acquisition, communication, and management. This includes computer technology, telecommunication technology, support personnel, and resources for maintenance.
3. Library and data base resources are sufficient to support the scholarly endeavors of faculty and students.
4. Space and equipment are sufficient, including appropriate computer and laboratory facilities, offices, seminar rooms, and study and social areas for doctoral students.
5. Adequate university and clinical resources are available and accessible to faculty and students to support program goals.
6. The interests of the program are represented by faculty and students at the institutional level, and resources for research and student support are equitably allocated within the institution.

Students

1. Students are selected from a pool of highly qualified and motivated applicants who represent diverse populations.
2. Admission criteria are based on standards consistent with those of the institution and provide an opportunity to consider exceptional students. These criteria should be sufficiently rigorous to admit students who will excel.
3. Students' goals and objectives are congruent with faculty expertise and institutional resources..
4. Students are successful in obtaining financial support through intramural and extramural academic and research awards.
5. Students actively prepare to assume leadership roles after they graduate.
6. Students commit a significant portion of their time to the program and complete the program in a timely fashion.
7. Students establish a pattern of productive scholarship, collaborating with faculty and peers in scientific endeavors that result in the presentation and publication of scholarly work that continues after graduation.

Research

1. Research is an explicit component of the mission of the parent institution and the nursing unit.
2. The university and the nursing unit value, support, and reward faculty and student research and scholarship.
3. Programs of research that are developed over time and build upon previous work exist and are congruent with research priorities within nursing and its constituent communities.
4. A variety of mechanisms, e.g., peer review, mentoring, consultation, exist that foster high quality research.
5. Sufficient research exists to support the goals of the program.

Evaluation

The evaluation plan:

1. Is systematic, ongoing, comprehensive, and focuses on the university's and program's specific mission and goals.
2. Includes both process and outcome data related to the indicators of quality in doctoral programs.
3. Adheres to established ethical and process standards for formal program evaluation, e.g., confidentiality and rigorous quantitative and qualitative analyses.
4. Includes data from a variety of internal and external constituencies, e.g. students, graduates, program faculty, employers of graduates, peer groups within nursing, and external funding bodies.
5. Provides for comparison of program processes and outcomes to the standards of its parent graduate school/university and selected peer groups within nursing.
6. Includes ongoing feedback to program faculty and administrators to promote program improvement.
7. Provides comprehensive data in order to determine patterns and trends and recommend future directions at regular intervals.
8. Is supported with adequate human, financial, and institutional resources.

(Approved by Membership October 25, 1993)

Copyright © 2001 by the American Association of Colleges of Nursing. All rights reserved.

American Association of Colleges of Nursing
One Dupont Circle, NW, Suite 530
Washington, DC 20036
Phone: (202) 463-6930
Fax: (202) 785-8320
<http://www.aacn.nche.edu>

A*

Guides for Making the Grade

Making the Grade in Graduate School: Survival Strategy 101. Howard G. Adams, Ph.D., National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM).

Getting What you Came For, the Smart Student's Guide to Earning a Master's or Ph.D. Robert L. Peters, Ph.D., The Noonday Press, 1997.

How to Complete and Survive a Doctoral Dissertation. David Sternberg, St. Martin's Press, 1981.

Dissertations and Theses From Start to Finish. John D. Cone and Sharon L. Foster, American Psychological Association, 1995.

Garrard, J. (2007). *Health Sciences Literature Review Made Easy. The Matrix Method.* (2nd ed.). Boston: Jones and Bartlett Publishers.

Ebest, S. B., Alred, G. J., Brusaw, C. T., & Oliu, W. e. (2000). *Writing from A to Z.* (3rd ed.). Mountain View: CA: Mayfield Publishing Company.

100 Words Almost Everyone Confuses & Misuses. Boston: Houghton Mifflin.

Pyrczak, F. (2000). *Completing Your Thesis or Dissertation.* Los Angeles: Pyrczak.

Strunk, W. & White, E. B. (1972). *The Elements of Style.* (4th ed.). New York: Longman.

Zeiger, M. (2000). *Essentials of Writing Biomedical Research Papers.* New York: McGraw-Hill

<http://www.umsl.edu/services/ur/media/style/style.pdf#search=%22style%20guide%22>

Top Ten Tips for Choosing Your Dissertation Topic by Dr. Gina Hiatt

One of the self assessments on my web site is entitled "Do You Deserve a Ph.D?" It asks the question, "What is one aspect of this subject that you would most welcome some advice, information or help on?" By far the most common answer is "I need help choosing my dissertation topic."

Your choice of dissertation topic will indeed play a big role in your academic career, so you are wise to put a lot of thought into it.

Here are some tips to jumpstart this all-important decision:

1. Read as much as you can! As you read, don't just underline. Make notes about how each article does or doesn't fit in with your fledgling ideas, how you might use the article later, and any other deep thoughts you might have. You won't remember later why you put a big star near the title.
2. Start early. If you can use as jumping off points the papers that you are required to write during the courses of your early graduate years, you've saved yourself a lot of time. Be thinking about the potential topic from the day you start graduate school.
3. Talk to others. Don't insulate yourself. Run your ideas by your peers and your advisor. If your advisor doesn't like to engage in such scholarly dialogue with beginners (which should be his/her role, but you may not be lucky enough to have such an advisor), then find a mentor and throw ideas around with her/him.
4. Use a systematic approach. Organize your search and the notes and references you accrue.
5. Look in the right places for ideas. Scan completed dissertations by students in your department or in your field of interest and read the conclusions to find suggestions for future research. Do the same with recent articles or conference presentations by noted scholars. Someone has already done a lot of thinking about this, for this very reason - to advance the field and encourage further work on the topic.
6. Look at excellent studies in a different area than yours and see if you can adapt the methodology, use of theory, or other aspects of the study to your area.
7. "Write before you're ready." This is the mantra of Robert Boyce, a researcher who studied successful professors to find out what they did right (*Advice for New Faculty Members*). A common theme was that they wrote their thoughts down regularly, no matter how poorly formed they were. He found in his studies that a regular writing habit increased the number of daily creative thoughts significantly.
8. Think strategically. The topic of your dissertation will probably determine where or whether you get a job, and how your career will advance. Make sure there is a need in academia for your specific area of specialization.

9. Listen to your gut instinct. If you love a topic, you will have a much more satisfying life if you pursue it. If it's not a well-positioned topic, perhaps you can tweak it to make it more strategically desirable.

10. Don't try for the Nobel Prize. Make the scope of your dissertation possible. You want to be able to finish it and get a job. Elegant, simple research is often the most highly regarded work.

You can do it! Follow these steps and you will find a topic that you love (or at least like).

For more information call or email us:

The All-But-Dissertation Survival Guide •|• 4400 East West Highway/Suite 1104, Bethesda, Md 20814

info@mentorcoach.com (email) •|• 301-986-5688(voice) •|• 301-913-9447(fax)

<http://www.abdsurvivalguide.com/subscribe.htm>

Attributes of an effective graduate advisor

- 1 Has compatible interests in subject matter and research.
- 2 Is accessible, enthusiastic, and willingly shares his or her time and advice.
- 3 Is engaged in active research.
- 4 Is someone you can respect and learn from.
- 5 Is efficient, reviews student work in a timely fashion.
- 6 Provides clear expectations, constructive feedback, wise counsel and direction.
- 7 Challenges students to think deeply about research issues.
- 8 Creates an atmosphere conducive to engaging ideas and encouraging students.
- 9 Acts as an advocate for the student.
- 10 Believes in the student's ability, nurtures the student's self-image as an emerging scholar in the field.

-This page intentionally left blank-