University of Cincinnati | COLLEGE OF NURSING

PhD Student & Faculty Handbook

2024-2025

PhD Program Mission: Develop the next generation of nurse scientist leaders to conduct rigorous, inclusive, and innovative science with impact for health

Table of Contents

Strategic Map

Through the creative leveraging of technology, innovation and inclusive excellence*, University of Cincinnati College of Nursing will lead and impact the transformation of health care through strategic partnerships.

University of **CINCINNATI**
COLLEGE OF NURSING

Strategic Priorities

1. BUILD A CULTURE OF HEALTH FOCUSED ON SOCIAL DETERMINANTS
2. STRENGTHEN, EXPAND AND OPTIMIZE TECHNOLOGY AND EXPAND EFFECTIVE USE
3. DEVELOP TARGETED PARTNERSHIPS

Goals

I. Model of best student-centered education for academic excellence in practice, research, service and policy, recognized for impact and innovation

II. Model of transdisciplinary research recognized for impact and innovation

III. Eliminate health care disparities in our community (local to global)

IV. Maximize human, financial and environmental resources

V. Cultivate the Culture of Health and core values, strategic priorities and norms of the College of Nursing

Strategies

I	II	III	IV	V
I.I Improve quality and effectiveness of academic programs through innovative, evidence-based and agile curricula and research	**II.I** Expand research portfolio that improves population health, well-being and equity	**III.I** Co-create with community partners more equitable and healthier communities	**IV.I** Align faculty and staff resources with optimal enrollments across each program level and support units	**V.I** Build relationships to create a climate of collaborative engagement and collegiality among faculty, staff, students, alumni, Board of Advisors and external community
I.II Lead the nation in the application of emerging technologies and data analytics to improve nursing education and health care delivery (i.e. mobile technologies, simulations, telehealth)	**II.II** Promote a collegial research and scholarship culture that supports sustained quality and rigor	**III.II** Explore and develop opportunities that span local to global engagement across all programs (graduate and undergraduate)	**IV.II** Generate entrepreneurial initiatives to sustain the financial health of the college	**V.II** Enhance a culture of inclusive excellence
I.III Provide clinical experiences across the continuum of care with focus on population health and wellness and aligned with learning outcomes from placement to transition to practice	**II.III** Strengthen research faculty recruitment, retention and scholarship support including coaching, professional development and leveraging cross-sector collaboration	**III.III** Establish faculty practice to extend primary, chronic, integrated and integrative health care capacity in the community	**IV.III** Cultivate and secure new, diverse funding sources and increase alumni and donor participation and engagement	**V.III** Formalize a culture of mentorship, coaching, and succession planning
I.IV Strengthen student, faculty and staff success by enhancing recruitment, selection, orientation, advising, mentoring and retaining a diverse college population	**II.IV** Maximize student research and scholarship through local, regional and national mentorship and external funding	**III.IV** Increase the number of students, faculty and staff engaged in local to global experiences that focus on population health, well-being and equity	**IV.IV** Promote efficiency and an integrated data management strategy within the college and UC to support effective data-driven decision making	
I.V Integrate CoN into the Academic Health Center, University and external community to increase diverse pipelines, interprofessional collaboration and education to address social determinants of health	**II.V** Actively participate in achieving institutional NCI designation	**III.V** Leverage and increase faculty and staff presence in providing service and support to community/professional organizations that promote community well-being and equity	**IV.V** Leverage cross-sector partnerships to meet and expand mutual goals	
	II.VI More fully integrate CoN within CCTST efforts			

*Inclusive Excellence is defined as an environment where the concepts of diversity and inclusion are put into practice.

84

Introduction

The University of Cincinnati (UC) was founded in 1819 and is an urban-based, very high research activity university with 14 colleges and over 51,000 students from 50 states and 121 countries. Students can select from 426 different programs of study, including nursing. UC's mission is supported by a $1.656 billion budget yielding a regional economic impact of $4.2 billion and state economic impact of $22.7 billion. UC on-campus students can reside and/or attend classes through its eight campuses and 118 buildings spread across 476 acres. Based on UC's global and regional research performance and reputation and impact, *U.S. News & World Report* ranked the university at 142 among the top 1,500 universities in 2024 across 81 countries worldwide.

UC College of Nursing History

Since 1890, the UC College of Nursing has provided students and more than 20,000 living alumni with learning experiences that extend far beyond the classroom. Our mission is to empower them to generate, explore, and apply nursing knowledge for evolving health care environments. We stand by our motto, "UC Nurses. We See Leaders" in each of our programs, regardless of the degree. We make this

Figure 1. External view of Procter Hall, home to the UC College of Nursing.

happen by leveraging technology and innovation, embracing equity and inclusion, promoting interprofessional collaboration, and enabling experiential learning.

Since 1916, when we became the first college to offer a Baccalaureate of Science in Nursing (BSN) degree, our programs have expanded to include over 3,000 students per year across multiple pathways: Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), Doctor of Philosophy (PhD), RN to BSN, Accelerated Direct-Entry Master's, and post-

bachelor's and post-master's certificate programs. Our core values of integrity, collaboration, accountability, respect, and excellence (iCARE) are exemplified by accolades such as our national recognition as an Apple Distinguished School since 2014, the Higher Education Excellence in Diversity award since 2015, the Best School for Men in Nursing award (2017, 2019, 2021), the American Association of Colleges of Nursing's (AACN) Innovations in Professional Nursing Education (2019), AACN's Exemplary Academic-Practice Partnership Award (2019), National League for Nursing's Center of Excellence for Nursing Education since 2020 among others. Our MSN program ranks Number 41 and the DNP program ranks Number 49 in the 2024 *U.S. News & World Report* ranking of the country's top graduate nursing schools. In addition, according to the *U.S. News & World Report* 2024 rankings, our Online MSN program ranks Number 36 and our Online MSN program for Veterans ranks Number 10. Our alumni work in leadership, research, administrative, clinical, and advanced-practice nursing positions in every state and several countries.

UC College of Nursing Highlights

First
College to offer a BSN Program in the U.S.

1,025
Undergraduate students

1,980
Graduate students

72
Faculty members

~ 2,100
Partner clinical sites

20,000+
Living Alumni

College of Nursing Environment

We are housed in Procter Hall (see Figure 1), on the UC Academic Health Center campus, which also includes the Colleges of Allied Health Sciences, Medicine, and Pharmacy; UC Health University of Cincinnati Medical Center; Cincinnati Children's Hospital Medical Center; and the Cincinnati Veteran's Administration Medical Center. The Academic Health Center campus is adjacent to the UC West Campus, which includes the Colleges of Arts & Sciences; Business; College-Conservatory of Music; Design, Architecture, Art & Planning; Education, Criminal Justice, & Human Services; Engineering & Applied Science; and Law.

Procter Hall

Procter Hall has 10 classrooms, 3 seminar rooms, 1 auditorium, and offices for faculty, staff, graduate assistants, and administration. It also hosts a large skills lab area comprised of five rooms on the first floor and a simulation collaboratory located on the third floor, as well as a large collaborative space where many faculty have workstations and access
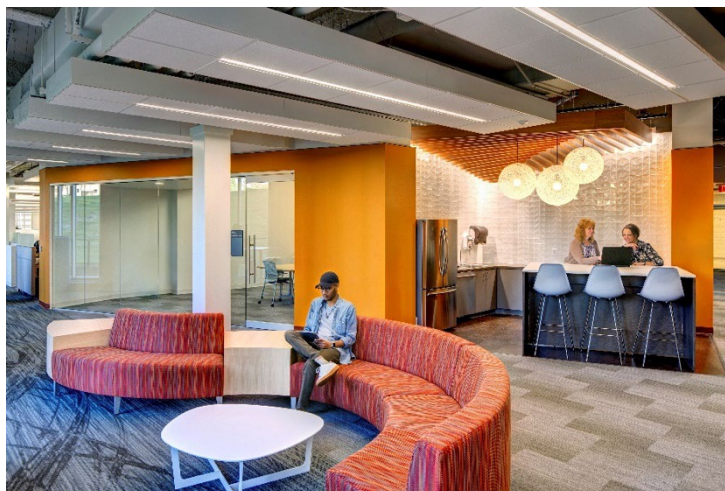
Figure 2. One of several lounges in the collaborative space.

to private meeting rooms, lounge areas, kitchen, and a common book library (see Figure 2).

College of Nursing Offices

We have two specialized Offices: **Office of Research and Scholarship** (ORS) and **Office of Learning Design and Digital Innovation** (OLDDI). The ORS, founded in 1991 and directed by the Associate Dean for Research, provides the infrastructure to facilitate scholarly activities of faculty members in our college. ORS staff members include a program manager, two grant administrators, and a biostatistician. In addition, our graduate assistants provide 20 hours per

University of Cincinnati College of Nursing

Points of Pride 2023-2024

No. 3
Best Online Pediatric NP DNP Programs, *NursePractitionerOnline.com*

No. 10
Best Online Master's in Nursing Programs for Veterans, *U.S. News & World Report*

No. 11
Best Nurse-Anesthesia (CRNA) Schools, *U.S. News & World Report*

No. 34
Best Midwifery Programs, *U.S. News & World Report*

No. 36
Best Online Master's in Nursing Programs, *U.S. News & World Report*

No. 41
Best Nursing Schools: Master's, *U.S. News & World Report*

No. 49
Best Nursing Schools: Doctor of Nursing Practice, *U.S. News & World Report*

week of support to ORS endeavors during the academic year. The ORS promotes scholarly excellence through research interest groups, a writing support group, a statistical consultation lab, onsite office hours held by a health-focused research librarian, regularly scheduled ORS educational forums, Visiting Scholars Program, and continuing education approver unit. OLDDI, directed by the Assistant Dean for Technology and Innovation, provides a variety of communication and technology services to faculty, staff, and students. Unlike most schools were technology support is centralized at the university, OLDDI is completely in-house within the college. It includes a staff of seven full-time individuals (instructional designers and information technology specialists) who provide in-house services including desktop support, help desk support, server administration, eLearning, instructional design, classroom technology support, web design/administration, group and one-to-one training, technology seminars and workshops, marketing, Google analytics, and continuing education training.

Strategic Goals

As UC celebrated its 200th anniversary in 2020, President Neville Pinto implemented a strategic direction for UC over the next decade (2020-2030): *Next Lives Here*. This direction extends across three overarching platforms – Academic Excellence, Urban Impact, and Innovation, which provide the foundation for all university and college efforts to provide visionary leadership and excellent educational experiences for our students.

In 2012, under the leadership of our prior Dean, Dr. Greer Glazer, the UC College of Nursing held strategic planning sessions with our faculty, staff, student leaders, members of the Board of Advisors, and selected alumni to develop a one-page strategic plan, which has guided us since then. In 2019, we revised the plan to assure alignment with *Next Lives Here*. Copies of the current strategic plan have been made available to our constituents and posted in prominent areas within Procter Hall, including classroom spaces. Current strategic goals are:

- Goal 1: Model of best student-centered education for academic excellence in practice, research, service, and policy recognized for its impact and innovation.
- Goal 2: Model of transdisciplinary research recognized for its impact and innovation.
- Goal 3: Eliminate healthcare disparities in our community (local to global).
- Goal 4: Maximize human, financial, and environmental resources.
- Goal 5: Transform our environment to cultivate the Culture of Health and core values, strategic priorities, and norms of the College of Nursing.

"UC Nurses. We See Leaders."

The college has maintained a clear vision and strong mission since its inception in 1890. Today, our vision and mission have served as the basis for our strategic plan, and these three elements are aligned with UC's *Next Lives Here* strategic direction for the next decade. Our motto of "UC Nurses, We See Leaders" is actualized through the operationalization of our mission, vision, core values, and strategic plan. We do not aim to graduate average nurses prepared to provide care, but to graduate nurse leaders prepared to lead interprofessional teams to provide

equitable care, address healthcare disparities, and teach the next generation of nurses and scholars.

Mission

Our College mission is to: *Develop nurse leaders who are empowered to generate, explore, and apply nursing knowledge for evolving health care environments*.

Vision Statement

Through the creative leveraging of technology, innovation, and inclusive excellence, the University of Cincinnati College of Nursing will lead and impact the transformation of health care through strategic partnerships.

Core Values

Our core values in the college are *integrity, collaboration, accountability, respect,* and *excellence (iCARE)*. We honor, reflect, and hold one another accountable for these values throughout our daily operations. For example, our PhD students are requested to participate in internal reviews to promote grant "excellence" and submit final documents by due dates as "respect." These values also are displayed at the entrance of Procter Hall to assure that all college constituents are aware of what we most value in our daily practices.

Commitment to Diversity and Inclusion

The University of Cincinnati College of Nursing has as one of its strategic priorities to "Build a culture of health focused on social determinants." The College feels so strongly in this commitment that in the summer of 2019, we revised our vision statement to reflect this dedication. Our vision statement is: "Through the creative leveraging of technology, innovation and inclusive excellence, University of Cincinnati College of Nursing will lead and impact the transformation of health care through strategic partnerships." Our diversity plan, which aligns with the university's plan, includes goals for co-creating with community partners more equitable and healthier communities, increasing the number of students, faculty and staff

engaged in local to global experiences that focus on population health, well-being, and equity, ensuring cultural competency as a construct throughout the curriculum; and increasing scholarship activities around concerns related to diversity, cultural competence, and health disparities.

As part of our commitment to diversity, equity and inclusion, the Committee for Equity and Inclusive Excellence (CEIE) at the College of Nursing actively works as a change catalyst toward a culture of inclusive excellence with the vision to inspire, influence, recommend, and challenge the College of Nursing, University, and the nation to serve as a leader of a sustainable model that embraces and reflects the diversity of the populations served. There are opportunities for student, faculty, and staff participation. In 2021, an Endowed Chair for diversity, equity, and inclusion was established for a tenured faculty member to lead College efforts. Then in July 2023, the Associate Dean for Inclusion and Community Impact was established to build a sustainable model of inclusive excellence that embraces and reflects the diverse populations we serve.

Administrative Structure

We are led by a high functioning college senior leadership team. This leadership team is composed of:

- Alicia Ribar, PhD, APRN, FNP-BC, CNE; Dean
- Richard Prior, DNP, FNP-BC, FAANP; Senior Associate Dean for Academic Affairs
- Carolyn Smith, PhD, RN, CNE, FAAOHN; Associate Dean for Research
- Ann Gakumo, PhD, RN; Associate Dean for Inclusion and Community Impact
- Krista Maddox, EdD; Senior Assistant Dean of Student Affairs
- Matthew Rota, PhD; Assistant Dean of Technology and Innovation
- Jamie Heck, PhD, MBA; Assistant Dean of Academic Support
- Tracy Kilfoil; Director of Business Affairs
- Sharon Geiger; Assistant to the Dean

The **Senior Leadership Team** provides strategic oversight and accountability for the college, as well as interaction with other leaders and constituents from within and outside the college. Additional oversight and leadership are provided through a shared governance structure composed by the Leadership Council, College Assembly, and Faculty Governance. The **Leadership Council**, which provides insight and recommendations to the dean, is composed of academic program directors, chairs of the shared governance councils, staff directors (e.g., marketing, development, faculty support), Senior Leadership Team members, student representatives, and two Chief Nursing Officers (CNOs) from key academic partners (University of Cincinnati Hospital Medical Center, Cincinnati Children's Hospital). The **College Assembly** discusses and votes on college-wide issues and is composed of all full-time and represented part-time faculty and staff members. The **Faculty Governance** discusses and leads issues specific to the faculty including program curricula; reappointment, promotion, and tenure criteria; etc. and is composed of all full-time and represented part-time persons with a faculty rank and two student representatives. Graduate students are elected to represent their fellow students at College Assembly and Faculty Governance.

