Ph.D. Student Handbook 2016-2017

Saint Louis University
School of Nursing

Overview to the Handbook

This handbook has been developed to provide helpful information while you are a student in the Ph.D. Program in Nursing at Saint Louis University. It represents the combined efforts of the program director, faculty, and Ph.D. students in fostering a supportive, collegial environment at Saint Louis University School of Nursing and in making transparent the practices and procedures specific to this program. A copy of this handbook is available as a PDF document in the **Ph.D. Connections Blackboard Learn** site **(NURS_PH.D._01)** and at this website:
http://www.slu.edu/nursing/current-student-resources/saint-louis-university-school-of-nursing-student-handbooks
This handbook should be used in conjunction with the *Graduate Education Catalog* to answer policy and procedure questions regarding your doctoral study. The *Graduate Education Catalog* can be found at this website: http://www.slu.edu/graduateeducation/graduate-education-catalog
These documents may be amended to reflect University, Office of Graduate Education, and School of Nursing changes in policies. Students should review the handbook and use the most current revisions of both documents.

Applicants to the Ph.D. Program in Nursing are admitted directly to Saint Louis University School of Nursing. The University does *not* have a *Graduate School*. Admission of applicants is determined by the School of Nursing and communicated to Graduate Admissions and the Office of Graduate Education. Student graduation is determined by the School of Nursing and coordinated with the Office of Graduate Education. The School of Nursing conforms to the basic policies of the *Graduate Education Catalog* of the University but may have more constrained/specific standards than stated in the catalog. The *Graduate Education Catalog* leaves a number of options available to individual schools and programs. This handbook provides information that conforms to and/or supplements the policies of the *Graduate Education Catalog* of Saint Louis University.

If you have questions about the content of this handbook, contact your academic advisor or the Ph.D. nursing program director. Web links are current at the time of distribution of this handbook. Because of the dynamic nature of the Web, some links may no longer work. Contact the Ph.D. nursing program director for guidance.

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SAINT LOUIS UNIVERSITY

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

The University's mission is the pursuit of truth for the greater glory of God and for the service of humanity. The University is governed by a Board of Trustees and administered by a president who is the chief executive officer. About 98% of the full-time tenured and tenure track faculty at the University hold the highest degree in their field. The University is classified as a Research University/High Research Activity by the Carnegie Foundation.

The Five Dimensions of the Saint Louis University Experience

The Five Dimensions of the Saint Louis University Experience challenge all members of our community to strive for excellence, become men and women for others, integrate classroom and out-of-classroom learning, develop their talents through discovery and reflection, and be concerned for each person (*cura personalis*). All members of the University community are expected to contribute to the development and sustainability of community through word and action. Our community is characterized by respect for the dignity of others, honesty, and the pursuit of truth. These Dimensions are created to ensure the right and privileges of all and to preserve the integrity of our learning community.

Scholarship and Knowledge

By developing a well-rounded educational foundation which incorporates learning through experience, becoming scholars in their chosen fields, and dedicating themselves to the advancement of knowledge, students are prepared for advanced study, their careers, and lifelong learning.

Intellectual Inquiry and Communication

By developing intellectual inquiry and communication, students are able to learn effectively, express ideas and concepts clearly, and apply their knowledge to new situations they encounter.

Community Building
By welcoming and working with others, regardless of race, color, ethnicity, national origin, ancestry, religion, gender, disability, age, sexual orientation, marital status, military status, pregnancy, or any other characteristic protected by law, students build an inclusive community which leads to respect and compassion for human life and the dignity of each person.

Leadership and Service
By serving others and by promoting social justice, students become men and women for others who lead by their example.

Spirituality and Values
By developing their spirituality, values, and openness to the transcendent, students determine principles to guide their actions and their relationships with others.

The Mission of Graduate Education at Saint Louis University

The mission of this office is to define and support excellence through teaching, research, scholarship, and community service. Through what they learn here, graduate students are prepared to be leaders who will use, integrate and disseminate knowledge to transform society in ways that are consistent with the values, ethics and intellectual ideals of a Catholic Jesuit university. You will leave Saint Louis University not only with a degree but with a deeper appreciation of the impact your degree can have on your life and that of others.

See Graduate Education website: http://www.slu.edu/academics/graduate

Saint Louis University School of Nursing

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

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

Accreditation

Saint Louis University is fully accredited by the North Central Association of Colleges and Secondary Schools. The School of Nursing is fully accredited by the Commission on Collegiate Nursing Education of the American Association of Colleges of Nursing (AACN), and is fully approved by the Missouri State Board of Nursing.

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

Mission Statement

The mission of the School of Nursing is education of "the whole person"—mind, body, heart and spirit, within a dynamic, diverse and technological society. The School of Nursing, an integral unit of Saint Louis University, seeks to fulfill its mission of education and leadership in the development of nursing as a discipline and profession through teaching, research, practice, and service in ways consistent with the Catholic, Jesuit values of the University. The School of Nursing acts responsibly by setting priorities and exercising stewardship to assure the best use of its resources.

The School, through the teaching component of the mission, prepares students at baccalaureate, master's, post-master's, and doctoral levels for professional nursing practice and interprofessional collaboration to care for the whole person, the "*cura personalis*". The School creates a student-centered environment that recognizes and actively addresses the diverse learning needs of students and an academic climate that promotes intellectual inquiry among faculty and students.

