# Ph.D. Student Handbook 2024

**Saint Louis University**
**Trudy Busch Valentine School of Nursing**

# Overview to the Handbook

This handbook was developed to provide helpful information while you are a student in the Ph.D. Program in Nursing at Saint Louis University. It represents the combined efforts of the program director, faculty, and Ph.D. students in fostering a supportive, collegial environment at Saint Louis University Trudy Busch Valentine School of Nursing and in making transparent the practices and procedures specific to this program. A copy of this handbook is available as a PDF document in the **Ph.D. Connections Canvas** site**.** You can enroll yourself through this link: https://canvas.slu.edu/enroll/LYPHWL

This handbook should be used in conjunction with information from the University, particularly *Graduate Education* to answer policy and procedure questions regarding your doctoral studies. See the Graduate Education website - https://www.slu.edu/academics/graduate/index.php as well as the *Graduate Education Catalog*. Search on the SLU web site to get the most current catalog. Policies can be found here: https://catalog.slu.edu/academic-policies/academic-policies-procedures/ These documents may be amended to reflect changes in policies. Students should review the handbook and use the most current versions of all documents.

Applicants to the Ph.D. Program in Nursing are admitted directly to the Saint Louis University Trudy Busch Valentine School of Nursing. The University does *not* have a *Graduate School.,* but rather an Office of Graduate Education. Application, graduation, and other procedures are determined by the Trudy Busch Valentine School of Nursing and coordinated with Graduate Admissions and the Office of Graduate Education. The School of Nursing conforms to the basic policies of *Graduate Education* of the University but may have more constrained/specific standards than stated in the catalog. This handbook includes most policies and procedures for PhD students.

If you have questions about the content of this handbook, contact the Ph.D. nursing program Director or your advisor. Web links are current at the time of distribution of this handbook. Because of the dynamic nature of the Web, some links may no longer work. You can search for University links at slu.edu, especially the Academic Catalog, and the Graduate Education websites.

Note that the Handbook is updated each year in July and the version for the current year should be consulted. The entire handbook is posted on PhD Connections, which is a Canvas site you can access at all times.

# Contents

SAINT LOUIS UNIVERSITY ..... 7
Trudy Busch Valentine School of Nursing ..... 7
Accreditation ..... 8
Mission Statement ..... 9
Philosophy ..... **Error! Bookmark not defined.**
Current Graduate Programs at the School of Nursing ..... 9
Key Policy Links for SLU and Graduate Students ..... 11
Doctor of Philosophy Program in Nursing ..... 12
Student Learning Outcomes ..... 12
Curriculum ..... 12
Post Bachelor's Courses and Credit Hours ..... 12
Post Master's Courses and Credit Hours ..... 13
PhD Program Participation ..... 13
PhD Program Admission Requirements ..... 14
Program Statistics Pre- or Co-requisite ..... 15
Tuition and Fees ..... 15
Refunds ..... 16
Nondiscrimination Policy ..... 16
Course Policies ..... 176
Course Level ..... 18
**Technology Requirements** ..... 18
Academic Standards ..... 19
Academic Advising ..... 21
Annual Reviews ..... 2122
Authorship as a Student (Papers and Presentations) ..... 26
Academic Integrity/Ethical Behavior ..... 27
Saint Louis University Academic Integrity Policy ..... 27
Additional Statement on Academic Integrity for the Trudy Busch Valentine School of Nursing ..... 28
Additional Statement on Academic Integrity for the Ph.D. Nursing Program ..... 30
Trudy Busch Valentine School of Nursing Graduate Social Media Integrity Policy ..... 31
Course-Related Information ..... 33
NURS 6999 Dissertation Research ..... 33
Zero (0) Credit Fees ..... 33
Area of Concentration (Cognate Courses) ..... 34
Nurse Educator Courses ..... 34

Minors ..... 34
Inter-University Exchange Consortium – Course Options at Other Connected Universities ..... 35
Qualifying Examinations ..... 36
Dissertation Guidelines & Format Options ..... 39
Chairperson and Committee Members ..... 40
Institutional Review Board (IRB) Policies and Procedures ..... 47
Training (Known as CITI Training) ..... 48
Research and Health Insurance and Portability and Accountability Act (HIPAA) ..... 50
Dissertation Defense ..... 50
Final Steps to Completing the Dissertation Document ..... 51
Graduation –Conferral of Degree ..... 52
Scholarships and Other Funding ..... 53
Marion Bender Scholarship ..... 53
Shaw-Engler and Hoppe Scholarships ..... 53
Delta Lambda Chapter, Sigma Theta International ..... 54
Tuition Credit Support ..... 55
External Funding ..... 56
SON RESOURCES ..... 56
Ph.D. Connections ..... 56
Ph.D. Nursing Student Room ..... 56
University Resources ..... 57
University Writing Services ..... 57
Copiers ..... 58
Libraries ..... 58
Student Photo ID Badge/Card ..... 59
Parking ..... 59
Weather ..... 59
Health Insurance ..... 59
Mental Health ..... 60
University Counseling Center: Available 24/7 at 314-977-TALK ..... 60
Campus Ministry: 314-977-2425 ..... 60
Accommodations for Students with Disabilities ..... 60
Other Organizations ..... 60
Midwest Nursing Research Society (MNRS) ..... 60
Information for Graduate Assistants ..... 62
Contractual Requirements ..... 62

Expectations ..... 62
Paychecks for Assistants ..... 63
Copying for Faculty Members ..... 63
Helpful Tips ..... 63
Appendix A: Course Descriptions 62
Appendix B: Sample Course Plans ..... 69
Appendix C: Course Plan Work Sheets ..... 73
Appendix D: School of Nursing Academic Appeals Policy ..... 75
Appendix E: Ph.D. Nursing Program Graduates ..... 78
Appendix F: Current PhD Program Students ..... 81

# SAINT LOUIS UNIVERSITY

Saint Louis University (SLU) is a Catholic, Jesuit University with three campuses: The Frost campus and Medical Center campus in St. Louis Missouri, and the Madrid campus in Spain. The University was founded in 1818 and is the oldest university west of the Mississippi River. Saint Louis University began when Louis William DuBourg, bishop of Louisiana, opened St. Louis Academy in a one-story house. DuBourg offered land to the Society of Jesus for a Native American School which became chartered as Saint Louis University in 1832. The U.S. campus moved to its present site on Grand Boulevard in 1888.

***The University's mission is the pursuit of truth for the greater glory of God and for the service of humanity*.**

The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, health care and service to the community. It is dedicated to leadership in the continuing quest for understanding of God's creation and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit university, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

# Trudy Busch Valentine School of Nursing

The Trudy Busch Valentine School of Nursing has achieved a national recognition and has been a leader in nursing education since it was founded in 1928. The School has achieved nationally recognized for its innovative and pioneering comprehensive curricula, including bachelor's, master's, post-master's NP certificates, and doctoral (DNP and Ph.D.) programs.

Founded in 1928, the Trudy Busch Valentine School of Nursing offered certificate and Bachelor of Science in nursing degree programs. The accelerated baccalaureate program was the first of its kind in the nation, established in 1971. Graduate programs in nursing leading to the master's degree, were offered beginning in 1935. Students for the accelerated generalist master's degree in nursing were admitted fall 2010. The Doctor of Nursing Practice (DNP) program is a terminal professional degree for nurses in advanced practice; the first cohort of students was admitted in fall 2008. The Doctor of Philosophy in Nursing (Ph.D.) degree was approved in 1989 and admitted students in 1990. It was the first Ph.D. nursing program in Missouri.

## Accreditation

Saint Louis University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA) and has been continuously accredited since 1916. Inquiries on accreditation may be made to the Higher Learning Commission of the North Central Association of Colleges and Schools.

In the United States, Ph.D. nursing programs are not accredited by an external agency. However, the School of Nursing doctoral faculty evaluates the Ph.D. nursing program using the American Association of Colleges of Nursing (AACN) document, *The Research-Focused Doctoral Program in Nursing: Pathways to Excellence* for program evaluation. Copies of the document may be obtained from the AACN website.

## Vision and Mission Statement

The vision of the Trudy Busch Valentine School of Nursing is to pioneer innovation and advance equity through our mission-driven, diverse, inclusive, wellbeing-focused environment of excellence in teaching, research, practice, and service.

**Mission Statement of Trudy Busch Valentine School of Nursing:**

The mission of the Trudy Busch Valentine School of Nursing is education of "the whole person"- mind, body, heart, and spirit within a diverse and technological society. The school, through the teaching component of the mission, prepares diverse students at the baccalaureate, master's, post-master's, and doctoral levels for professional nursing practice and interprofessional collaboration to care of the whole person, the *cura personalis.* The school creates an inclusive student-centered environment that recognizes and actively addresses the diverse needs and well-being of individuals and an academic climate of in-person and online learning that promotes the spirit of inquiry among faculty and students.

The school, through the research component of the mission, advances the active engagement of faculty and the involvement of students in the scholarly process of inquiry and discovery, dissemination, and translation of knowledge. The school promotes interprofessional collaboration in the conduct of research in order to advance health care.

The school, through the service/practice component of the mission, promotes health care within the University and the local, regional, and national communities. The school assumes a leadership role in developing nursing as a discipline and profession by providing expertise in nursing education, practice, and research to these communities.
The School, through the research component of the mission, advances the active engagement of faculty and the involvement of students in the scholarly process of inquiry and discovery, dissemination, and translation of knowledge. The School promotes interprofessional collaboration in the conduct of research in order to advance health care.

The School, through the service/practice component of the mission, promotes health care within the University, and the local, regional, and national communities. The School assumes a leadership role in developing nursing as a discipline and profession by providing expertise in nursing education, practice, and research to these communities.

## Current Graduate Programs at the School of Nursing

- Doctor of Philosophy in Nursing-Post-Baccalaureate (B.S.N-Ph.D.) and Post-Master's (M.S.N.-Ph.D.)
- Doctor of Nursing Practice-Post-Baccalaureate (B.S.N-D.N.P.) and Post-Master's (M.S.N.-D.N.P.)
- Master of Science in Nursing-Clinical Nurse Leader (M.S.N.-C.N.L.)
- Master of Science in Nursing-Nurse Practitioner (M.S.N.-N.P.)
- Accelerated Master of Science in Nursing (A.M.S.N.)

## Trudy Busch Valentine School of Nursing Contact Information

3525 Caroline Mall, St. Louis, MO 63104-1099
314-977-8900; FAX: 314-977-8817

**Dean, School of Nursing, Interim**
Kristine L'Ecuyer, PhD, RN
Associate Professor
Office: 314-977-8909
Fax: 314-977-8949
Email: kris.lecuyer@sluedu

**Associate Dean for Graduate Education, Interim**
Michelle Papacrhisanthou
Associate Professor
Office: 314-977-8908
Fax: 314-977-8949
Emai

**Director, Ph.D. Program in Nursing, and Associate Dean for Research**
**Helen W. Lach,** Ph.D., RN, CNL, FGSA, FAAN
Professor
Office: 314-977-893; Fax: 314-977-8817
Email: helen.lach@slu.edu

## Saint Louis University Graduate Education

**Associate Provost for Graduate Affairs**
**April Trees, PhD**
DuBourg Hall, Room 443
Office: 314-977-2533
Email: April.trees@slu.edu

**Doctoral Candidacy Advisor**
**Christine Harper**
DuBourg Hall, DB 420D
Office: 314-977-2243
Email: harperc@slu.edu

**Contacts**: See People Finder on the slu.edu website to search for university employees and students: http://www.slu.edu/peoplefinder/

## Other University Contacts

- **Campus ministry**: 314-977-2425
- **Computer assistance (IT Help Desk)**: ITS Support Center at 314-977-4000
- **Graduate Student Association** (student travel funds research conferences): https://sites.google.com/a/slu.edu/graduate-student-association/
- **Student Health and Counseling Services**: Marchetti Towers East 1st Floor, 314-977-2323. https://www.slu.edu/life-at-slu/student-health/index.php
- **University Counseling Services** - https://www.slu.edu/life-at-slu/university-counseling/index.php
    - For trouble coping with a crisis or stressful events – 314-977-8255 (TALK)
- **Office of International Services**, Des Peres Hall, Hall Room #102. 314-977-2500 http://www.slu.edu/international-services-home

- **School of Nursing Library Liaison** – the library has an assigned librarian who works with nursing students, and we also may have an adjunct librarian to work with students – see the Medical Center Library web site.

## Key Policy Links for SLU and Graduate Students

As a Ph.D. nursing student, please become familiar with all information relevant to your education. All University, Graduate Education, and School of Nursing policies and procedures are in effect, including, but not limited to, academic standards, course withdrawals, and course incompletes.

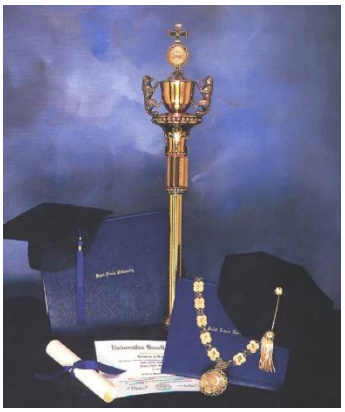
Academic Catalog:
https://catalog.slu.edu/

Graduate Education (dissertation policies)
https://www.slu.edu/academics/graduate/index.php

Office of the Registrar (Student Services- all course registration issues)
https://www.slu.edu/registrar

Office of Student Financial Services
https://www.slu.edu/financial-aid/contact.php

# Doctor of Philosophy Program in Nursing



Doctoral education provides leadership for the continuing development of nursing as a discipline and a profession. The Doctor of Philosophy in Nursing (Ph.D.) fosters commitment to knowledge generation and to expanding the science of the discipline. As stewards of the profession, graduates apply methods of knowledge discovery to advance nursing scholarship and practice. The study of nursing as a scientific discipline is complemented by advanced study in related disciplines to address complex healthcare issues.
(Approved Body: General Faculty Assembly.
Revised and approved: November 18, 2013)

## Student Learning Outcomes

Graduates of this program will be prepared to:

1. Articulate multiple perspectives on knowledge development and a broad understanding of research methods.
2. Critique and synthesize nursing and interdisciplinary knowledge in a substantive area of inquiry.
3. Generate and disseminate nursing knowledge through research that is innovative, rigorously conducted, ethically sound, and culturally sensitive.
4. Demonstrate leadership by disseminating scientific findings and implications for future research, practice, and policy.
   (Revision Approved: Ph.D. Nursing Program Committee: January, 2021)

**Program outcomes are assessed regularly through examining students' progress during coursework, dissertation completion, and surveys of graduate students. Our assessment indicates that our students are achieving the program outcomes.**

## Curriculum

The Ph.D. program consists of a total of 69 graduate credit hours/ Students take 39 graduate credit hours of course work and 12 credit hours of dissertation research. The other 18 credits from a master's degree program in nursing may be accepted and applied without charge. See course plans listed later.

## BSN-PhD Courses and Credit Hours

Students complete 17 credits of course work at the Master's level (Master's level courses are typically held online, as asynchronous learning.)

| | | |
|---|---|---|
| HCE 5500 | Ethics in Nursing and Health Care (spring, summer) | 2 |
| NURS 5140 | Health Promotion (fall, spring) | 3 |
| NURS 5170 | Advanced Pathophysiology (fall, spring) | 3 |

| | | |
|---|---|---|
| NURS 5200 | General Research Methods (fall, spring) | 3 |
| NURS 6805 | Introduction to Applied Statistics in Research (summer)<br>PhD PREREQUISITE (usually taken later with PhD courses) | 3 |
| NURS 5989 | Research Cognate in nursing specialty/area of research interest (e.g., pediatrics, gerontology, family nursing, etc.) | 3 |
| | Total for Master's Level | 17 |

## Post Master's Courses and Credit Hours

PhD level (PhD level courses are typically online/on-site synchronous classes)

**Pre-requisite**: NURS 6805 Introduction to Applied Statistics in Research (or equivalent) **3 credits** – most students take this at the end of their first year in the summer.

| | | |
|---|---|---|
| M.S.N. | Advanced standing from master's degree course work* | 18***** |
| NURS 6800 | Theory Development in Nursing (fall) | 3 |
| NURS 6813 | Knowledge Development in Nursing: Philosophical Perspectives (fall) | 3 |
| NURS 6809 | Quantitative Methods in Nursing Research (spring) | 3 |
| NURS 6810 | Qualitative Methods in Nursing Research (spring) | 3 |
| | Midwest Nursing Research Society or other conference - annually | 0 |
| NURS 6812 | Issues of Scientific Integrity in Nursing and Health Research (summer) | 1 |
| NURS 6801 | Research Issues in Health Promotion, Health Equity (fall) | 3 |
| NURS 6806 | Applied Statistics for Nursing Research I (fall) | 3 |
| NURS 6804 | Research Issues in the Care of Acutely/Chronically Ill Pops (spring) | 3 |
| NURS 6807 | Applied Statistics for Research II (3 spring) | 3 |
| NURS 6802 | Measurement of Nursing Variables (fall) | 3 |
| TBD | Area of Concentration (electives; 9 credits) | 9 |
| | Total course credits | **37** |
| NURS 6999 | Dissertation Research credits (schedule determined with chair) | **12** |
| | Total | 49 |
| | **Master's level credits from above** | 18 |
| | **Total graduate credits** | **67** |
| | **Total graduate credits with 6805** | **70** |

## PhD Program Participation

There is *one* PhD nursing program with two options: post-bachelor's degree and post-master's degree. There are two methods of participation in core nursing courses. Students may attend PhD classes on-campus or from a distance. Whether on-campus or at a distance, all students participate with faculty in a live, real-time classroom using advanced audiovisual technologies. Doctoral nursing courses are usually offered on Fridays and require real-time (synchronous) participation by all students. Students must have a laptop computer webcam, ***reliable Internet***, and private space for class participation.

Students begin course work in the fall semester. Spring semester admission is possible with some constraints in course scheduling and availability due, in part, to course prerequisites. International students often begin in the summer taking English courses, based on their level of English proficiency.

## PhD Program Admission Requirements

Applicants for admission are considered individually based on the following requirements following a holistic admissions process. PhD faculty of the School of Nursing review and evaluate all applications and conduct interviews with those who meet the requirements. The application process includes the following:

- Completed application online to NURSING CAS.
- Official transcripts from all colleges and universities attended.
- Cumulative grade point average of 3.25 on a 4.0 system.
- Recommendations from three individuals (preferably supervisors, academics with master's or Ph.D. prepared nurses) who can describe the applicant's academic and professional accomplishments and potential for success in a Ph.D. nursing program.
- Current, unencumbered registered professional nurse licensure in the state/country of residence/employment or eligibility for licensure in the State of Missouri.
- Curriculum vitae.
- Written statement describing the applicant's goals for PhD education, clinical and leadership experience, career goals, research interests, and plans for study on-campus or distance learning.
- Evidence of high potential for scholarship, leadership in nursing, and conducting nursing research.
- **Additional criteria to be admitted into the Post MSN to Ph.D. Option:**
  - Master's degree in nursing from a nationally accredited program (related degrees considered for those with an undergraduate nursing degree).
- **Additional criteria to be admitted into the Post BSN to Ph.D. Option:**
  - A bachelor's degree in nursing from a nationally accredited program.
  - Two years of RN clinical experience required.
- Applications will include an interview to discuss personal goals for school and assess writing skills.

**Note:** Ordinarily, applicants to the Ph.D. nursing program *are not* admitted on Probationary status. In the unlikely event a student is admitted on probation, the *Graduate Education Catalog* policy applies.

## English Proficiency for International Students

- Scores on IELTS must be 6.5. TOEFL scores should be ≥ 213 (computer-based), ≥ 80 (Internet-based), or ≥ 550 (paper-based). Duolingo testing with video interview and on the spot writing test may be also required. English listening and writing skills are critical for student success.
- Ordinarily, international students with a lower scores enroll in INTO SLU EAP (English for Academic Purposes) classes in the summer session prior to beginning their program of studies *and/or take English classes their entire first year.*
- Students below 6.0 will require English proficiency before beginning nursing PhD courses.
- Lack of English proficiency will inhibit a student's progression in the program. NOTE: EAP (English for Academic Purposes) courses that are 4000-level are not taken for graduate credit. EAP courses **do not count** toward the PhD degree.