Student Technology Support

OLDDI provides *in-house* helpdesk support to the college on weekdays from 7:30 a.m. to 5 p.m. The OLDDI help desk is located on the 4th floor of Procter Hall. Requests for support can be submitted via email (conhelpdesk@uc.edu) or by phone Support provided includes tier 1 (password changes, minor software issues, minor laptop issues such as connecting to Wi-Fi, log into applications, web browser issues) and tier 2 (more in-depth technical support such as broken laptops/iPads, software reloads, connecting to servers, classroom support, web camera and speaker issues, testing platform problems, etc.) support to all students for their laptops, iPads, and mobile phones, as well as in-class support for classroom technologies, software training, and assessment support.

OLDDI responds to nearly all requests for help in-person, in real-time. Both instructional technology and instructional design from the OLDDI team walk students through the steps to

get their devices connected to the UC network and Wi-Fi and provide technology training. In class, OLDDI refreshes students on how to use particular apps for their assignments. They are an asset and differentiator to the college, providing excellent student and faculty support with personal and college-issued equipment. The Help Desk can be reached at conhelpdesk@uc.edu.

From 2020 to 2024, we have spent nearly $1.7 million on learning technologies that provide a unique, innovative learning experience to our students. These technologies include interactive testing software, preceptor evaluation tools, proctored examinations, digital textbooks, virtual clinical simulations, virtual reality equipment, and an electronic health record tool.

Makerspace

In fall 2017, UC opened a unique, collaborative center for innovation as a setting to unleash ideas, free from typical institutional and bureaucratic barriers that hinder innovation. The 1819 Innovation Hub (named for the year in which UC was founded) resides in a recently renovated 100,000 square-foot former department store located just off campus in Cincinnati's newly designated "Innovation District" (Ohio Economic Development Association, 2019). The building is outfitted with state-of-the-art technology, shared office spaces, classrooms, huddle rooms, and gathering spaces. The 1819 Innovation Hub is a center where faculty and students can collaborate with design experts, fabrication experts, and local businesses to turn ideas into reality.

The MakerSpace, part of the Innovation Hub, is a 12,000 square foot place of thinking, making, doing, discovering, and delivering where students, faculty, alumni, and friends of UC can turn product designs into prototypes. From sophomore through doctoral levels, students are scheduled to visit the MakerSpace and work interprofessionally to explore potential innovations in clinical practice environments, based on needs identified during their clinical rotations. The MakerSpace incorporates a broad array of tools from traditional to state of the art – including high-performing 3D printers, laser cutters, routers, and large capacity printers. In the MakerSpace, students can design and print models of their innovations using a 3D printer

and other equipment, then try their innovations in clinical settings. When a student creates a product with market potential, UC assists them in obtaining and owning a patent. The students' prototypes then are taken to the Innovation Hub's Venture Lab, which activates a high density of rapidly curated startup opportunities that attract outside entrepreneurial talent and investors to commercialize their idea.

Key Points

We are committed to our college's mission and vision, as well as to demonstrating our core values in all aspects of our teaching, scholarship, service, and strategic plan. We not only demonstrate these behaviors, we socialize these values into our PhD students so that they can truly become nurse leaders once alumni. As a constant reminder and acknowledgement of these values and socialization, our faculty and alumni routinely receive prestigious awards internal and external to UC and our college.

General Information

PhD Program's Mission, Vision, Objectives, and Conceptual Model

Mission

Develop the next generation of nurse scientist leaders to conduct rigorous, inclusive, and innovative science with impact for health.

Vision

To be recognized as a world leader in advancing nursing science

Program Objectives

1. Synthesize the nature, organization, and theoretical aspects of nursing's body of knowledge.
2. Synthesize knowledge from nursing, the relevant sciences, and other disciplines as a basis for identifying, testing, and validating nursing knowledge.
3. Advance the science of nursing through rigorous research.
4. Provide leadership in the profession and within health care delivery systems through the advancement of nursing science.

Conceptual Model
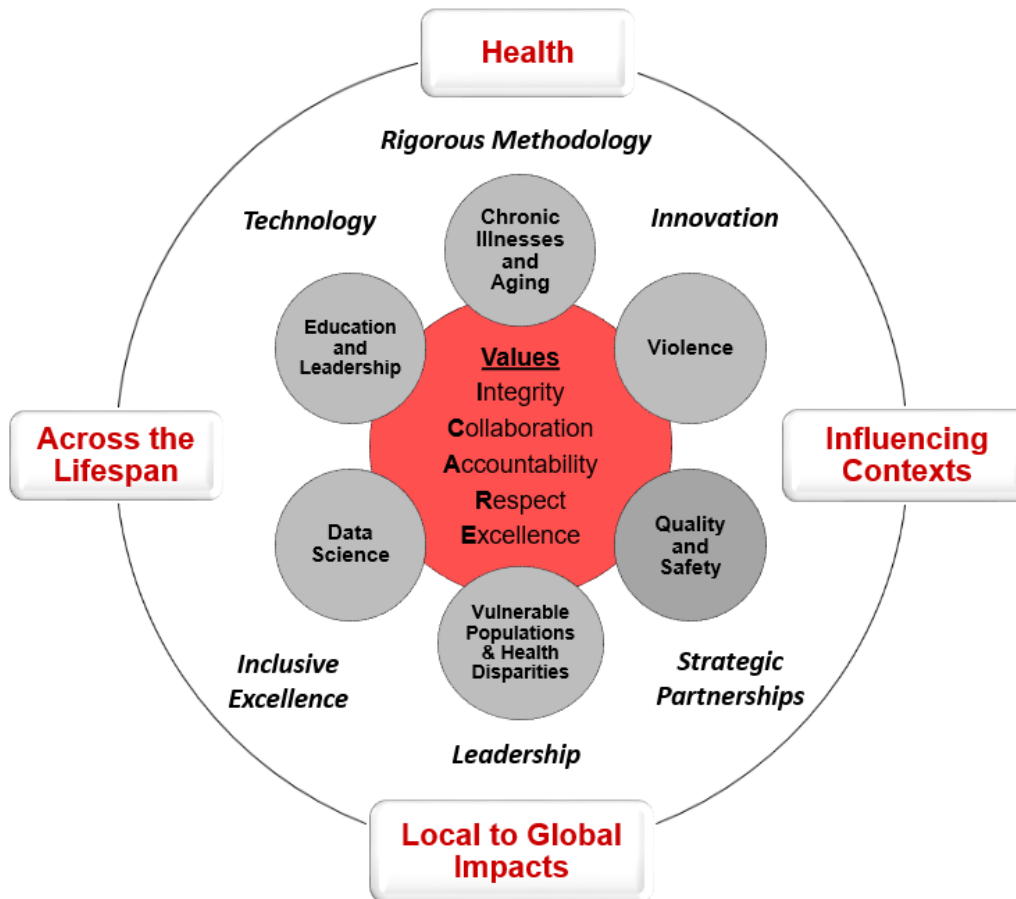
Relevant Terminology

Academic Advisor

The Academic Advisor is a PhD Program faculty member assigned to the PhD student upon entry into the program. The advisor guides the student throughout the first year of doctoral studies and beyond until the student selects a dissertation chair. The Academic Advisor is responsible for meeting with the student as needed to discuss academic progress. The Academic Advisor and student will complete and submit the doctoral student end of year report and individual development plan.

Active Program of Research

For a PhD program faculty, having an active program of research is defined as the submission of at least one scholarly and refereed manuscript to a peer-reviewed journal and an external grant proposal to a funder in the past 12 months with the purpose of developing knowledge that can be generalizable or transferable.

Advanced Design Course

An advanced design course is a graduate level course that focuses on the design of a research study. Advanced design courses also provide student learning outcomes above those achieved in the Level 1 course work of the PhD Program. Some examples of advanced design courses are listed below under Elective Courses.

Advanced Methods Course

An advanced methods course is a graduate level course that focuses on the method of conducting research. Advanced methods courses also provide student learning outcomes above those achieved in the Level 1 course work of the PhD Program. Some examples of advanced methods courses are listed below under Elective Courses.

American Nurses Association's Code of Ethics

The American Nurses Association's Code of Ethics reflects the ethical obligations and duties of nurses, the nonnegotiable ethical standard for the profession of nursing, and nursing's commitment to society. All nurses and nursing students are held accountable to this Code of Ethics.

College of Nursing Student Handbook

The College of Nursing student handbook houses additional policies and procedures. Students are responsible for obtaining and adhering to these policies and procedures in addition to those found in this PhD Student and Faculty Handbook and UC Graduate College Handbook.

Concentration Courses

Concentration courses are courses that serve to support and strengthen the knowledge that the student needs for the dissertation. Examples would be advanced statistics, methodology or design courses, as well as content specific courses that relate to the research topic (e.g., public health, scholarship of teaching and learning, violence). Concentration courses offered by the College of Nursing are:

- NPHD9038 Leadership Seminar
- NPHD9039 Leadership Immersion
- NPHD9112 Advanced Qualitative Methods (formerly NPHD9007)
- NPHD9113 Mixed Methods Research (formerly NPHD9013)
- NPHD9115 Advanced Qualitative Design I (formerly NPHD9022)
- NPHD9116 Advanced Qualitative Design II (formerly NPHD9023)
- NPHD9117 Experimental and Quasi-Experimental Research Designs & Methods (formerly NPHD9027)
- NPHD9118 Instrument Development and Psychometric Designs and Methods (formerly NPHD9028)
- NPHD9119 Advanced Research Methods for the Study of Violence (formerly NPHD9019)
- NPHD9120 Theories of Violence (formerly NPHD9020)
- NPHD9121 Cancer Rehabilitation: An Interdisciplinary Approach (formerly NPHD9021)
- NPHD9122 Ethical Research with Ethnocultural Populations (formerly NPHD9018)
- NPHD9125 The Phenomenon of Human Care and Caring (formerly NPHD9025)

Data-based Manuscript

A data-based manuscript is a scholarly paper reporting original research findings or results based on systematic data collection and analysis.

Doctoral Advisor

The Doctoral Advisor is a PhD Program faculty member serving as the current Academic Advisor and/or Dissertation Committee Chair.

Elective Courses

These courses are selected to broaden the student's knowledge but not necessarily in their phenomenon of interest. The courses should help them further their scholarly pursuits. Electives need to be at the 6000 level or higher. Examples are courses in teaching and learning, writing development, etc. Examples of elective courses offered by the College of Nursing include:

- NPHD9024 Scholarly Writing in Nursing
- NURS8082 Learning-Centered Teaching in Healthcare
- NURS8084 Curriculum Design and Student Assessment in Healthcare
- NURS8086 Curriculum Design and Student Assessment in Healthcare
- NURS8088 The Professorial Role in Nursing Education

PhD Candidacy Examination by Portfolio

The candidacy examination by portfolio is administered after completion of all Level 2 course work. It can be taken before or after the dissertation proposal defense. The student will present the proposal orally to the committee and an audience of faculty and students. The committee will examine the student and determine the student's readiness to enter candidacy. After the successful defense of the candidacy examination by portfolio, the student becomes a doctoral candidate.

PhD Dissertation

The dissertation is an original research study conducted by the PhD student reflective of high scholarly achievement. The specific format of the final dissertation will be determined by consensus between the student and dissertation committee. Essential components of the final dissertation include the research purpose, significance, review of the literature/background, methods, findings, discussion, and conclusion.

PhD Dissertation Proposal

The dissertation proposal is a formal document written by the PhD student that reflects the plan for an original research study. The specific format of the proposal will be determined by consensus between the student and dissertation committee. Essentials components of the proposal include the research purpose, significance, review of the literature/background, and methods.

PhD Dissertation Defense

The dissertation defense is the formal oral presentation of the completed dissertation in an open, public forum. Following the presentation, the student is examined by the dissertation committee. The student also responds to questions about the research from audience members.

PhD Dissertation Chair

The dissertation chair is a tenured or tenure-track member of the College of Nursing PhD program faculty and a member of the UC Graduate faculty, with a research-focused doctoral degree and an active program of research. The chair's selected by the student to oversee the preparation and conduct of the doctoral dissertation. This faculty member is responsible for supervising the doctoral student's proposal preparation, conduct of the study, and writing of the dissertation. The dissertation chair also will chair the PhD student's candidacy examination.

PhD Dissertation Committee

The dissertation committee is a team of 3-5 doctorally-prepared persons including the dissertation chair. One member of the committee must hold a faculty appointment outside of the College of Nursing. The committee is usually selected based on members' expertise in some aspect of the phenomenon or method under study. The committee works with the chair to guide the student in their dissertation.

PhD Doctoral Candidate

The student who has successfully defended the dissertation proposal is called a doctoral candidate. Doctoral candidates are not authorized to use the PhD(c) designator behind their name but will continue to use their current earned degree (e.g., BSN, MSN, MS, etc.), until awarded the PhD degree. The student may identify themselves in writing as a PhD candidate.

Individual Development Plan (IDP)

The Individual Development Plan (IDP) is a written plan developed by the student and doctoral advisor to outline the trajectory towards the degree. The IDP can be prepared using Microsoft Office Word or online IDP software/webpage.

Doctoral Student Resources

Doctoral Program Administrators

Program Director, Doctor of Philosophy (PhD)
Kimberly D. Johnson
234 Procter
(513) 558-5987
kimberly.johnson2@uc.edu

Graduate Program Coordinator
Lawrence (Mike) O'Neal, PhD
210 Procter
(513) 558-5130
onealle@ucmail.uc.edu

Director of Academic Student Advising
Angie Cook
217 Procter
(513) 558-3318
angie.cook@uc.edu

Office for Research and Scholarship (ORS)

Associate Dean for Research
Carolyn R. Smith PhD, RN, CNE, FAAOHN
231 Procter

(513) 558-5240
carolyn.smith@uc.edu

Program Manager
Gina Britton
310E Procter Hall (ORS Suite)
(513) 558-4415
gina.britton@uc.edu

Grant Administrator
Haley Cheon
310F Procter Hall (ORS Suite)
(513) 558-5302
haley.cheon@uc.edu

Grant Administrator
Thomas Kelly
310C Procter (ORS Suite)
(513) 558-5360
thomas.kelly@uc.edu

Biostatistician
Josh Lambert, PhD
275 Procter
(513) 558-5296
joshua.lambert@uc.edu

Office of Learning Design and Digital Innovation (OLDDI)

OLDDI Help Desk
Procter Hall-4th Floor
(513) 558-5205
conhelpdesk@uc.edu

College of Nursing Administrative Services

Dean
Alicia Ribar, PhD, APRN, FNP-BC, CNE
420 Procter
(513) 558-5330
alicia.ribar@uc.edu

Director of Business Affairs

Tracy Kilfoil
418 Procter
(513) 558-6716
tracy.kilfoil@uc.edu

Financial Administrator
Rebecca Bogart
415 Procter
(513) 558-5170
rebecca.bogart@uc.edu

Financial Analyst
Michelle Jones
417 Procter
(513) 558-2385
jonm3@ucmail.uc.edu

University Services

Center for English as a Second Language (ESL)
610 Teachers College/Dyer Hall
(513) 556-3590

Center for the Enhancement of Teaching & Learning
Langsam Library
Room 480
Cincinnati, OH 45220
(513) 556-3053
Counseling Center
316 Dyer Hall
(513) 556-0648

Accessibility Resources
210 University Pavilion
(513) 556-6823

Health Sciences Library
Medical Sciences Building
231 Albert Sabin Way
(513) 558-5628

Health Sciences Library's Services for Students
https://libraries.uc.edu/libraries/hsl/services.html

Health Sciences Library's Calendar of Classes
https://libraries.uc.edu/research-teaching-support/workshops.html

International Services
3134 One Edwards Center
(513) 556-4278

Learning Assistance Center
2441 French Hall
(513) 556-3244

McMicken Writing Center
149 McMicken Hall
(513) 556-3912

Title IX and Mental Health Services
(513) 556-3349
UC NightRide
(513) 556-6110

Procedure for PhD Students Submitting a Proposal for Extramural Funding

1. Student identifies potential funding opportunity through the monthly dissertation funding newsletter distributed by the Office of Research and Scholarship (ORS) or from their own self-initiated funding search.

2. Student reviews the funding opportunity announcement.

3. Student contacts their Doctoral Advisor to indicate their interest in submitting an application in response to the funding opportunity announcement.