The School, through the research component of the mission, advances the active engagement of faculty and the involvement of students in the innovative scholarly process of discovery, dissemination, and translation of knowledge. The School promotes interprofessional collaboration in the conduct of research to maintain or improve health.

The School, through the service/practice component of the mission, promotes quality health care of individuals, families and communities to alleviate ignorance, poverty, injustice and hunger; extend compassionate care to the ill and needy; and to maintain and improve the quality of life for all persons. Saint Louis University School of Nursing faculty, staff, students, and graduates provide this holistic care by working with people in diverse environments to maintain or improve health.

Approval body: General Faculty Assembly, Reviewed and revised: November 18, 2013

Philosophy

The School of Nursing, as an integral component of Saint Louis University, upholds the Judaeo- Christian philosophy and mission of the University to pursue truth for the greater Glory of God and for the service of humanity. The faculty of the School of Nursing believes that all persons are created by God and possess intrinsic worth and dignity. We believe the very origin of nursing lies in the fundamental capacity to care for those in need. Recognition of *cura personalis* requires that acceptance, compassion and respect characterize relationships among faculty, staff, administrators, and students in the School, and relationships with individuals, families, and communities and other health care professionals in nursing practice settings. The School of Nursing provides a collegial environment of academic freedom in which students develop knowledge, insight, values, accountability, and professional competence.

Study of the liberal arts provides an essential foundation for the development of an educated person. Such an education assists students to develop greater knowledge of self, of God, of other people, and of the world in which they live. Attributes, such as intellectual insights, collaboration, communication, logical and analytical skills, and the exercise of independent judgment, are acquired through study of the humanities and the biological, physical, behavioral, and social sciences. This foundation also facilitates the study and practice of professional nursing.

Nursing as a profession and as a discipline is concerned with the promotion and maintenance of health, prevention of illness, care and rehabilitation of sick and disabled persons, and compassionate care of the dying. As a discipline developing its own science, nursing continues to expand its body of knowledge and to identify its articulations with the theories and practices of other relevant disciplines.

Nursing education is a collaborative endeavor of faculty and students in which each contributes and shares talents to enhance learning. Faculty members, having achieved expertise, facilitate each student's search for knowledge and self-actualization. Given students' individual abilities, interests, and career goals and changing societal needs, the faculty provides a range of educational programs and uses a variety of teaching methods. All educational experiences are designed to help students develop as critically reflective and socially responsible persons who are capable of making informed, prudent ethical decisions. The faculty encourages student self- assessment and evaluation, thereby preparing graduates for continuing personal and professional development. The faculty believes that continuing education is an integral component of nursing education and offers continuing education programs as a community service.

Initial preparation for professional nursing practice at Saint Louis University is organized around explicit concepts that structure the nursing content in the curriculum; such structure facilitates learning. Upon completion of the baccalaureate generalist program, the graduate possesses the theoretical base in nursing and related disciplines and the skills – both interpersonal and technological – required for practice. The graduate demonstrates the ability to integrate knowledge with skills and to collaborate with individuals, families, communities and other health care professionals in nursing practice settings. The graduate is prepared to begin a career in the practice of nursing in a variety of health care settings with individuals of diverse cultural backgrounds and ages. Education at the baccalaureate level prepares graduates for advanced study in nursing.

Master's education provides for the attainment of advanced knowledge and the ability to apply nursing theories in practice and for the development of clinical leadership skills. Upon completion of the master's generalist program, the graduate is prepared with the ability to provide leadership for nursing care at the microsystem level. Nurse practitioner education at the master's level provides for the mastery of a methodology for advanced practice to address patient needs within a population focus. Graduates of the master's program contribute to the development of nursing through their practice, leadership, scholarly activities, and involvement in professional associations. Education at the master's level prepares graduates for doctoral-level study in nursing.

Doctoral education provides leadership for the continuing development of nursing as a discipline and a profession. The Doctor of Nursing Practice (DNP) prepares nurses for advanced practice with the specialized knowledge and skills needed to diagnose and manage health and illness and improve the quality of health care in all practice settings using evidence and outcome-based methodologies. DNP graduates demonstrate clinical expertise, and promote high quality patient-centered care with an emphasis on interprofessional collaboration within the health care delivery system.

The Doctor of Philosophy in Nursing (Ph.D.) fosters commitment to knowledge generation and expanding the science of the discipline. As stewards of the profession, graduates apply methods of knowledge discovery to advance nursing scholarship and practice. The study of nursing as a scientific discipline is complemented by advanced study in related disciplines to address complex healthcare issues.

Approval Body General Faculty Assembly, Revised and approved: November 18, 2013

Current Graduate Programs at the School of Nursing

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

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Contacts: See People Finder: http://www.slu.edu/peoplefinder/

Other Contacts

- **Campus ministry**:
  Cynthia Enghauser, School of Nursing Room #325, 314-977-8967, enghauserc@slu.edu

- **Computer assistance**:
  ITS Support Center at 314-977-4000 option 2 for students.