### Program Statistics Pre- or Co-requisite

Completion of a graduate course in advanced statistics, **NURS 6805 Introduction to Applied Statistics in Research** (or equivalent), within the last five years is a required prerequisite to NURS 6806. PhD level students take this together in the summer at the end of their first year of PhD courses. BSN-PhD students can take this prior to PhD courses or at the end of their first year of PhD courses. Several courses at Saint Louis University satisfy the NURS 6805 prerequisite, and may be offered at variable times:

- ORES 5010 Introduction to Biostatistics for Health Outcomes Research (Fall online)
- PSY 5790 Applied Univariate Statistics (Fall onsite, typically limited to psychology students)
- BST 5000 Principles of Biostatistics (Fall onsite & online, Spring onsite)
- SOC 5050 Quantitative I: Applied Inferential Statistics (Fall onsite)

*Course offerings may change, so please check the course catalog before planning.*

# Tuition and Fees

The Office of Student Financial Services provides information on tuition and fees for students: https://www.slu.edu/financial-aid/tuition-and-costs/index.php

Graduate students, including those who are registered for zero credit hours, will be assessed the student activity fee; distance students may have lower fees.

## Refunds

Under ordinary circumstances, tuition refunds are to be made following the guidelines outlined by the Office of Student Financial Services. This policy provides for a refund of 70%-100% for withdrawals that occur early in the semester. The portion of tuition refunded will be guided by the date on which the student stopped participating in course instruction. In those cases, in which the student's situation and subsequent request occur outside of the timeframe stated in the University policy, the Associate Provost for Academic Affairs may grant exceptions. Generally, an exception to the stated policy will be granted only for situations involving extreme hardship.

## Nondiscrimination Policy

The Trudy Busch Valentine School of Nursing is in full support of the Saint Louis University is a Catholic Jesuit institution with a distinctive educational mission and philosophy emphasizing Christian humanism, human dignity, and the development of the total human being.
These core values are manifested in the University's commitment to foster a workplace and learning environment that is free from any form of harassment or discrimination because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran's status, or any other characteristics protected by law.

# Course Policies and Registration

After the first semester, you can register *yourself* for classes through Banner (except for independent studies and dissertation hours). Your SLU Net ID will be required to register. Registration for scheduled courses is available online through **SLU Banner Self-Service.** You should register according to your set course plan. If you want to change your plan or take courses in a different order, please consult with your academic advisor, and make a new course plan. The directions on how to register in Banner can be found at https://www.slu.edu/registrar/register/. Contact the director of the PhD nursing program if you have questions. Graduate work is designated 5000 and 6000 level course numbers and under the policies of the Graduate Education office. Electives or area of concentration courses should be at these levels.

**Note**: you *cannot* register yourself for Independent studies (6959) or 6999 Dissertation Research Credits – these must go through your advisor who will work with the PhD Program Administrative Assistant to register you.

Pre-registration for summer and fall semesters is from early April to early May. Rolling registration is through August. Students who register during the registration period of early April to early May and early November to early December will receive a bill from the University. If you register for fall semester after July 1, you will ***not*** receive a bill and must contact the Office of Student

Accounts. If you register for a summer session after May 4th, you will ***not*** receive a bill and must contact the Office of Student Accounts (314-977-2395) to make financial arrangements. You will find the student account information at https://www.slu.edu/financial-aid/paying-your-bill/index.php

Late registration is from late August – early September. During that time a $50 fee will be assessed. Spring registration begins early November to early December. Late registration is January to early February.

***Always check that you are registered each semester and that you have received a bill!!***

All of the University policies related to courses are posted in the *Saint Louis University Academic Catalog*, which is updated each year and includes current course offerings. Topics such as course audit, withdrawals, etc. are noted there as well as other policies Ph.D. students should read with regards to registration. See the catalog online:

https://catalog.slu.edu/

## Time to Degree- Program Extension

Students are expected to complete their doctoral studies within 7 years, per University guidelines. Most students complete their degree in 4 ½ – 5 ½ years. If a student requires more time, then an extension must be requested through Graduate Education. The reasons for the delay and plans for completing the dissertation should be included in a letter attached to the form to request an extension:

## Transfer of Credit

Graduate coursework may transfer. Credit for 18 credits from the Master's degree are accepted. Students must complete 80% of total credits at Saint Louis University, exclusive of advanced standing credits or inter-university credits.

Up to 20% of credits of PhD course work may be transferred in. This would be the equivalent of 9 credit hours for PhD students. Students should check with the Program Director to determine equivalence of any substitute for a required course. See general information: https://catalog.slu.edu/academic-policies/office-admission/graduate/transfer-credit

## Course Level

Typically, students take electives at the 5000 or 6000 level on a topic in their area of interest. *No more than 6 credits of 4000-level* coursework may satisfy the requirements of a Doctoral degree, per Graduate Education; these must be approved by the dissertation chair.

## Independent Studies and Directed Studies

Doctoral degree students may apply *no more than 6 credits* of elective independent studies including Research Topics (6970) or Graduate Reading (6980), or a combination thereof to their course requirements, per Graduate Education.

Students wishing to take an independent study (IS) should discuss this with their advisor, who must approve the topic and determine the best faculty member to direct it. Due to workload issues, faculty may not always be available to teach an IS. An application form may need to be completed and submitted to the registrar.

Students work with the faculty member to plan the readings, activities, assignments, and times to meet for the IS and document this on the IS syllabus (see PhD Connections for the form). The course title should be changed after the semester so that the transcript will indicate the topic of the IS.

A ***directed study*** may be taken in place of a *regular course* in a semester when it is not usually offered, and a faculty member is available to offer it as independent study. The usual syllabus and the regular course name (Coded with DS) are used.

## Program Technology Requirements

**Computer:**

Students are required to have a laptop computer with microphone and web cam, and adequate internet to participate in online class, as well as a place lace to participate that is quiet without interruptions.

**Required Browsers:**

- **Mozilla Firefox (***free).* Download **Mozilla Firefox**.
- **Google Chrome** *(free- allow pop-ups).* Download **Google Chrome**

**Required Software:**

- **VLC Media Player** is required. *(open source - free).* Download **VLC Media Player**
- **Adobe Reader** *(free).* Download **Adobe Reader**. There is no need to purchase Adobe Acrobat.
- **Endnote f**ree bibliography software is available from SLU. Download Endnote
- **Microsoft Office Suite** for sharing files and assignments with other students and faculty. If you have an older version of Office you may obtain a free license for Microsoft Office 365 from SLU. Download Microsoft 365 from the SLU website.

- **Statistics courses** will require SPSS software accessibility for completing assignments.

**Government, Military, or VA personnel**

- Many hospitals, all government offices, VA hospitals, and military bases/hospitals have blocked access to streaming media and other sites. This means that you will not be able to listen to lectures or, possibly, access your courses. You must have access to Saint Louis University School of Nursing courses outside of your employment or military bases.

**Internet Connectivity**

- See the Bandwidth for Online Learning Recommendations posted on the SLU Academic Tech Commons site.

**Smartphones and Tablets**

- Mobile Apps for tablets and smartphones are available for some of the products used for course content delivery such as Canvas, Panopto and Zoom. Not all features are necessarily available in these apps or on mobile devices. All students should have access to a computer to complete their program of study.

# Academic Standards

## Academic Standards for the Nursing PhD Program

There are several policies that impact student enrollment and progression. See the Graduate Education web site and Catalog and Policies for University wide policies and for forms noted below. https://www.slu.edu/academics/graduate/index.php

Please note that academic decisions can be appealed (see below in the Handbook for the Academic Appeals Policy).

## Continuous Enrollment

Students are required to maintain continuous enrollment (spring and fall) during their PhD program until graduation). Summer courses are optional according to the University for continuous enrollment, however, there are some summer courses in the PhD program pathway. Students can complete dissertation hours in the summer if approved by the faculty advisor.

## Full-time Status

Full-time status for a graduate student is defined by the University as 6 or more credit hours per semester in formal courses – spring and fall, or 3 or more credits in the summer. The following also apply:

- Full-time: All graduate students holding full appointments as Fellows, Trainees, or Graduate Assistants.
- Full-time: All graduate students while completing their dissertation if they are registered for NURS 6999 Dissertation Research, *even if for zero credits*.

## Attendance

Course policies in each syllabus will identify specific faculty requirements, but the University has an Attendance Policy (see Catalog).

## Leave of Absence

If a student is unable to enroll during a regular semester (spring/fall), a leave of absence should be designated. This could be for personal or family situations. Students can apply for a leave of absence from the graduate nursing program for a semester and up to a period of no more than one year. The request should be made to the Program Director and Associate Dean by completing the *Petition for Leave of Absence* with corresponding documentation and support from the faculty advisor. A leave of absence stops the time-to-complete clock. Note there is also a Parental Leave policy. See form:
https://www.slu.edu/registrar/pdfs/leave_of_absence.pdf

## Incomplete Courses

Students may request a temporary grade of INCOMPLETE (I) for coursework that they will not be able to complete by the class due date, resulting from extraordinary circumstances. Students must request the mark of Incomplete. **A grade of Incomplete may not be requested to avoid an unsatisfactory grade.** University policy stipulates that the student and the instructor agree in writing to the conditions for clearing the incomplete by submitting the "Petition for Course Extension" form *by the date grades are due*. The student initiates the form and it must be completed and signed by the instructor and student. The form needs to be submitted to the registrar *before* grades are due to avoid a missing grade in a class.

A mark of Incomplete must be cleared within a maximum of one year after the course was taken or by the date stated on the form. The University registrar will change incomplete grades to a grade of

"F" if the course is not completed by the approved deadline. If a student has 2 incompletes they will be placed on probationary status. Ordinarily, PhD students with **two** incomplete courses or missing grades will *not be allowed to register for additional coursework* until at least one incomplete grade has been removed or a missing grade assigned. Students with two incomplete courses will not be allowed to hold assistantships.

See the following for the form to request an incomplete:
https://www.slu.edu/registrar/pdfs/course_extension.pdf

## Dropping a Course

The University has deadlines for dropping a course – check the web site from the Registrar to see due dates and regulations for each semester.
https://www.slu.edu/registrar/

## Time to Complete Degree and Petitions for Extension

PhD Students should complete their work within a 7-year time limit. The time clock begins when the student takes their first class as a Classified student. Those who are not finished must apply for an extension. A maximum of two extensions beyond the ordinary time to degree will be allowed. Any request for an extension of time to complete the degree must be made on the relevant Graduate Education form, *Petition for an Extension of the Time Period to Complete Degree Requirements.* Students will need to register for 1 extra dissertation credit each semester during an extension.
https://www.slu.edu/academics/graduate/pdfs/ge_petition_for_extension-fillable.pdf

# Academic Advising

On admission to the program, each PhD nursing student is assigned to the Program Director as an academic advisor. The advisor will help get the student registered for their first semester, and set up a proposed plan of study. After the first or second year, as a student's scholarly focus develops, another faculty member may be an appropriate match and can become the academic advisor and then dissertation chair. The student may request a change to a different faculty member as advisor/chair by discussing this with the program director. BSN to PhD student will work with the Program Director as their advisor. They may conduct their cognate course with a faculty member with interests related to the student's interests.

## Annual Reviews

PhD students will participate in an annual evaluation of their academic progress. The purpose of this review is to assess each student's academic progression and scholarly achievements; this allows for direction and recommendations. Students are expected to complete the annual review process with their academic advisor/chair each year in the spring. Additional reviews may be recommended. If a student does not participate in the required annual review process, future scholarship eligibility and assistantships will be at risk.

The annual meeting will include the student and academic advisor/dissertation chair. The student review includes feedback on progress in the program, for example: maintaining appropriate grades, cumulative GPA; timely completion of coursework (including incomplete or no grades), updating course plans as needed; academic issues, written exams and dissertation; achievement of skill acquisition and scholarly development. Students will submit the PhD student annual review form describing their progress and activities. The form is ideally submitted to the faculty no later than one week before the formal review meeting is held in the spring.

Students who are making successful progress toward their degree will be given a *satisfactory* rating along with recommendations that will help them to continue advancing through the program. Students who are not meeting all expectations will be given a rating of *satisfactory with reservations* and recommendations to improve their performance. If a student is not making satisfactory progress, a rating of *unsatisfactory* will be given and comments put on the form by the faculty member. An additional review will be scheduled in the following semester or as determined by the advisor.

The student, the advisor/dissertation chair, and the Director of the Ph.D. program sign the annual review. (An e-mail acknowledgment from students from a distance may be acceptable.) The student's signature indicates only that the student has seen the review and not necessarily that he or she agrees with it. A copy of the student's self-report and the feedback will be given to the student. The first two pages will be sent to the Dean (or designee) and others as required by the University. See the Appendix for the Annual Self-Report and Evaluation Form.

# Academic Standing

## Good Standing

Classified students are in *good academic standing* when they are making progress toward a degree within the time-period established for that degree by the University (7 years for PhD students). Students will not be advanced to candidacy or be eligible to graduate or continue an assistantship while not in good academic standing. See page xx for details on academic integrity, ethics and appropriate behavior policies. Breach of these policies could lead to sanctions that may affect Good Standing, such as probation, suspension or dismissal.

Students **are not in good standing** if any of the following conditions are true:

- They are on academic probation (based on grades or misconduct)
- Their transcripts reflect more than 2 incomplete grades.
- Their time to degree has expired.
- They have been placed under temporary suspension for academic deficiencies or misconduct (see Academic Integrity/Ethical Behavior section – see below in Handbook).

- They have been formally dismissed from the University.

## Grades

Graduate students are expected to complete academic work at the "B" level. The Classified student's cumulative grade point average in academic work must be at least 3.00 to advance to candidacy, and to fulfill degree requirements and graduate. In addition, students must attain a grade of B or better in a core nursing course (NURS 6000 or higher) – see below.

BSN-PhD students taking master's level courses must maintain a B average in their courses.

If the cumulative grade point average of Classified students falls below 3.00 (on the four-point scale, "B" = 3.00), students are automatically placed on academic probation (not to be confused with Probationary admission). To continue degree pursuit, students must progress toward a 3.00 cumulative average and are expected to emerge from academic probation within nine credits or one academic year during which coursework registrations are recorded. Students may not be advanced to candidacy status while on academic probation. PhD students may not hold assistantships while on probation.

## Grading Scale for Ph.D. Nursing Courses

The following are the final grades designated for nursing PhD courses exclusive of Dissertation Research, the quality-point values (per credit-hour) and the descriptions:

| | | | |
|---|---|---|---|
| A | 94 – 100 | 4.0 | High intellectual initiative and achievement |
| A- | 92 - 93 | 3.7 | Approaching high achievement |
| B+ | 90 - 91 | 3.3 | Above average |
| B | 85 - 89 | 3.0 | Clearly acceptable performance |
| B- | 82 - 84 | 2.7 | Somewhat below average |
| C+ | 80 - 81 | 2.3 | Achievement of questionable predictability |
| C | 77 - 79 | 2.0 | Below expected achievement |
| C- | 75 – 76 | 1.7 | |
| D | 70 – 74 | 1.0 | |
| F | < 70 | 0.0 | |

For Dissertation credits, students register for the number of hours each semester in consultation with their chair. Normally, a grade of "S," or Satisfactory, will be assigned. Students should have regular communication with their chair regarding their progress and agree on a timeline for the students' work. In rare circumstances, when a student is not progressing or communicating with the chair, a grade or "U" may be assigned. This means no credit toward fulfillment of the required hours is earned and the student must repeat the hours and pay for them. After completing the required 12 credit hours, students must register for "0" credit hours each spring and fall until successfully completing their dissertation, also graded "S" or "U."

Note: The student will not graduate until they successfully complete the 12 credits, the dissertation study, final defense, and submission of the dissertation into ProQuest, per university requirements.

When a course is audited, the instructor assigns one of these two grades: "AU" Audit (satisfactorily) or "W" Authorized withdrawal (or unsatisfactory audit). Neither of these entries into the permanent record influences the student's term or cumulative GPA or counts toward credit hours earned for degree.

If a student completes an authorized withdrawal between the end of the Late Registration period and the middle day of the academic term, a designation of "W" is entered into the grade field for that entry in the permanent record. Withdrawals beyond the mid-term date are ordinarily not allowed.

## Failure of courses

If a student receives a grade ***below a B-*** in a core nursing course (NURS 6000 or higher), the course must be repeated. A second failure of a course will result in dismissal. If a student fails two graduate courses in one semester, the student will be dismissed from the PhD program.
Students may receive a grade of C in a non-nursing elective course without repeating it but must maintain a GPA of at least 3.0. Grades below C will require repeating the course.

## Repetition of Courses

A graduate student may repeat a course to improve their grade only one time. If not successful on the second attempt, or if the required grade is not achieved in two separate courses, the student will be dismissed.

## Suspension or Dismissal

Students who are judged guilty of an act of serious academic dishonesty or other infraction may be suspended for a specified time-period or dismissed altogether. Suspension or dismissal may also be warranted for other reasons not listed above, such as unauthorized solicitation or distribution of controlled substances, endangering oneself or another person, or abusing alcohol or illicit drugs.

## Appeal of an Academic Decision

Students may appeal an academic decision. For a course grade, the student should talk to the faculty member first, then follow the steps outlined in the SON appeals policy. See the appendix for the

entire School Appeals policy (see entire policy in the Appendix). Program dismissal or other significant appeals are heard by the School of Nursing AP&G Committee.

Also see the policy on Academic Appeals in the current *Academic Catalog*.

## Course Assignments

**Student should complete original work in each class** and assignments cannot be submitted to more than one class, which would be considered self-plagiarism, and may result in failure of a course. Progression through the program should support student completion of the dissertation. Students should identify theory and philosophy related to their area of interest in their first year. In their second year, students learn more about research methods and synthesizing the literature. Students should keep a portfolio of completed papers as content may be developed to include in the dissertation literature review. Student sare not allowed to use advanced automated tools (AI = artificial intelligence such as ChapGPT) on assignments unless specifically directed to do so. Editing tools are normally acceptable.

## Directives for Scientific Writing: APA Format

The most recent edition (currently 7th edition) of the *Publication Manual of the American Psychological Association* (APA; http://www.apastyle.org) is the required format for scientific writing in nursing courses in the Ph.D. program, on the written preliminary examinations, and on the dissertation. Note that the APA Manual references to "student versions" are for undergraduate students. PhD students should follow the "professional" guidelines and examples. There may be specific directions on individual course assignments. Graduate Education provides a formatting guide for the dissertation (see dissertation section).

For course papers to be submitted to a journal for publication, students should follow the course requirements, and then follow the journal's author guidelines as to the accepted format. Students are strongly encouraged to use **EndNote** to format papers written in the Ph.D. Nursing Program so that changing format may be easier.. It may be downloaded through the ITS website.

## Authorship as a Student (Papers and Presentations)

Students are encouraged to write papers and present at meetings about studies or projects from courses, projects with faculty or activities from other opportunities. However, they need to be mindful of ethical principles of authorship and publishing and appropriate representation as a Saint Louis University student. This is covered in the Scientific Integrity course and see below "Academic Integrity/Ethical Behavior" to follow.

Students submitting papers/presentations from doctoral courses and work should represent themselves as from Saint Louis University, Trudy Busch Valentine School of Nursing. However, a faculty member, chair or advisor must review work BEFORE it is submitted. See the section on manuscripts for the dissertation. Students may submit papers from projects outside their doctoral work, but in this case, they should NOT list themselves as representing SLU.

Students should be mindful that content from their published articles cannot be copied into the dissertation directly without permission, but may be revised or paraphrased and referenced, like any other publication. Articles for the dissertation should be reviewed by the committee before submission (See section on dissertations).

Authorship should be negotiated when a student plans to write or submit a paper for publication or an abstract for a presentation, or when beginning a project with faculty members. Guidelines for who should qualify as an author should be followed. See the web site of the International Committee of Medical Journal Editors for expected criteria for authorship (ICMJE: www.icmje.org). Permission should be sought before including faculty or anyone as an author or in an acknowledgement, and guidelines for authorship should be followed. All authors should review the final paper before submission.