4. Student and mentors complete the "Mentor Agreement Form" (see Appendices).

5. The student schedules a meeting with the ORS and their Dissertation Chair to discuss the funding opportunity announcement guidelines (including mentoring requirements) and review the ORS procedures for grant submission.

6. The Dissertation Chair assists the student in identifying additional research mentors, if needed. Internal resources such as the Center for Clinical and Translational Science and Training (CCTST) can be leveraged to identify mentors.

7. The grant documents should be submitted to the Associate Dean for Research a minimum of 4 weeks prior to the grant submission due date to undergo an internal or external peer review.

8. The grant documents are due to the ORS a minimum of 10 business days prior to the grant submission data to allow the ORS team to conduct to a quality review of the documents.

NOTE: Grant are awarded to the University, not the PhD student. The PhD student along with the Dissertation Chair are the stewards of the grant funds based on the budget approved by the external funding agency.

PhD Program Curriculum

PhD Nursing Curriculum for Full Time Students

Pre-PhD Level Schema

Fall Semester (12 credits)	Spring Semester (12 credits)
NURS8002 Theoretical Basis for Clinical Reasoning (3 credits)	NURS8008 Healthcare Policy (3 credits)
NURS8004 Biostatistics for Evidence-based Practice (3 credits)	Graduate course in focused interest area (3 credits)
NURS8006 Research for Evidence-based Practice (3 credits)	Graduate course in focused interest area (3 credits)
Graduate course in focused interest area (3 credits)	Graduate course in focused interest area (3 credits)

Post BSN students must take graduate level courses to complete the 30 graduate semester credit hours required by the Graduate College. Twelve hours of required coursework must be taken as outlined in the schema as well as at least 12 hours in a focused area of graduate study as recommended by the student's faculty advisor in year one. The remaining 6 hours may be taken while taking PhD courses. Focused graduate courses may include no more than 6 hours of independent study, directed study or research practica.

Level 1 Objectives and Schema

1. Discuss the relationship between varied philosophical and theoretical perspectives and the selection of research designs and methods.

2. Synthesize knowledge based on a critical appraisal of the literature related to a phenomenon of interest to nursing science.

3. Demonstrate an understanding of rigor across research designs to investigate a phenomenon of interest in nursing science.

4. Demonstrate an understanding of the historical, political, economic, and ethical contexts in which theory and research enhance individual and population-based health.

Fall Semester (12 credits)	Spring Semester (12 credits)
NPHD9000 Applied Statistical Analysis Workshop (3 credits)	NPHD9010 Introduction to Quantitative Methods (3 credits)
NPHD9011 Philosophy of Science (3 credits)	NPHD9016 Theory Construction, Analysis, and Evaluation (3 credits)
NPHD9012 Introduction to Qualitative Methods (3 credits)	NPHD9032 Role of the Nurse Scientist II (3 credits)
NPHD9031 Role of the Nurse Scientist I (3 credits)	NPHD9040 Applied Multivariable Analysis (3 credits) – *hybrid online course*

Level 2 Objectives and Schema

1. Apply research ethics to a phenomenon of interest.

2. Clearly articulate a phenomenon of interest

3. State theoretical foundations for study of phenomenon of interest.

4. Define methods used that are relevant to investigate phenomenon of interest

5. Articulate components and linkages among parts of a research proposal in a defensible manner.

Fall Semester (12 credits)	Spring Semester (12 credits)
NPHD9036 Art of Grantwriting (3 credits)	NURS9009 Health Policy (3 credits) – *100% online course*
NPHD9042 Applied Multivariate Analysis (3 credits) – *hybrid online course*	NPHD9037 Research Practicum (3 credits) - *Pass/Fail grading*
Advanced Methods/Advanced Design (3 credits)	Concentration course (3 credits)
Concentration course (3 credits)	Concentration course (3 credits)
	NPHD9199 Candidacy Examination by Portfolio (0 credits) – *Pass/Fail grading*

Level 3 Objectives and Schema

1. Synthesize the nature, organization, and theoretical aspects of nursing's body of knowledge.

2. Synthesize knowledge from nursing, the relevant sciences, and other disciplines as a basis for identifying, testing, and validating nursing knowledge.

3. Identify, design, conduct, analyze, interpret, and communicate findings from research.

4. Provide leadership in the profession and within health care delivery systems through the advancement of nursing science.

Fall Semester (variable credits)	Spring Semester (variable credits)
NPHD9090 Dissertation (minimum 8 credits) - *Pass/Fail grading*	NPHD9090 Dissertation (minimum 8 credits) - *Pass/Fail grading*

PhD Core and Elective Courses, Descriptions, and Learning Outcomes

NPHD9000 Applied Statistical Analysis Workshop

Credit Hours: 3

Course Description: This course is the prequel to the CON course sequence in advanced statistical methods used in doctoral level nursing research. Univariate and bivariate parametric analysis methods will be covered. Hypothesis development, statistical method selection, data preparation, applied analysis and programming fundamentals, results interpretation and presentation are stressed in a flipped-classroom/workshop format. An introduction to power and sample size calculation by method is integrated throughout. Inclusion of underrepresented groups in human subject research is emphasized.

Student Learning Outcomes:

1. Select the appropriate parametric or nonparametric, univariate or bivariate method based on research objectives, statistical assumption criteria, and types of variables to be analyzed.

2. Generate required sample size and power for prototypical analyses by method, concurrently addressing inclusion of underrepresented groups in research.

3. Display an introductory level ability to manage data and conduct preliminary analyses to assess and address data quality and potential violations of statistical assumptions by analysis method.

4. Demonstrate an introductory level ability to generate results, using statistical analysis software (e.g. SPSS), and interpret relevant results generated for each method.

NPHD9010 Introduction to Quantitative Methods

Credit Hours: 3

Course Description:

This is a seminar in which students focus on quantitative research designs. Varied approaches to examining nursing phenomena and identify appropriate designs for the research questions that are generated are discussed. Methods to operationalize variables are explored. Sampling and data collection strategies are analyzed and compared. Emphasis is placed on the

development of scientific rigor in the research process as well as the ethical and professional standards for the conduct and reporting of research.

Student Learning Outcomes:

1. Formulate appropriate quantitative research questions/hypotheses to examine phenomena of concern to nursing.
2. Determine the appropriate research design for answering specified research questions.
3. Evaluate the rigor of quantitative research designs and data collection methods.
4. Evaluate the sampling strategies used to obtain subjects from populations for specified research questions.
5. Identify the philosophical and ethical issues related to the conduct of quantitative nursing research.
6. Formulate persuasive arguments in support of research designs and data collection methods.

NPHD9011 Philosophy of Science

Credit hours: 3

Course Description: This course will provide an in-depth study of the history of science and knowledge development from antiquity through current postmodern and post-structuralist science. Aims, methods, and progression of science will be discussed. Students will develop the knowledge that leads to an understanding of the broad social, cultural and political context in which science develops.

Student Learning Outcomes:

1. Analyze the major philosophical traditions that influence the development of knowledge.
2. Explain the interrelationships among philosophy, theory, and research.
3. Analyze scientific approaches to inquiry within the context of major philosophical traditions.
4. Examine a defined phenomenon of interest including an approach to inquiry and its philosophical underpinnings.

NPHD9012 Introduction to Qualitative Methods

Credit Hours: 3

Course Description: This course focuses on qualitative research relevant to the study of human phenomena of concern to nurses and introduces the assumptions, concepts, characteristics, and language of qualitative research. Philosophical underpinnings for qualitative paradigms and research methods are presented that support the study of human phenomena. Published research serves as the basis for evaluating qualitative research methods.

Student Learning Outcomes:

1. Evaluate the unique contributions of qualitative inquiry made to a discipline's knowledge base.
2. Contrast the major types of qualitative research.
3. Demonstrate basic skills necessary to engage in qualitative research as a novice researcher.
4. Evaluate the trustworthiness of qualitative inquiry according to standards congruent with an interpretivist paradigm.
5. Critique exemplars of qualitative research.

NPHD9016 Theory Construction, Analysis, and Evaluation

Credit Hours: 3

Course Description: This course explores paradigms and methods for theory construction, analysis, and evaluation. Learners will apply strategies for concept and theory development, clarification, and analysis. The relationship between research and theory generation and testing will be explored as it applies to the study of health of diverse population groups.

Student Learning Outcomes:

1. Discuss how philosophical views of science influence theory development.
2. Evaluate strategies for concept and theory development and analysis for use in scientific study.
3. Explain the relationship between research, theory generation, and theory testing.

4. Apply knowledge of theory to the scientific study of selected phenomena of diverse population groups.

NPHD9024 Scholarly Writing in Nursing

Credit Hours: 3

Course Description: This elective course facilitates the development of the knowledge and skills necessary for becoming a published author in refereed scholarly publications. In this course, students will experience a variety of writing and reading exercises that address all stages of the scholarly writing process.

Student Learning Outcomes:
1. Critically examine the essential attributes of successful scholarly writers.
2. Evaluate own scholarly writing in terms of strengths and areas requiring immediate improvement.
3. Engage in writing exercises that enhance the development of scholarly writing skills and publication success.
4. Prepare a manuscript that will be submitted for publication in a refereed scholarly nursing journal.

NPHD9031 Role of the Nurse Scientist I

Credit Hours: 3

Course Description: This is the first in a two-course sequence designed to socialize the student to the role and responsibilities of a PhD prepared nurse scientist. Students will develop specific foundational competencies necessary to engage in a career as an independent nurse scientist. Course assignments, readings, learning activities, and scholarly discussions with faculty and other PhD students will serve to enhance skills needed to engage in scholarship respectful of the attitudes, beliefs, and values of diverse social groups and other stakeholders.

Student Learning Outcomes:
1. Integrate social, political, ethical, and practice standards into preparation for the roles and responsibilities of a PhD prepared nurse scientist.

2. Demonstrate awareness of the knowledge, skills, attitudes, and values necessary to become an independent nurse scientist.

3. Articulate a phenomenon of interest that reflects awareness of and responsiveness to diverse societal trends, significant health issues, and evolving contemporary policies influencing the role of the nurse scientist.

NPHD9032 Role of the Nurse Scientist II

Credit Hours: 3

Course Description: This course, the second in a two-course sequence, is designed to further socialize students into the roles and responsibilities of a PhD prepared nurse scientist who serves diverse patient populations. Students will develop their research competencies which emphasizes their ability to critically review and synthesize the state of the science. Students will be expected to persuasively prepare high quality scholarly works pertaining to a phenomenon of interest.

Student Learning Outcomes:

1. Refine essential skills in critiquing and evaluating the state of the science for a phenomenon of concern.

2. Synthesize knowledge as a basis for exploring phenomena of interest to nursing that reflects originality and innovation.

3. Demonstrates competence in creating high quality publishable scholarly works accounting for and reflecting on diverse patient populations and conditions.

NPHD9036 Art of Grantwriting

Credit Hours: 3

Course Description: The purpose of this course is to empower students with skills and strategies that will enable them to prepare competitive and innovative grant applications to fund their programs of research. Students will explore various sources of grant funding (federal, state, local and foundations) and review content of grant announcements and/or Requests for Proposals (RFPs) relevant to their research interests. Based on a selected grant announcement

and/or RFP, students will develop a grant proposal and complete the grant application process following the required criteria, with particular attention to the significance, innovation, and approach to the project. Students will also gain expertise in peer review of grants using a mock study session format. Students should pay attention to diversity, cultural competence and unique contributions of their proposals to research.

Student Learning Outcomes:

1. Analyze sources of grant funding (federal, state, local, foundations) and grant announcements and/or requests for proposal (RFP) for relevance to student's research interests.

2. Develop a grant proposal following the guidelines of the funding announcement.

3. Compare and contrast strategies for enhancing the significance, innovation, and approach aspects of writing competitive grant proposals.

4. Apply principles of diversity, cultural competence, and unique contribution to research in writing competitive grant proposals and critique of peer proposals.

5. Evaluate grant proposals of peers using established critique and scoring guidelines with suggestions on how to make proposals more competitive.

NPHD9037 Research Practicum

Credit Hours: 3 (Pass/Fail course)

Course Description: Students will develop research skills through directed study and supervised research experience. This practicum is related to one or more courses taken in the PhD program and to the student's area of interest. Multidisciplinary research experience may include, but is not limited to, pilot-testing and evaluating research methods, sampling and recruitment of participants from diverse populations, data collection strategies, data analysis, secondary analysis, and required scholarly writing. Experiences are expected to contribute to the student's dissertation research. This course uses a Pass/Fail grading scheme.

Student Learning Outcomes:

1. Meet contractually negotiated objectives to meet learning needs related to development of specific research skills essential to the dissertation.

2. Analyze multidisciplinary research team strategies in conducting research.

3. Evaluate implications and strategies for the inclusion of diverse populations in research.

NPHD9038 Leadership Seminar

Credit Hours: 1

Course Description: This seminar course is designed to build upon the PhD program's mission to develop leaders who advance nursing science for the transformation of global health. Seminar discussions will focus on the emerging needs to effectively lead academic, clinical practice, and professional nursing organizations. Students will be exposed to executive nurse leaders with demonstrated success in achieving financial, diversity and inclusion, and performance outcomes. Attributes of career success (e.g., promotion with tenure, induction into an Academy) and application of active learning strategies for practice (DNP) and research (PhD) scholars also will be identified.

Student Learning Outcomes:

1. Describe the utility of an individual development plan to promote pinnacle career achievements (e.g., executive leader role in academia and professional nursing organization, induction into an Academy, promotion to Professor).

2. Identify active learning strategies to educate the next generation of practice and research doctoral scholars.

3. Discuss criteria for academic reappointment, promotion, and tenure.

4. Examine use of organizational vision and mission statements and related strategies to promote a diverse, inclusive, and equitable organization.

5. Differentiate the role and attributes of the nurse leader in academic, clinical practice, and professional service organizations.

NPHD9039 Leadership Immersion

Credit Hours: 1

Course Description: This course is designed to build upon the PhD program's mission to develop leaders who advance nursing science for the transformation of global health. Students will be

partnered with a nurse leader in an academic or professional service setting. During the immersion experience, students will assess the organizational climate for alignment to the organization's mission and vision, ability to foster diversity and inclusion, and achievement of organizational performance goals. Students will conduct a service learning project in partnership with a nurse executive leader to assist the organization in achieving its key organizational outcomes.

Student Learning Outcomes:

1. Critique climate of a selected academic or professional service organization.
2. Propose strategies to strengthen ability of a selected organization to achieve its key outcomes.
3. Critically reflect on the role of the nurse leader.

NPHD9040 Applied Multivariable Analysis

Credit Hours: 3

Course Description: This course is the first of two which introduce advanced statistical methods used in doctoral level nursing research. Method selection, application, and results interpretation and presentation are stressed in a flipped-classroom/workshop format. Methods introduced include partial correlation, multi-way ANOVA, ANCOVA, multiple regression, logistic regression, and multilevel models. An introduction to power and sample size calculation by method is integrated throughout.

Student Learning Outcomes:

1. Select the appropriate multivariable analysis method based on research objectives and types of variables to be analyzed.
2. Generate required sample size and power for prototypical analyses by multivariable method, concurrently addressing inclusion of under-represented groups in research.
3. Display an introductory level ability to manage data and conduct preliminary analyses to assess and address data quality and potential violations of statistical assumptions by multivariable method.

4. Demonstrate an introductory level ability to generate results, using selected statistical analysis software (e.g. SPSS, "SAS", or "R"), and interpret relevant results generated for each method.

NPHD9042 Applied Multivariate Analysis

Credit Hours: 3

Course Description: This course is the second of two which introduce advanced statistical methods in doctoral level nursing research. Multivariate method selection, application, and results interpretation and presentation are stressed in a flipped-classroom/workshop format. Methods introduced include MANOVA, MANCOVA, factor analysis, principle components analysis, and structural equation modeling. An introduction to power and sample size calculation by method is integrated throughout.