- Answers to **Frequently Asked Questions** may be found at http://www.slu.edu/x43674.xml

- **Graduate Student Association** (student travel funds research conferences):
  https://sites.google.com/a/slu.edu/graduate-student-association/

- **Student Health and Counseling Services**: Marchetti Towers East 1st Floor, 314-977-2323.
  http://www.slu.edu/student-health-center

- **Office of International Services**, Des Peres Hall, Hall Room #102. 314-977-2500
  http://www.slu.edu/international-services-home

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

Policy Links

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

Graduate Education Catalog
http://www.slu.edu/graduate-education/current-students

Office of the Registrar (Student Services)
http://www.slu.edu/office-of-the-university-registrar-home

Office of Student Financial Services
http://www.slu.edu/student-financial-services

Ph.D. nursing Web site (Current Students)
http://www.slu.edu/nursing/majors-and-degrees/doctor-of-philosophy-in-nursing-%28phd%29

Admission Requirements

- Applicants for admission are considered individually based on the following admissions requirements. Ph.D. admissions faculty of the School of Nursing review and evaluate all applications and may request interviews with applicants who meet the following criteria:
- Graduate Education application for admission to classified status.
- Official report transcripts from all colleges and universities attended.
- Cumulative grade point average of 3.25 on a 4.0 system.
- Official report of Graduate Record Examination (GRE) General Test scores for test taken within last 5 years (scores approximately at the 50th percentile)
- Recommendations from three persons (preferably master's or Ph.D. prepared nurses) who can describe applicant's academic and professional accomplishments and potential for success in a Ph.D. nursing program
- Current, unencumbered registered professional nurse licensure in the state/country of residence/employment or eligibility for licensure in the State of Missouri.
- Curriculum vitae.
- Written statement describing clinical experience, career goals, research interests, and plans for study on-campus or distance learning.
- Evidence of high potential for scholarship, leadership in nursing, and conducting nursing research.
- **Additional criteria to be admitted into the Post MSN to Ph.D. Option:**
  - Master's degree in nursing from a nationally accredited program
- **Additional criteria to be admitted into the Post BSN to Ph.D. Option:**
  - A bachelor's degree in nursing from a nationally accredited program.
  - Two years of RN clinical experience required.

English Proficiency for International Students

Scores on IELTS are recommended to be 6.0 to 6.5. TOEFL scores should be ≥ 213 (computer-based), ≥ 80 (Internet-based), or ≥ 550 (paper-based). If scores are not at this level, one or two semesters of English as a Second Language (ESL) may be required. It is *strongly suggested* that international students enroll in ESL classes in the summer session prior to beginning their program of studies. Lack of English proficiency will inhibit a student's progression in the program. NOTE: EAP (English for Academic Purposes) courses that are 4000-level are not to be taken for graduate credit. EAP courses it will not count toward the degree.

Note:

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

Health Policies and Disability

Health Insurance

Saint Louis University requires full-time students to have basic health insurance. Unless you waive health insurance via the Health Insurance Waiver Form, you will be charged for coverage, for all semesters and/or terms in which you are registered, under the University Health Plan (UHP) health insurance plan sponsored by Saint Louis University. Participating students must complete the University Health Plan Enrollment Application Form. Summer coverage is not required.
Graduate Catalog, 2014-2015
Note: The SLU health insurance plan is *very* reasonable; contact 314-977-5666 for information.

Accommodations for Students with Disabilities

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at disability_services@slu.edu or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

University Writing Services

We encourage you to take advantage of university writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 314-977-3484 or visit the University of Writing Services website (https://www.slu.edu/retention-and-academic-success/university-writing-services).

Tuition and Fees

The Office of Student Financial Services provides financial services to Saint Louis University students. Its website is http://www.slu.edu/student-financial-service

Graduate students, including those who are registered for zero credit hours, will be assessed the student activity fee and the Busch Student Center fee. Students enrolled in courses and who live outside the metropolitan area will not be charged the Busch Student Center fee.

Refunds

Under ordinary circumstances, tuition refunds are to be made following the guidelines outlined by the Office of Student Financial Services. This policy provides for a refund of 70%-100% for withdrawals that occur between the first and fifth weeks of the semester. In those cases in which the student's situation and subsequent request occur outside of the timeframe stated in the University policy, the Associate Provost for Academic Affairs may grant exceptions.

Generally, an exception to the stated policy will be granted only for situations involving extreme hardship. Specifically, a student must have developed a documented physical or mental health condition that prevents her/him from fulfilling the basic expectations of the courses in which the student is enrolled for the semester.

The portion of tuition refunded will be guided by the date on which the student stopped participating in course instruction. The following guidelines will be used in the determination of the refund to be granted; however, there may be instances in which no refund may be granted:

- If the student has attended for at least half of the semester, no more than a 50% refund may be granted.
- If the student has attended for at least two-thirds of the semester, no more than a 33% refund may be granted.
- If the student has attended for at least three-fourths of the semester, no more than a 25% refund may be granted.
- If the student has attended for more than three-fourths of the semester, no refund may be granted.

If an exception to the stated policy is requested, contact the Ph.D. nursing program director for a Tuition Refund Request Form and the form to justify the basis of the request.

Nondiscrimination Policy

Saint Louis University School of Nursing is in full support of the University Harassment Policy. Saint Louis University is a Catholic Jesuit institution with a distinctive educational mission and philosophy emphasizing Christian humanism, human dignity, and the development of the total human being.

These core values are manifested in the University's commitment to foster a workplace and learning environment that is free from any form of harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran's status, or any other characteristics protected by law.

Saint Louis University affirms that harassment because of sex. Race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran's status, pregnancy, or any other protected classification is detrimental to its mission and values.

The University endeavors to take steps reasonably necessary to prevent such behavior from occurring, including providing education and training to faculty, staff, and students as to their rights and responsibilities, informing person of the appropriate procedures for reporting inappropriate behavior, promptly investigating complaints, and imposing appropriate sanctions.