When publishing a paper from a class, the student should consider faculty feedback and revise the paper accordingly. Faculty members may be willing to review papers again for any other recommendations. Students should consider asking faculty members to serve as co-authors of papers, *if* their contribution to the paper warrants it. Students should discuss this option with the faculty member. If authorship is not warranted, then the student may consider acknowledging the faculty help on the paper or helpful feedback. Permission to acknowledge faculty or others should be obtained before submitting papers.

Students working on faculty projects *may* be included as authors if they meet authorship criteria. If students play minor roles in projects, it may be more appropriate to give an acknowledgement.

Funding for work should be acknowledged in publications. Scholarships from the Trudy Busch Valentine School of Nursing at Saint Louis University and any other fundings source should be acknowledged.

***Author affiliations for student work should note Ph.D. student status at Saint Louis University. Additional affiliations may be included depending on the content and context of the paper. Funding sources should be considered for acknowledgement (research grants, scholarships).***

.

Student posters should prominently display the Saint Louis University logo and the Trudy Busch Valentine School of Nursing name. Poster templates for the SON are available in PhD Connections and University logos should be used.

The student's name should appear under the poster title, then Trudy Busch Valentine School of Nursing, Saint Louis University (see above). If the student has graduated and is employed at another university, but the dissertation research was conducted as a doctoral student, *Saint Louis University School of Nursing should still be acknowledged*. If employed, the former student may also indicate the current employer, or use business cards to distribute indicating the new employer/position.

Projects that are unrelated to the student's work or the School of Nursing may be published but the student should not represent themselves as a SLU student. Students should discuss these outside activities with their advisor. Research projects listing affiliation with SLU as a student must be approved by the SLU Institutional Review Board.

**Accomodations**

Accessibility support for students is coordinated through the Center for Accessibility and Disability Resources (CADR). Reasonable academic accommodations may be requested for both course-related and non-course related experiences (including graduate assistantship work, if applicable)

https://www.slu.edu/life-at-slu/student-success-center/accessibility-and-disability-resources/index.php

# Academic Integrity/Ethical Behavior

## Saint Louis University Academic Integrity Policy

## Preamble

Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of falsehood violate its very reason for existence. They also demean and compromise the activities of teaching, research, health care and community service that are its primary mission. Since the University seeks to prepare students and faculty for lives of integrity and occupations of trust, it regards all acts of academic dishonesty as matters of serious concern. Such dishonesty also undermines the academic assessment process, which in turn impairs the ability of the University to certify to the outside world the skills and attainments of its graduates. Such dishonesty allows those who engage in it to take unfair advantage of their peers and undermines moral character and self-respect. The Academic Integrity Policy sets out principles that are implicit in the ethos of the University but that call for explicit formulation to guide the practice of the entire institution. In establishing necessary definitions and minimal procedures to be followed in adjudicating violations, it also allows academic units to set forth the details of their own honesty policies in ways appropriate to their disciplines. See Policy: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf

Areas of concern related to Academic Integrity and Ethical Behavior in this policy include, but are not limited to the following: falsification (lying or fabricating information), plagiarism (representing someone else's work as one's own), cheating (unauthorized assistance to gain an advantage), sabotage (disrupting work of others), collusion (unauthorized collaboration with another person or persons for the purpose of giving or gaining an academic advantage), and concealment (failing to call to the attention of a faculty member or administrator violations of academic integrity).

***Academic integrity is honest, truthful, and responsible conduct in all academic endeavors.***

For more information about Reporting and Adjudicating Violations of Academic Integrity, Submitting and Conducting an Appeal to the Office of the Provost, and Confidentiality see the full version of the Academic Integrity Policy https://www.slu.edu/academics/graduate/university-wide_academic_integrity_policy_final_6-26-15.pdf

## Additional Statement on Academic Integrity for the Trudy Busch Valentine School of Nursing

I. Purpose

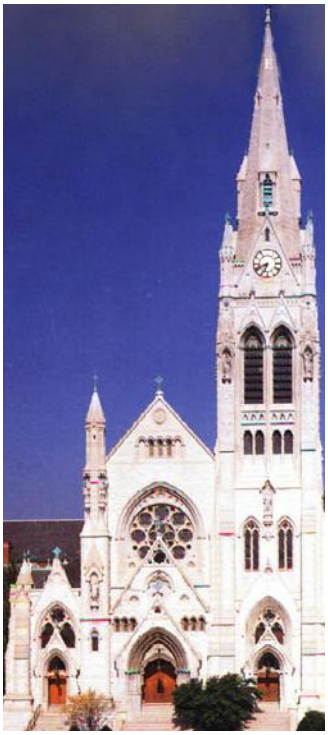
Common to the health care professions are expectations of integrity, honesty, and truthfulness which are tantamount to the standards of ethical conduct for the professional. These basic expectations are in accord with those held within the academic community.

Students in the School of Nursing programs are therefore expected to be honest in their

academic professional work. The School of Nursing seeks to provide an atmosphere conducive to academic and professional honesty.

II. Policy

A. Policy Statement



Saint Louis University supports an environment of trust and integrity. Faculty and students share responsibility for upholding academic integrity. Violating academic integrity is not consistent with such an environment. Violations of academic integrity include but are not limited to cheating, plagiarism, and falsifying, or fabricating facts. Professional integrity is violated by any dishonesty in meeting the responsibilities inherent in clinical practice.

Breaches of academic integrity include but are not limited to:

- copying from another student's test paper or allowing another student to copy one's work.
- submitting material authored by another person but represented as the student's own work whether draft or final submission.
- copying a passage or text directly from a book, journal, or electronic source (including AI), or using extensive paraphrasing without indicating the source or without using a recognized style for citing sources.
- taking a test or writing a paper for another student.
- submitting an assignment or paper as new work when this same assignment had been completed for a prior course.
- using non-approved technology during a class.
- collaborating with another person to commit breaches of academic integrity.

Breaches of professional integrity include but are not limited to:

1. falsifying information and data
2. violating confidential information
3. violating professional code of ethics

## Sanctions for Academic Misconduct

Sanctions for a violation of academic or professional integrity may include but are not limited to disciplinary probation, suspension, and dismissal from the University. The Academic and Professional Integrity Policy is consistent with the University's Academic Integrity Policy

Sanctions should be selected and imposed with three goals in mind:

- To assist in the education of the student responsible for the academic misconduct
- To encourage, in keeping with the University's mission, an honest intellectual environment
- To maintain the integrity of the academic program and the rights of all individuals

Sanctions will be determined by the faculty (Program Director, Dean), and per the University Policy, reviewed by the University Committee

- Warning
  A formal written warning
- Professional Probation for Academic Misconduct
  Probationary status imposed with or without restrictions for a definite period of time not to exceed one calendar year. A student is subject to immediate suspension or dismissal if involved in any act of misconduct, including violations of terms of probation, while on professional probation for academic misconduct.
- Suspension
  Involuntary separation of the student from the School of Nursing or University for a definite period of time after which the student is eligible to return. The length of time for the suspension will be determined by the Admissions, Progression, and Graduation Committee and stated in the report to the Dean of the School of Nursing. The disciplinary sanction of suspension is not recorded on the student's permanent academic record. The student is subject to immediate dismissal if involved in any act of misconduct after the suspension has been lifted.
- Dismissal
  Involuntary separation of the student from the School of Nursing or University without provision for a return in the future. In accordance with the University-wide code of student's rights and responsibilities, the disciplinary sanction of dismissal is required to be recorded on the student's permanent academic record.

Approved 5/7/07 Revised: 7/24/08, (Modified for Ph.D. nursing students 6/6/2013)

## Additional Statement on Academic Integrity for the Ph.D. Nursing Program

The PhD program follows all school and University policies, with an added emphasis on research. Possible consequences for a violation of academic, professional, or research integrity include grade reduction, failure in a class, disciplinary actions, dismissal from the program, and other actions (See above school policy). In addition, participation in training or demonstration of remediation related to any violations may be required.

**Academic integrity** is characterized by "honesty, trust, fairness, respect, and responsibility" (Center for Academic Integrity, 1999). Examples of academic dishonesty include cheating, falsification, interfering with the work of another, working with another to promote dishonest behaviors, and plagiarism. Plagiarism consists of "claiming credit for the words, ideas and concepts of others" (APA, 2009, p. 170). This may occur if text is copied from a source without adequate paraphrasing or if author recognition is not provided in a recognized format. Other examples of dishonesty are listed in the School of Nursing SLU *Graduate Education Catalog* (see current catalog).

**Professional integrity** is demonstrated by behaviors that reflect honesty, respect, and responsibility within the clinical and research environments. Civil behavior is expected in the classroom and through all forms of discourse and communication including course and university email. Responsible behavior is also expected through the use of social media: use of one's personal email when expressing personal views and business rather than university email, use of wording that does not imply discrimination, and not posting confidential university information (i.e., lectures or other materials; SLU Marketing and Communications Web Services, nd). Examples of behaviors that do not reflect integrity include use of cell phones or texting during class, violation of research

participant confidentiality, and behaviors that are not consistent with nursing standards (Fowler, 2008), or inappropriate publishing practices.

**Research integrity** promotes the ethical principles of justice, respect, beneficence, autonomy, and protection of vulnerable populations. Examples of research misconduct include data fabrication, falsification, plagiarism, not addressing conflict of interests, and inappropriate authorship (USDHHS, Office of Research Integrity, 2011). Possible consequences for a violation of academic, professional, or research integrity include grade reduction, failure in a class, disciplinary actions, dismissal from the program, and other actions (see current *Graduate Education Catalog*).

Revision Approved: Ph.D. Nursing Program Committee, May 7, 2013

## Trudy Busch Valentine School of Nursing Graduate Social Media Integrity Policy

Generally defined, social media is the use of a website or mobile device to connect with people who share personal or professional interests. With communities numbering in the hundreds of millions of members, social media sites have become important venues where individuals or groups can share their knowledge and opinions, express creativity, connect and collaborate with others who have similar interests and are readily accessible. Examples of social media include but are not limited to Facebook, Twitter, LinkedIn, YouTube and weblogs or "blogs." Many organizations, including Saint Louis University, have their own social media sites and also actively participate in social media on a corporate or organizational level.

Primum non nocere (first do no harm): think, before posting. There is no such thing as a “private” social media site. Search engines can turn up posts and pictures years after publication. Do not post information that may harm the College, colleagues, or classmates. Avoid posting while feeling emotional about a subject – wait until you are calm and clear-headed. Admit mistakes. Be upfront and be quick with your correction. If posting to a blog, modify earlier posts when necessary and clearly indicate the change. Keep in mind that your parents, siblings, roommates, internship site supervisors and future employers will read your blog or social media posts, as well as prospective students, their parents, alumni, professors and college administrators.

The tone and content of all electronic conversations should remain professional. Respect among colleagues and co-workers must occur in an inter-professional environment.

Posts should contain only factual information. Be judicious. All statements must be true and not misleading, and all claims must be substantiated and approved.

Do not comment on anything related to legal matters, litigation, or any parties that are in litigation. Individuals are responsible for the content of their own internet and social media blogs/posts, pictures, etc. including but not limited to any legal liability incurred (defamation, harassment, obscenity, privacy issues regarding students or patients, etc.).

Do not post any content that is inappropriate. Inappropriate content includes, but is not limited to, material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person or entity.

Medical advice on a social networking site should never be provided.

Be mindful of the copyright and intellectual property rights of others when posting. **Unlawful use of another's mark or intellectual property is not acceptable merely because that use occurs on social media**. Respect copyright and fair use laws-from SLU. If you are ever in doubt, please refer to the University's Copyright Policy, or contact the Office of the General Counsel for guidance.

Maintain Confidentiality: Do not post confidential or proprietary information about Saint Louis University, its students, professors, or employees. Do not post any class content or information on any social media sites.

Do not use SLU's logo or image for any endorsements or on any social media sites

Use good ethical judgment and follow College policies and federal requirements, such as the Health Insurance Portability and Accountability Act, (HIPAA), and the Family Educational Rights and Privacy Act, (FERPA).

All material posted on the Internet via email, social media, or otherwise, is considered public and permanent; published information can be recovered. Be aware that your relationship to SLU and the College of Nursing can be discovered on the Internet.
Infractions to this policy will be addressed as a violation of Academic Integrity and handled per that policy.

**E-Mail Etiquette**

Students should be professions in communications with faculty and others. Consider the following:

- Include a concise useful subject line (e.g., Meeting request, Study access question)
- Address your recipient by title and last name (Hi or Dear Professor or Dear Dr. xxx:)
- Use full sentences and proper grammar, avoiding slang and emojis.
- e-mail message text should include key points (e.g., I am writing to xxxx [e.g., describe your purpose, questions, the title of any attachments, etc.).
- End the message with a concluding phrase and your name (e.g., Sincerely or Thanks [student's name]

# Other Standards-Related Policies and Information

More information about Community Standards, and drug and alcohol policies and how to report or appeal is posted on the University web site:
https://www.slu.edu/life-at-slu/community-standards/index.php

Health risks and available treatment options may also be found in the Drug and Alcohol Abuse Prevention Policy. Plus, the Student Health & Counseling Center is always an on-campus resource available for students (or call 314-977-2323). https://www.slu.edu/life-at-slu/student-health/index.php

## Harassment

Saint Louis University affirms that harassment because of sex. Race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran's status, pregnancy, or any other protected classification is detrimental to its mission and values.
The University endeavors to take steps reasonably necessary to prevent such behavior from occurring, including providing education and training to faculty, staff, and students as to their rights and responsibilities, informing person of the appropriate procedures for reporting inappropriate behavior, promptly investigating complaints, and imposing appropriate sanctions. See the University policy with information about making a complaint at this web site:
https://www.slu.edu/human-resources/pdfs/policies/harassment-policy.pdf

# Course-Related Information

## NURS 6999 Dissertation Research

Ph.D. candidates must successfully complete 12 credits of Dissertation Research. No more than 6 dissertation credits can be taken in any one semester. If the dissertation is not yet finished after completing these 12 credits, students may register for 0 credits of NURS 6999 Dissertation Research, as long as they do not require an extension of time (graduate students must complete PhD program within 7 years). If on an extension, students will have to register for additional dissertation credits, at least 1 per semester. Students may NOT register for more than 6 credits of dissertation research in one semester. Students may begin registering for dissertation credits once the preliminary exam has been successfully completed and course work is finished.

## Zero (0) Credit Fees

Even when registered for "0" credit hours, graduate students will be assessed the student activity fee and the Busch Student Center fee with the exception that students enrolled in courses outside the metropolitan area will not be charged the Busch Student Center fee.

## Area of Concentration (Cognate Courses)

Area of concentration or cognate courses are three elective courses chosen with the assistance of the advisor/mentor that individually and collectively *enhance the depth of understanding of the student's chosen area of concentration*. These three courses may be chosen from other schools or departments at the University. Commonly courses are taken from health care ethics, public health, psychology, sociology, education, public policy, and business. The student should be aware of pre-requisite courses in these departments. For more course information and options, see the *Graduate Education Catalog* website (see http://www.slu.edu/services/registrar/catalog/20162017.html). Students may transfer in courses or take courses at local schools who have a cooperative agreement with SLU (see below Inter-University Program).

Students may enroll in Research Topics (NURS 6979) and/or Graduate Reading/Independent Study (NURS 6989) courses guided by a faculty member; these courses may be used as part of area of concentration. With the faculty's permission to register, student complete an "application" form describing the course title, number of credit hours, objectives, content, and evaluation methods which needs to be approved by the supervising faculty member and by the Ph.D. nursing program director (See Appendix E including the Title Change From). Typically, only one of these courses may be used for the area of concentration. Faculty may not be available every semester for supervising independent studies, so students should plan early with their advisor/chair.

## Nurse Educator Courses

A set of education courses is available for students to achieve teaching competencies to serve in academic settings as faculty. Students who select the Nurse Educator courses will complete 9 credit hours of nursing education courses. The nursing education courses are available online only (usually asynchronous learning). *Students who receive funds from the federal Nurse Faculty Loan Program (NFLP), are expected to take these 9 credit hours of courses. If students received a master's degree focused on nursing education, they may have taken some of this content, and will not need to repeat any courses already taken.*

- NURS 5570 Curriculum Development in Nursing Education (2 credits)
- NURS 5580 Instructional Strategies and Evaluation for Nurse Educators (2 credits)
- NURS 5590 Practicum in Nursing Education (2 credits)
- NURS 6816 Research Issues in Nursing Education (3 credits)

## Minors

A student has the option to declare a secondary area of study ("minor") from a graduate department at the University in lieu of an area of concentration. The student initiates a petition to Ph.D. Nursing Program to enroll in 15 credit hours of course work in the non-nursing discipline. Permission from the discipline's department chairperson is required. See Written and Oral Preliminary Examinations for more information about how the declared minor effects these tests.

## Inter-University Exchange Consortium – Course Options at Other Connected Universities

Students may take courses at other universities in the Exchange program, if they meet the following requirements:

- The student is enrolled at SLU full-time and is in good academic standing.
- The course is not available at SLU.
- The course is required or recommended for your major or minor.
- The course is approved by your advisor, department chair, and dean.
- Tuition is paid to SLU at our rates.
- Classes are computed into the student's GPA.

See the information provided by the Registrar with a list of participants and how to register: https://www.slu.edu/registrar/register/inter-university-program.php

# Qualifying Examinations

The purpose of the qualifying examination is for students to demonstrate integration of what they learned in their completed theory, philosophy, stats, qualitative, quantitative, and scientific integrity courses. This is intended to be a formative and growth-producing process. The written process is set up by the PhD Program Director, and the student's chair or advisor will manage the oral review. Ideally students will have a chair identified (see section on Dissertation for more information on selecting a chair). Students will receive a brief study guide. The purpose is ***not*** for students to have extensive knowledge on any topic. The purpose is for students to demonstrate that they can propose a beginning study using both paradigms, qualitative and quantitative.

Completed courses must include:

- Theory Development in Nursing
- Knowledge Development in Nursing: Philosophical Perspectives
- Quantitative Methods in Nursing Research
- Qualitative Methods in Nursing Research
- Applied Statistics for Nursing Research I and II
- Issues of Scientific Integrity in Nursing and Health Research

## Process

The exam includes a written and oral component, typically offered just before the fall semester for students completing their second year. For the written component, students will write two research proposals (one qualitative and one quantitative) on a topic that will be assigned to them. They will have 2 days to write the proposals. The students will receive a review article on their assigned topic on the morning of the first day to use as the basis for their proposals. The studies should be practical using ideas that are relatively doable. The studies must have different purpose/aims, cannot be a paper the student wrote before. Students will turn in both proposals at the end of the second day. Students are to do their own work without input from others.

Format: Papers should be a maximum of 12 pages double-spaced with1" margins (not including references) for each proposal. Students can use references from the review article but need to use appropriate APA style for citing a secondary source (as cited by…). Students can use other

references, such as to support their methodological decisions or plan, but students are not expected to spend much time searching for materials and can draw on articles and references from their courses. Note that supporting references for methods

Students are asked to put the proposal title and their name on the first page. A title page is not needed. No abstract is needed, or description of the research team, which students may have included in prior proposals in classes. In the study proposal and methods, be sure to include the following (see the table). No attachments are allowed; sample interview questions or information describing measure, etc. should be included in the text of the proposal.

| **Expected Proposal Sections** | |
|---|---|
| **Qualitative proposal** | **Quantitative proposal** |
| Using the review article, propose a qualitative study that addresses a knowledge gap pointed out in the review. Be sure to include: | Using the review article, propose a quantitative study that addresses a knowledge gap pointed out in the review. Be sure to include: |
| • A brief overview of the need for the study with support from the review article (and up to two other studies) to identify the gap that this study is intended to fill. | • A brief overview of the need for the study with support from the review article (and up to two other studies) to identify the gap that this study is intended to fill. |
| • Philosophical underpinnings (foundation) | • Philosophical underpinnings (foundation) |
| | • Theoretical/conceptual framework (brief) and how it guides the study |
| • Purpose and research questions/aims | • Purpose and hypotheses/aims |
| • Design | • Design |
| • Sampling | • Sampling |
| • Ethical considerations | • Ethical considerations |
| • Data collection procedure | • Data collection procedure (state the concepts to be measured and assume there are measures. ( Do not have to identify the actual measures.) |
| • Analysis methods | • Analysis methods (generally) |
| • The methods account for trustworthiness/rigor strategies (reference decisions in methods section). Incorporate them into the writing, do not describe them or put as a separate section. | • The methods account for the validities of inferences (reference decisions in methods)/Indicate these by incorporating them into your writing using phrases or parentheses, do not describe them or put as a separate section. |
| • Summary: how this fills the gap | • Summary: how this fills the gap |

Oral component: the student will work with their advisor/chair to set up the oral component one to four weeks after the written exam. The student should review their written work and be prepared to defend or recommend changes in their written proposals. The review committee will include the chair/advisor and two other faculty members who will review the student's papers.