Student Learning Outcomes:

1. Select the appropriate multivariate analysis method based on research objectives and types of variables to be analyzed.
2. Generate required sample size and power for prototypical analyses by multivariate method, concurrently addressing inclusion of under-represented groups in research.
3. Display an introductory level ability to manage data and conduct preliminary analyses to assess and address data quality and potential violations of statistical assumptions by multivariate method.
4. Demonstrate an introductory level ability to generate results, using selected statistical analysis software (e.g., SPSS, "SAS", or "R"), and interpret relevant results generated for each method.

NPHD9090 Dissertation

Credit Hours: variable, 1-14 (Pass/Fail course)

Course Description: This course involves the conduct of original research significant to nursing under the direction of a doctorally prepared faculty member. Students will demonstrate competence in obtaining Institutional Review Board approval, data collection, analysis, and

interpretation of findings. Students produce a scholarly written document(s) and conduct an oral public defense of the completed research. This course uses a Pass/Fail grading scheme.

Student Learning Outcomes:

1. Conduct original publishable research on a phenomenon of interest that contributes to the science of nursing.
2. Demonstrate research ethics.
3. Compose a scholarly document(s) detailing the research process and findings of the completed study.
4. Communicate the process and findings of the research in a public forum.

NPHD9112 Advanced Qualitative Methods

Credit Hours: 3

Course Description: This course is an advanced qualitative research methods course designed for students who want to gain expertise in developing a qualitative research study. This course covers components of research design including developing a phenomenon of interest for inquiry.

Student Learning Outcomes:

1. Develop a phenomenon of interest suitable for qualitative inquiry.
2. Assess research questions for philosophical/theoretical fit with appropriate qualitative research methodologies.
3. Demonstrate an in-depth understanding of one qualitative research approach (chosen by the student according to the phenomenon of interest), including associated philosophical and historical foundations, key concepts, typical methods, and evaluative criteria.
4. Critically evaluate nursing and healthcare research studies that use this approach.
5. Design a qualitative research proposal and a human subjects protocol that may serve as the foundation for dissertation research.

NPHD9113 Mixed Methods Research

Credit Hours: 3

Course Description: This course focuses on combining quantitative and qualitative research methods in a mixed methods study design. Content will include the philosophical underpinnings of mixed methods, why an investigator might choose to use mixed methods, and what research questions are best answered using a mixed methods approach. Use of a survey as a component of a mixed methods study will also be discussed.

Student Learning Outcomes:

1. Formulate research questions that could be answered using a mixed methods approach.
2. Effectively critique mixed methods studies.
3. Collaborate with others in designing studies using mixed methods.
4. Demonstrate how to construct and analyze a survey as a component of a mixed methods project.
5. Analyze the professional environment for publication and presentation of mixed methods studies.

NPHD9115 Advanced Qualitative Design I

Credit Hours: 3

Course Description: This course is the first in a two-part sequence on advanced qualitative research methods designed for students who want to gain expertise in developing a qualitative research study. This course covers components of research design including developing a phenomenon of interest for inquiry.

Student Learning Outcomes:

1. Develop a research domain suitable for qualitative inquiry.
2. Assess research questions/domains for fit with appropriate qualitative research methodologies.
3. Compare various theoretical frameworks for use in qualitative inquiry.
4. Conceptualize study within a theoretical framework.
5. Design a qualitative research proposal.

NPHD9116 Advanced Qualitative Design II

Credit Hours: 3

Course Description: This course is the second in a two-part sequence on advanced qualitative research methods. The course focuses on the data collection and analysis phase of a pilot study designed in Advanced Qualitative Design, Part I. Data analysis will include the use of qualitative data management software. Students will complete a written qualitative research report.

Student Learning Outcomes:

1. Apply qualitative sampling techniques to study a phenomenon of interest.
2. Review data collection methods used in qualitative inquiry.
3. Compare various data management software programs used for qualitative research data management.
4. Differentiate various methods of data analysis within qualitative inquiry.
5. Prepare a written qualitative research report.

NPHD9117 Experimental and Quasi-Experimental Research Designs & Methods

Credit Hours: 3

Course Description: This course builds upon knowledge gained in quantitative designs and statistics. The focus of this course is an advanced study of experimental and quasi-experimental research designs and methods used to develop and evaluate the efficacy of interventions. Designs will be evaluated in the context of minimizing error and maximizing internal and external validity. Sampling methods, recruitment, power analyses, Types I and II error, intervention development, treatment fidelity, and other concepts relevant to experimental and quasi-experimental research designs and related methods will be covered.

Student Learning Outcomes:

1. Evaluate concepts of sampling, recruitment of racial and ethnic minorities, power, Type 1 and Type 2 error, intervention development, and treatment fidelity relative to experimental and quasi-experimental research designs.
2. Evaluate the strengths and limitations of experimental and quasi- experimental research designs.

3. Evaluate threats to validity posed by experimental and quasi-experimental research designs.
4. Critique appropriate research designs to address specific research questions and hypotheses.
5. Apply appropriate statistical methods relevant to specific research questions and hypotheses.
6. Critique empirical quasi- and experimental research in content area and present results in a publishable paper.

NPHD9118 Instrument Development and Psychometric Designs and Methods

Credit Hours: 3

Course Description: The focus of this advanced designs and methods course is on the instrument development process and psychometric testing of instruments to measure health-related phenomena. Content focuses on theoretical foundations of measurement, item construction, questionnaire design, cultural considerations with regard to item development and questionnaire design, content analysis, item analysis, assessment of reliability and validity, and proposal preparation for the development and psychometric testing of a survey instrument.

Student Learning Outcomes:
1. Analyze methodological and theoretical issues related to measurement and instrumentation.
2. Synthesize theory and literature related to a specific health-related phenomenon to explore existing instruments and to develop operational definitions within one's focus area.
3. Evaluate strategies and cultural considerations for the development of items and survey questionnaires.
4. Evaluate strategies for psychometric testing of survey questionnaires.
5. Discuss content analysis for pilot questionnaire.

6. Evaluate and utilize reliability and validity estimates in scale construction.

7. Develop a proposal to test a measure.

NPHD9119 Advanced Research Methods for the Study of Violence

Credit Hours: 3

Course Description: This course is an advanced methods course to prepare students to study violence as it occurs across the lifespan. Identification of appropriate methods as they relate to the student's specific research interest will be explored. Research issues and challenges related to the identification, recruitment, and retention of study participants will be addressed. A review of the risks related to the involvement of human subjects involved in violence will be explored.

Student Learning Outcomes:

1. Examine gender, age, racial, ethnic, religious, cultural, and political factors that may influence the recruitment and participation of targets and initiators of violence.

2. Apply quantitative and qualitative methods appropriate to investigate violence-related phenomena.

3. Investigate strategies that can be incorporated into a research proposal to reduce the risks for researchers and research participants during the study of violence (e.g., social, economical, legal, political, moral).

NPHD9120 Theories of Violence

Credit Hours: 3

Course Description: This course will focus on the ideologies, theories, and models for the study of violence affecting individuals, families, communities, and nations physically, psychologically, and financially. Different types of violence across the lifespan will be addressed. The perspectives of both the initiators and targets of violence will be considered.

Student Learning Outcomes:

1. Critique the major theories and models related to violence.

2. Analyze the rationale and justification for violence from a historical, contemporary, and research perspective.

3. Appraise the physical, psychological, and financial impact that violence has on individuals, families, communities, and nations.

4. Discriminate violence-related terminology (e.g., victim, survivor, target, perpetrator, aggressor, initiator, villain, terrorist).

5. Distinguish the characteristics of violence as they relate to gender, age, race, ethnicity, religion, socioeconomics, culture, occupation, and politics.

NPHD9121 Cancer Rehabilitation: An Interdisciplinary Approach

Credit Hours: 3

Course Description: This interdisciplinary, evidence-based course focuses on the survivorship phase of the cancer trajectory and addresses the roles of exercise and nutrition as rehabilitative measures that promote cancer recovery. An overview of cancer pathophysiology and the diagnostic and treatment modalities of the major cancers provides the foundation for understanding the impact of the disease and treatment on quality of life. Students examine the roles of selected health care disciplines in optimizing cancer recovery outcomes.

Student Learning Outcomes:

1. Analyze the historical evolution of the health care dimension of cancer survivorship and the roles the health care community, advocacy groups, and governmental agencies continue to play to address the needs of cancer survivors.

2. Examine survivorship models that address the cancer trajectory.

3. Critique the scientific basis of discipline-specific clinical practices that address health care needs of cancer survivors.

4. Explore the physiological and psychological effects of exercise and nutrition in the cancer recovery process and on quality of life.

5. Evaluate the current evidence of fitness and nutrition interventions that address the disease and treatment-related effects and comorbidities of the major cancers.

NPHD9122 Ethical Research with Ethnocultural Populations

Credit Hours: 3

Course Description: This course focuses on the responsible conduct of science as it relates to the unique issues of ethnocultural populations. Students will critique and challenge traditional approaches to science and identify ethical dilemmas inherent in those approaches. Strategies for scientific inquiry will be discussed that take into account cultural context.

Student Learning Outcomes:

1. Examine the dynamics of culture, race, and ethnicity within the context of scientific inquiry.
2. Compare various scientific approaches for suitability in studying phenomena within ethnocultural populations.
3. Appraise theoretical frameworks, instruments and tools, for appropriate use in research with ethnocultural populations.
4. Apply the ethical principles of beneficence, respect, and justice to the responsible conduct of science within ethnocultural populations.
5. Evaluate research studies in the extant literature for ethnocultural ethical rigor.

NPHD9125 The Phenomenon of Human Care and Caring

Credit Hours: 3

Course Description: This course focuses on a systematic examination of the phenomenon of human care and caring using a cultural paradigmatic foundation. Human care literature will be analyzed systematically and discussed from a multidisciplinary perspective of care theorists. Historical, cultural, epistemic and ontologic dimensions of care and caring along with research methodologies will be considered in advancing the science of nursing.

Student Learning Outcomes:

1. Analyze human care and caring concept from a multidisciplinary review of the literature.
2. Discuss philosophical, historic and cultural dimensions of human care and caring.
3. Synthesize human care concepts from a theoretical and a research perspective.

4. Identify appropriate research methodology to study the phenomenon of human care and caring.

5. Critique human care research studies as a means of developing new lines of inquiry.

NPHD9199 Candidacy Examination by Portfolio

Credit Hours: 0 (Pass/Fail course)

Course Description: Students matriculating in the Doctor of Philosophy in Nursing Science program need to demonstrate ability to synthesize scientific knowledge and use appropriate methods for undertaking independent culturally-relevant research. In this course, students will successfully defend their position as an emerging scholar and the dissemination of their scholarship. Students need to demonstrate adequate socialization into nursing science and application of research ethics. This course uses a Pass/Fail grading scheme.

Student Learning Outcomes:

1. Justify their approach as a leader in nursing science, philosophy, and diversity.

2. Disseminate their scholarship in the peer-reviewed literature.

3. Demonstrate socialization as an emerging nurse scientist.

4. Apply ethics for the responsible conduct of research.

NURS8002 Theoretical Basis for Clinical Reasoning

Credit Hours: 3

Course Description: This course examines the theoretical underpinnings of nursing practice, research, and evidence-based practice. Emphasis is placed on applying a range of theories from nursing and related fields when making clinical decisions.

Student Learning Outcomes:

1. Examine the dynamic interrelationship between knowledge, theory, research, clinical reasoning, and nursing practice.

2. Contrast the components of theories and models used in clinical reasoning.

3. Differentiate between various types and levels of theory in clinical practice, organizational systems, and leadership.

4. Explore various types, resources, and barriers for clinical reasoning.

5. Examine the conceptual basis of models for evidence-based practice.

6. Evaluate the current theoretical and evidence base for selected nursing practice issues.

NURS8004 Biostatistics for Evidence-based Practice

Credit Hours: 3

Course Description: The focus of this course is the understanding of biostatistics for application to nursing and evidence-based practice. Emphasis is placed on the interpretation and appraisal of data analyses for the selection and use of best evidence for making practical conclusions about empirical data.

Student Learning Outcomes:

1. Demonstrate how concepts of biostatistics are used in the literature, nursing research and evidence-based practice.

2. Select appropriate statistical methods in situations of evidence-based practice.

3. Conduct biostatistical analyses for application to evidence-based practice.

4. Interpret results of data analysis and statistical tables in a variety of contexts.

5. Distinguish between statistical and clinical significance.

NURS8006 Research and Best Evidence for Clinical Reasoning

Credit Hours: 3

Course Description: This course examines approaches for the translation of the best available evidence into practice for improved outcomes in healthcare.

Student Learning Outcomes:

1. Analyze the interrelationship among theory, knowledge, research, clinical reasoning, and nursing practice.

2. Critically appraise research studies based on selected criteria.

3. Summarize research findings using a rigorous systemic approach to formulate a clinically meaningful whole.

4. Examine methods of translating evidence into clinical practice.

NURS8008 Healthcare Policy for the Advanced Practice Nurse

Credit Hours: 3

Course Description: This course guides students in exploring political, economic, ethical, and social forces that currently impact decision making in health care. Patterns of influence that derive current policy development are examined and proposal of advocacy behaviors is encouraged.

Student Learning Outcomes:

1. Analyze health policy formulation, implementation, and modification to ascertain the effect on clinical practice, client systems, and health care delivery.

2. Identify the strengths and limitations of current health care ethics and policy research that intersects with global health issues and innovations.

3. Demonstrate leadership through collaboration with multidisciplinary professionals, consumers, and/or policy, makers in development, implementation and evaluation of health policy.

4. Design a policy to guide improvement in health care delivery and patient care outcomes, which incorporates financial, regulatory, and safety considerations of practice.

5. Advocate for social justice, ethical decision making, access, and equity within health care.

NURS9009 Health Care Policy for the Doctoral Prepared Nurse

Credit Hours: 3

Course Description: This course focuses on the leadership role of the doctoral prepared nurse in relation to policy, practice, and research at the institutional, local, state, federal, and global levels. The impact of policy on health care access, delivery, financing, and regulation will be investigated. Nursing roles in policy development, advocacy, and health policy research will be analyzed. The ability to critically analyze the policy process and engage in that process competently will be addressed.

Student Learning Outcomes:

1. Analyze health policy and related issues in their historical, political, economic, ethical, and legal contexts from various stakeholder perspectives.

2. Evaluate the influence of policy makers in impacting health care delivery and outcomes at institutional, local, state, federal, and global levels.

3. Assess the role of advocate in policy-making to address social justice, ethical decision making, access, and equity within health care

4. Examine the potential and realized contributions of research in the development of health policy.

5. Develop perspectives on health care policy issues impacting patients, populations, and systems of care to advance the science and practice of nursing

6. Develop advanced leadership knowledge and skills to collaborate with diverse stakeholders and policy-makers on existing or potentially new policy-making strategies to positively influence health care outcomes.

Policy for Part-Time Study

The following factors should be taken into consideration when planning part-time study in the PhD program:

1. Students must meet the Graduate College's residency requirement. This requires that prior to doctoral candidacy, all doctoral students shall complete a residency requirement by enrolling in 10 graduate credit hours (12 credits if funded by a Graduate Assistantship) per semester for 2 out of 3 consecutive semesters of study.

2. Students may take courses in their area of concentration (9 hours) at any time during the program prior to doctoral candidacy.

3. Students should take Role of Nurse Scientist course in the first year of study to be successfully socialized into doctoral study.

4. The Level 1 core courses are designed to be completed within two sequential calendar years. If the Level 1 courses take longer than 2 years to complete, students must petition the PhD program for an exception to this rule.