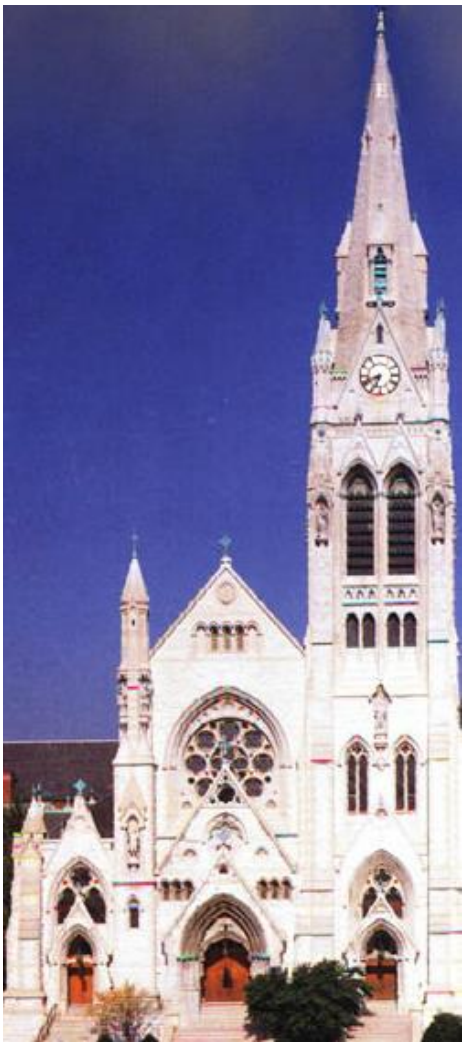
The University's Harassment Policy may be obtained from this website:
http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/harassment

The University's statements on diversity may be found at this website:
http://www.slu.edu/diversity/about-diversity-at-slu/diversity-defined

Academic Integrity/Ethical Behavior

Saint Louis University Academic Integrity Policy

Preamble



Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of falsehood violate its very reason for existence. They also demean and compromise the activities of teaching, research, health care and community service that are its primary mission.

Since the University seeks to prepare students and faculty for lives of integrity and occupations of trust, it regards all acts of academic dishonesty as matters of serious concern. Such dishonesty also undermines the academic assessment process, which in turn impairs the ability of the University to certify to the outside world the skills and attainments of its graduates. Such dishonesty allows those who engage in it to take unfair advantage of their peers and undermines moral character and self-respect.

The Academic Integrity Policy detailed below sets out principles that are implicit in the ethos of the University but that call for explicit formulation to guide the practice of the entire institution. In establishing necessary definitions and minimal procedures to be followed in adjudicating violations, it also allows academic units to set forth the details of their own honesty policies in ways appropriate to their disciplines.

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

The Policy and Its Scope

The Policy on Academic Integrity set forth here is designed to promote ethical conduct within the University community by:

1) Defining the responsibilities of various members of the University community;
2) Defining violations of academic integrity;
3) Setting minimum standards for reporting and adjudicating violations of academic integrity;
4) Establishing procedures for appeals to the Office of the Provost; and
5) Establishing standards and procedures for maintaining records.

The Office of the Provost, in collaboration with Deans and Directors of academic units, has the responsibility for integrating concepts of academic integrity into student programs and curricula. To comply with the University policy, academic units are expected to amend their own academic integrity policies to align with University definitions and minimum standards. Such units are also responsible for acquainting their students with professional requirements beyond those minimal standards as relevant to particular disciplines (NOTE: The use of the term "academic unit" refers to colleges, schools, centers, and the department or program level. The term is used inclusively because the process of investigating violations of academic integrity may begin at the departmental level in some cases or at the level of the college or school in others).

1. Responsibilities of Members of the Community

To create a learning environment in which high standards of academic integrity are prized requires the efforts of everyone in the University community.

Faculty are responsible for adhering to high standards of academic integrity in their own research and professional conduct; for laying out relevant parts of the policy on their syllabi and assignments; explaining key terms to students and following procedures for reporting and adjudicating possible violations both in and out of their academic unit. Furthermore, faculty are encouraged to create assignments that minimize the possibility of academic dishonesty through clear expectations and to help to create an environment in which academic integrity is uppermost.

Students are responsible for adhering to University standards of academic integrity, helping to create an environment in which academic integrity is respected, and reporting violations of the policy to instructors, department chairs, or administrators, as appropriate.

Staff are responsible for calling the attention of their supervisors to possible violations of academic integrity, for modeling high standards of academic integrity in their own professional conduct and research and for otherwise supporting a community of academic honesty and trust.

Academic administrators such as Deans, Chairs and Directors are responsible for addressing and managing cases of academic dishonesty in accordance with University policies and those of their academic units. One exception is that alleged violations of academic integrity in scientific research will be addressed in accordance with the Research Integrity Policy of the University. Administrators in academic units are also responsible for providing students or others charged with violations of academic integrity appropriate notice of the charges and the opportunity to respond in ways laid out in unit and University policies.

2. Violations of Academic Integrity

Definitions to guide academic units in setting and applying their academic integrity policies are as follows (more than one violation may apply):

Falsification entails misrepresentations of fact for academic gain. Instances include:

1. Lying to or deceiving an instructor about academic work;
2. Fabricating or misrepresenting documentation or the data involved in carrying out assignments;
3. Fabricating, misrepresenting, or altering in unauthorized ways information in academic records belonging to an instructor or to any academic department or administrative unit in the University.