For the oral component, students will start by describing their proposals and any adjustments they would consider after deliberating on their proposals. They should be prepared to defend their

decisions and answer questions from faculty about the proposals. Students will have a chance to point out their own mistakes with explanations and propose adjustments to their written proposals with justification (rationale). The whole process is to encourage integration of course contents. At the conclusions of the examination, the student will be asked to leave the room while the members of the committee vote privately (without discussion) via ballot. After voting, the chair will notify the student of the results. Based on the exam, the student may be given suggestions to help the student prepare for their future dissertation.

Only one grade (pass/fail) is assigned for the entire exam process, and it is assigned after the oral component. The results of the exam will be sent to the PhD Program Director. If a student fails, the committee will recommend some remediation for that semester to help the student address any shortcomings. Students will retake their preliminary exam (written and oral portions) the following semester (spring or fall).

If a student fails on the second attempt (fail by 2 graduate faculty), the student will be dismissed. If a student who failed the exam has exceeded the seven-year time to degree, a petition to extend the time to re-take the exam is not usually approved. See the Academic Appeals policy.

**Qualifying Examination Study Suggestions:**

I. These suggestions consider the cognitive processes by which students encounter and work with knowledge [Bloom's Revised Taxonomy (2001) https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/]

a. **Remember** (recognizing and recalling): Students should gather their syllabi and notes, make outlines about the new knowledge they gained from each core course (i.e., theory, philosophy, stats, qualitative, quantitative, and scientific integrity courses).

b. **Understand** (interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining): Students should review their notes, readings, and outlines multiple times to understand.

c. **Apply** (executing and implementing): Students should consider how the concepts in each course are applied and how these concepts might appear in real life research. Students might also search for published studies (in top journals) for examples of the use of the concepts.

d. **Analyze** (differentiating, organizing, and attributing): Students should look for similarities and differences across concepts. Students might ask themselves why one thing may be appropriate in some studies as opposed to another thing in other research situations. Again, students might look for published examples in strong research journals.

e. **Evaluate** (checking and critiquing) and **create** (generating, planning, and producing): Students might write up brief proposals for practice to include purpose, questions/aims, theory, design to address these aims, and general analysis. Students might share with each other and provide feedback and critique with justification, then engage in discussions with justification in preparation for the examination.

f. Students might consider meeting as a cohort or in groups to discuss topics in addition to studying individually. Prior students have found forming a study group with some meetings to discuss course materials helpful.

g. Students need to prepare over several weeks/months in advance of the examination.

# Dissertation Guidelines & Format Options

After successful completion of all required PhD coursework, and the qualifying exam, PhD students will work with their dissertation chairperson to design a dissertation study based on one of the two approved formats (traditional and SON alternative described below). The following sections are included here, and students are encouraged to ***review them all when beginning the dissertation*** and check again at each step of the process: *Introduction, Chairperson and Committee, Formats: Traditional and SLU-SON Alternative, Proposal Defense/ Oral Exam, Study Conduct and IRB, Dissertation Defense, and Final Steps.*

## Introduction

The dissertation is "original" research conducted by the student over 12 credit hours and written as a document. The research study may be on any topic and use any design or method *as approved by the dissertation chairperson and committee.* Students work with their dissertation chairperson as primary mentor to plan the study and develop a timeline for the research. The timeline should identify how the student should allocate the 12 credit hours of dissertation research (NURS 6999) and what students are expected to have completed each semester. The proposal defense will serve as the student's formal oral exam, and after passing, the student will progress to candidacy.

Students should meet with their chairperson each semester at least once to discuss progress, and plan how many credits to take the next semester. Annual reviews should be conducted. All graduate students registered for 1 or more hours of dissertation research are considered full-time. Zero credit hour registration for NURS 6999 is allowed, *but not* until the student has successfully completed 12 hours of NURS 6999. The student is still considered full time when taking any dissertation credits. Students are not required to be registered for summer unless they plan to graduate in the summer or want to get credit during the summer. Students on an extension must pay for at least 1 credit hour per semester until completing their dissertation. Chairs must work with the Administrative Assistant for the PhD Program to register students for dissertation credits (NURS 6999).

For NURS 6999, a grade of "In Progress (IP)" will be submitted at the end of the semester if the student is making satisfactory progress. An "Unsatisfactory (U)" indicates satisfactory progress has not been made in a given semester. Credit hours taken in association with a grade of "U" will not be credited toward the total of 12 hours in NURS 6999 required for graduation. Students can also petition for Course Extensions if needed (see Petitions and Forms). *The grade of "Satisfactory (S)"*

*will only be assigned when the student has successfully completed and defended the dissertation and the dissertation committee has fully accepted the document (i.e., their final registration).*

## Chairperson and Committee Members

The student's selection of this faculty person may be related to several factors (e.g., program of research of the faculty member). Students are encouraged to interview faculty for a potential chairperson of the dissertation committee by discussing mutual research interests, possible method (qualitative or quantitative), and the dissertation format preference (traditional vs. non-traditional). Faculty must have PhD Mentoring status to chair a dissertation. The decision of a chairperson is by mutual agreement between the faculty member and the student. The ideal arrangement is that the student will conduct the dissertation research in an area similar in topic or methods to the research experience of the selected chairperson in order to receive the best mentoring in the area. The student should share their dissertation study design ideas as the target population to study, study design preference during the interview. Sending a brief abstract to review may be helpful to guide the discussion. Typically, chair selection takes place during the students' second year of study. Ideally students identify a chair by the time they take their qualifying exams (end of second year). Students who connect with a faculty member or identify a plan to conduct an alternative dissertation may begin this process earlier (see Dissertation Formats below).

***Students are encouraged to interview faculty for a potential chairperson of the dissertation committee by discussing mutual research interests. The choice of a chairperson is by mutual agreement between the faculty member and the student.***

Circumstances may arise in which the ideal is not possible. No member of the faculty is compelled to chair a dissertation committee or serve on a committee. This may be due to a student conducting research in an unrelated area outside the faculty members' expertise, research of no interest to the faculty, or the time commitment exceeds the faculty's workload.

The dissertation chairperson shall have primary, secondary, or joint appointment at the School of Nursing and hold Graduate Faculty with Ph.D. Mentor status at the School of Nursing (See list on PhD Connections). Ordinarily, the chairperson shall be tenured and have a full-time appointment at the University and active in research and scholarship. It is possible to have 2 co-chairs for a committee (workload would need to be determined and submitted to the Associate Dean).

The dissertation committee shall have at least three members, two of whom should be full-time graduate faculty at the School of Nursing. Upon acceptance of the dissertation chairperson, the chairperson and student will discuss possible additional committee members. Student will send out individual invitations to identified faculty asking them to serve on the committee. The abstract or information about the study the study could be shared with potential committee members to assist with their decision.

## External Committee Members

If desirable, a faculty member who holds Graduate Faculty status in another University school, college, or department may be appointed as one of the three committee members. External members to the University can also serve as a committee member provided, they have a terminal degree in the field and their expertise and scholarly record are relevant to the students' dissertation. The chair should obtain approval for faculty outside of SLU from the program Director and Associate Dean for Graduate Education for member outside the University (see PhD Connections for form).

Additional members can be appointed to the dissertation committee, as needed. The student may request and/or the chairperson may recommend an additional *consultant*(s) on the research. However, a consultant is advisory only and will not have responsibility or authority to approve the dissertation research.

## Process

All members of the dissertation committee have the responsibility to advise the student throughout the research process. The committee has the authority and responsibility to require high quality research including requiring portions of the dissertation to be rewritten. All committee members have equal voting rights to approve the proposed research plan and the final document (including the oral proposal defense).

The chairperson of the dissertation committee is the primary mentor and advisor of the student throughout the research process. Ordinarily, the chairperson of the dissertation committee works most closely with the student during the dissertation process. The chairperson will provide timely, detailed feedback to the student, identifying those elements that need revision, as will other committee members.

During the dissertation process, it is the student's responsibility to initiate contacts with the chairperson and provide ongoing reports on the progress of the research. It is the chairperson's responsibility to provide a mentored experience to the student by helping them define the scope of the project, giving ongoing guidance and evaluative feedback on the contextual, methodological, and intellectual development of the dissertation research. It is the responsibility of the entire committee to establish an expectancy of high achievement from the student and to provide timely input and feedback to the student at the appropriate stage of the dissertation process.

If a dissertation committee member leaves the University, the member must be replaced unless the dissertation is nearly complete, or the member has an essential role on the committee. In the latter case, approval from the program Director and Associate Dean for Graduate Education will be obtained (request for outside committee member). When the chairperson of a committee leaves and cannot be readily replaced, a new chairperson must be identified. If there is a chairperson and co-chairperson, and the chairperson leaves the University, the co-chairperson automatically assumes the chair position; the former chairperson may remain on the committee. If the dissertation final defense takes place within a few months of the chairperson's departure, the requirement of the new chair may be waived.

The University's Office of Graduate Education should be notified of all changes of a committee through the Doctoral Candidacy advisor.

A retired faculty member with emeritus status may remain as a member or chair of a committee if easily accessible by real-time communication and is still professionally active. Retired faculty who may not be accessible and/or do not remain professionally active should be replaced on committees. and the revised committee approved by the program director and the Associate Dean for Graduate Education.

Disputes between the student and one or more committee members or among committee members that cannot be resolved will be brought to the attention of the Program Director and if not resolved, the Associate Dean for Graduate Education. Members of the committee may be changed only when necessary or appropriate and with the approval of the program director and Associate Dean for Graduate Education.

## Dissertation Formats

Students may choose either a traditional or an alternative dissertation format. Both formats require a dissertation committee, a dissertation research study and proposal defense/oral exam, IRB approval, completion at least 12 hours of dissertation credits, and a dissertation document reporting the study findings as a final product. Ordinarily, students initiate their dissertation research after completing the qualifying examination and required courses (some difference may apply with the alternative dissertation – see below). A student (or candidate) may change the dissertation format once. Students are encouraged to consider the descriptions and pros and cons of the different options below when choosing their format.

## School of Nursing Traditional Dissertation Format

The traditional dissertation format ordinarily includes four or five chapters; however, the findings may result in additional chapters (for example, qualitative studies may include separate chapters to address each theme from the study). The chapters are ordinarily ordered as described below.

1. Introductory chapter – provides a statement of the problem, a brief background and significance, and the research question(s) or hypothesis(es) to be tested.
2. Analytic literature review chapter - describes the significance of the project and need for the study by addressing current state of the science, the quality of what is known, and describing how the proposed research fills an identified gap in the literature. **Note:** this chapter may be combined with Chapter 1 into a single chapter if four chapters are desired.
3. Methods chapter - a detailed presentation and justification of the design, research methods and analytic procedures to conduct the investigation. The methods provide a detailed blueprint for conducting the study.
4. Results chapter(s) - reporting findings of the research study in considerable detail.
5. Discussion chapter - describes the findings in the context of current literature and provides implications of the results, draws the appropriate conclusions, and lays out an agenda for future research, practice, and policy on the issues addressed in the dissertation.
6. Supplemental tables and figures can be included in an appendix.

The dissertation committee approves the proposal (and IRB submission) before the study is started (typically chapters 1-3). and approves the students' progress for setting a date for the dissertation defense. The student is encouraged to review and follow the formatting guidelines described in the "*Policies and Procedures for Thesis, Project and Dissertation Formatting"* document that is provided by the Doctoral Candidacy Advisor. This document provides detailed instructions for how to write the dissertation document that are required by the University and needed before submission of the document to ProQuest.

See this web page: https://www.slu.edu/academics/graduate/pdfs/slu_formatting_guide.pdf

## School of Nursing Alternative Dissertation Format

The Trudy Busch Valentine SON Alternative Dissertation Format permits the doctoral candidate the option of compiling three (or more) publishable manuscripts approved by the committee for the dissertation document. The manuscripts are related to a central theme, and each becomes a chapter within the dissertation. The final dissertation ordinarily includes an introductory chapter (topic significance, key background, introduction of manuscripts), three chapters of related publishable manuscripts, and a discussion chapter covering the set of papers as a whole with implications for future research, practice, and policy.

The student will need to design a study and proposal for their dissertation and hold a Proposal Defense to advance to candidacy before conducting their study. The proposal may be a narrative document, IRB proposal, or other as determined by the chairperson and committee.

To confirm the plan for the alternative dissertation, students complete a memorandum of agreement (MOA) that is approved by the chair and committee members. *The MOA may be completed while the student is still taking courses.* In this case, the student identifies a committee and can begin writing and publishing papers. However, the chairperson and committee members are technically considered *presumptive* until the student is officially completed their Proposal Defense/Oral Exam. The chairperson and committee members must approve and sign the nontraditional dissertation memorandum of agreement and send to the PhD Program Director. The MOA form is posted in PhD Connections.

In the MOA, students describe the theme of the dissertation and content of the three anticipated manuscripts. Papers submitted as assignments in courses may be used as dissertation manuscripts, but *still require full committee approval* to be included as part of the SON alternative dissertation. Ordinarily, none of the manuscripts for the nontraditional, three-article dissertation are submitted for publication until the MOA has been officially approved by the committee, but a paper published earlier while in the doctoral program could be considered by the committee for inclusion.

Because substantial evidence of scholarship is expected for the Ph.D. degree, a student will ordinarily be the sole or first author of each manuscript and must be the first author on at least *two* manuscripts but may be the second author on one manuscript with committee approval. The committee members approve manuscripts prior to submission to a journal or inclusion in the dissertation. One first-authored manuscript must have been *fully accepted for publication* in a scholarly journal before the student can graduate.

Journals targeted for possible publication of the manuscripts should be of high quality, scholarly, and respected in the academic/clinical community (e. g. indexed in PubMed or other appropriate database; avoiding predatory journals). Targeted journals must have the full support of the dissertation committee. There is no single means of identifying journal quality (i.e. impact factor) in nursing. Few nursing journals are highly ranked and specialty journals may have lower impact factors. If there is a question as to the quality of a journal, students should seek advice from their committee chairperson and a University librarian.

The process for completing the alternative dissertation study is generally the same as the traditional dissertation described above, including the final formatting for submission to Proquest. Students write a study proposal, hold a proposal defense/oral exam, submit to IRB, and complete the dissertation study. The student may develop a plan for an alternative dissertation and begin submitting manuscripts prior to the proposal defense (e. g. theory or review papers). In this case, the student should setup a Presumptive Committee and complete a memorandum of agreement to obtain approval of the plan for manuscripts (see details below). The dissertation committee approves the study proposal before the study is started (see Proposal Defense below) and approves the students' papers before submitted as the dissertation is completed.

## Selecting a Dissertation Format

There are pros and cons to each dissertation format that students should consider. Both formats require a completed dissertation study. The student should discuss their choice with their dissertation chairperson to make a final choice.

**Traditional Dissertation**

| Pros | Cons |
|---|---|
| • Provides a full description of the study<br>• Provides an opportunity to write a thorough literature review<br>• Faculty support and mentor student to consider strategies for dissemination of research findings (e.g., presentation, manuscript or book)<br>• Papers from the dissertation can be published after graduation<br>• Completion and graduation depend on how fast the student works and completes the study and dissertation document | • Traditional dissertation may be a long document<br>• Dissertation chapters typically will require revision to be publishable |

**SON Alternative Format**

| Pros | Cons |
|---|---|
| • Provides three publishable papers by graduation<br>• Dissertation work may be started before prelims with a memorandum of agreement<br>• Encourages writing succinctly for publishable manuscripts<br>• Student gets experience with the publication process (submission, addressing reviewers and making revisions, handling rejection, etc.)<br>• Having publications may strengthen the resume for applying for academic positions or tenure-track, or future grant submissions | • Graduation depends on journal acceptance of a first-authored paper, so can be delayed<br>• Papers published during doctoral work may or may not count for tenure/promotion after graduation |

# Dissertation Proposal Defense/ Oral Examination

A dissertation proposal defense/oral exam is needed for the student to advance to candidacy and to obtain approval of the committee for the dissertation study. The student will work with their chairperson who will provide guidance on the development of the proposal (format dependent on the type of dissertation, traditional or SON alternative) and will direct the student when the proposal

is ready to be shared with the committee members. The defense can be in person or via zoom or video-conference platform.

Scheduling:

- The student will prepare and submit the Doctoral Oral Examination Form to their chairperson for review and signature. See https://www.slu.edu/academics/graduate/current-students/forms-petitions/ge_oral_exam_fillable.pdf for form.
- The prepared form will be submitted to the Doctoral Candidacy Specialist at least *two weeks* prior to the planned oral examination.
- The Doctoral Candidacy Specialist will send the chairperson an oral examination the results form to be completed at the time of the examination.

Preparation:

- The student should send their proposal (specific format based on dissertation format) to the committee members at least three weeks prior to the examination for review.
- The student should prepare a power point (ppt) presentation of their proposal.
- The slides should be sent to the committee members before the oral defense date.

Format:

- The meeting will take approximately one – one and a half hours.
- Dissertation chairperson: will lead introductions and facilitate proposal defense discussion/questions.
- Committee members: can ask questions and offer suggestions on the proposal.
- PhD students will:
    - Provide a 15-20 minute presentation review of their dissertation proposal
    - Answer questions from the committee members
    - Be prepared to discuss any aspect of the proposal, which may include:
        - Background on their topic area
        - Rationale for the study purpose and design
        - Rationale for the theory or conceptual framework
        - Understanding and rationale for the study methods (subject access, recruitment methods, sampling plan, study measures, analysis plans, etc.).
        - Subject enrollment and ethics such as risks and benefits
        - Potential contributions of the study findings to the current body of science

Approval/Voting:

- At the conclusion of the examination, the student will be asked to leave the room
- Determination of passing should be based on the student's ability to demonstrate through the proposal/presentation that they have integrated nursing and interdisciplinary knowledge in their topic area and are proposing a rigorous dissertation study that is innovative, ethically sound, and culturally sensitive as appropriate,
- If two of the committee members vote to fail the student, the student fails the exam.
- The chairperson will insert the committee's voting results, obtain the committee members signatures, and submit the completed ballot to the Doctoral Candidacy Specialist
- The Chairperson with notify the student of the voting results.
- The Doctoral Candidacy Specialist will send the official results to the student and chairperson regarding advancement to candidacy.

Follow Up:

- The chairperson will also complete the SON Proposal Defense form with the names of the committee members.
- The form will include recommendations for changes in the proposal the student *is expected to complete* and should be signed by the student and committee members.
- Committee members may request to see the recommended proposal changes before the student proceeds with the study.
- A copy of the form should be sent to the student and PhD Program Director.
- Once the proposal is completely approved, students will proceed to submit their study proposal to the Institutional Review Board (IRB) for approval, *if the research includes human subjects* (see more information below on IRB). No data collection may be conducted before obtaining full approval of the committee and IRB.

**Degree Audit**

- The degree audit form is sent to the student/chair by the Graduate office when they send confirmation of passing the oral exam. This should be completed and returned to the Candidacy Advisor at this point so that the student is advanced to Candidacy. (Can then put PhD ( C ) behind name.

If a student fails the oral exam, the student will make revisions in the proposal and a second exam can be taken.

- The student may *not* retake the oral exam in the same semester (per Graduate Education).
- The same committee members will re-examine the student unless members have left the University or are unavailable; in which case, the committee chairperson and the student will choose the replacement(s).
- A committee member from outside the School of Nursing (a SLU faculty member from another program) must be present at a second exam/proposal defense, per University policy to assure a fair process is provided.
- A student who fails a second attempt, will not be allowed to conduct their dissertation study or continue in the program. Students may appeal this decision (see appeals policy in Appendix).

## Institutional Review Board (IRB) Policies and Procedures

Dissertation studies involving *human subjects* must be submitted to the Institutional Review Board (IRB) and approved.