*Taking into account these factors, the following schema is appropriate for most students:

	Fall Semester	Spring Semester
Year 1, Level 1	• NPHD9000 Applied Statistical Analysis Workshop • NPHD9031 Role of the Nurse Scientist I	• NPHD9016 Theory Construction, Analysis, and Evaluation • NPHD9032 Role of the Nurse Scientist II
Year 2, Level 1	• NPHD9011 Philosophy of Science • NPHD9012 Introduction to Qualitative Methods	• NPHD9010 Introduction to Quantitative Methods • NPHD9040 Applied Multivariable Analysis
Year 3, Level 2	• NPHD9042 Applied Multivariate Analysis • Advanced Design/Methods Course	• NPHD9037 Research Practicum • Concentration Course
Year 4, Level 2	• NPHD9036 Art of Grantwriting • Concentration Course	• NURS9009 Health Policy • Concentration Course • NPHD9199 Candidacy Examination by Portfolio
Year 5, Level 3	• NPHD9090 Dissertation	• NPHD9090 Dissertation
Part-time students still must meet the residency requirement of 2 full-time consecutive semesters. All Level 1 and Level 2 courses must be completed within 5 years.		

PhD Program Policies and Procedures

Procedure for Annual Evaluation of Student Progress

An evaluation of student progress will be completed by the student and Doctoral Advisor annually. The purpose of the evaluation documents is for planning the course of study, evaluating the progress towards degree requirements, improving the student's overall educational experience, and highlighting successes and achievements. Student achievements and scholarly accomplishments will be used for college and university reports. The completed document is due to the PhD program director by March 31st of each academic year.

Procedure:

1. Students will download the form "Annual Faculty Evaluation of Student" in mid-March of each academic year.
2. The student initiates the form, completes relevant sections, and forwards the evaluation to Doctoral Advisor.
3. The advisor meets with the student to review the evaluation.
4. In addition, the advisor and PhD student finalize the student's Individual Development Plan with comments and progress.
5. Both documents, once complete, should submitted by the advisor to the PhD program director either electronically or in hardcopy by March 31st.
6. The student and advisor will each retain a copy for their personal records.
7. The PhD program director will review the progress of each student, document student achievements for the program's annual report, and forward appropriate achievements to the Institute for Nursing Research and Scholarship for the college's annual report.

Procedures for Extensions, Reinstatements, and Reapplication

University of Cincinnati Policy for Extensions

Under extenuating circumstances, students may petition the Graduate College for extension of the time limit for attaining their degree prior to expiration of the allotted time. Unless otherwise approved, PhD students must achieve candidacy within 5 years and complete their dissertation within 4 years. The maximum time allowed from starting the program until graduating is 9 years.

University of Cincinnati College of Nursing Procedure for Extensions

In order for an extension to be allowed, the student must first speak with their Doctoral Advisor to make sure that they are still within the appropriate time frame (i.e., eligible to request an extension). If the Doctoral Advisor agrees that the circumstances warrant an extension, and the student is still within the allotted time frame the request goes forward. The procedure is as follows:

1. Student submits a written request for an extension to their Doctoral Advisor. This request must describe the extenuating circumstances leading to the request and a plan for completing the program.

2. The student and Doctoral Advisor meet and review the student's request, proposed plan of study, and timeline to completion of requirements. At this meeting, the program of study and completion timeline will be revised as necessary.

3. The student and Doctoral Advisor submit the student's written request, the revised plan of study, and the proposed timeline for completion of requirements, with the advisor's signature, to the PhD Program Director and Associate Dean responsible for the PhD Program.

4. The Director and the Associate Dean submit a written letter of support or non-support for the extension.

5. The student completes and submits the Graduate Petition for Extension/Reinstatement Form (obtained from the graduate student website) with the required signatures, the written request for extension, the revised program of study and timeline to completion,

and all supporting and non-supporting letters to the Assistant University Dean for Graduate Studies.

University of Cincinnati Policy for Reinstatements

Students who have not been registered for at least one graduate credit hour in their program in an academic year are automatically rendered inactive and are required to petition the Graduate College, through their program, for reinstatement if they wish to continue in their program. Only students on inactive status for three academic years or less may petition for reinstatement. Students who have been on inactive status for more than three consecutive academic years must petition for readmission both to the Graduate College and the PhD Program.

Students who have not completed their requirements by their time-to-candidacy or time-to-degree limit and have neglected to request an extension before reaching the limit are put on inactive status regardless of their record of registration in each academic year. These students are required to apply for reinstatement and for an extension of their time to degree/time to candidacy time limit if they wish to continue in their graduate program.

University of Cincinnati College of Nursing Procedure for Reinstatements

To apply for reinstatement the student must:

1. Submit a written request to their doctoral advisor explaining why no courses have been taken in the previous academic year (or more).
2. Meet with their doctoral advisor and review the student's written request, proposed plan of study, and timeline to completion of requirements. At this meeting, the program of study and completion timeline will be revised as necessary.
3. Submit the student's written request, the revised plan of study, and the proposed timeline for completion of requirements, with the advisor's signature, to the Director of the Doctoral Program and the Associate Dean responsible for the Doctoral Program. The Director and Associate Dean will each submit a written letter of support or non-support.

4. Complete and submit the Graduate Petition for Extension/Reinstatement Form (obtained from the graduate student website) with the required signatures, the written request for reinstatement, the revised program of study and timeline to completion, and all supporting and non-supporting letters to Assistant University Dean for Advanced Studies

Petitions for reinstatement must be received in the Office of the Senior Assistant University Dean for Advanced Studies no later than three weeks prior to graduation for the student to be certified for graduation in that semester. Petitions received in that three-week window immediately preceding graduation will not be approved in time for graduation that same semester and will be held for review in the subsequent semester and approvals will be granted in time for the next graduation.

Students who interrupt their graduate studies by withdrawing from the University either officially or by failing to register within an entire academic year, will be held responsible for the graduate program requirements in force and published at the time they re-enter the program. A student who has been officially reinstated must follow the stipulations provided above to maintain his or her graduate student status. The status of a part-time student's interrupted program is determined by his or her program.

University of Cincinnati Policy for Reapplication
Students who have been inactive for more than three consecutive years are not eligible for reinstatement and must reapply for admission to the University. Re-application does not change the student's original entry date. Time to degree will be calculated from his or her first entry date.

University of Cincinnati College of Nursing Procedure for Reapplication
In order to reapply the student must submit a completed reapplication form (available at UC Graduate College website, "Forms") with the reapplication fee to the Graduate College and the appropriate reapplication forms to the College of Nursing Graduate Office. The reapplication

process is an opportunity for careful consideration by the PhD Program; points of consideration include the applicants' current progress and length of time between his or her admission into the program and plan for completion of remaining requirements. This consideration may result in denial of admission or readmission with conditions. The PhD Program Director will determine and assign appropriate new requirements or conditions and will petition the Graduate College for approval of the applicant's request for readmission.

If readmission is approved, the student is assessed a readmission fee based on the University Graduate College policy. The reapplication fee will be applied to the readmission fee. Readmitted students must meet conditions that rectify any prior unacceptable grades (such as F, I/F, or NG) before continuing to earn credits and meeting further requirements.

Plagiarism Policy

Plagiarism is a serious concern and a violation of the American Nurses Association (ANA) Code of Ethics and research integrity. Policy for ascertaining and documenting plagiarism by students in the graduate programs at the University of Cincinnati College of Nursing.

In any instance of suspected plagiarism, the following procedures will be followed by the faculty prior to confronting the student:

1. The faculty member or members will gather all student material and all original source material.
2. The faculty member will review the potential plagiarism with the designated officer of the CON.
3. If plagiarism is found to exist, a finding on the extent and seriousness of the plagiarism will be made. For instance, plagiarism could range from student's failure to use quotation marks on a direct quote even though the source is correctly cited to failure to cite original work and passing off another's work as the student's own work.
4. The student will be notified by faculty of findings.
5. The director of the PhD program will be notified of findings.

6. College and University policies will be followed to determine the appropriate sanction for the student.

7. The academic penalties will be commensurate with the level of plagiarism and consistent with other cases in the CON graduate programs.

Grievance Policy

The University of Cincinnati provides a grievance procedure ". . . for the resolution of disputes involving graduate students in a fair and collegial manner and within the department if possible. Students are encouraged to seek assistance from the University Ombuds Office for possible resolution before initiating the formal grievance process" (The Graduate College, 2013).

To learn more about the grievance policy and process, please go to the Graduate College webpage.

Guidelines and Procedures for PhD Program Plan

University of Cincinnati Graduate College Policy

All courses included in the PhD program plan must be approved by the Doctoral Advisor. Only courses with grades of C or better will be applied toward degree requirements. (Note: The University Graduate College does not recognize grades of C-, D+, D, or D-). A course may be retaken only once.

University of Cincinnati College of Nursing Policy for Doctoral Study

All courses included in the doctoral program plan must be approved by the Doctoral Advisor. Only required and concentration courses in the PhD program plan with grades of C or better will be applied toward degree requirements. If a grade lower than a C is earned in a required or concentration course in the PhD program plan, the student must meet with their advisor to discuss plans for retaking the course. A course may be retaken only once. Students who do not achieve a grade of C or better when a course is repeated will be referred by the PhD Program

Director to the Student Affairs Council for action, which may include termination from the program. Student must earn a C or better in elective courses (i.e. courses outside of the required PhD program).

Grading Scale in CON Doctoral Program

Grade	Quality Points		Grade	Quality Points
A	4.0000		B-	2.6667
A-	3.6667		C+	2.3333
B+	3.3333		C	2.0000
B	3.0000		F	0.0000

Procedures

Prior to or within the first semester of doctoral study, each student in the doctoral program should meet with their advisor and develop a program plan. The advisor is responsible for having the approved program plan forwarded to the PhD Program Director for placement in the student's folder. The program plan will include a listing of required courses and may include specific concentration and elective courses. Required courses may not be taken as independent studies or research practica.

The program plan also will include a tentative timeline for completing: (1) course work and (2) candidacy requirements. The program plan should be developed in collaboration with, approved by, and signed by, the doctoral advisor. The program plan is a vital part of the academic record; it will be used as a component of the graduation check-out.

Modifying the Program Plan

As doctoral student learning evolves, it may be necessary to modify the program plan. Changes to the program plan must be described in writing, have the advisor's approval, and be filed as part of the formal program plan. A copy of the revised program plan should be sent to the PhD Program Director. The program plan will be a component of the student's individual development plan.

Individual Development Plan

An individual development plan (IDP) will be initiated by the student during their 1st semester in the PhD program. The student will review and discuss the IDP with their Doctoral Advisor each semester while active in the PhD program. Annually in April, the student will submit the IDP to the PhD Program Director. Components of the IDP will include the Program Plan and student's goals, as relevant, to teaching, clinical care, scholarship (e.g., research, presentations, publications, grants), dissertation, service, networking, work-life balance, and mentors.

PhD Progression Policy

The PhD program follows the requirements of the Graduate College and the College of Nursing for progression and maintenance of good academic status as well as certain requirements that are specific to the PhD program. The Graduate College will supersede CON policies when policies are in conflict.

Maintaining Student Status

Maintenance of full or part time status as a graduate student and requesting reinstatement follows the Graduate College policies and procedures. Students who do not meet the Graduate College requirement of 1 credit hour per academic year may request reinstatement following the Graduate College reinstatement policy.

Maintaining Satisfactory Progress Towards Degree

All PhD students must maintain satisfactory progress towards degree per Graduate College, College of Nursing, and PhD program policies.

Residency Requirement

Prior to admission to doctoral candidacy, all doctoral students shall complete a residency requirement by enrolling in ten graduate credit hours (12 if funded by a Graduate Assistantship)

per term in each of two semesters (including summer) during a span of four consecutive semesters.

Time to Degree

According to the Graduate College, all students must complete the requirements for the doctoral degree within 9 years after matriculation in the program. According to program guidelines, students have up to 5 years pre-candidacy, and up to 4 years post-candidacy.

Students must apply to the Graduate College for an extension of time to degree if extenuating circumstances prohibit them from completing requirements in the required timeframe. Students who cannot meet either the pre-candidacy or post-candidacy timeframe must petition the PhD program director for an extension.

Required Credit Hours

Post Master's students must complete 60 hours of graduate credits, including required dissertation hours. Post BSN students must complete 90 hours of graduate credits which include 30 graduate credits in a focused area of graduate study in addition to the PhD program plan.

Documentation of Progress

According to the Graduate College policy, all PhD students are required to complete a written assessment of performance at the end of the first year of study and an annual progression report. The faculty advisor will monitor the student for successful progress through coursework, preliminary examinations, candidacy, and dissertation work.

Failure to Progress

A student not making reasonable progress in their program as determined by the faculty advisor will receive written notification of such from the PhD program director. The student will be required to meet with the Doctoral Advisor to develop a description and timeline of

objectives and activities that must be met to maintain satisfactory progress towards degree. This may include taking additional course work or repeating courses as a condition of maintaining their status in the program.

If objectives and activities are not met according to the established timeline, the program director will send a written warning to the student of the risk for dismissal from the program. A copy of this warning will be sent to the faculty advisor and will be placed in the student's file.

A student who fails to meet the agreed upon objectives and activities in two semesters will be referred to the Student Affairs Council to be considered for dismissal from the program.

Probation

A doctoral student will be placed on probation by meeting any one or more of the following criteria:

1. Failure to maintain a minimum cumulative GPA of 3.0
2. Failure to earn a C or better in a required PhD course.
3. Failure to earn a C or better in a concentration course.
4. Failure to earn a C or better in an elective course.
5. Failure to adhere to the University's Student Code of Conduct

Note: these criteria are subject to change by vote of the PhD Program faculty and College of Nursing's Student Affairs Council.

Dismissal

Dismissal means that a student is permanently excluded from enrolling in any of the programs in the College of Nursing. A student who is dismissed from the College of Nursing may be eligible for admission to another college of the university. The process for dismissal will follow the UC College of Nursing policies and procedures related to dismissal. The following are the criteria for dismissal from the PhD program:

1. Failure to meet the terms of provisional admission

2. Failure to achieve a grade of C or above when repeating a required PhD course.

3. Meeting the criteria for probation a second time.

4. Meeting the criteria for probation following a readmission.

5. Failure to make satisfactory progress toward the degree as determined by the faculty advisor and the program director. (See section on Documentation of Progress).

6. Failure to pass the preliminary examination on the 2nd attempt.

7. Failure to pass the candidacy requirements on the 2nd attempt.

Graduation

Requirements for graduation include (1) successful completion of all required course work and credit hours and (2) successful completion of the dissertation. The Graduate College Policies and Procedures for graduation can be found on the Graduate College webpage.

Procedure for Graduation

One semester prior to anticipated graduation, the student should:

1. Consult the Graduate College webpage regarding dissertation requirements.

2. Confer with the Student Affairs Office graduate coordinator.

3. Consult the Graduate College webpage for graduation application deadlines and commencement information.

4. Complete the official online Application to Graduate by the deadline and pay the appropriate fee.

Confirmation that Graduation Requirements Have Been Met

1. The program director reviews the student record for satisfactory completion of all requirements, completes the certification process, and submits to the Graduate College.

2. The Graduate College certifies requirements and submits to the Office of the Registrar.

3. The Office of the Registrar posts confirmation of graduation in the student record and generates the diploma.

Advancement to Candidacy

To be eligible to enter candidacy, you (the student) must achieve the following:

1. Good academic standing

2. Successful completion of required coursework, including at least 9 semester hours of coursework in an area of concentration and 3 semester hours of advanced methods/design coursework

3. Approval by chair of the doctoral dissertation committee to engage in Candidacy Examination by Portfolio process.

4. Fulfillment of the residency requirement

5. Time to candidacy requirement as specified in the Time to Degree section above has been met.

Candidacy Examination by Portfolio Components

Format for the Portfolio

To successfully submit a portfolio to enter candidacy, you (the student) MUST include: all materials from Category A (*Self Reflection as an Emerging Scholar*) and Category B (*Dissemination as an Emerging Scholar*); at least 1 item from Category C (*Socialization into Nursing Science*); and both items from Category D *(Evidence of Research Ethics Application)*. ***The materials from Categories B, C, and D must have been completed while you are engaged in doctoral studies and in a field related to your general research area*** (i.e., scholarship completed while a bachelor's student or while working will not qualify for the portfolio to enter candidacy).

Category A: Self Reflection as an Emerging Scholar

For category A, provide the following four items: (1) research statement, (2) diversity statement, (3) philosophy as a nurse leader statement, and (4) curriculum vitae (CV).