Plagiarism involves the representation of someone else's thoughts, words, and/or data as if they were one's own or "self-plagiarism" which is the use of material prepared for one class and submitted to another without proper citation and without the permission of the instructor. Instances include:

1. Quoting directly from someone else's written, artistic or spoken work without using quotation marks or indented quotations and without giving proper credit to the author or artist; for example, cutting and pasting text from the internet and making it appear to be your own work.
2. Paraphrasing or incorporating someone else's ideas, concepts, arguments, observations, images, objects, music, or statements without giving proper credit;
3. Submitting as one's own work a paper or other assignment/project that has been prepared, either wholly or in part, by another person, group, or commercial firm without citation or acknowledgment.

Cheating involves the use of unauthorized assistance to gain an advantage over others. Instances include:

1. Copying from another student's examination or using unauthorized assistance, aids, technological resources such as cell phones, calculators, translation software or Internet based applications in taking quizzes or examinations;
2. Using resources beyond those authorized by the instructor to complete assignments such as writing papers, preparing reports, giving oral presentations, making models, multi-media projects, sound recordings, creating visual materials such as drawings, videos, or photographs or presenting material on the internet;
3. Acquiring, disseminating, or using tests or any other academic forms of assessment belonging to an instructor or a member of the staff through any means (including social media) without prior approval;
4. Influencing, or attempting to influence, any University employee in order to affect a grade or evaluation;
5. Hiring or otherwise engaging someone to impersonate another person in taking a quiz or examination or in fulfilling other academic requirements.

Sabotage entails disrupting or seeking to prevent the academic pursuits of others. It includes:

1. Interfering with work or undermining the academic success of others in the university community in an intentional way for the purpose of negatively impacting that person's academic performance;

2. Modifying, stealing, or destroying intellectual property such as computer files, library materials, artwork, personal books or papers.
3. Performing any action that would impact research outcomes such as lab tampering, falsification of data, or destruction of research resources.

Collusion involves unauthorized collaboration with another person or persons for the purpose of giving or gaining an academic advantage in such activities as completion of assignments or examinations without explicit permission of the instructor. Collusion may include any or all of the other violations of academic integrity as defined above. For example, if two students developed a plan that enabled them to improve their performance on an assignment that was supposed to be completed independently, they would be guilty of collusion.

Concealment entails failing to call to the attention of a faculty member or administrator violations of academic integrity that an academic unit requires be reported.

Graduate Education, Date Approved: June, 2015

For more information about Reporting and Adjudicating Violations of Academic Integrity, Submitting and Conducting an Appeal to the Office of the Provost, and Confidentiality see the full version of the Academic Integrity Policy at http://www.slu.edu/academic-affairs/policies or at http://www.slu.edu/graduateeducation/current-students.

Additional Statement for Saint Louis University School of Nursing

I. Purpose

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

Students in the School of Nursing programs are therefore expected to be honest in their academic professional work. The School of Nursing seeks to provide an atmosphere conducive to academic and professional honesty.

II. Policy

A. Policy Statement

Saint Louis University supports an environment of trust and integrity. Faculty and students share responsibility for upholding academic integrity. Violating academic integrity is not consistent with such an environment.

Violations of academic integrity include but are not limited to cheating, plagiarism, and falsifying, or fabricating facts. Professional integrity is violated by any dishonesty in meeting the responsibilities inherent in clinical practice.

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

B. Breaches of academic integrity include but are not limited to:

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

C. Breaches of professional integrity include but are not limited to:
   1. falsifying information and data
   2. violating confidential information
   3. violating professional code of ethics

D. Sanctions for Academic Misconduct
   1. Sanctions should be selected and imposed with three goals in mind:
      a. To assist in the education of the student responsible for the academic misconduct
      b. To encourage, in keeping with the University's mission, an honest intellectual environment
      c. To maintain the integrity of the academic program and the rights of all individuals
   2. Sanctions deemed appropriate for the Admissions, Progression, and Graduation Committee and Dean of the School of Nursing are:
      a. Warning
         A formal written warning
      b. Professional Probation for Academic Misconduct
         Probationary status imposed with or without restrictions for a definite period of time not to exceed one calendar year. A student is subject to immediate suspension or dismissal if involved in any act of misconduct, including violations of terms of probation, while on professional probation for academic misconduct.
      c. Suspension
         Involuntary separation of the student from the School of Nursing or University for a definite period of time after which the student is eligible to return. The length of time for the suspension will be determined by the Admissions, Progression, and Graduation Committee and stated in the report to the Dean of the School of Nursing. The disciplinary sanction of suspension is not recorded on the student's permanent academic record. The student is subject to immediate dismissal if involved in any act of misconduct after the suspension has been lifted.
      d. Dismissal
         Involuntary separation of the student from the School of Nursing or University without provision for a return in the future. In accordance with the University-wide code of student's rights and responsibilities, the disciplinary sanction of dismissal is required to be recorded on the student's permanent academic record.

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

Additional Statement for the Ph.D. Nursing Program

The University is a community of learning where students and faculty share the responsibility for maintaining academic, professional, and research integrity (SLU Office of Academic Affairs, 2004). Consistent with its Catholic Jesuit mission, the University is committed to a community and environment that supports inclusion and diversity. This includes respect for individuals with social identities similar to and different from one's own (SLU, nd).