The following definitions apply:

- *Research* means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.
- *Human subject* means a living individual about whom an investigator (whether professional or student) conducting research obtains:
  (1) data through intervention or interaction with the individual, or
  (2) identifiable private information."

When a proposal is submitted to the IRB, a Scientific Pre-Review must be conducted. This is typically done by a committee member who is not listed as part of the research team (i.e., would not

participate in data collection or analysis of data). The research team ordinarily includes the Chair and may include other team members or a statistician. If all committee members will be on the research team, the PhD Program Director or other faculty member must be asked to conduct the Pre-Review...

Approval must be obtained before any data collection can begin. Proposals for studies are submitted through the University electronic system https://eirb.slu.edu/ Student use their SLU ID and password to use the system. The detailed protocol is pasted into the main body from the student's study proposal. Any data collection forms, consent forms, recruitment materials, and HIPPA forms or waiver all must be submitted. Letters of approval from any study sites must be obtained and submitted to the IRB with the proposal. See the IRB guidelines for detailed instructions. Content on protection of human subjects is provided in NURS 6812 and as noted below.

## Training (Known as CITI Training)

All researchers including doctoral students must complete training in human subjects' research to obtain approval for a research study. For most, this is completed during your doctoral course in Scientific Integrity. If you are working on a study with a faculty member as a research assistant or doing a project sooner than this class, you will need to complete it before commencing this work. They will need to submit your name to the IRB to designate you as a member of their research team and have this addendum approved before you can begin any research work (i.e., data collection, analysis or contact with subjects).

The current training approved for SLU researchers is offered by the Collaborative Institutional Review Board Training Initiative (CITI). This is a national online training program with multiple modules and is free to take. You can access the training through the IRB web page at SLU.edu. Nursing students take the ***Biomedical*** **Research Investigators Human Subjects** training, regardless of your planned dissertation topic or methods. The training takes approximately 6-8 hours to complete. You do not have to complete the training in one session. The completion certificate is automatically sent to the SLU IRB so you should not have to submit a certificate to them. However, you can go back and print your completion certificate any time if needed for class, or if you go work at a new University. If students have completed the CITI training at a prior institution, this is acceptable, and the certificate can be sent to our IRB.

Students who work on NIH funded grants with faculty may be required to complete an additional module through NIH entitled "Good Clinical Practice," as well as sessions provided by the University on Responsible Conduct of Research.

## IRB Submission Process

- Complete the project proposal and get approval from the dissertation committee (written proposal and Dissertation Proposal Defense).

- Complete the Biomedical IRB CITI training on scientific integrity and research with human subjects (this will normally be completed during the NURS 6812 course).
- Note that the IRB will want a letter of approval from any sites where the study will be conducted, which should be submitted to the IRB with the proposal.
- Complete the IRB forms online (https://eirb.slu.edu/). Sections of the written proposal can be pasted directly into the online form. Note that the background must be brief for the IRB online form.
- The student must submit copies of all data collection forms, informed consent forms, recruitment materials, etc. with the proposal.
- Once completed, the online form can be downloaded as a PDF for final approval by the chair.
- All committee members or others who will participate in the study (data collection, conduct of study procedures, examining raw data) need to be identified as "Research Team Members." They need to have CITI training. Do not put an administrative contact.
- The Dissertation Chair must be identified as the "Department Chair/Advisor."

- As a last step, a faculty member is assigned to complete a scientific "Pre-Review" of the proposal. This pre-review is to assure that the project is scientifically appropriate and that students have addressed all potential issues related to projects with human participants. This is required by the IRB and suggested changes from the pre-review **must** be addressed prior to final submission to the IRB. For PhD students, a committee member who is *not listed as a research team member* must complete the Pre-Review. If there is not a committee member who is not a team member, the PhD program director or another faculty member can be asked to serve as the Pre-Reviewer. Ideally the student sends a PDF of the proposal for Pre-Review prior to submitting the proposal so changes can be made before the proposal is formally submitted. The student's chair should approval any changes.
- Once final changes are made, the final version of the proposal is then submitted within the eIRB and the Pre-Reviewer will sign off on the proposal in the electronic system. The student completes the obligations page and select Submit. NOTE: PI (student) must be the one who checks the responsibilities/signature box on the PI Obligations page.
- The student will be notified when the IRB review is complete. The IRB usually requests some additional changes. Once these are completed and checked by the IRB, the student will get final approval and may begin data collection. Students should use only the approved forms for study procedures, found in the eirb.
- Once approved, any changes in personnel or study protocols (i.e., change in number of potential subjects for recruitment, changes in data collection forms, etc.) must be approved by the IRB through submission of an amendment. Unless the changes are substantial; this approval is generally quick.
- Finally, **at graduation, student PIs should CLOSE their IRB protocols.** If in the rare case the student PI wishes to transfer the study to a new PI (such as their

committee chair) for additional work after graduation, the student should contact the IRB for instructions on how to do so.

## Research and Health Insurance and Portability and Accountability Act (HIPAA)

The IRB will include managing personal health information for HIPAA. Under HIPAA, certain identifying pieces of health information are protected from casual scrutiny or use by unauthorized personnel. HIPAA regulations govern the circumstances of collection, access to and use of this Protected Health Information (PHI): names, postal addresses, telephone numbers, fax numbers, e-mail addresses, dates (including birth dates), social security numbers, medical record, and health plan numbers, account numbers, certificate/license numbers, vehicle identifiers including license plate numbers, device identifiers, names of relatives, Web URLs, IP address numbers, biometric identifiers, photographs and comparable images, and any other unique identifying number, characteristic, or code. Saint Louis University faculty and student researchers submitting Institutional Review Board protocols for review (see below) must have completed HIPAA training and incorporated the most recent applicable HIPAA assurances with or in their IRB protocol.

## Dissertation Defense

The public, oral defense of the final dissertation is required of all PhD students. The oral defense of the dissertation cannot occur until the student has advanced to Ph.D. candidacy, successfully completed at least 12 credit hours of NURS 6999 Dissertation Research and has committee approval. Graduate Education provides a "Calendar of Deadlines" each semester that lists dates for requesting graduation in a semester and provides dates when dissertation requirements must be submitted for students to graduate. Students must submit an Application for Degree through MySLU.

For completing the dissertation, the student writes the results of their study for review. When the chairperson approves the latter chapters, the complete draft is then circulated to the other members of the dissertation committee who should have time to give feedback to the student in advance of the oral defense of the dissertation. The chapters could also be circulated to the committee members as the committee chairperson approves each chapter. The date for the oral dissertation defense is set with the chairperson and dissertation committee who determines an agreed upon date and time.

Once the date is set, a Notification (application) of Readiness form for the public oral presentation of the Ph.D. dissertation must be submitted to the Doctoral Candidacy Specialist. This should be *at least two weeks prior to the anticipated date*. The student should send the title, date, and information to the PhD director (preferably a flyer), who will send a notice to all PhD students and faculty members who may wish to attend. The student/chairperson should post flyers in the School

of Nursing building for other faculty members. The oral defense is announced publicly to the School of Nursing faculty and students (and the University community at large through Newslink). Students are requested to send the slides for the Zoom meeting at least 2-3 days ahead of the meeting for faculty to view during the presentation, as the type on slides can be small on laptops or some screens. Ordinarily, students are on-campus at the School of Nursing for the public defense of the dissertation, but Zoom is also acceptable if preferred by the student.

The form for Graduate Education to schedule the Defense can be found on this website: https://www.slu.edu/academics/graduate/pdfs/ge_readiness_fillable.pdf

The dissertation presentation should include an introduction by the chair, followed by a **20 to 30-minute presentation** of the dissertation by the candidate. This is followed by questioning from committee members. When the committee has completed their questions, the student will take questions from the audience. The questions may pertain to the methodology, findings, implications, or future research that the candidate anticipates. After the questions, the committee retires to vote on the acceptability of the dissertation and its defense. The oral defense is also evaluated by faculty attending the presentation for program assessment.

When feasible, the oral presentation of the defense will be video recorded for students at a distance and possible later viewing. Consent to video record students and the committee is implied as part of the process of the dissertation defense; written permission is not needed. Exception to the implied consent for video recording must be submitted in writing to the program director.

The committee approves the dissertation two ways – *the oral defense*, and the *written dissertation document.* The ballots for each are signed by all committee members before the dissertation can be accepted and the student can graduate. Both signed forms must be submitted to the Candidacy Advisor to graduate, and by the date required by Graduate Education for the next conferral date.

## Final Steps to Completing the Dissertation Document

Once the committee has approved and signed off on the dissertation document, The Doctoral Candidacy Advisor at the Office of Graduate Education will review a draft of the dissertation and must approves the final format of the dissertation document, per the required formatting guidelines.

Students are required to submit their final product to ProQuest for digital archiving and publication via Dissertation Abstracts International. This must be completed before degree conferral can be received. Students can choose to embargo the dissertation document (hold the release) for up to 2 years. This may be done to protect the work for patent and/or proprietary purposes. Most nursing journals do not consider dissertations in ProQuest to be prior publications, but the student may choose to hold the dissertation until after papers are published through the embargo process.

If the student is including any copyrighted figures or measures (if published in a journal they may be copyrighted), then they must obtain permission to include this in the dissertation document. See the journal or publication web page for instructions on obtaining permissions. For non-traditional dissertations, at least one paper will have been published. Ordinarily, the author(s) of a manuscript

submitted to a journal *transfers copyright* to the journal. (Exceptions may be *open source* or *open access* journals.) Even though the student and/or faculty member(s) have authored a published article, permission to use it must be secured by the student from the owner of the copyright (the journal) for its inclusion in the dissertation document for ProQuest. If the journal does not give permission for including the full manuscript in ProQuest, the student should write a new abstract (not copied from the published manuscript) for that paper's chapter and state the reference to the published article.

Additional information on using copyrighted material as part of the dissertation may be found in the *Publication Manual of the American Psychological Association, 6th edition.* The Doctoral Candidacy advisor at the Office of Graduate Education may also provide valuable assistance.

For further information, see ProQuest at https://www.proquest.com/

# Graduation –Conferral of Degree

The deadline for the Application for Degree is up to one semester before and within about the first two weeks of the semester of graduation. The Graduate Calendar for each semester is posted on slu.edu. If you need to register later, you must complete a Petition for Late Application for Graduation and a $50 late graduate application fee will be assessed. You need to register to get information about participating in graduation and ordering gowns and hoods for the ceremony. Note that PhD student should order PhD gowns and hoods. Do not order "nursing gowns" as they colored differently for clinical doctorates, or DNPs.

The final degree conferral can be awarded when all requirements are met prior to the published conferral dates. If any requirements are not completed, the degree will be deferred to the next published conferral date. See the Academic Catalog for further details. Students will receive their diploma by mail within a few weeks of graduation from the Registrar at Saint Louis University.

Doctoral students are invited to participate in Graduation ceremonies, typically held in May and December. Students may participate in graduation ceremonies early if close to completing their dissertation. The PhD Program Director will need to know what students are planning to attend

graduation so that the students name, photo, and dissertation title can be included in the nursing graduation program.

The faculty and students attend graduation in academic regalia. In the Pre-Commencement ceremony, all students are called by name and walk across the stage. Doctoral students have their dissertation title announced and carry their hood up on stage and their Chair places their doctoral hood over their head (PhD hoods are provided by the School of Nursing). They then shake hands, etc.

The University-wide Commencement occurs in Chaifetz Arena. In this ceremony (about 1 hour in length) students are not recognized individually, but rather, each school's graduates stand as they are presented to the University President. There is usually a renowned speaker and a lot of "pomp and circumstance."

# Scholarships and Other Funding

Several options are available to support PhD students. These include Scholarships, Assistantships, and the Nurse Faculty Loan Program (NFLP). See the descriptions below. Several scholarships are available targeted to PhD nursing students. Students can explore the option through MySLU tools – Scholarship Suite, which is where applications and management of scholarships are managed. Scholarship funds are typically dispersed in July or August for the next academic year (spring/fall); additional funds may be available later in the year. These funds are only for tuition support. The amount of funds may vary from year to year.

## Marion Bender Scholarship

Through the generosity of the late Ms. Marion Bender, Saint Louis University School of Nursing offers scholarship funds to U.S. Ph.D. nursing students who are applying for graduate tuition at Saint Louis University. Funding *preference* will be given to assist in achieving a more diverse population consistent with the needs of the nursing discipline and professional nursing workforce. Preference will also be given to those who *live/work in and serve rural communities or demonstrate commitment to conduct research with underserved or disadvantaged populations*. Eligible students apply *annually* for this scholarship. International students are not eligible.

## Shaw-Engler and Hoppe Scholarships

Shaw-Engler Scholarship fund was established through the generosity of Orena Marge Shaw to honor her long-time friend and colleague, Evelyn Engler who was adjunct faculty and preceptor for SLU students at the VA Hospital in St. Louis. Mrs. Hoppe and her husband were 1951 graduates from Saint Louis University, she from the School of Nursing and he from the School of Medicine. After graduation, the couple married and returned to Houston, their hometown; they had no children. Dr. Hoppe died in 2002, and Mrs. Hoppe eventually moved to Charlotte, N.C., to live with her niece, Mary Smiley Johnston. Mrs. Hoppe died in July 2017. Funding preference for these two scholarships is for students who demonstrate excellence in PhD Education and those who demonstrate a significant financial need.

## NANDA Scholarship

NANDA originated at Saint Louis University! Faculty members Kristine Gebbie and Mary Ann Lavin called the first Task Force to Name and Classify Nursing Diagnoses. Members met in St. Louis. A Clearinghouse was established at St. Louis University that served as a depository for nursing diagnosis materials and the National Conference Group on the classification of Nursing Diagnoses for many years. The clearinghouse staff published a newsletter, coordinated plans for national conferences and distributed bibliographies on each diagnostic category developed. NANDA later developed into an international organization to promote nursing diagnoses. Funding supports PhD students with an interest in conducting research related to a nursing diagnosis, or nursing diagnosis domain.

## Potter Qualitative Scholarship

Funded by Dr. Patricia Potter, graduate of the program. The purpose of the Potter Scholarship Fund is to support PhD students conducting qualitative research studies. The study can address any area of health. Ph.D. nursing students must have applied, be admitted and **enrolled in the Ph.D. nursing program** and be in good academic standing at the University. The one-time support is for those conducting a *qualitative research* dissertation. *Application form is in this manual.*

## Delta Lambda Chapter, Sigma Theta International

The Saint Louis University Delta Lambda Chapter of STTI provides two funded cash awards: The Doctoral Research Award and the Joan Hrubetz, Doctoral Award. Doctoral students who are not members may be eligible to apply for membership as a community leader. Applications for awards are typically due in March of each year.

## University Funding

Doctoral students may be eligible for funding through Graduate Education. See the web site for options:
https://www.slu.edu/academics/graduate/graduate-scholarships-fellowships-assistantships.php.

# Nurse Faculty Loan Program

The Saint Louis University School of Nursing has funding from the U.S. Department of Health and Human Services (DHHS), Health Resources and Services Administration (HRSA), Bureau of Health Professions, Division of Nursing to participate in the Nurse Faculty Loan Program (NFLP). Under the NFLP, Saint Louis University is authorized to operate a loan fund for nursing students enrolled full or part-time in the Nurse Educator Role Master's program, and the Nurse Educator Role Option in the DNP or PhD program. Loan recipients must agree to complete the education program, and following graduation, may cancel up to 85% of the NFLP loan, provided that they serve as nurse faculty for a consecutive four-year period at a school of nursing. Students must apply each year by submitting an application form and letter of commitment to teaching following graduation, which can be done for any semester. For fall of each year, the application forms must be submitted by June 1st, and the student must register for fall by this date. The Financial Services representative calculates student eligibility. Any scholarships received are deducted from final amounts. Students are notified and then have to accept the distribution.

**NFLP Student Eligibility Criteria**

• U.S. Citizen or Permanent Resident of the U.S.

• Enrolled full-time or part-time in the Nurse Educator Role Masters program or Nurse Educator Role Option DNP or PhD program

• In good academic standing

• Not in default on federal loans

• Agree to work as a full-time nursing faculty in a nursing school after graduation

• Note that the NFLP is not a need-based program

**Timeline and Deadlines:**

Students must register for Fall classes and submit an application and commitment letter to the PhD Program Director **by *June 1 of each year***. The Director signs the application to confirm the student's eligibility. The Financial Specialist will process the materials and the student will be notified to accept the award online. **New deadlines are implemented to help the process**. Student must register for **Spring classes by December 1, and for Summer classes by April 15th** so that their loan assignment can be processed. Loan amounts for spring and summer and may not be noted on the first posting of the student's bill, but will be applied as soon as possible.

## Graduate Research Assistantships

The School of Nursing is allocated several research assistantships (RAs) for Ph.D. Nursing students. A full time RA position provides a monthly stipend for 9-12 months, tuition remission for up to 18 credits per academic year (9 fall semester and 9 spring semester), and health insurance for 20 hours of service per week. Refer to the Graduate Assistantship Manual for further information.

## Tuition Credit Support

There may an option for Tuition Credit Support (TCS), which covers only tuition costs. Students who receive tuition support must provide 2 hours of service per week to the School of Nursing for every credit of tuition forgiven that semester. Rules for Assistantships apply to students who have tuition credit support. Check with the Director of the PhD Program in Nursing to see if you are eligible and if credits are available.

## Travel Funds

The School of Nursing does not usually have travel funds for students but may have funds when students are representing the school (for example, MNRS has a PhD student poster competition). We can often pay for poster printing at the University Media Center for students who are presenting research from their course projects or dissertations. The Graduate Student Association (GSA) may have funds students can apply for.

**(Note:** Graduate Student Association funds will not support conferences that are not research related and students may not receive continuing education credits).

1. See your GSA representative about reimbursement procedures.
2. See the GSA Web site about Conference Awards and Conference Awards FAQs

https://sites.google.com/a/slu.edu/graduate-student-association/

Some Conferences offer reduced registration to students who volunteer during the meeting. Check the organization's website for such options. In addition, some organizations have travel support students can apply for.
https://sites.google.com/a/slu.edu/graduate-student-association/awards/conference-awards

### External Funding

External funding refers to all sources of funding outside SLU. Students often submit applications for support to the Midwest Nursing Research Society for dissertation grants, the American Nurses Foundation, the Oncology Nursing Society, and other organizations. Speak with your academic advisor about options that might be available to you related to your area of interest, such as the Oncology Nurses Association and others. Students should review applications with their advisor or chair prior to submission. Some applications must go through the University Research Services, as funds must be distributed by the University.

# SON RESOURCES

### Ph.D. Connections

All Ph.D. nursing students should have access to the Blackboard course -online "forum" titled *Ph.D. Connections* (NURS_PH.D._01). This should serve as a resource for you and has several helpful components:

- Forms (e.g., independent study, change in title form, etc.)
- Recent Handbook (also available on the SON web site)
- Archived examples of dissertation defenses
- Presentations by faculty or other visiting scholars that may be of interest to you.

### Ph.D. Nursing Student Room

The Ph.D. Nursing Student Room is room 547 in the School of Nursing. There are computers (note they are older), a printer and a few other office supplies. The room is

A small refrigerator and microwave oven are available.

# University Resources

## University Writing Services

We encourage you to take advantage of university writing services in the Student Success Center to assist in developing as a strong writer. This consultation benefits writers at all skill levels to get feedback. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. The University Writing Services offer one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. Students do not need a complete draft of a paper to begin meeting with a writing consultant.

*Services are available for both on-site and online students. For* more information, call 314-977-3484 or visit the University of Writing Services website:

https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php

## Career Services

The University Career Services center has resources for those who are seeking employment (or new employment). They can help you with writing a resume, interviewing skills, etc. Check their website for options.

https://www.slu.edu/life-at-slu/career-services/index.php

## Reinert Center for Transformative Teaching and Learning

The mission of the Reinert Center is to develop, encourage, and sustain Saint Louis University faculty, graduate students, and academic units as they create meaningful, inclusive learning experiences that serve the intellectual, spiritual, and socio-cultural needs of all learners. The center offers certificates to those who want to develop basic teaching skills and are available to doctoral students. See https://www.slu.edu/cttl/certificate-program/

Certificate Program in University Teaching Skills: This certificate can be earned by completing a minimum of 15 Effective Teaching Credits, as well as completing other requirements that culminate in a professional teaching portfolio. Because this certificate is extensive and is the result of an ongoing process of reflection, participants are required to allow a minimum of two semesters to complete it.