Research and diversity statements are documents often part of postdoctoral or tenure track academic positions. The philosophy as a nurse leader statement should describe your approach

as a leader in nursing science—this could address a commitment to rigorous, transparent, and ethical science. It could describe commitment to leading a team as a Principal Investigator (PI). Additionally, it could articulate how your values and beliefs inform your role as a leader in nursing science. The research, diversity, and philosophy as a nurse leader statements should each be a maximum of one page, single-spaced with 12-point-font and 1" margins. For the CV, you will use the UC College of Nursing template, which is available on Canvas.

Research statements generally include a description of the problem or broad research question that you are addressing in your research. It can include research methods and approaches that you use or plan to use to address your research. It also could include a summary of the progress you have made to date on your research problem, the impact your work will have on the broader field, proposed initiatives that may expand this area of inquiry, and what you ultimately hope to achieve with this research. The diversity statement generally describes your approach to diversity or inclusivity, such as your alignment and commitment to a diverse working environment.

Category B: Dissemination as an Emerging Scholar

Submit a first-authored manuscript for peer review to a scholarly journal (e.g., literature review, theory paper, sample characteristics and relations, multivariable or multivariate analyses, methodology, brief article, etc.). The scholarly journal must not be considered "predatory".

One aspect of scholarship is dissemination of an investigator's work. A scholarly publication concretely delineates your ideas as a nurse scientist and leader, contributing to the state of the science. Publication as a PhD student also increases your ability to be hired as a postdoctoral fellow or nurse scientist or academician. Moreover, publication is an expectation as a scholar and a requirement of the American Academy of Nursing while adding to the state of the science.

Category C: Socialization into Nursing Science

Submit at least one example documenting evidence of socialization into nursing science. Evidence of such socialization with nursing science includes:

- Presentation of a peer-reviewed scholarly poster or paper at a research conference. The conference can be internal, local, regional, national, or international.
- Submission of a grant or application that will help fund part of your research (e.g., internal, external for pilot study related to your dissertation).
- Completion of a research internship, serve as a graduate research assistant (log 100 hours of scholarly activity), or serve as a research assistant for an intramurally or extramurally funded project.
- Submission of a research-based article to a scholarly outlet (e.g., The Conversation).
- Submission of a health policy brief (e.g., for a local organization).
- Other scholarly activities as approved by the Candidacy Evaluation Committee and Faculty Advisor.

A scholar must collaborate and conduct research that impacts the greater community to understand research methods, network, and succeed in nursing science. This socialization can be displayed in many broad venues including advocacy, publication, presentation, and interprofessional collaborations.

Category D: Evidence of Research Ethics Application

Provide the following documentation of research ethics applications:

- Evidence of current Collaborative Institutional Training Initiative (CITI) training completion with Greater Cincinnati Academic and Regional Health Centers affiliation (required). The CITI program offers courses in ethics, research, regulatory requirements, responsible conduct of research, research administration, etc. The minimum requirement is completion of courses required by the UC Institutional Review Board (IRB) to serve as a study PI. CITI Completion Certificate may be submitted as evidence.

- Evidence of application of research ethics to target population (e.g., IRB protocol submission, editorial/short essay, presentation). When submitting a grant application or IRB protocol, informed consent, the protection of privacy and confidentiality, and responsible conduct of research are discussed. Submission of IRB protocol and/or external grant application (e.g., SIGMA, MNRS, NIH, AHRQ) inclusive of a section addressing human subjects protections will satisfy this requirement. An editorial/short essay/presentation on an aspect of research ethics also would qualify. The editorial/short essay should be a minimum of two pages with 12-point font and 1" margins (or as required by journal). The documents may be double- or single-spaced. For editorial/short essay, evidence of submission to a journal is required.

As a scholar and nurse scientist, it is crucial that ethics and integrity are maintained in all aspects of research and that all populations are protected. Moreover, ethics and the responsible conduct of research are informed by time, setting, and local context.

Candidacy Examination by Portfolio Committee

Committee Composition

The Candidacy Examination by Portfolio Committee is comprised of five doctorally-prepared (research-focused) faculty who regularly attend the PhD Program Committee meetings. Four of the committee members are elected by the PhD Program Committee; the fifth member is the PhD Program Director. Two of the committee members must have taught a core NPHD course within the past 2 academic years.

Student Candidacy Examination by Portfolio Evaluation Panel (Individual Student Portfolio Evaluation)

The PhD Program Director will commission a student portfolio evaluation panel for each student. The panel will consist of the student's dissertation chair/academic advisor plus two members of the Candidacy Examination by Portfolio Committee. The purpose of the panel is to evaluate the individual student's portfolio while maintaining consistency in evaluation across

students. The student's dissertation chair/academic advisor will serve as the chair of the individual student portfolio evaluation.

Term of Service

The term of service for elected members is 2 years commencing in August the year of the election. Terms are staggered such that two members are elected in odd-numbered years and two in even-numbered years. Vacancies are filled by election of eligible faculty who complete the unexpired term.

Responsibilities

The responsibilities of the Candidacy Examination by Portfolio Committee are to:

1. Inform PhD students of the purpose, guidelines, and general portfolio content;
2. Schedule, prepare, administer, and evaluate portfolio submissions and resubmissions;
3. Communicate evaluation results to students and PhD Program Director; and
4. Collect and monitor data on quality improvement and recommend revisions to the candidacy examination by portfolio guidelines, as needed, to the PhD Program Committee.

The responsibilities of the Candidacy Examination by Portfolio Committee Chair are:

- Ensure education and training of the Candidacy Examination by Portfolio Committee members;
- Oversee collection and evaluation of quality improvement data; and
- Ensure questions of dissertation committee chairs/academic advisors are answered.

Candidacy Examination by Portfolio Student Preparation

Initial Announcement

Upon admission to the PhD Program, all students will be informed that a Candidacy Examination by Portfolio is conducted after the completion of Level 1 and Level 2 courses.

Orientation to the Candidacy Examination by Portfolio Guidelines

An orientation on the Candidacy Examination by Portfolio guidelines will be offered in January, May, and September annually. The orientation will include an overview of the portfolio criteria and a question-and-answer session.

Evaluation of Candidacy Portfolio

The individual student portfolio evaluation panel will qualitatively evaluate the content of the portfolio and responses to panel questions. Each member will vote Pass or Not Pass. All members must vote Pass for the student to successfully pass the examination. If the outcome is Not Pass, the student will meet with the panel to hear the examination results and feedback to revise the portfolio.

Timeline for Portfolio Evaluation	
Portfolio Evaluation	Scheduled at discretion of committee
Notification of results	10 business days following the submission
Resubmission preparation	Approximately 1 month
Resubmission administration	Scheduled at discretion of committee
Notification of resubmission results	10 business days following the submission

Candidacy Examination by Portfolio Evaluation Guidelines

Purpose of the Candidacy Examination by Portfolio

The portfolio is an evaluation method reviewed at the completion of all Level 1 and Level 2 PhD courses. The purpose of the portfolio evaluation is to determine whether students have achieved the Level 2 objectives as an indicator of successful progression in the PhD program. The Level 2 objectives are as follows:

1. Apply research ethics to a phenomenon of interest.
2. Clearly articulate a phenomenon of interest
3. State theoretical foundations for study of phenomenon of interest.

4. Define methods used that are relevant to investigate phenomenon of interest

5. Articulate components and linkages among parts of a research proposal in a defensible manner.

Candidacy Examination by Portfolio Results

Students who successfully pass the candidacy examination by portfolio progress to status of PhD Candidate.

Students who do not successfully pass the candidacy examination by portfolio on the first administration must work with their advisor and the PhD program director to revise their portfolio. These students may resubmit the portfolio once. The student shall make an appointment with the Candidacy Examination by Portfolio Chair or designee to review the portfolio submission with the student. The chair or designee will provide feedback for further preparation to the student. The student will be responsible for their revision and/or resubmission of the portfolio. The scheduling for the resubmission of the portfolio for evaluation will be at the discretion of the committee.

Students who do not successfully pass the evaluation on the second attempt are recommended for dismissal (congruent with the College of Nursing Admission and Progression Policies and Procedures).

Candidacy Examination by Portfolio Appendix

A. **Self-Reflection as an Emerging Scholar**

While there are many resources for how to draft a diversity statement online, here are a few guides to get you started:

- https://www.insidehighered.com/advice/2016/06/10/how-write-effective-diversity-statement-essay
- https://facultydiversity.ucsd.edu/recruitment/contributions-to-diversity.html

- https://www.cmu.edu/student-success/other-resources/handouts/comm-supp-pdfs/writing-your-diversity-statement.pdf

1. Research statement (maximum 1 page, 12-point font, 1" margins)
2. Diversity statement (maximum 1 page, 12-point font, 1" margins)
3. Philosophy as a Nurse Leader statement (maximum 1 page, 12-point font, 1" margins)
4. CV

B. **Dissemination as an Emerging Scholar**

To determine the most appropriate journal and reduce the likelihood of selecting a predatory journal, explore journals that have impact factors, Cite Scores, and are published by established publishers. The current four best resources to search for reputable scholarly journals are:

- *Cabells Journalytics (formerly Scholarly Analytics)*
  https://uc.idm.oclc.org/login?url=http://www.cabells.com
  Use for: publisher information, acceptance rates, Altmetrics, scite, etc.
- *InCites: Journal Citation Reports*
  https://uc.idm.oclc.org/login?url=https://jcr.clarivate.com
  Use for: Journal Impact Factor, Eigenfactor, Article Influence (AI), Cited/Citing data, etc.
- *Ulrich's* https://uc.idm.oclc.org/login?url=https://ulrichsweb.serialssolutions.com/
  Use for: journal history; subject headings; abstracting & indexing, etc.
- *JANE: Journal/Author Name Estimator* http://jane.biosemantics.org/
  Use for: journal match recommendations; Article Influence (AI); high quality open access, etc.

C. **Socialization into Nursing Science**

Information about developing a health policy brief can be found at:

- Center for Health Economics and Policy, Institute for Public Health at Washington University: https://publichealth.wustl.edu/wp-content/uploads/2019/08/Policy-Brief-Toolkit.pdf

Dissertation Committee

The PhD student should identify a faculty member who will guide the dissertation work by the end of the completion of the Level 1 PhD coursework.

A student is eligible to enroll in dissertation credits after meeting all course requirements, passing the candidacy examination, forming, and obtaining approval of the dissertation committee, and passing the dissertation proposal defense.

Dissertation Committee Composition

The dissertation committee has a minimum of three and no more than five members and must be composed of a minimum of three full-time faculty members at UC with a research doctorate.

1. The chair must be a member of the College of Nursing faculty and a member of the UC Graduate Faculty, with a research-focused doctorate and an active program of research (see terminology section). The chair must have served on at least two dissertation committees as a member. If a faculty member has special expertise that is desired by the student and has not yet served on two committees, an experienced co-chair must be identified who will also serve as a committee member.

2. A second committee member must be a College of Nursing faculty with a research doctorate and be a member of the UC Graduate Faculty.

3. At least one committee member must hold their faculty appointment outside of the College of Nursing, have a research doctorate, and be a member of the UC Graduate Faculty.

4. A faculty member or appropriate professional practitioner who has special expertise in a dissertation topic, but is not otherwise eligible to sit on the committee, may be added to the dissertation committee (as a 4th or 5th committee member) if they are nominated

by the candidate and approved by both the chairperson of the dissertation committee, the PhD program director of the college, and the Associate Dean of the Graduate College. Such a person would serve as a full voting member of the dissertation committee without compensation from either the university or the candidate.

5. Faculty with emeritus status may remain on the committee if they were members when the proposal was accepted and were full-time tenured graduate faculty. A faculty member originally on a student's committee who leaves UC to take an academic position elsewhere may also continue to serve on the student's committee if both the faculty member and the student agree to continue the relationship. However, neither an emeritus nor a faculty member from another institution may serve as the chair of the committee (see the UC Graduate College Graduate Handbook).

After the selection of the dissertation chair, the chairperson will become the student's Doctoral Advisor. The previous advisor will forward all advising materials to the dissertation chairperson.

Together, the chair and the student will select appropriate committee members. The student will have the responsibility of contacting potential committee members and obtaining their signatures on the appropriate forms (see Appendix).

The student is responsible for obtaining the signatures of the chairperson and committee members on the Dissertation Committee Approval Form (see Appendix). The completed form is then submitted to the PhD program director for review, approval, and routing to the CON Senior Associate Dean of Student Affairs and to the Associate Dean of the Graduate College for approval. When the processing is completed, the Associate Dean of the Graduate College will notify the student and student's dissertation committee chair.

While the program will do all it can to assist students, it will not create a dissertation project for the student nor require a faculty member to serve as chairperson. It is the student's

responsibility to obtain a dissertation chairperson and with that chairperson and the committee, to create an approved research study.

In rare cases, a faculty or student may decide that it is not in the student's best interest for the dissertation chair or a committee member(s) to continue to serve. This should only occur after all parties have made every effort to resolve differences. The faculty member and PhD Program Director may offer assistance in helping the student select another chairperson; however, the student will be responsible for securing another chairperson and completing the appropriate change of committee forms (see Appendix).

Responsibilities of the Dissertation Committee Chair

The responsibilities of the dissertation chairperson are as follows:

- Verify that requirements for advancement to candidacy have been met
- Manage the dissertation process
- Keep a record of student progress according to agreed upon time frame
- Call meetings of the dissertation committee as needed
- Conduct dissertation meetings and defenses, bring points of dissension to a vote, and enable the student to get a clear direction on how to resolve issues of concern
- Review dissertation drafts and give feedback to student
- Schedule and announce the oral defense of the completed dissertation in collaboration with the program director.
- Review corrections of the document made after the defense before the student submits it electronically to the Graduate College.

Responsibilities of Dissertation Committee Members

The dissertation committee members will:

- Respond to requests for assistance from the student or chairperson
- Critically review dissertation drafts and offer suggestions as relevant for revision

- Assist the chairperson in determining the acceptance of the document as having met the dissertation requirement
- Participate in the oral defense of both the proposal and final dissertation following the direction of the chair
- Attend other committee meetings as determined necessary by the chair and student

Procedure for Dissertation Proposal Defense

Purpose

The purpose of the dissertation proposal defense is to demonstrate the student's ability to synthesize scientific knowledge and use appropriate methods for undertaking independent research.

Dissertation Proposal Defense

The dissertation proposal defense will be administered by the student's doctoral dissertation committee. The examination will be in the form of an oral defense of the student's dissertation proposal. The audience for the defense will consist of the dissertation chair and committee. Students, in consultation with their dissertation committee, may open their dissertation proposal defense to PhD students and faculty.

Pre-Proposal Defense Procedure

1. Following approval by the chairperson, the student will distribute the completed proposal to all members of the committee a minimum of 2 weeks before the proposal defense.
2. The dissertation chairperson will secure a room or create a virtual meeting for the defense.

Proposal Defense Procedure

1. The chairperson convenes the meeting and introduces the student and the committee members.

2. The student will give an oral presentation lasting no longer than 20 minutes.

3. If the proposal defense is open to the PhD students and faculty, the audience will be invited to ask questions of the student following the presentation. The question-and-answer period will be limited to 15 minutes. The audience will be excused following the question-and-answer period.

4. The student will then defend the proposal by responding to questions from the committee.

5. After the committee is satisfied that all questions have been answered, the student will be excused from the room while the committee deliberates.

6. The decision to pass or not pass a student on the dissertation proposal defense will be made by a majority vote of the dissertation committee members. In case of a tie decision to pass/not pass, the dissertation chair will vote to break the tie.

7. After voting, the committee will call the student in and report the outcome of the deliberation.

8. Upon successful proposal defense, the chair and committee will sign the Dissertation Proposal Approval form and submit it to the Program Director.

The student may repeat the dissertation proposal defense once. If a student is not successful, they may, but is not required, to reassemble a new dissertation committee for the second dissertation proposal defense.

The decision of the dissertation committee to pass the student on the dissertation proposal defense does not constitute an acceptance of the dissertation proposal. Revisions may be required based on the committee assessment.