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

Professional integrity is demonstrated by behaviors that reflect honesty, respect, and responsibility within the clinical and research environments. Civil behavior is expected in the classroom and through all forms of discourse and communication including course and university email. Responsible behavior is also expected through the use of social media: use of one's personal email when expressing personal views and business rather than university email, use of wording that does not imply discrimination, and not posting confidential university information (i.e. lectures or other materials; SLU Marketing and Communications Web Services, nd). Examples of behaviors that do not reflect integrity include: use of cell phones or texting during class, violation of research participant confidentiality, and behaviors that are not consistent with nursing standards (Fowler, 2008).

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

References:

American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association.* Washington, DC: APA.

Center for Academic Integrity. (1999). *The fundamental values of academic integrity*. http://www.academicintegrity.org/icai/assets/FVProject.pdf

Fowler, M.D.M. (ed). (2008). *Code of ethics for nurses with interpretive statements*. Silver Spring, MD: American Nurses Association.

Saint Louis University *Graduate Education Catalog*. (2013 or latest). Academic integrity/Ethical behavior. http://www.slu.edu/x57437.xml

Saint Louis University Marketing and Communications Web Services (nd). *Policies and best practice for all social media sites, including personal sites.* http://www.slu.edu/x63285.xml#identity

Saint Louis University (SLU) Office of Academic Affairs. (2004). *Academic integrity policy.* http://www.slu.edu/Documents/provost/policies_procedures/Academic_Integrity_Policy.pdf

Saint Louis University. (nd). Diversity at SLU. *Diversity defined.* http://www.slu.edu/diversity/about-diversity-at-slu/diversity-defined

U.S. Department of Health and Human Services (USDHHS). Office of Research Integrity. (2011). *Research misconduct*. http://www.ori.hhs.gov/definition-misconduct

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

Statement of Rights and Responsibilities

All student members of the Saint Louis University community have certain rights and are asked to assume significant responsibility by contributing their skills and talents to the University community. These rights and responsibilities include:

The Rights as stated in the Notice of Non-Discrimination. All programs and activities at Saint Louis University are open to all students without regard to sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran's status, pregnancy or any other characteristics protected by law.

The Right of Expression. The University recognizes each student's right to free speech, association and the free exercise of religion in the context of our Jesuit, Catholic mission, values, and ideals. In keeping with this recognition, the student media shall be free of censorship and advance approval of material, provided that its student leadership develops written editorial policies, ethical operating procedures and provide accurate and balanced news coverage, all based on the highest journalistic standards, state and federal law and the Mission of the University.

The Right to Petition. Each student shall have the right to petition the University for redress of grievances, amendment of University regulations, and modifications of University policy in a manner consistent with the Jesuit Catholic heritage and the University's Mission.

The Right of Privacy. Students shall be secure in their persons, living quarters, papers and effects from unreasonable searches and seizures. Information from disciplinary, academic, health and/or counseling files shall not be available to unauthorized persons without the expressed written consent of the student involved.

The Right to Assembly. Students shall have the right to assemble, provided it is done in accordance with University policy. The student body shall have formal and clearly defined means of participating in the formulation of University policy in student-related matters. Such participation will include, but not be limited to, membership on appropriate University committees. Students shall have the right to establish and elect a democratic student government, including designated organizations that fall under its penumbra, shall be recognized as the official and final voice of the student body.

As a member of an academic and social community, each student accepts the following responsibilities in keeping with the Five Dimensions of the Saint Louis University experience:

Scholarship and Knowledge

- Students have a responsibility to inform themselves on issues which affect them and the University, and to base their concerns and actions on accurate and timely information.
- Students have a responsibility to follow duly adopted policies of the University concerning appeals of decisions, adjudication of grievances, and access to activities.

Intellectual Inquiry and Communication

- Students are responsible for learning the content of any course of study for which they are enrolled and for putting forth their personal best efforts to be active and participating learners.
- As responsible members of the University community, students will conduct themselves in academic settings in a manner respectful of the rights of their fellow learners and their teachers.
- All students are expected to extend the highest standards of respect and professional integrity to the faculty, staff and administration of the University.
- Students will not engage in any abusive or threatening speech or communications, whether verbally, written, or electronic speech. When conflict and difference of opinion arise, students will address one another, as well as all other members of the University honestly and respectfully.

Community Building

- All students will be respectful of different backgrounds, identities, religious traditions, personalities, and beliefs of the students, faculty, and staff who make up the Saint Louis University community.
- As responsible community members, students agree to follow the laws governing use of alcohol, controlled substances, firearms, and similar regulated substances and items, and to abide by the duly adopted policies of the University which are based on those laws and the community's desire for a healthful and safe environment.
- All members of the University community have a right to live and work safely. All students will conduct themselves in a manner which does not pose a threat to themselves or any other person.

Leadership and Service

Students have a responsibility to participate in the election and operation of the student government to assure it is representative of the diverse views of the student body, responsive to its varying needs and desires, and provides legitimate representation of student opinion.

Spirituality and Values

In exercising the rights under the Statement of Student Rights, students will behave in a civil manner which is respectful of the rights of all other members of the University community- students, faculty, staff, and administrators, and will be guided by the duly adopted policies of the institution which promote an orderly, safe, and secure environment in the community.