Foundations Certificate in University Teaching Skills: Foundations Certificate can be earned by participating in ten teaching credits, which include a variety of pedagogically focused activities offered on a regular basis by the Reinert Center, as well as writing a reflection essay. Because the certificate is the result of an ongoing process of learning and reflection, participants are required to allow a minimum of two semesters to complete it. Certificates are awarded twice a year, at a ceremony.

## Copiers

School of Nursing copy machines are ***not*** available for student use except for graduate assistants making copies for their assigned faculty. Some copying is available in the PhD student room on the 5th floor. Copiers for student use are located in the Saint Louis University Medical Center Library copy room (copy card or coin operated), and Pius XII Library coin or plastic card). "Billiken bucks" is the currency you use. Money is added to the magnetic strip on your SLU photo ID badge. You can add money to the Billiken bucks at the Medical Center Library main desk or through Banner.

## Libraries

There are two main libraries at SLU: Medical Center Library and Pius II Memorial Library. Their websites and those of other University Libraries are excellent avenues to explore what is available online.

***Medical Center Library***
http://lib.slu.edu/mcl/

***Pius XII Memorial Library***
http://libraries.slu.edu

Literature searching is available in multiple databases; most articles are available online. If they are not available, there is free interlibrary loan electronic document delivery through ILLiad is available online at for students for references not held by the HSC Library. All interlibrary requests should be done at the Medical Center Library. The Pius XII Library usually will *not* perform an interlibrary loan for nursing students (check with reference librarian). Operating hours vary by library and time of year.

Study rooms, available on a first come-first serve basis, are located in both libraries. The Medical Center Library allows large groups to have precedence over smaller groups. Consult with the main desk if you have any questions.

## University Bookstore

The University has a bookstore

, corner of Grand Blvd. and Laclede Ave. Most required books are available through the bookstore or can be purchased through other vendors.

## Student Photo ID Badge/Card

You will need to be registered for a course at the University and have a valid SLU identification card for checking out any library books and using University resources. See Parking and Card services in the Wool Center, 3545 Lindell Blvd., phone 314-977-3471. Distance learning students can send a recent digital photo to the Coordinator of e-Learning. An ID will be mailed to the student.

## Parking

For information on parking, see https://www.slu.edu/parking/index.php. The garage for general parking near the School of Nursing is the East Hickory Street garage, where you can pay a daily rate. On North campus, the Olive/Compton Street garage is available. There is some street parking; pay attention to the signs regarding street cleaning, etc.

## Weather

Students may call the University's snowline at **314-977-7669 (SNOW)** to have the latest information on whether the University is open or closed. Please dial carefully. Announcement of "snow schedule" means all classes and activities after 10 a.m. continues as scheduled. "Cancellation of classes" indicates scheduled classes are suspended, but all other University activities are continued. "Closure of the University" refers to the situation in which all University activities are suspended, and all offices are closed. You can also sign up for weather alerts.

# Tax Help for International Students

For U.S. federal and state income tax preparation, international students should contact the Office of International Student Services early in the calendar year.

## Health Insurance

Saint Louis University requires all full-time Graduate/Professional Students to have basic health insurance, which can be purchased through the University. If a student already has other insurance coverage in effect, then coverage under the University Health Plan (UHP) may be waived. Waivers submitted in the Fall are applicable to the Fall, Spring and Summer semesters of the academic year.

Full-time Graduate/Professional students that do not waive UHP coverage must enroll. Charges for UHP coverage will be billed on one's student account. Within Fall and Spring semesters, full-time students that neither waive nor enroll by the end of an Open Enrollment Period will be

automatically enrolled and charged for UHP coverage. Distance learners as well as Continuing Education and School for Professional Studies students are excluded from the health insurance requirement.

https://www.slu.edu/life-at-slu/student-health/_uhp/index.php

### Mental Health

PhD education is always stressful, and many students have additional challenges in their life beyond school. The University offers in-person and telehealth visits with behavioral health professionals and a 24 hour Hotline - 314-977-TALK. Students are encouraged to use this services if needed. Campus Ministry also offers counseling.

Students are encouraged to share issues with their advisor or chair that may affect their performance in classes or delay completing assignments. Faculty will make an effort to help students manage these issues.

### University Counseling Center: Available 24/7 at 314-977-TALK

### Campus Ministry: 314-977-2425

### Accommodations for Students with Disabilities

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center with the link below or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.
https://www.slu.edu/life-at-slu/student-success-center/disability-services/index.php

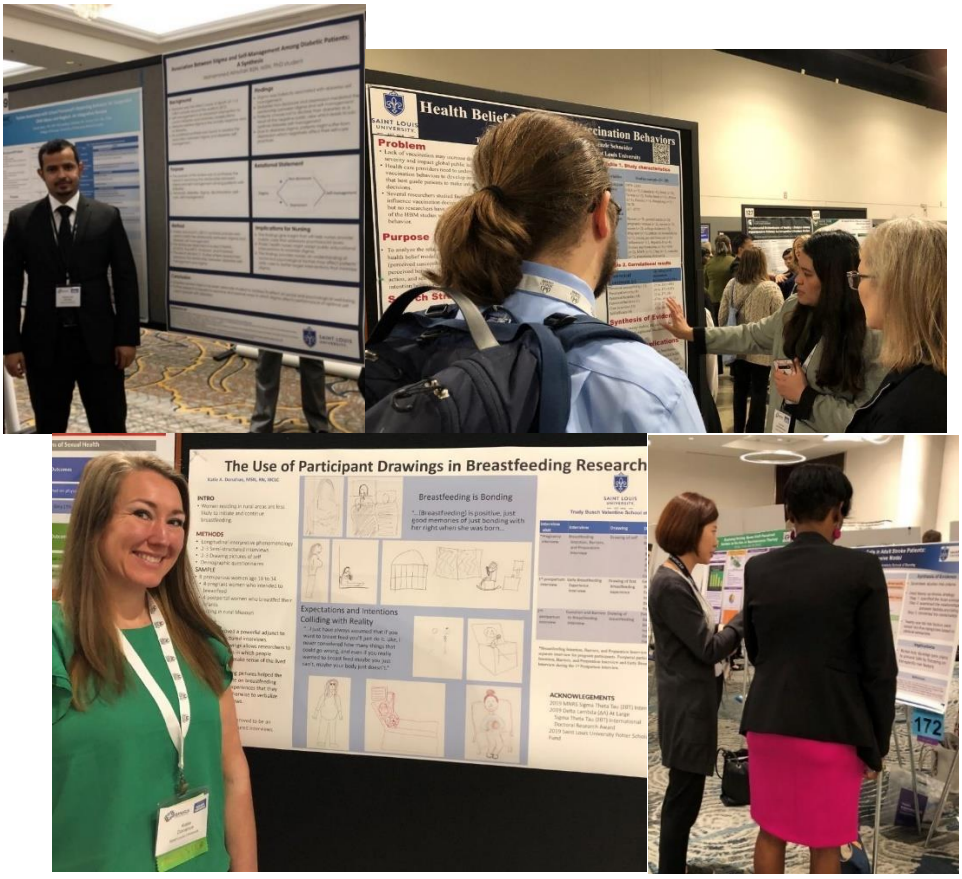
# Other Organizations

### Midwest Nursing Research Society (MNRS)

Attendance at the Midwest Nursing Research Society's annual conference is **required** for the first academic year. It is usually held in the spring. Thereafter, students must attend either MNRS annually or another research conference mutually acceptable with the academic advisor/ dissertation

*Attendance at the MNRS's annual conference is **required** for the first academic year. Thereafter, students must attend either MNRS annually or another research conference mutually acceptable with the academic advisor/dissertation chairperson.*

chairperson (Ph.D. Nursing Program Committee on December 9, 2009). The annual conference must be a research conference and not a professional conference. Students are encouraged to present at these conferences. A small amount of funds from the University's Graduate Student Association (GSA) may be available to assist students.




PhD students at MNRS 2018 and 2022 presenting their work.

## Sigma Theta Tau International

Delta Lambda is the local chapter of Sigma Theta Tau International – the Honor Society of Nursing. The organization has a goal of advancing world health and celebrating nursing excellence in scholarship, leadership, and service. STTI membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Doctoral students who are not members can be nominated for membership. Each year, students who have completed at least xx% of the program are submitted; Some local chapter awards are available to doctoral students; applications are due in March.

## American Association of Colleges of Nursing

Graduate students can join the American Association of Colleges of Nursing Graduate Nursing Student Academy for free – see their web site: https://www.aacnnursing.org/GNSA. They offer webinars and other information to support development of graduate students and have a conference in August. See https://www.aacnnursing.org/GNSA

# Information for Graduate Assistants

**Responsibilities and Privileges of Graduate Research Assistants**

The School of Nursing has a limited number of assistantships for Ph.D. nursing students. A full time slot provides a monthly stipend for 9 months (and possibly summer); tuition scholarship for 18 credits per academic year (9 fall, 9 spring [3 summer]); and health insurance for 9 or 11 months for full time (*20 hours* of service per week) at the School of Nursing. There are contractual requirements and school expectations for Ph.D. graduate assistants.

### Contractual Requirements

- Full time assistants work twenty (20) hours per week working for assigned faculty during weeks that SLU is in session per the student's contract. (Check the University calendar for holidays and days the University is closed).
- There may be some half-time assistantships that for 10 hours of work per week or one-fourth ($1/4^{th}$) time for 5 hours of work per week.
- *Graduate assistants may not work for pay outside the Assistantship at the University/School* unless this has been approved in advance by the program director and/or associate dean for graduate education.
- Refer to the Graduate Assistantship Manual for further information

### Expectations

- There is a mandatory University orientation for first-time graduate assistants.
- Students should meet with assigned faculty to discuss plans for each semester/academic year and complete the Planning and Evaluation Form. Students are expected to be in regular touch with their assigned faculty member to offer assistance.
- The research assistant will be actively involved in acquiring research competencies, teaching competencies, or other skills. Specific activities should be negotiated with the assigned faculty.
- Graduate assistants may be assigned offices if needed, but most will work remotely. Shared office space will be available when assistants need to spend time on campus.
- Faculty will complete an evaluation of graduate assistants at the completion of an assignment (semester or academic year). The form is signed by the faculty member and student and submitted to the program director. Satisfactory evaluations are expected for future assignments as assistants.
- The graduate/research assistant is expected to attend and participate actively in educational and research events and activities scheduled at the School of Nursing and beyond. Three hours per month of the graduate/research assistant's contracted time may be allocated to

participation in SON events. Two hours per month of the graduate/research assistant's contracted time may be allocated to participation in School of Nursing committee work. Students should be excused from work when attending research conferences (e.g. MNRS).

## Paychecks for Assistants

All pay is deposited electronically to your bank. Pay stubs can be accessed on Self-Service Banner. Contact the School of Nursing business manager, Lisa Roach, in room 221 or email roachla@slu.edu if you have questions.

You need to sign forms (W-2 forms etc.) in the Human Resources Department at the Wool Center on Frost campus before you can begin receiving your checks. It is also where you sign up for electronic deposit.

## Copying for Faculty Members

Copy machines in the School of Nursing can be used by assistants *only* to do approved printing and copying for faculty.

## Helpful Tips

- Negotiate research loads with your assigned faculty member so that the needs of the school and your needs as a student are mutually identified and
- Keep an up-to-date calendar and write down all appointments.
- As graduate assistants, you may have more opportunities to meet faculty members. Take full advantage of this to find mentors who can help you through the next few years.
- Find out who the other graduate assistants are and get to know them. This will be mutually beneficial.

# Appendix A: Course Descriptions

**See the following course descriptions. Note that courses are only offered once/year.**

**NURS 6800 Theory Development in Nursing (3) (Fall)**
Study of theory development in nursing from historical and philosophical perspectives. Distinguish between various approaches to nursing theory development. Analysis of the process of theory construction, including current approaches to organizing and building nursing knowledge. In-depth study of one selected theory and its related practice and research literature. Discussion of various research topics that support theory development and/or testing.

**NURS 6801 Research Issues in Health Promotion, Disease Prevention and Reduction of Health Disparities (3) (Fall)**
Prerequisite: NURS 6800. Examine existing social/behavioral and health science research on promoting the state of health and risk factors associated with vulnerability to health impairment. Includes research which addresses reduction of health disparities, protection of vulnerable populations from health problems and limitation of disability. Areas of research to which nurse researchers have made a significant contribution are highlighted. Analysis of research addresses conceptual, theoretical, methodological, ethical, and nursing practice issues.

**NURS 6802 Measurement of Nursing Variables (3) (Fall)**
Prerequisite: NURS 6809 and NURS 6806 Multivariate/Multivariable Statistics in Nursing Research or an equivalent. Psychometric analysis of selected health-related research instruments and their application to the measurement of nursing variables. Includes the study of measurement theory, quantitative research methods and designs, and instrument construction, modification, and evaluation. Analysis of instruments will include discussion of the impact of cultural, ethnicity, gender, and age variables on the development, evaluation, and modification of new and existing instruments.

**NURS 6803 Nursing Issues and Leadership Strategies (2) (Summer)**
Prerequisite: NURS 6800, NURS 6809, NURS 6810. This course focuses on the diffusion of innovations by nursing leaders and how historical events have influenced their innovations to shape contemporary nursing. Policy issues related to nursing and health will be analyzed within the context of social norms and leadership theories/strategies. Managed care, as policy/practice, will be analyzed.

**NURS 6804 Research Issues in the Care of Acutely and Chronically Ill Populations (3) (Spring)**
Prerequisite: NURS 6800. Advanced study of evidence related to physiological and behavioral responses to acute and chronic illness. This course focuses on analysis of research to promote effective nursing care of acutely and chronically ill populations. Emphasis on knowledge development to advance nursing as a discipline.

**NURS 6809 Quantitative Methods in Nursing Research (3) (Spring)**
Prerequisites: NURS 6800, General Research Methods. Examines the selection and use of quantitative methods and approaches in nursing research. This course will focus on nursing research design, analysis, and knowledge generation from a quantitative perspective. Emphasis will be given

to writing nursing research proposals, grant applications, and the role of peer review in the research process.

**NURS 6810 Qualitative Methods in Nursing Research (3) (Spring)**
Prerequisite: NURS 6800 and NURS 6813 preferred. Examines the philosophical foundations and epistemological perspective of qualitative research; includes study of traditions and methods, scientific and ethical issues, and techniques of data collection, analysis, and interpretation. Emphasis is given to the use of qualitative approaches in theory development and to the nature of the contribution of qualitative studies in expanding nursing knowledge

**NURS 6812 Issues of Scientific Integrity in Nursing and Health Research (1) (Summer)**
Discusses the historical development of principles of research ethics with particular focus on their evolution in nursing and health research. Considers issues associated with intellectual responsibility for and avoidance of misconduct in individual work. Explores issues of mentoring, intellectual property, and conflict of interest associated with joint work. Augments the consideration of issues associated with research on human subjects with illustrative case studies in nursing.

**NURS 6813 Nursing Knowledge Development: Philosophical Perspectives (3) (Fall)**
This course will examine the development of nursing knowledge from diverse philosophical perspectives and traditions. Different conceptions of truth, knowledge, rationality, personhood, the body, and the moral good will be examined as a foundation for understanding and investigating nursing phenomena.

**NURS 6814 Interpretive Phenomenology: Research Methods (Intermittent – not always available) (3)**
***NOTE: Not always available- may be offered through Medical Family Therapy***
Elective Course. Prerequisite: NURS 6810 or equivalent, NURS 6813 preferred. This course builds upon prior study in qualitative research methods. The course will examine phenomenology as a methodology for understanding human actions and for conducting research into human practices. The hermeneutic turn for developing knowledge for practice disciplines (e.g. education, psychology, family therapy, nursing, social work, public administration, and medicine) will be addressed along with issues and skills in conducting interpretive research. Post-modern conceptions of validity for evaluating interpretive research will also be examined.

**NURS 6805 Introduction to Applied Statistics in Research (3) (Summer)**
Pre-requisite: a minimum of an undergraduate statistics course completed within the last five years. This course strengthens students' knowledge of the application and analysis of univariate statistics for generating nursing knowledge. Topics include a review of probability theory, sampling theory and distributions, hypothesis testing, tests of association and independence with emphasis on univariate parametric and nonparametric statistics. Practical application is given to the use of statistical software, graphing data, coding, data management, and conducting nursing research.

**NURS 6806 Applied Statistics for Research 1 (3) (Fall)**
This course introduces students to common univariate and multivariate analysis of variance. (ANOVA) models for between-groups and within-groups designs. The curriculum focuses on one-way, factorial, repeated measures, and mixed-design ANOVA models, alternative models for discrete outcomes, and multivariate ANOVA models. Emphasis is given to a conceptual understanding of the various statistical models, methods of analysis, and principles of interpretation as applied to nursing and clinical research rather than on a formulization of

ANOVA.

**NURS 6807 Applied Statistics for Research II (3) (Spring)**
**Prerequisite NUS 6806**
This course strengths students' knowledge common general and generalized linear models. The curriculum focuses on building, evaluating, and comparing linear, logistic, and weighted least squares regression models, regression diagnostics, multivariate and multilevel regression techniques and exploratory regression models. Emphasis is given to a conceptual understanding of the various statistical models, methods of analysis, and principles of interpretation as applied to nursing and clinical research rather than on a formulization of regression.

**NURS 6817 Meta-Analysis and Research Synthesis (3) (Variable- check with Director)**
*Elective Course*: Pre-requisites: NURS 6805, NURS 6809. This course focuses on the conceptual understanding and practical application of quantitative research synthesis. Topics will include writing purpose statements and research questions, developing advanced search strategies, coding primary studies, and analyzing and interpreting data. Students will conduct pilot meta-analyses through the semester.

**NURS 5570 Curriculum Development in Nursing Education (2)**
*Elective Course/NFLP:* The focus of this course is on program development and curriculum design in nursing. Theories of education and cognitive development, as a foundation for program development, will be presented. The use of mission and philosophy statements as basis of curriculum development will be explored. Students will participate in the curriculum design process. Issues affecting curriculum design, and development of curriculum outcomes will be analyzed. The evaluation process and its impact on curriculum development and implementation will be considered.

**NURS 5580 Instructional Strategies and Evaluation for Nurse Educators (2)**
*Elective Course/NFLP:* Students will gain experience in the development and critique of selected instructional methods for course and lesson development. Teaching-learning principles will be incorporated into the application of educational strategies relevant for clients, staff, and nursing students. Various evaluation methods will be examined. Issues in the selection of instructional strategies and evaluation methods will be discussed.

**NURS 5590 Practicum in Nursing Education (2)**
*Elective Course/NFLP:* Pre- or co-requisites: NURS 5570, NURS 5580. This clinical course facilitates the graduate student's integration of educational theory and nursing knowledge. The student participates in a teaching practicum under the guidance of an experienced nurse educator. Concurrent seminars address topics promoting the student's role socialization as an educator.

**NURS 6816 Research Issues in Nursing Education (3) (Spring/variable years)**
*Elective Course/NFLP:* Pre-requisites: NURS 5570, NURS 5580, NURS 6809, NURS 6810, and NURS 6802 preferred. This course presents specific approaches to conducting nursing education research in academic/classroom, clinical, and simulation/skills laboratory settings. Methods of examining learning processes and outcomes from traditional and innovative pedagogies and use of emerging technologies by nurse educators are explored. Emphasis is given to the ethical issues and analytical strategies related to conducting nursing research.

**NURS 6979 Research Topics Independent study (variable credits)**. The student must discuss this option with the faculty member to assure their availability to direct an independent study (IS). They should complete the IS proposal form and develop the syllabus with the faculty advisor. The faculty member must approve registration; students cannot register themselves.

**NURS 6989 Graduate Reading Course Independent study (variable credits)** The student must discuss this option with the faculty member to assure their availability to direct an independent study (IS). They should complete the IS proposal form and develop the syllabus with the faculty advisor. The faculty member must approve registration; students cannot register themselves.