The Dissertation

The Dissertation Process

The dissertation must be focused on a phenomenon of concern to nursing. The results of the dissertation should contribute to the body of nursing knowledge and the development of

nursing science. The dissertation process is composed of four major facets: (1) writing the proposal, (2) conducting the research, (3) writing the dissertation, and (4) defending the dissertation.

The Dissertation Proposal

The dissertation proposal serves as a guide that describes the research problem, including the rationale for the study, a synthesis of the literature, methods of investigation, and analysis. The proposal also serves as a contract between the student and committee members. The proposal is submitted to the dissertation committee and is approved in the form of a dissertation proposal defense. Timing of the student's submission of the proposal to the University of Cincinnati Institutional Review Board (IRB) for review is up to the discretion of the dissertation chair. Materials for the IRB process and procedure for review of human subjects are available on the UC IRB website. Following committee and IRB approval of the proposal, and admission into PhD Candidacy, the student may conduct the study.

The Dissertation Format

The dissertation document shall be organized in the format appropriate to the topic and design of the research conducted by the candidate. The chairperson and the student together will make the decision on the format to be used. All scholarly writing is to follow the guidelines/format found in the latest edition of the American Psychological Association (APA) manual. General formatting (e.g., title page, table of contents, etc.) of the dissertation needs to adhere to the Graduate College guidelines available on the website.

Non-Manuscript Format (Traditional) Dissertation: The traditional dissertation format contains, but is not limited to:

- Chapter 1 – This chapter introduces the phenomenon of interest.
- Chapter 2 – This chapter provides a review of the relevant literature related to the phenomenon of interest.
- Chapter 3 – This chapter details the planned methods for the dissertation study.

- Chapter 4 – This chapter details the results of the dissertation study.
- Chapter 5 – This chapter discussed the dissertation research results in context of the relevant literature, health policy, implications for nursing, etc.

Some non-manuscript format dissertations may have additional chapters.

Manuscript Format Dissertation: The manuscript format dissertation is comprised of two chapters and a minimum of three publishable manuscripts. Two of the three full-length manuscripts may be submitted for publication prior to the dissertation proposal defense providing the manuscripts are logically-connected and have the permission of at least two of the dissertation committee members. Faculty members, as appropriate, may serve as coauthors on the manuscripts providing they meet authorship criteria described in the College of Nursing's Authorship Policy. The student must be primary author on these manuscripts and must be able to defend how the manuscripts are based on the student's own work. An overview of the manuscript option format is:

- Chapter 1 – This chapter provides an overview of the dissertation plan including the research aims, methods, and a clear articulation of the study's link with each of the publishable manuscripts.
- Chapter 2 – This chapter is the 1st of 3 manuscripts. It can be, but is not limited to, a scholarly review of the literature, a methods manuscript, theoretically-focused manuscript, or a data-based manuscript reporting pilot or secondary analysis findings.
- Chapter 3 – This chapter is the 2nd of 3 manuscripts. It can be, but is not limited to, a scholarly review of the literature, a methods manuscript, theoretically-focused manuscript, or a data-based manuscript reporting pilot or secondary analysis findings. It also may be a manuscript reporting an aspect of the dissertation findings.
- Chapter 4 –This chapter is the 3rd of 3 manuscripts. The manuscript will be data-based and report the dissertation findings.
- Chapter 5 – This chapter summarizes the discussion, implications for health policy and nursing, recommendations, and conclusion of the dissertation. The specific components of this chapter will vary by student and dissertation committee.

Writing the Dissertation

Writing of the dissertation is an iterative process that involves submission and re-submission of draft documents to the committee chairperson for feedback and advice on preparation of the next draft. When the chair and student agree that a draft is ready for sharing with other members of the committee, each member is provided a copy of the latest draft. A minimum of 2 weeks should be allowed for committee members to read drafts before attending a committee meeting. All drafts should be typewritten and properly referenced.

The committee meets as often as necessary to discuss the final drafts and to counsel the student on any additional steps that may be needed prior to their approval.

Defending the Dissertation

Pre-Defense Meeting

Prior to the final defense, each candidate must schedule a required pre-defense meeting with the entire committee. The purpose of this meeting is to discuss with the student any changes to the dissertation that must occur prior to the defense, and to ensure that the candidate is prepared to move forward. At the satisfactory completion of this meeting, the candidate or chair must submit the Pre-Dissertation Defense Approval form with all signatures to the PhD Program Director (see Appendix).

The oral defense is scheduled following the dissertation committee approval of the written document(s) and after the pre-defense meeting has been held.

Oral Defense of the Dissertation

The oral defense of the dissertation is a public presentation of the study, presented to a group composed of the dissertation committee and interested individuals from the university, health care agencies, and the general public. The student is expected to respond to questions from the

dissertation committee and the attendees as a part of a satisfactory oral defense of the dissertation.

The student is required to schedule and post the public oral defense with the Graduate College approximately 2 weeks prior to the anticipated public defense date (see Graduate College webpage). In addition, approximately 2 weeks prior to the scheduled public defense, the candidate will submit an abstract of the dissertation, a short biosketch or biography, and a recent photograph to the PhD program director, for an email announcement of the defense within the College of Nursing.

During the public defense, the candidate presents his or her research to the audience and answers questions posed by the committee. After the committee members have completed their questioning, other members of the audience may ask questions or make comments. At the conclusion of the defense, the committee or the candidate will withdraw while the committee makes a decision on the acceptability of the dissertation and its defense. All of the voting members of the dissertation committee must approve the dissertation.

Following the public defense, the student will make any modifications to the document as recommended by the dissertation committee. The chair will obtain signatures of the committee on the committee approval form.

Following successful oral defense and approval of the final dissertation document, the candidate must submit the electronic dissertation and the committee approval form by following the most current detailed instructions found on the Graduate College webpage.

Use of a Moderator

An outside moderator is not required but may be assigned by the Graduate College Dean, upon the request of the candidate, the dissertation chair, or the Senior Associate Dean of Academic Affairs. Moderators should be members of the all-University Graduate Faculty from outside of

the College of Nursing. The duties of the moderator are limited to observing the oral defense of the dissertation and reporting in writing to the Graduate College Dean on the academic propriety of the proceedings.

Policy for Advising Post-BSN PhD Students

The following policies should be considered when advising post-BSN PhD students:

1. Students may be admitted to the PhD Program in the College of Nursing post-masters or post-BSN.

2. The University Graduate College requires 90 semester credit hours (or quarter credit hour equivalent) of graduate work beyond the Bachelor's degree for the PhD.

3. For students entering the College of Nursing PhD program post-masters, 30 semester credit hours are usually awarded toward the 90 semester credit hours of graduate study mandated by the University Graduate College.

Given these prior policies, advising post-BSN doctoral students is as follows:

1. For students entering with graduate credits, the PhD program director and the student's PhD program advisor will evaluate the number of previous graduate credit hours that can be awarded. This is accomplished by evaluating the student's area of interest and phenomenon of concern.

2. For students entering with no graduate credits, the student must complete 90 graduate semester credit hours, which will include the 60 graduate credit hours required by the PhD program.

3. For students entering with a BSN and no graduate credits, the following 12 graduate credit hours are required during the pre-PhD year of the program:
   a. 3 graduate semester credit hours in research methods (a general course)
   b. 3 graduate semester credit hours in intermediate statistics
   c. 3 graduate semester credit hours in theory/evidence-based practice (e.g., Scientific or Theoretical Basis for Clinical Reasoning).
   d. 3 graduate semester credit hours in Health Policy/Health Systems

4. Students entering the doctoral program post-BSN must take at least 12 semester hours in a focused area of graduate study (that is, these courses should be related in a significant way). These areas may include, but are not limited to:

   - Administration, organization, management

   - Advanced practice

   - Environmental health

   - Epidemiology

   - Genetics

   - Health promotion/risk reduction

   - Improving health outcomes

   - International health

   - Focused area in psychology, sociology, anthropology (e.g., health disparities, cultural studies, women's studies, social psychology)

   - Nursing education

   - Population-focused care

   - Research methodology and design

   - Statistics or biostatistics

   - Any other area related to or has implications for developing nursing science

5. Post BSN students should take graduate level courses to complete the 30 graduate semester credit hours required by the Graduate College. These courses can be in any of the above areas, and may include independent studies, directed studies, or research practicum as approved by their PhD program advisor.

6. Post-BSN students should complete one year of full-time study (minimum of 20 credit hours) in graduate work prior to entering Level 1 PhD courses, with not more than 6 credits of independent studies, directed studies, or research practicum.

Appendices

College of Nursing Strategic Plan

See the next page for the college's 1-page strategic map.

Strategic Map

Through the creative leveraging of technology, innovation and inclusive excellence*, University of Cincinnati College of Nursing will lead and impact the transformation of health care through strategic partnerships.

University of
CINCINNATI
COLLEGE OF NURSING

1. BUILD A CULTURE OF HEALTH FOCUSED ON SOCIAL DETERMINANTS

2. STRENGTHEN, EXPAND AND OPTIMIZE TECHNOLOGY AND EXPAND EFFECTIVE USE

3. DEVELOP TARGETED PARTNERSHIPS

Strategic Priorities

Goals

Strategies

I. Model of best student-centered education for academic excellence in practice, research, service and policy, recognized for impact and innovation	**II.** Model of transdisciplinary research recognized for impact and innovation	**III.** Eliminate health care disparities in our community (local to global)	**IV.** Maximize human, financial and environmental resources	**V.** Cultivate the Culture of Health and core values, strategic priorities and norms of the College of Nursing
I.I Improve quality and effectiveness of academic programs through innovative, evidence-based and agile curricula and research	**II.I** Expand research portfolio that improves population health, well-being and equity	**III.I** Co-create with community partners more equitable and healthier communities	**IV.I** Align faculty and staff resources with optimal enrollments across each program level and support units	**V.I** Build relationships to create a climate of collaborative engagement and collegiality among faculty, staff, students, alumni, Board of Advisors and external community
I.II Lead the nation in the application of emerging technologies and data analytics to improve nursing education and health care delivery (i.e. mobile technologies, simulations, telehealth)	**II.II** Promote a collegial research and scholarship culture that supports sustained quality and rigor	**III.II** Explore and develop opportunities that span local to global engagement across all programs (graduate and undergraduate)	**IV.II** Generate entrepreneurial initiatives to sustain the financial health of the college	**V.II** Enhance a culture of inclusive excellence
I.III Provide clinical experiences across the continuum of care with focus on population health and wellness and aligned with learning outcomes from placement to transition to practice	**II.III** Strengthen research faculty recruitment, retention and scholarship support including coaching, professional development and leveraging cross-sector collaboration	**III.III** Establish faculty practice to extend primary, chronic, integrated and integrative health care capacity in the community	**IV.III** Cultivate and secure new, diverse funding sources and increase alumni and donor participation and engagement	**V.III** Formalize a culture of mentorship, coaching, and succession planning
I.IV Strengthen student, faculty and staff success by enhancing recruitment, selection, orientation, advising, mentoring and retaining a diverse college population	**II.IV** Maximize student research and scholarship through local, regional and national mentorship and external funding	**III.IV** Increase the number of students, faculty and staff engaged in local to global experiences that focus on population health, well-being and equity	**IV.IV** Promote efficiency and an integrated data management strategy within the college and UC to support effective data-driven decision making	
I.V Integrate CoN into the Academic Health Center, University and external community to increase diverse pipelines, interprofessional collaboration and education to address social determinants of health	**II.V** Actively participate in achieving institutional NCI designation	**III.V** Leverage and increase faculty and staff presence in providing service and support to community/ professional organizations that promote community well-being and equity	**IV.V** Leverage cross-sector partnerships to meet and expand mutual goals	
	II.VI More fully integrate CoN within CCTST efforts			

*Inclusive Excellence is defined as an environment where the concepts of diversity and inclusion are put into practice.

Mentor Agreement Form

Student Name	
Academic Advisor	
Research Advisor	
Mentor and Department Affiliation	
Funding Source	
Funding Program Name	
Project Title	

Brief summary of project and relevant expertise of mentor (no more than 100 words)			
Student Signature		Date	
Academic Advisor Signature		Date	
Research Advisor Signature		Date	
Mentor Signature		Date	

Electronic signatures must be obtained using DocuSign. Document with all signatures must be submitted to the PhD program director before dissertation defense is publicly announced.

PhD Student Mentoring Worksheet & Individual Development Plan

SECTION 1. DEMOGRAPHIC INFORMATION & MILESTONES.

DEMOGRAPHIC INFORMATION & MILESTONES			
PhD Student		**Faculty Advisor/Chair**	
Program Entry Date		**Today's Date**	
Date Candidacy Exam by Portfolio Passed, if applicable			
Date Dissertation Proposal Approved			
Research Focus Area			
Honors/Awards			
Dissertation Committee Members and Departments			

SECTION 2. GOALS.

<table>
<tr><td colspan="4" style="background-color:green">TEACHING</td></tr>
<tr><td>Teaching Goal</td><td colspan="3"></td></tr>
<tr><td>○   Not applicable</td><td>○   Goal Met</td><td>○   Making Progress</td><td>○   No Progress</td></tr>
<tr><td>Accomplishments</td><td colspan="3"></td></tr>
<tr><td>Obstacles</td><td colspan="3"></td></tr>
<tr><td>Notes</td><td colspan="3"></td></tr>
</table>

<table>
<tr><td colspan="4" style="background-color:blue">CLINICAL CARE</td></tr>
<tr><td>Clinical Care Goal</td><td colspan="3"></td></tr>
<tr><td>○   Not applicable</td><td>○   Goal Met</td><td>○   Making Progress</td><td>○   No Progress</td></tr>
<tr><td>Accomplishments</td><td colspan="3"></td></tr>
<tr><td>Obstacles</td><td colspan="3"></td></tr>
<tr><td>Notes</td><td colspan="3"></td></tr>
</table>

<table>
<tr><td colspan="4" style="background-color:red">RESEARCH</td></tr>
<tr><td>Research Goal</td><td colspan="3"></td></tr>
<tr><td>○   Not applicable</td><td>○   Goal Met</td><td>○   Making Progress</td><td>○   No Progress</td></tr>
<tr><td>Accomplishments</td><td colspan="3"></td></tr>
<tr><td>Obstacles</td><td colspan="3"></td></tr>
<tr><td>Notes</td><td colspan="3"></td></tr>
</table>

PRESENTATIONS

Presentations Goal			
o Not applicable	o Goal Met	o Making Progress	o No Progress
Accomplishments			
Obstacles			
Notes			

PUBLICATIONS

Publications Goal			
o Not applicable	o Goal Met	o Making Progress	o No Progress
Accomplishments			
Obstacles			
Notes			

GRANTS

Grants Goal			
o Not applicable	o Goal Met	o Making Progress	o No Progress
Accomplishments			
Obstacles			
Notes			

DISSERTATION

Dissertation Goal			
○ Not applicable	○ Goal Met	○ Making Progress	○ No Progress
Accomplishments			
Obstacles			
Notes			

SERVICE

Service Goal			
○ Not applicable	○ Goal Met	○ Making Progress	○ No Progress
Accomplishments			
Obstacles			
Notes			

NETWORKING

Networking Goal			
○ Not applicable	○ Goal Met	○ Making Progress	○ No Progress
Accomplishments			
Obstacles			
Notes			

WORK-LIFE BALANCE

Work-Life Goal			
○ **Not applicable**	○ **Goal Met**	○ **Making Progress**	○ **No Progress**
Accomplishments			
Obstacles			
Notes			

ADDITIONAL MENTORS

Mentoring Goal			
○ **Not applicable**	○ **Goal Met**	○ **Making Progress**	○ **No Progress**
Accomplishments			
Obstacles			
Notes			

SECTION 3. COURSE COMPLETION.