Drug and Alcohol Abuse Prevention Policy

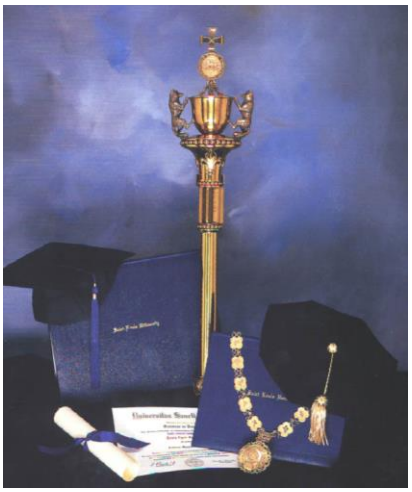
All students are expected to abide by the community standards outlined in the Drug and Alcohol Abuse Prevention Policy as a condition of enrollment. Please take a moment to become familiar with the Office of Student Responsibility and Community Standards Drug and Alcohol Abuse Prevention Policy, which may be found at the following link: - http://www.slu.edu/office-of-student-responsibility-and-community-standards/code-of-conduct-archives/2011-2012-student-

handbook/drug-and-alcohol-policies Saint Louis University prohibits the unlawful manufacture, distribution, sale, possession or use of illicit drugs or alcohol on its premises or as part of any University activity.

The paragraphs above were taken from The Saint Louis University Code of Student Conduct 2011-2012 may be found on this website:
http://www.slu.edu/office-of-student-responsibility-and-community-standards
Consult this website for more information about off-campus behavior, violations, suspensions, and due process.

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

Doctor of Philosophy Program in Nursing



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

Student Learning Outcomes

Graduates of this program will be prepared to:

1. Articulate multiple perspectives on knowledge development and a broad understanding of research methods.
2. Critique and synthesize nursing and interdisciplinary knowledge in a substantive area of inquiry.
3. Generate and disseminate nursing knowledge through research that is innovative, rigorously conducted, ethically sound, and culturally sensitive.
4. Steward the discipline by serving as leaders in health care and academic settings.
   (Revision Approved: Ph.D. Nursing Program Committee: March 2014)

Assessment Measures (partial listing)

Objective 1:

- Direct: Successful completion of required course work with a cumulative grade point average of 3.0 (B) on a 4.0 scale.
- Direct: Successful completion of written and oral qualifying exams evaluated by faculty with diverse perspectives and nursing specialties.
- Indirect: End-of-program survey (items related to knowledge development and research methods)

Objective 2:

- Direct: Successful completion of an area of concentration or formal minor
- Direct: Successful completion of dissertation research proposal
- Indirect: End-of-program survey (items related to critique/integrate science)

Objective 3:

- Direct: Successful completion of dissertation research and presentation (graduation rate)
- Direct: Primary/secondary presenters at research conferences (e.g., Midwest Nursing Research Society [MNRS])
- Direct: Publication of dissertation research
- Indirect: Demonstration of scholarship reflecting a program of research (e.g., funding, peer-refereed publications and presentations for interprofessional audiences)
- Indirect: End-of-program survey (items related to ethical and culturally competent scholarship)

Objective 4:

Direct: Placement/employment one year post graduation in a position at a health care or academic setting commensurate to the level of education (e.g., faculty position, research scientist, administrator)

Indirect: End-of-program survey (items related to leadership)

Indirect: Demonstration of the development of other areas important to the discipline: teaching, mentoring, leadership, policy, and service to the profession (e.g., organizational participation, editorial boards).

Curriculum

The Ph.D. program consists of a total of 69 credit hours: 57 credit hours of course work and 12 credit hours of dissertation research. Course descriptions and sample study plans are in Appendices A and B. Up to 18* credit hours of course work from a master's degree program in nursing may be accepted and applied without charge toward the total 69 credit hours required.

Post Bachelor's

Master's level (Master's level courses are typically online, asynchronous learning.)

HCE 5500	Ethics in Nursing and Health Care	2
NURS 5140	Health Promotion	3
NURS 5170	Advanced Pathophysiology	3
NURS 5200	General Research Methods	3
NURS 6805	Applied Univariate Statistics in Nursing Research	3
NURS	Cognates in a declared nursing specialty, such as acute care, adult-gerontology, family, pediatrics, or psychiatric-mental health nursing	4-6
NURS 6800	Theory Development in Nursing	3
NURS 6801	Research Issues in Health Promotion, Disease Protection and Reduction of Health Disparities	3
NURS 6802	Measurement of Nursing Variables	3
NURS 6803	Nursing Issues and Leadership Strategies	2
NURS 6804	Research Issues in the Care of Acutely and Chronically Ill Populations	3
NURS 6809	Quantitative Methods in Nursing Research	3
NURS 6810	Qualitative Methods in Nursing Research	3
NURS 6812	Issues of Scientific Integrity in Nursing and Health Research	1
NURS 6813	Knowledge Development in Nursing: Philosophical Perspectives	3
NURS 6806	Multivariate/Multivariable Statistics in Nursing Research	3
TBA	Methodology Elective	3
TBA	Area of Concentration (cognate)/Role Option	9
NURS 6959	Special Study for Examination (Preliminary Examinations)	0
--	Midwest Nursing Research Society annual conference(s)	0
NURS 6999	Dissertation Research	12
	Total credits	**69-71**

Post Master's

Pre-requisite: NURS 6805 Applied Univariate Statistics in Nursing Research (or equivalent)