**Note**: Students may not take more than 2 courses (6 credits) of 6979 or 6989 toward doctoral degree.

**NURS 6999 Dissertation Research (Variable)**
Students complete 12 credits of dissertation course work to complete the project. Hours are planned with the student's dissertation chair. The PhD Program Assistant must register students for these credits. Registration is not required in the summer. Once a student completes their 12 credits, they can register for "0" credit hours. When taking any amount of dissertation credits (even 0), the students are considered "full time" by the University.

**NURS XXXX. Directed Study Course.** This designation is used when a student is taking a regular course as an independent study (same syllabus and work). This *may* be approved if a student missed a course on the regular schedule, and it is not offered when the student needs it. The faculty member must approve registration; students cannot register themselves. The student is registered for the usual course name and number, with the section noted as DS.

## MSN Level Courses, BSN-PhD

**NURS 5140 Health Promotion (3)**
Selected models, mid-range theories, and tools are used to understand behavior and to identify risks to health. Evidence-based clinical prevention activities are analyzed for their use to improve the health of individuals, families, and populations. Methods for providing leadership in the conceptualization and implementation of clinical prevention and population health for individuals and populations are explored. The impact of lifestyle, cultural and environmental factors on health, and/or health disparity are discussed. Students will evaluate health promotion/disease prevention interventions with individuals and/or groups. (Offered fall and spring.)

**HCE 5500 Ethics in Nursing and Health Care (2)**
This course offers an overview of ethical theory, principles, and norms which should inform professional nursing practice. The meaning of nursing as a profession is studied as a source of ethical obligation for the nurse. Cases which arise in the practice of nursing are analyzed and evaluated in light of the identified ethical theory, principles, and norms. (Offered spring and summer)

**NURS 5170 Advanced Pathophysiology (3)**
Provides an in-depth study of the physiological changes and responses to altered health states and their impact on the functional status of patients. Lifespan and vulnerable population considerations are integrated throughout. (Offered fall and spring.)

**NURS 5200 General Research Methods (3)**
Survey of the techniques, methods and tools of research in the behavioral sciences and social sciences. General discussion of the research process followed by examination of several different study designs such as observational, experimental, descriptive and sample survey. Overview of different methods of data collection and analysis frequently used in research literature. (Offered fall and spring.) HSR 510 is an acceptable substitute course—offered each summer.

**NURS 5979 Research Topics Independent Study (Variable up to 4)**
Research independent study focused on clinical inquiry in a nursing specialty/area of research interest (e.g. pediatrics, gerontology, family nursing, etc.). The student will work with a faculty member to explore a specialty topic and conduct an evidence-based practice project. Alternatively, the student may take an appropriate elective and add 1 credit of research topics.

## Appendix B: Sample Course Plans

# Sample Study Plans for Post-BSN to start of PhD courses

*Master's level courses are typically online, most asynchronous learning. The list of courses is a sample plan that may need to be individualized with students' advisers.*

**BSN-PHD -** MSN Level Courses, when offered and credits.

## Fall start 3-6 credits/semester:

**Fall**
- NURS 5140: Health Promotion (fall or spring; 3)*

**Spring**
- NURS 5200: General Research Methods (fall or spring; 3)*

**Summer**
- HCE 5500: Ethics in Nursing and Health Care (spring or summer, 2)*

**Fall**
- NURS 5170: Advanced Pathophysiology (fall or spring; 3)*

**Spring**
- NURS 5970: Research Topics (4)#

**Summer**
- NURS 6805: Introduction to Applied Statistics for Research (Summer, 3)

**Next Fall**
- Orientation
- Begin PhD courses – synchronous on Fridays

*Indicates asynchronous online courses with other NP and DNP Master's students

# Indicates independent study/ readings and research project or experience developed with faculty

## Spring start 3-6 credits/semester:

**Spring**
- NURS 5170: Advanced Pathophysiology (fall, spring; 3)

**Summer**
- ELECTIVE: Area of Concentration course (here or another semester with the core courses of determined with advisor)

**Fall**
- NURS 5140: Health Promotion (fall, spring; 3)
- HCE 5500: Ethics in Nursing and Health Care (fall or spring, 2, here or another semester)*

**Spring**
- NURS 5200: General Research Methods (fall, spring 3)
- ELECTIVE: NURS 5970: Research Topics (3)#

**Summer**

- NURS 6805: Introduction to Applied Statistics in Research (summer, 3)

**Next Fall**

- Orientation
- Begin PhD courses – synchronous on Fridays

*Indicates asynchronous online courses with other NP and DNP Master's students

# Indicates independent study/ research project or experience developed with faculty

## Post-Master's to Ph.D.: Taking 6 credits/semester

*The list of courses is the scheduled course plan and courses are only offered one time/year. Courses for the area of concentration (9 credit hours total) need to be planned with the academic advisor and can be taken any semester.*

ORIENT: Prior to fall semester: Orientation on-campus (about 2 days) in St. Louis for all students.

**Fall Year 1**

- NURS 6800: Theory Development in Nursing (3)
- NURS 6813: Nursing Knowledge Development: Philosophical Perspectives (3)

**Spring**

- NURS 6809: Quantitative Methods in Nursing Research (3)
- NURS 6810: Qualitative Methods in Nursing Research (3)
    - MNRS: Midwest Nursing Research Society Annual Conference (0)

**Summer**

- NURS 6812: Issues of Scientific Integrity in Nursing and Health Care (1)
- NURS 6805: Introduction to Applied Statistics in Research (3)

**Fall Year 2**

- NURS 6801: Research Issues in Health Promotion, Disease Prevention, and Reduction of Health Disparities (3)
- NURS 6806. Applied Statistics for Research I (3)

**Spring**

- NURS 6804: Research Issues in the Care of Acutely and Chronically Ill Populations (3)
- NURS 6807: Applied Statistics for Research II (3)
    - MNRS: Midwest Nursing Research Society Annual Conference (or research conference approved by academic advisor/director) (0)

**Summer**

- AOC: Area of Concentration elective course. (.Optional this semester- usually 3; total credits AOCs will be 9 credits here or other spring/fall/summer)
    - Written Comprehensive Examination- August

**Fall Year 3**

- NURS 6802: Measurement of Nursing Variables (3)
- AOC: Area of Concentration course (3)

**Spring**

- AOC: Area of Concentration course (3)
    - MNRS: Midwest Nursing Research Society Annual Conference (or other research conference approved by academic advisor/director) (0)

**Summer (or Fall( and Subsequent Semesters) - Total of 12 Credits**

- NURS 6999: Proposal Defense and Dissertation Research. Students devise plan with advisor to take dissertation credits each semester. Academic advisors may approve additional or fewer credit hours each semester based on the student's progress. Students complete dissertation proposal and have oral exam/proposal defense then advance to candidacy.

## Post-Master's to Ph.D. - Taking 9 credits/semester

*The list of courses is a International students may need to complete courses in English that will alter the sample plan.*

ORIENTATION: Prior to fall semester. Orientation on-campus in St. Louis (about 2 days) for all students

**Fall**

- NURS 6800: Theory Development in Nursing (3)*
- NURS 6813: Nursing Knowledge Development: Philosophical Perspectives (3)

**Spring**

- NURS 6809: Quantitative Methods in Nursing Research (3)
- NURS 6810: Qualitative Methods in Nursing Research (3)
- AOC: Area of Concentration elective course. (.Usually 3; total credits AOCs will be 9 credits here or other spring/fall/summer)
    - Midwest Nursing Research Society Annual Conference (0)

**Summer**

- NURS 6812: Issues of Scientific Integrity in Nursing and Health Research (1)
- NURS 6805: Introduction to Applied Statistics in Research or equivalent (Prerequisite if not completed prior to beginning the program) (3)

**Fall**

- NURS 6806. Applied Statistics for Research I (3)
- NURS 6801: Research Issues in Health Promotion, Disease Prevention, and Reduction of Health Disparities (3)
- AOC: Area of Concentration course (3)

**Spring**

- NURS 6804: Research Issues in the Care of Acutely and Chronically Ill Populations (3)
- AOC Area of Concentration course (3)
    - MNRS: (or other research conference approved by academic advisor/director) (0)

**Summer**

- Written Comprehensive Examination

**Fall**

- NURS6802: Measurement of Nursing Variables (3)
- AOC Area of Concentration course (3) if needed.

**Summer or Fall and Subsequent Semesters - Total of 12 Credits**

- NURS6999: Proposal Defense and Dissertation Research. Students devise plan with advisor to take dissertation credits each semester. Academic advisors may approve additional or fewer credit hours each semester based on the student's progress. Students complete dissertation proposal and have oral exam/proposal defense then advance to candidacy.

\

## Post-Master's to Ph.D.: International students with INTO Pathway

*The list of courses is a sample plan that may need to be individualized. Courses for the area of concentration (9 credit hours total) need to be planned with the academic advisor. Adequate English is needed to proceed into PhD courses.*

**Summer (Or could be more depending on the student scores)**

- EAP 3000: Writing Skills for International Graduate Students (3)
- EAP 3020: Reading Skills for Graduate Students (3)

**Year 1 Fall (International Pathway Starts)**

  - ORIENT: Prior to fall semester: Orientation on-campus (about 2 days) in St. Louis.
- EAP 4000: Applied Research Techniques for International Graduate Students (3)
- EAP 4100: Reading and Writing as Researchers for International Graduate Students (3)
- NURS 6800: Theory Development in Nursing (3)
- NURS 6813: Nursing Knowledge Development: Philosophical Perspectives (3)

**Spring**

- EAP 4050: Professional Writing and Presentations for International Graduate Students (3)
- EAP 4200: Advanced Reading & Writing as Researchers for International Grad Students (3)
- NURS 6809: Quantitative Methods in Nursing Research (3)
- NURS 6810: Qualitative Methods in Nursing Research (3)
  - MNRS: Midwest Nursing Research Society Annual Conference (0)

**Summer**

- NURS 6812: Issues of Scientific Integrity in Nursing and Health Care (1)
- NUS 6805 Introduction to Statistics in Research (3)

**Year 2 Fall**

- NURS 6801: Research Issues in Health Promotion, Disease Prevention, and Reduction of Health Disparities (3)
- NURS 6806. Applied Statistics for Research I (3)

**Spring**

- NURS 6804: Research Issues in the Care of Acutely and Chronically Ill Populations (3)
- NURS 6807: Applied Statistics for Research II (3)
- AOC Area of Concentration course (3)
  - MNRS or research conference approved by academic advisor/director (0)

**Summer**

- AOC Area of Concentration course (3)
  - Written Comprehensive Examination

**Year 3 Fall**

- NURS 6802: Measurement of Nursing Variables (3)
- AOC Area of Concentration course (3)

**Spring**

- NURS6999: Proposal Defense and Dissertation Research – 12 Credits.. At the completion of course work, students devise plan with advisor to take dissertation credits each semester. Academic advisors may approve additional or fewer credit hours each semester based on the student's progress. Students complete dissertation proposal and have oral exam/proposal defense then advance to candidacy.

## Appendix C: Course Plan Work Sheets

**Trudy Busch Valentine School of Nursing**
**PhD Program in Nursing**

**Study Plan/Work Sheet: Post-BSN to start of PhD courses**
Name_____

| **Courses** | **Year, Semester** | **Grade** |
|---|---|---|
| HCE 5500 Ethics in Nursing and Health Care (2) (summer) | | |
| NURS 5140 Health Promotion (3) (spring/fall) | | |
| NURS 5170 Advanced Pathophysiology (3) (spring/fall) | | |
| NURS 5200 General Research Methods (3) (spring/fall) | | |
| NURS 6805 (or equivalent) Applied Univariate Stats Res (3)<br>(Can be taken here or later during PhD coursework) | | |
| NURS 5979 Research Topics Independent Study (4) or Elective with additional independent study credits to equal 4 credits) | | |
| Progress to PhD Courses | | |
| | | |

## Study Plan/Work Sheet: PhD courses

| **Courses** | **Year, Semester** | **Grade** |
|---|---|---|
| Orientation | | |
| NURS 6800 Theory Development in Nursing (3) | | |
| NURS 6813 Nursing Knowledge Develop: Philos. Perspectives (3) | | |
| NURS 6809 Quantitative Methods in Nursing Research (3) | | |
| NURS 6810 Qualitative Methods in Nursing Research (3) | | |
| *First Year Students* Attend MNRS (later can choose alternate conf) | | |
| NURS 6805 Applied Statistics for Research I (3)* | | |
| NURS 6812 Issues of Scientific Integrity in Nrsg & Health Res (1) | | |
| | | |
| NURS 6801 Research Issues in Health Promotion/Protection (3) | | |
| NURS 6806 Applied Statistics for Research II (3) | | |
| NURS 6804 Research Issues in Care of Acute/Chronic Illness (3) | | |
| NURS 6807 Applied Statistics for Research III (3) | | |
| Qualifying Exams | | |
| | | |
| NURS 6802 Measurement of Nursing Variables (3) | | |
| Area of Concentration (AOC) Total of 9 Credits | | |
| AOC/ Elective: Name & Credits (3) | | |
| AOC/ Elective: Name & Credits (3) | | |
| AOC/ Elective: Name & Credits (3) | | |
| | | |
| Dissertation Credits (Total of 12 Credits) | | |
| NURS 6999 Dissertation Research Credits: | | |
| NURS 6999 Dissertation Research Credits: | | |
| NURS 6999 Dissertation Research Credits: | | |
| NURS 6999 Dissertation Research Credits: | | |
| | | |
| | | |
| | | |
| | | |
| *Program pre-requisite/can be taken during coursework. | | |

# Appendix D: School of Nursing Academic Appeals Policy

## Admission, Progression, and Graduation Committee (AP&G).

Admission, Progression and Graduation Policy can be found in the respective Saint Louis University School of Nursing program handbooks and University Catalogs.

## Appeal of an Academic Decision: (e.g. Course grade, clinical probation, etc.)

A grade may be appealed only if there is evidence of capricious or arbitrary grading, abuse of discretion or lack of due process. An appeal gives the student the opportunity to present evidence that the assigned grade was capricious and/or arbitrary; there was abuse of discretion; or there was a lack of due process.

If a student believes the above is true, the student must:

1. Appeal to the faculty member who assigned the grade.
2. Appeal beyond the faculty member is to be made to the course coordinator. The student meets with the course coordinator with supporting evidence.
3. If a resolution is not obtained, the student contacts the option coordinator.
4. If a resolution is not obtained, the student contacts the appropriate SON administrator:
   - Associate Dean of Undergraduate and Prelicensure Education.
   - Associate Dean of Graduate Education.
   - Program Director, Ph.D.
5. If resolution is not obtained, the student can appeal to the Admissions, Progression and Graduation Committee (APG). See below for specific procedures.

It is the responsibility of the APG committee Chair to communicate the Committee's appeal decision to the student. The option coordinator, faculty mentor/advisor, and the appropriate administrator of the student's program are also informed of the decision and are responsible for follow up.

## Appeal of a Program Dismissal:

A student has the right to appeal a program dismissal. The appeal process gives the student the opportunity to explain extenuating circumstances or conditions which adversely affected their behavior or academic performance. Thu student must present plans for preventing future problems if the requested reinstatement is granted.

The appeal is heard by the School of Nursing AP&G Committee. The Committee makes the decision to grant or deny the student's appeal. It is the responsibility of the Chair of the APG Committee to communicate the Committee's decision to the student. The Director/Option Coordinator of the student's program is also promptly informed of the committee's decision on the student's appeal and is responsible for follow-up with the student.

## Admission, Progression, and Graduation Committee Procedures:

Following posting of course grades, the appropriate SON administrator identifies those students who have not met all curricular and academic requirements as described in the respective program student handbook and/or catalog.

The appropriate SON administrator communicates in writing to the student(s) notifying them concerning their status in the School of Nursing. The letter will explain the specific issue and the appeal process. A copy of the letter is sent to the student's mentor and/or advisor and the APG chairperson. The student must acknowledge receipt of the notification in writing.

When a student chooses to appeal, a request must be made in writing to the appropriate APG Committee Chairperson. The request must be made within 10 business days following receipt of written notification communicating the academic issue.

The appeal letter should, at a minimum, include the following:
1. A concise statement of the purpose of the appeal.
2. A description of the relevant circumstances that may have influenced the student's academic performance.
3. The student's plan for future success.

A hearing is scheduled based on the availability of a majority of the committee members. The administrator of the student's program will not be a voting member of the hearing committee. If a committee member(s) believes they cannot fairly review the evidence and render a decision, the committee member should recuse themselves from the meeting.

The student is provided with a list of the committee members prior to the scheduled appeal. At the student's request, the APG Committee Chairperson will make a substitution of one committee member, which may include the APG Committee Chairperson, if the student believes that the committee member may not render an impartial decision.

The student is encouraged to attend the hearing meeting of the APG Committee. If the student is unable to attend the meeting in person, the student may arrange to have a conference phone meeting with the committee. The student is responsible for informing the APG Committee Chairperson whether she/he is attending the meeting in person, meeting via a telephone conference call, or not attending the meeting at all. If the student will be attending the meeting either in person or via a conference call, the Committee Chairperson will discuss the hearing process with the student prior to the hearing.

A student may submit a written request to the APG Committee Chairperson that he/she be accompanied by one person at the hearing. The person may attend the meeting and speak to the petitioner but is not allowed to address the committee. If the designated person is an attorney, disclosure must be provided. The designated person may not be a student in the same academic program. Recording of the committee hearing is not permitted.

Prior to the APG Committee hearing, the Committee Chairperson will contact the student's faculty mentor and /or advisor and the faculty involved in courses pertinent to the appeal inviting them to provide germane information regarding the student's appeal. Information from the mentor and faculty must be submitted to the APG Committee Chairperson in writing prior to the hearing.

No later than the day of the hearing, the Committee members are provided with a copy of the student's appeal letter and the completed APG Committee Summary form. The appropriate SON administrator may provide information related to any previous academic issues.

The hearing will proceed as follows:

1. APG Committee Chairperson describes the academic eligibility issue including a review of the applicable policy and pertinent background information.
2. Faculty member(s) may be invited to provide information to the committee.
3. The student joins the hearing and an introduction is made of all those present.
4. The student will make a statement to the committee.
5. The committee members will ask the student questions germane to the issue.
6. The student will make a final statement to the committee, and then be excused from the meeting room.
7. The committee will discuss the issue in a private session and make a majority decision regarding the appeal. The Committee Chairperson will vote only in case of a split decision.
8. If the appeal is granted, the committee will make recommendation(s) regarding progression.

The recommendation of the committee will be documented on the confidential Progression Committee Summary Form. This form will be kept in an APG Committee file in the appropriate Associate Dean's office until the student graduates or three years from the date of appeal. Minutes of each meeting will be maintained.

The decision regarding the student's appeal will be communicated to the student by the APG Chairperson via the student's SLU e-mail within 24 hours of the Committee meeting. Within five business days, a letter will be sent to the student using traceable mail. If the appeal is granted, the decision will be stated, as appropriate, in the letter. A copy of the letter will be sent to the appropriate SON administrators and the appropriate University department(s). A copy of the letter will be placed in the student's file. If the appeal is denied, the student can file an academic grievance with the Dean of the School of Nursing.

At the APG Committee meeting toward the end of the academic year, the appropriate SON administrators will report on the students who were granted an appeal granted in the past year. An assessment will be made determining whether the student has met the recommendation(s) of the appeal conditions.