PRE-PHD COURSE COMPLETION (*BSN-PhD students only*) (minimum of 30 credit hours)		
Course	**Semester/Year Taken**	**Course Grade**
NURS8002 Theoretical Basis for Clinical Reasoning	**Fall _____ or Spring _____**	
NURS8004 Biostatistics for Evidence-based Practice	**Fall _____ or Spring _____**	
NURS8006 Research	**Fall _____ or Spring _____**	
NURS8008 Healthcare Policy	**Fall _____ or Spring _____**	
Graduate level course in specialty focus area: Course # and Name:	**Fall _____ or Spring _____**	
Graduate level course in specialty focus area: Course # and Name:	**Fall _____ or Spring _____**	
Graduate level course in specialty focus area: Course # and Name:	**Fall _____ or Spring _____**	
Graduate level course in specialty focus area: Course # and Name:	**Fall _____ or Spring _____**	
Graduate level course in specialty focus area: Course # and Name:	**Fall _____ or Spring _____**	
Graduate level course in specialty focus area: Course # and Name:	**Fall _____ or Spring _____**	

LEVEL 1 PHD COURSE COMPLETION		
Course	Semester/Year Taken (or planned)	Course Grade
NPHD9000 Applied Statistical Analysis	Fall _____	
NPHD9031 Role of Nurse Scientist I	Fall _____	
NPHD9011 Philosophy of Science	Fall _____	
NPHD9012 Introduction to Qualitative Methods	Fall _____	
NPHD9040 Applied Multivariable Statistics	Spring _____	
NPHD9032 Role of Nurse Scientist II	Spring _____	
NPHD9016 Theory Construction, Analysis, and Evaluation	Spring _____	
NPHD9010 Introduction to Quantitative Methods	Spring _____	

LEVEL 2 PHD COURSE COMPLETION

Course	Semester/Year Taken	Course Grade
NPHD9042 Applied Multivariate Statistics	**Fall ____**	
NPHD9036 Art of Grantwriting	**Fall ____**	
NPHD9037Research Practicum	**Spring ____**	
NPHD9009 Health Policy and Ethical Issues in Nursing Science (or NURS9009 Health Policy)		
Advanced Research Methods/Design Course: Course # and Name		
Graduate level course in research focus area: Course # and Name:		
Graduate level course in research focus area: Course # and Name:		
Graduate level course in research focus area: Course # and Name:		
NPHD9199 Candidacy Examination by Portfolio		

LEVEL 3 PHD COURSE COMPLETION

Course	Semester/Year Taken	Course Grade
NPHD9090 Dissertation Development (minimum 8 credits): *number credits taken* __	**Fall _____**	
NPHD9090 Dissertation Development (minimum 8 credits): *number credits taken* __	**Spring _____**	

Faculty Evaluation of PhD Student

Part 1. Evaluation			
PhD Student		**Faculty Advisor/Chair**	
Program Entry Date		**Today's Date**	
Date Candidacy Exam by Portfolio Passed		**Date Dissertation Proposal Approved**	

Summarize the student's overall progress towards achieving the PhD program outcomes and his/her personal goals.
Summary:

Note any major obstacles to progress.
Summary:

Skills requiring the student's attention *and* suggested actions to remedy deficits.
Summary:

Additional Comments/Notes:
Summary:

Appraisal of overall progress:	
	Unsatisfactory
	Needs improvement

	Meets expectations
	Exceeds expectations
	Outstanding
Recommendation regarding continuing matriculation:	
	The doctoral student should continue in the program with registration of courses during the next academic year
	A decision about progression needs to be forwarded to the Student Affairs Council for the following reason(s): ___ **Failure to complete required course work** ___ **Failure to progress on dissertation** ___ **Other**
	The doctoral student should be terminated and records forwarded to the Student Affairs Council for the following reason(s): *Provide rationale:*

Part 2. Acknowledgements.

Student Signature		**Date**	
Faculty Signature		**Date**	

Electronic signatures must be obtained using DocuSign. Document with all signatures must be submitted to the PhD program director for the student's file.

Dissertation Committee Approval Form

Student Name: _____   M-number: _____

Signature: _____   Date: _____

The dissertation committee shall consist of a minimum of three and no more than five members, all doctorally prepared, the majority of whom must be full-time faculty members at UC with professorial rank (tenure-track full, assistant, and associate professors). The chairperson must be a member of the College of Nursing faculty. One member must be external to the College of Nursing. *Note: the three primary members must have a research-focused doctorate and an active program of research*.

Dissertation Committee

Role / Name	Electronic Signature	College/Dept	Date
Chair:		College of Nursing	
Member:		College of Nursing	
Member:			
Member:			
Member:			

Additional Signatures

Role / Name	Electronic Signature	Date
PhD Program Director:		
Associate Dean for Research:		

In the event that changes in committee composition need to occur, the person initiating the committee change should notify all concerned in writing so that replacement(s) can be made without undue interruption of the process. The "Official Notification of Doctoral Committee Change" form with the appropriate signatures must be submitted to the PhD Program Director. *Electronic signatures must be obtained using DocuSign. Document with all signatures must be submitted to the PhD program director for the student's file.*

Official Notification of Doctoral Committee Change

To: Graduate College

From: *College of Nursing*
_____
              PhD Program Director   Department

Student Name   _____

Please make the following addendum to the above-named student's committee.

REMOVE
              _____
              Name   Signature

              _____
              Name   Signature

ADD
              _____
              Name   Signature

              _____
              Name   Signature

Doctoral Chair
              _____
Approval   Name   Signature

Electronic signatures must be obtained using DocuSign. Document with all signatures must be submitted to the PhD program director for the student's file.

Change of Committee Chair Form

To: Graduate College

From: *College of Nursing*
            _____
            PhD Program Director   Department

Student Name   _____

Please make the following addendum to the above-named student's committee.

NEW CHAIR
            _____
            Name   Signature

FORMER CHAIR
            _____
            Name   Signature

Electronic signatures must be obtained using DocuSign. Document with all signatures must be submitted to the PhD program director for the student's file.

Candidacy Examination by Portfolio Rubrics

PART 1: Critique of Defense Documents

Category A Self-reflection as an emerging scholar	Does Not Meet Standard (0 points)	Nearly Meets Standard (1 point)	Meets Standard (2 points)	Exceeds Standard (3 points)
RESEARCH STATEMENT (format: 1 page, single-spaced, 12pt font, 1" margins)	There are no details in the statement, flow is not logical, syntax is poor, and the statement is not focused.	Statement is somewhat detailed. There is no logical flow and the statement is not adequately focused. Multiple errors in syntax are present.	Statement provides sufficient information although not detailed. Logical flow is present. Minor errors in syntax are present. Statement is adequately focused.	Statement is detailed with a logical flow and correct syntax. Statement is adequately focused.
DIVERSITY STATEMENT (format: 1 page, single-spaced, 12pt font, 1" margins)	There are no details in the statement, flow is not logical, syntax is poor, and the statement is not focused.	Statement is somewhat detailed. There is no logical flow and the statement is not adequately focused. Multiple errors in syntax are present.	Statement provides sufficient information although not detailed. Logical flow is present. Minor errors in syntax are present. Statement is adequately focused.	Statement is detailed with a logical flow and correct syntax. Statement is adequately focused.
PHILOSOPHY AS A NURSE LEADER STATEMENT *Describes their approach as a leader in nursing science* (format: 1 page, single-spaced, 12pt font, 1" margins)	There are no details in the statement, flow is not logical, syntax is poor, and the statement is not focused.	Statement is somewhat detailed. There is no logical flow and the statement is not adequately focused. Multiple errors in syntax are present.	Statement provides sufficient information although not detailed. Logical flow is present. Minor errors in syntax are present. Statement is adequately focused.	Statement is detailed with a logical flow and correct syntax. Statement is adequately focused.
CURRICULUM VITAE (format: use CON template)	The CON CV template is not used.	The CV style is inconsistent, has misspellings, and/or has inaccurate information.	The CON CV template is used. Relevant sections are correctly depicted. Non-relevant sections are present. A	The CON CV template is used. Relevant sections are correctly depicted. Non-relevant sections are deleted. A

			uniform style is missing.	uniform style is used.
Category B Dissemination as an emerging scholar	**Does Not Meet Standard (0 points)**	**Nearly Meets Standard (1 point)**	**Meets Standard (2 points)**	**Exceeds Standard (3 points)**
SUBMIT 1ST AUTHORED MANUSCRIPT	No evidence of manuscript submission.	Evidence shows submission was a letter to the editor or to a blog or other media outlet, non peer-reviewed journal, or a predatory journal.	Evidence of manuscript submitted and received by a peer-reviewed journal.	Evidence provided that manuscript has already received peer reviewer feedback or been accepted for publication.
Category C Socialization into nursing science	**Does Not Meet Standard (0 points)**	**Nearly Meets Standard (1 point)**	**Meets Standard (2 points)**	**Exceeds Standard (3 points)**
COLLABORATE AND CONDUCT RESEARCH	No evidence of research activities.	Information on research activity provided but student's role/effort could not be verified by evidence provided.	Evidence of research activity provided such as presentation, grant submission, research internship, or submission of a research-based or health policy paper.	Evidence of multiple research activities.
Category D Evidence of research ethics application	**Does Not Meet Standard (0 points)**	**Nearly Meets Standard (1 point)**	**Meets Standard (2 points)**	**Exceeds Standard (3 points)**
CITI TRAINING	No evidence of current CITI training provided.	N/A	CITI training status is current and certificate reflects alignment with Greater Cincinnati Academic and Regional Health Centers requirements as a principal investigator.	N/A
APPLICATION OF RESEARCH ETHICS	No evidence of research ethics application.	N/A	Evidence demonstrates that research ethics	Multiple components provided as

			were adequately addressed such as through IRB submission as PI, human subjects protections are detailed in grant submission, or essay/presentation on research ethics.	evidence for research ethics application.

PART 2: Critique of Oral Defense
Use the following rubric to score the oral defense components: presentation and question/answer session.

Category A Self-reflection as an emerging scholar	Does Not Meet Standard (0 points)	Nearly Meets Standard (1 point)	Meets Standard (2 points)	Exceeds Standard (3 points)
RESEARCH STATEMENT	Demonstrates lack of sufficient knowledge during presentation AND responds poorly to questions.	Demonstrates lack of sufficient knowledge during presentation OR responds poorly to questions.	Demonstrates strong knowledge during presentation and in response to questions.	Demonstrates expertise during presentation and in response to questions.
DIVERSITY STATEMENT	Demonstrates lack of sufficient knowledge during presentation AND responds poorly to questions.	Demonstrates lack of sufficient knowledge during presentation OR responds poorly to questions.	Demonstrates strong knowledge during presentation and in response to questions.	Demonstrates expertise during presentation and in response to questions.
PHILOSOPHY AS A NURSE LEADER STATEMENT	Demonstrates lack of sufficient knowledge during presentation AND responds poorly to questions.	Demonstrates lack of sufficient knowledge during presentation OR responds poorly to questions.	Demonstrates strong knowledge during presentation and in response to questions.	Demonstrates expertise during presentation and in response to questions.
CURRICULUM VITAE (format: use CON template)	Demonstrates lack of sufficient knowledge during presentation AND responds poorly to questions.	Demonstrates lack of sufficient knowledge during presentation OR responds poorly to questions.	Demonstrates strong knowledge during presentation and in response to questions.	Demonstrates expertise during presentation and in response to questions.
Category B Dissemination as an emerging scholar	**Does Not Meet Standard (0 points)**	**Nearly Meets Standard (1 point)**	**Meets Standard (2 points)**	**Exceeds Standard (3 points)**

SUBMIT 1ST AUTHORED MANUSCRIPT	Provides no justification for manuscript purpose or the journal to which it was submitted.	Provides marginal justification for manuscript purpose and the journal to which it was submitted.	Provides adequate justification for manuscript purpose and the journal to which it was submitted.	Provides strong justification for manuscript purpose and the journal to which it was submitted.
Category C Socialization into nursing science	**Does Not Meet Standard (0 points)**	**Nearly Meets Standard (1 point)**	**Meets Standard (2 points)**	**Exceeds Standard (3 points)**
COLLABORATE AND CONDUCT RESEARCH	Provides no justification for the research activity provided as evidence.	Provides marginal justification for the research activity provided as evidence.	Provides adequate justification for the research activity provided as evidence.	Provides strong justification for the research activity provided as evidence.
Category D Evidence of research ethics application	**Does Not Meet Standard (0 points)**	**Nearly Meets Standard (1 point)**	**Meets Standard (2 points)**	**Exceeds Standard (3 points)**
CITI TRAINING	N/A	N/A	N/A	N/A
APPLICATION OF RESEARCH ETHICS	Demonstrates lack of sufficient knowledge during presentation AND responds poorly to questions. Provides no justification for the activity provided as evidence.	Demonstrates lack of sufficient knowledge during presentation OR responds poorly to questions. Provides marginal justification for the activity provided as evidence.	Demonstrates strong knowledge during presentation and in response to questions. Provides adequate justification for the activity provided as evidence.	Demonstrates expertise during presentation and in response to questions. Provides strong justification for the activity provided as evidence.

PART 3: Preliminary Outcome Recommendation based on Critique Scores

PRELIMINARY OUTCOME RECOMMENDATION		
Recommendation	**Critique of Defense Documents**	**Critique of Oral Defense**
Pass	16-23 points	14-21 points
Not Pass (Fail)	0-15 points	0-13 points

PART 4: Final Vote (based on critique scores and overall evaluation panel debriefing (qualitative assessment).

PASS	NOT PASS (FAIL)

Advancement to Doctoral Candidacy Progress Form

Student Name: _____   M-number: _____

Candidacy Examination Prerequisites

Documentation of readiness (to be completed by Dissertation Committee Chair and Candidacy Exam Panel):

_____ Course Work Completed   _____ Required Courses "C" or Better

_____ Cumulative GPA 3.00+   _____ Residency Requirement Completed

Chair Signature: _____   Date: _____

Approval of Advancement to Candidacy

Results of Candidacy Examination by Portfolio

Date Taken _____   Result _____

Candidacy Examination by Portfolio Panel

Role / Name	Electronic Signature	Date
Chair:		
Member:		
Member:		

Additional Signatures

Role / Name	Electronic Signature	Date
PhD Program Director:		
Associate Dean for Research:		

Electronic signatures must be obtained using DocuSign. Document with all signatures must be submitted to the PhD program director for the student's file.

Dissertation Proposal Approval Form

Student Name: _____   M-number: _____

This form certifies that all members of the student's dissertation committee have thoroughly reviewed the submitted proposal, engaged in rigorous dialogue with the student, and hereby grant permission for the above-named student to proceed with conducting their dissertation study.

Date of Dissertation Proposal Defense Meeting   _____

Dissertation Committee Members

Role / Name	Electronic Signature	College/Dept	Date
Chair		College of Nursing	
Member		College of Nursing	
Member			
Member			
Member			

Electronic signatures must be obtained using DocuSign. Document with all signatures must be submitted to the PhD program director for the student's file.

Pre-dissertation Defense Approval Form

Student Name: _____   M-number: _____

This form certifies that all members of the student's dissertation committee have thoroughly reviewed the submitted dissertation document, engaged in rigorous dialogue with the student, and hereby grant permission for the above-named student to proceed to conduct the public dissertation defense.

Pre-dissertation Defense Meeting Date   _____

Dissertation Committee Members

Role / Name	Electronic Signature	College/Dept	Date
Chair:		College of Nursing	
Member:		College of Nursing	
Member:			
Member:			
Member:			

Electronic signatures must be obtained using DocuSign. Document with all signatures must be submitted to the PhD program director before dissertation defense is publicly announced.

Dissertation Document and Oral Defense Approval Form

Student Name: _____ M-number: _____

DISSERTATION FINAL ORAL DEFENSE _____ Passed _____ Not Passed

DISSERTATION DOCUMENT APPROVED Date _____

Dissertation Committee Members

Role / Name	Electronic Signature	College/Dept	Date
Chair:		College of Nursing	
Member:		College of Nursing	
Member:			
Member:			
Member:			

Electronic signatures must be obtained using DocuSign. Document with all signatures must be submitted to the PhD program director before dissertation defense is publicly announced.