Approval Body: General Faculty Assembly Approved: Revised: 10/2014 Dean's Office (VERP); 02/2013

Also see the policy on Academic Appeals in the current *Graduate Education Catalog* at http://www.slu.edu/services/registrar/catalog/pdfs/17-18_Policies.pdf

# Appendix E: Ph.D. Nursing Program Graduates

| Name (Graduation year) | Dissertation Title (Chair of Dissertation Committee) |
|---|---|
| Abaoud, Abdulazziz (2022) | Depression, Sleep, and Glycemic Control Among Adults with Diabetes (Helen Lach |
| Abdullahi, Saratu Garba (2024) | |
| Agrella, Stephanie (2020) | Vitamin D in Newly Diagnosed Adults with Multiple Sclerosis (Helen Lach) |
| Aksornsri, Alongkorn (2019) | A Pedometer Physical Activity Program to Change Self-efficacy and Physical Activity in Thai School-ag |
| Alanazi, Raeed (2022) | The Impact of Simulation-Based Learning on the Satisfaction, Clinical Self-Efficacy, and Adherence to I Nursing Students (Joanne Schneider) |
| Aldhamri, Yahia (2022) | Stigma, Mental Health Literacy, and Help Seeking Intentions Among Nursing Students in Saudi Arabia ( |
| | |
| Almutairi, Mohammed (2022) | Depression, Social Relationships, and Glycemic Control among Older Adults with Depression. (Joanne S |
| Alzahrani, Naif (2020) | The Effect of Negative Inferential Types on Hopelessness Among Heart Disease Patients. (Joanne Schne |
| Armstrong, Kathleen (2019) | The Incidence of Chemotherapy-Related Cognitive Changes in Cancer Patients with Solid Tumors and T (Norma Metheny & Laura McLaughlin) |
| Arnotti Karla (2020) | Fruit and Vegetable Consumption in Overweight and Obese Adults (Joanne Schneider) |
| Asiri, Saeed (2020) | Factors Influencing Intensive Care Unit Nurses' Behavior Regarding Pressure Injury Prevention in Saudi |
| Atkins, Frances D. (1997) | Church Members' Views About Healing and Health Promotion in Their Church: A Multi-Case Study (Ru |
| Aud, Myra (2000) | Dementia in Assisted Living Facilities and the Need for Discharge to Skilled Nursing Facilities (Margie F |
| Baier, Marge (1995) | The Process of Developing Insight and Finding Meaning within Persons with Schizophrenia (Ruth Murra |
| Bamber, Mandy (2016) | The Effects of Mindfulness-Based Interventions on College Student Stress and Anxiety (Joanne Schneide |
| Banharak, Samoraphop (2017) | Knowledge, Belief, and Decision Making about Acute Myocardial Infarction among Younger and Older A in the United States (Helen Lach) |
| Barron, Mary Lee (2008) | Menstrual Cycle Characteristics, Pregnancy, and Health (Louise Flick) |
| Barry, Julie (1999) | Types of Social Support and Two Chronic Conditions (Louise Flick) |
| Baylor, Julie (2004) | Problem Behaviors in the Male Partners of Adolescent Mothers: A Comparison of Age-Discrepant and A Flick) |
| Bernaix, Laura (1995) | Nurses' Attitudes, Subjective Norms, and Behavioral Intentions Toward Support of Breast-Feeding Moth |
| Borcherding, Kathleen (2005) | Coping in Healthy Pregnant Women (Louise Flick) |
| Bowman, Katherine (2002) | Learning Needs of Adolescent Mothers and Their Mothers (Patsy Ruchala) |
| Brodersen, Lisa (2018) | Exit Exam Testing, Test Anxiety, and Exit Exam Stress in Prelicensure Nursing Students (Rebecca Loren |
| Broeder, Jennifer (2003) | Motherhood Too Soon: Beginning Mothering from the Neonatal Intensive Care Unit (Lee Smith) |
| Bufe, Gina (1996) | Study of Opinions of Children about Mental Illness & Associated Predictor Variables (Ruth Murray) |
| Burger, Jeri (2005) | Living with Inflammatory Bowel Disease: Bodily and Social Responses to Illness (Lee Smith) |
| Cacchione, Pamela (1998) | Assessment of Acute Confusion in Elderly Persons Who Reside in Long Term Care Facilities (Margie Ed |
| Chang, Yu-Ping (2007) | Chinese Family Caregivers' Decisional Conflict Regarding Nursing Home Placement (Joanne Schneider) |
| Chantamit-o-pas, Chutima (2017) | Meta-analysis of the effects of dietary interventions on fat, fruit and vegetable consumption in breast canc |
| Cheng, Han-Fu (2009) | Perimenstrual Syndrome: Diagnosis and Management Among Taiwanese Nursing Students (Mary Ann L |
| Chou, Hsueh-Fen (2010) | Self-Regulation of Menopause (Joanne Schneider) |
| Cibulka, Nancy (2006) | Mothering Intentions of HIV-Infected Women: Embodied Illness and Meanings of Mothering in a Perilo |
| Cone, Kelly (2000) | The Development and Testing of an Instrument to Measure Decision-Making in E.D. Triage Nurses (Ruth |
| Craft, Carol (1996) | A Grounded Theory Study of Hardiness in Women with Breast Cancer (Irene Riddle) |
| Cromwell, Timothy (2002) | Evaluation of Outpatient Leg Ulcer Care (Mary Ellen Grohar-Murray) |
| Cuvar, Karen (2004) | The Relationship of Health-Related Hardiness, Uncertainty, and Social Support on Coping in Post Cardia Perry) |
| Davis, Peggy (2012) | The Relationship of Sensory Impairment and Risk Factors for Falls in Long Term Care Elders (Pamela C |
| Decker, Sheila (1994) | The Development and Testing of an Instrument to Measure Decision Making in Emergency Department T |
| Deenan, Aporn (2003) 34 | Testing the Health Promotion Model with Thai Adolescents (Joanne Schneider) |
| Dettenmeier, Patty (2022) | The Experience of Claustrophobia in Continuous Airway Pressure Therapy (Lee Smith) |
| Duane, Carol (2002) | Predicting Participation of Children in Vaccine Research (Anne Perry) |
| Donahue, Katie (2023) | The Experience of Rural Breastfeeding (Lee Smith) |
| Edwards, Sharon (2002) | Detection of Pulmonary Aspiration using Pulse Oximetry (Norma Metheny) |
| Ek-U, Jeerawan (2024) | |
| Folse, Vicki (1998) | The Family Experience with Eating Disorders Scale: Psychometric Analysis (Ruth Murray) |

| | |
|---|---|
| Frasier | |
| Fyle-Thorpe, Omolara (2015) | The Experiences of Low-Income Non-Resident African American Fathers with Parenting and Depressive |
| Garst | |
| Gaehle, Kaye (2004) | A Conceptual Understanding of Breast Cancer Detection Practices of 65-84-year-old Women (Anne Perr |
| Hall, Amy (2000) | Psychometric Analysis of the Self-Efficacy for Adults with Diabetes Scale (Anne Perry) |
| Hanko, Shelly (2008) | The Effect of Body Position, Angle of Head of Bed Elevation, Tube Size, Gender, and Age on Gastric Re |
| Harman, Bonnie (1998) | The Effects of Paraprofessional Preceptor Program for Certified Nursing Assistants in Dementia Special |
| Hawsawi, Samah (2023) | Mental Health Promotion (Schneider) |
| Heitman, Linda (1992) | Intergenerational Influences on Cardiovascular Health Behaviors in Families (Louise Flick) |
| Hinck, Susan (2002) | The Lived Experience of Oldest-Old Rural Adults (Joanne Schneider) |
| | |
| Homevistvonga, Sukuman (xxxx) | |
| Huang, Cindy (1996) | Families of Children with Developmental Disabilities: The Test of a Structural Model of Family Hardines and Family Functioning (Irene Riddle) |
| Hung, Shu-Ling (2009) | The Relationship of Lifestyle Behavior and Occupational Characteristics to Selected Health Problems am (Deborah Loman) |
| Innab, Adnan (2019) | The Influence of Individual and System Factors on Medication Administration Errors in Acute Care Setti |
| Ingalsbe, Karrie (1999) | Infant Feeding Practices of Japanese and Mexican Mothers Who Live in the United States (Irene Riddle) |
| Isnagara Na Ayudhaya, Phitinan, (2021) | Decisional Conflicts, Social support, and Psychological Distress among Thai Family Caretivers of End-o Lach) |
| James, Dotti (1997) | Prenatal Fetal Attachment, Prenatal Maternal Confidence, Post-birth Maternal Confidence & Depressive Adolescent Mothers (Patsy Ruchala) |
| Jeffers, Brenda (1995) | Treatment Decision-Making for an Incapacitated Family Member: The Surrogate's Lived Experience (An |
| Jefferson, Urmeka (2011) | Attitudes, subjective norms, and intentions regarding infant feeding methods among Black college studen |
| Kaewme, Sumuttana (2019) | |
| Kao, Chia-Chan (2008) | Social Support, Exercise Behavior, and Quality of Life in Older Adults (Joanne Schneider) |
| Keller, Kristin (2021) | Cancer Prevention and Health Promoting Behaviors in Adults (Helen Lach) |
| Kemper, Judy (19928) | Postoperative Pain and Pain Management of Older Individuals Following Outpatient Surgery (Margie Ed |
| Kemthong, Usa (2024) | |
| Ketchum, Kathy (2000) | Patient and Family Psychosocial Adjustment During the First Week Following Traumatic Injury (Anne P |
| Koedbangkham, Jantana (2018) | The Relationships between Depression, Sleep and Circadian Rhythm among Adults with Multiple Scleros |
| Kolesar | |
| Komoroski, Pat (1998) | Advanced Directives: A Qualitative Analysis of the Decision-Making Process (Janice Noack) |
| Kreukaew, Janpaphat (2023) | "Factors Predicting Professional Quality of Life on Intent to Leave Academic Career among Novice Nurs Pandemic" |
| Kuljeerung, Orawan (2022) | Person-Environment Fit: Home Assessment of Thai Older Adults with Parkinson's Disease (Helen Lach) |
| Kumsuk, Suwattana (2007) | An Understanding of Breast Cancer Beliefs and Mammography Use Among Thai Women in the United S |
| Lach, Helen (2001) | Fear of Falling Among Community-Dwelling Older Adults (Margie Edel) |
| Leach, Kathy M. (2015) | Early warning signs of delirium: The family's perspective. (Lee Smith) |
| Lauderman, Christina (2022) | Stressors and the Effects of Simulation on Anxiety in Baccalaureate Nursing Students: Meta-Analysis (Jo |
| Lee, Kristin (2020) | Clinical Judgment, Reasoning Skills, and Safe Medication Practices in Nursing Students (Joanne Schneid |
| Lindquist, Sandy (1997) | The Lived Experience of Interpersonal Trust in the Nurse-Patient Relationship Shared by Transplantation Murray) |
| Lorenz, Rebecca (2007) | Women's Perception of Aging: Coping with Change (Lee Smith) |
| Luebbert, Rebecca (2010) | Clinical research coordinator's judgments of vulnerability and risk: Medical versus psychiatric studies (H |
| Lyerla, Frank (2007) | Prompting semirecumbent positioning of mechanically ventilated patients via a nursing clinical decision s |
| Maposa, Sithokozile (2010) | Practical Understanding of HIV Risk in Young Black African Women Living in the United States (Lee Sr |
| McClung, Emily (2017) | A Mix Methods Approach to Baccalaureate Nursing Students' Dishonesty in the Classroom and Clinical S |
| McGuire, Kelley (2018) | The Effects of Psychological and Physiological Stress and Cognitive Appraisal on Simulation Performanc Students (Rebecca Lorenz) |
| McLaughlin, Laura (2011) | Taste Dysfunction in Head and Neck Cancer Survivors (Norma Metheny) |
| Nettip, Nujjaree (2004) | Linking Maternal Employment to Attachment in Thailand: The Mediating Role of Maternal Sensitivity (I |
| Newby, Nancy (1996) | Reliability & Validity Testing of The Family Sense of Coherence Scale (Anne Perry) |
| Noimontree, Wanida (2017) | Fear of Falling Trajectories (Helen Lach) |
| Oerther, Sarah (2021) | Parenting Pre-Teen Children in Rural Areas (Lee Smith) |
| Oliver, Gina (2001) | Alternative Indicators for Hypokalemia (Norma Metheny) |

| | |
|---|---|
| Padwojski, Anne (2001) | The Roles of Physical Functional Capacity and Physical Functional Performance in Predicting Readiness Ventilation (Anne Perry) |
| Palmer, Janice (2009) | Caregivers' Experiences During the First Year of Nursing Home Placement of their Family Member with |
| Parsons, Jill (2013) | Fear of Falling in Long-Term Care Residents: A Mixed Methods Approach (Helen Lach) |
| Perez, Albertina (2011) | Acculturation and illness perceptions of hypertension among Hispanic adults (Helen Lach) |
| Phengnum, Wisitsri (2022) | Factors Influencing Breast Milk Donation (Phengnum) |
| Phongphanngam, Sutthida (2015) | Fear of Falling and Disability Among Thai Community-dwelling Older Adults (Helen Lach) |
| Pohlman, Shawn (2003) | Fathers of Pre-term Infants: Like Fish Out of Water (Lee Smith) |
| Prokobchai, Sattha, 2021) | Relationship between burden and positive aspects of caregiving among caregivers of older adult |
| Potter, Patricia (1996) | Phenomenologic Investigation of Older Adult Mothers' and Adult Daughters' Participation in Intergenera |
| Punsuwun, Sasiunun (2020) | Ecological Factors Influencing Student Nurses' Attitudes Toward Teen Mothers and fathers (Lee Smith, |
| Puposa, Chuleeporn (2021) | The Relationship between Dating Violence and Quality of Life among Thai Female College Students (Lo |
| Quillen, Terri (2022) | The Lived Experience of Parents of Children with Prader-Willi Syndrome (Lee Smith) |
| Rainer, Jennifer (2019) | Speaking Up or Remaining Silent: Understanding the Influences on Nurses When Patients Are At Risk (J |
| Raybuck (Saleeby), Jackie (1997) | A Comparison of African Americans' and Caucasians' Health Beliefs and Help Seeking Regarding Ment |
| Reangsing, Chuntana (2020) | Mindfulness Meditation Across the LifeSpan (Joanne Schneider) |
| Rebmann, Terri (2006) | Nursing Bioterrorism Preparedness (Joanne Schneider) |
| Ridley, Johnna Renee (2008) | Interactive Teaching in Nursing Education (Margie Edel) |
| Rittiwong, Tanapa (2022) | |
| Robinson, Michele (2003) | Family Hardiness Index: Methodology for Use with Children (Anne Perry) |
| Robinson, Sherry (1997) | Transitions in the Lives of Elderly Women Who Have Hip Fractures (Patricia Demuth) |
| Russell, Cindy (1994) | The Effects of Information and Support on Hope and Uncertainty of Individuals Awaiting Cadaveric Ren |
| Sander, Rita (2004) | Measurement of Functional Status in the Spinal Cord Injured Patient (Anne Perry) |
| Sappington, Julie (2005) | How Families Promote the Safety of Young Drivers (Lee Smith) |
| Schmidt, Cindy (1997) | Mothers' Views Concerning the Development of Self Care Agency in School Age Children with Diabete |
| Schmuke, Ashley (2023) | When Pregnancy and Cancer Collide: The Experiences of Women with Cancer during Pregnancy (Lee S |
| Semenza, Nancy (2005) | Stress, Mood, and Bone Mass Density in Postmenopausal Women (Ruth Murray) |
| Settu, Karpagam (2024) | |
| Shin, Cha-Nam (2008) | Predictors of Physical Activity and Healthy Eating of Korean Adults in the United States (Helen Lach) |
| Shagavah, Anne | Infant feeding experiences and breastfeeding trajectory of African American women and their family sup phenomenological inquiry. (Lee Smith) |
| Simpson, Kathleen (1998) | Clinical and Financial Outcomes of a Preterm Birth Prevention Program for Women Enrolled in a Comm Flick) |
| Smith, Judith (2011) | Exploration of Loneliness in Community Dwelling Older Adults (Lee Smith) |
| Sparks, Laurie (1993) | A Comparison of the Effects of Cutaneous Stimulation and Distraction on Children's Injection Pain (Iren |
| Sroiudom, Uraiwan | Parental Stress, Coping and Care Behaviors among Parents of Young Children with Congenital Heart Dis |
| Stallings, Devita (2011) | African American Women's Self-Regulation of Health (Joanne Schneider) |
| Stockert, Patricia (2000) | The Determinants of a Health-Promoting Lifestyle in Older Adults (Mary Ann Lavin) |
| Stockmann, Cherrill (2004) | The Progress of the Therapeutic Psychiatric Nurse-Patient Relationship (Ruth Murray) |
| Stubblefield, Carol (1996) | Parents' Perceptions of Their Children's Lung Transplant Experiences (Ruth Murray) |
| Subasic, Kimberly (2012) | Living with Hypertrophic Cardiomyopathy *(*Lee Smith) |
| Suksatan | |
| Sundara, Diana (2013) | The Relationship of Sensory Impairment and Risk Factors for Falls in Long Term Care Elders (Lee Smith |
| Suppaseemanont, Wantana (2007) | Social Support and Anxiety in First-time Pregnant Women in Thailand (Joanne Schneider) |
| Swanlund, Susan (1998) | Successful Medication Management Process as Perceived by Community-Dwelling Older Adults (Pat De |
| Teschendorf, Michelle (2014) | Practices of Intra-partal Nurses Working with Women in Pain During Labor (Lee Smith) |
| Urban, Georgia (1994) | Homeless Women: Perceptions of Their Experiences in Transitional Housing Programs (Ruth Murray) |
| Vinson, Judith (1996) | In Search of Resilience: The Test of Theoretical Model in a Sample of Children with Asthma (Irene Ridd |
| Walton, Debra (2007) | Efficacy of an Evidenced-based Incision Care Protocol on Surgical Site Infections (Mary Ellen Grohar) |
| Wang, Ling-Hua (2012) | The Relationship of Maternal-Fetal Attachment and Health Behavior Among Pregnant Women in the Ru Mills) |
| Ward-Larson, Charlotte (2002) | The Efficacy of Facilitated Tucking for Relieving Procedural Pain of Endotracheal Suctioning in Very Lo Loman) |
| Waznonis, Annette (2015) | A Multi-site, Mixed Methods Examination of Simulation Debriefing Practices in Traditional Baccalaurea |
| Westhus, Nina (1998) | The Test of a Mnemonic Device to Help Children with Asthma Learn to Use a Metered Dose Inhaler (Ire |

| | |
|---|---|
| Wiegmann, Janice (1997) | Rural Family Health: Meanings and Experiences (Ruth Murray) |
| Williams, Jennifer (2014) | Fluid Bolus Administration in Early Goal Directed Therapy Treatment of Severe Sepsis and Septic Shock Predictors and Outcomes (Norma Metheny) |
| Wimberley, Paige (2013) | Beyond the Pink Ribbon: Betrayal, Chaos, and Transformation (Lee Smith) |
| Winegar, Rhonda, 2020 | (Joanne Schnieder) |
| Wong-Anuchit, Choochart (2016) | Mental Illness and Health Behavior Change (Joanne Schneider) |
| Wu, Horng-Shiuann (1999) | Measuring Fatigue in Persons with Cancer: An Instrumentation Study (Maryellen McSweeney) |
| Wunderlich, Rita (19962003) | An Exploratory Study of Physiologic and Psychological Variables that Predict Weaning from Mechanica |
| Yakimo, Richard (20003) | Determination of Psychiatric Consultation-Liaison Nursing Outcomes Through a National Survey (Ruth |
| Yoo, Jee Hye (2021) | The Relationship between Sleep and Stroke Incidence (Helen Lach) |
| | |

## Appendix F: Current PhD Program Students

Alkhaldi, Kahlid (2022)

Alnawman, Mohammed (2021)

Alanazi, Sattam (2017)

Bennett, Devon, (Fall2020)

Brkic, Melissa A. (Fall 2016)

Bullington, Susan (Fall 2020)

Burns, Timothy (Fall 2016)

Rieger, Randee (Fall 2020)

Duellman, Laural K. (Fall 2016)

Garrett, Carliss (Fall, 2021)

Hamilton, Karlie (Fall 2021)

Hild, Hollie, (Fall, 2022)

Hitt, Mary (Fall 2021)

Kief, Amy (Fall, 2020)

Kurilla, Nancy (Fall 2020)

Llama Salvadore, Diana (Fall 2020)

Meekanon, Paweena (Fall 2016)

Mueller, Hillary L. (Fall 2017)

Owen Constance (Fall, 2021)

Norrasan, Sakkharin (Fall, 2017)
]\

Salvador, Diana Llamas (Fall, 2020)

Joy Stark (Fall, 2022)

Stonecypher, Taylor (Fall 2021)

Tandakar, Nisa, (Fall, 2022)

Trivic, Aida (Spring 2018)

Treater, Ariella (Fall, 2020)

Towerman, Allison (Fall, 2020)

Weese, Taylor ( fall, 2022)

Wongyara, Nattaya (Fall 2016)

Updated August, 2024