M.S.N.	Advanced standing from master's degree course work*	18*
NURS 6800	Theory Development in Nursing	3
NURS 6801	Research Issues in Health Promotion, Disease Protection and Reduction of Health Disparities	3
NURS 6802	Measurement of Nursing Variables	3
NURS 6803	Nursing Issues and Leadership Strategies	2
NURS 6804	Research Issues in the Care of Acutely and Chronically Ill Populations	3
NURS 6809	Quantitative Methods in Nursing Research	3
NURS 6810	Qualitative Methods in Nursing Research	3
NURS 6812	Issues of Scientific Integrity in Nursing and Health Research	1
NURS 6813	Knowledge Development in Nursing: Philosophical Perspectives	3
NURS 6806	Multivariate/Multivariable Statistics in Nursing Research	3
TBA	Methodology Elective	3
TBA	Area of Concentration (cognate)/Role Option	9
NURS 6959	Special Study for Examination (Preliminary Examinations)	0
NURS 6999	Dissertation Research	12
	Total credits	**69**

Program Participation

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

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

Program Pre- or Co-requisite

Completion of a graduate course in advanced statistics, NURS 6805 Applied Univariate Statistics in Nursing Research (or equivalent), within the last five years is a prerequisite to NURS 6806 Multivariate/Multivariable Statistics in Nursing Research which is a required course in the program. Ideally, the prerequisite should be completed successfully by the start of the program; however, it may be completed prior to enrolling in the advanced statistics courses. Students who receive a course grade of "C" or lower in the program prerequisite course will be asked to repeat the course. Students complete 39 credits of Ph.D. course work exclusive of the pre- or co-requisite. Several courses at Saint Louis University satisfy the NURS 6805 prerequisite:

ORES 5010 Introduction to Biostatistics for Health outcomes Research,
PSY 5790 Applied Univariate Statistics,
BST 5000 Principles of Biostatistics
SOC 5050 Quantitative I: Applied Inferential Statistics.

Academic Advising

On admission to the program, each PhD nursing student is assigned a faculty academic **advisor**. Students are matched to faculty based on similarity of interests as suggested in the student's goal statement in the application materials. As a student's scholarly focus develops, another faculty member may be seen as a more appropriate match as **mentor** who will then become the academic advisor. The student may request a change to a different faculty member as mentor by discussing with the program director.

The academic advisor provides guidance with respect to program planning, course selection and enrollment, scholarly development, and other issues related to the student's academic and professional development, as appropriate.

- The *Student Academic Record* (see Appendix C) program plan documents some of the joint advisor-student planning of the student's progress through the program.
- The *Research and Scholarly Competencies* document (see Appendix D) serves as a starting point for the advisor and/or another faculty mentor to whom the student is assigned as research/graduate assistant to assist the student in planning the development of specific scholarly competencies through course and non-course-related experiences.

Registration

Registration for Courses

Registration for scheduled courses is available online through **SLU Banner Self Service** after consultation with the academic advisor. The link can be found in mySLU (http://myslu.slu.edu).

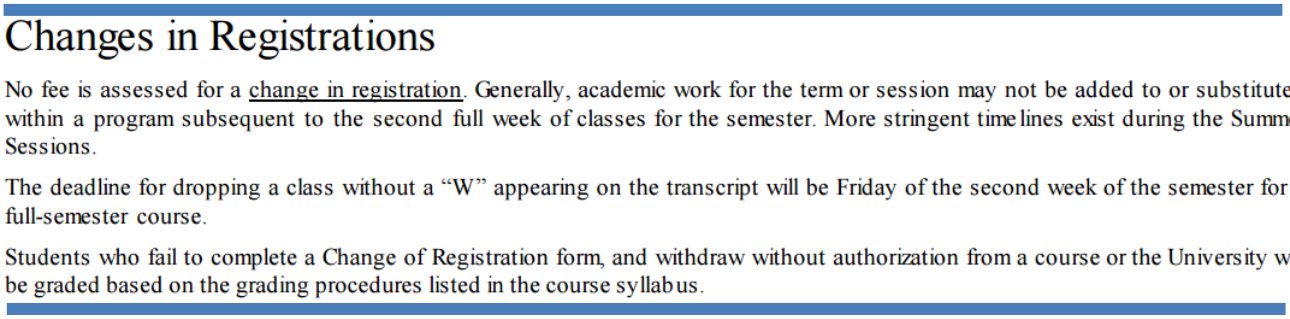
Prior to the initial registration you should contact your advisor to develop a curriculum plan. Then you can register yourself. Your SLU Net ID will be required to register. Pre-registration for summer and fall semesters is from early April to early May. Rolling registration is through August. Late registration is from late August – early September. During that time a $50 fee will be assessed. Spring registration begins early November to early December. Late registration is January to early February. During that time a $50 fee will be assessed. Directions on how to register in Banner can be found at http://www.slu.edu/x6342.xml. Students may register themselves for some courses; other courses require approval. Contact the director of the PhD nursing program if you have questions.

Students who register during the registration period of early April to early May and early November to early December will receive a bill from the University. If you register for a summer session after May 4th, you will ***not*** receive a bill and must contact the Office of Student Accounts (314-977-2395) to make financial arrangements. If you register for fall semester after July 1, you will ***not*** receive a bill and must contact the Office of Student Accounts. You will find the student account information at http://www.slu.edu/x21867.xml.

There are several policies Ph.D. students should read with regard to registration. These can be found in the current *Graduate Education Catalog* at http://www.slu.edu/graduate-education/current-students Specifically, check out the following policies:

- **Changes in Registrations**

Snippet from *Graduate Education Catalog* (2015-16, p 26)



Changes in Registrations

No fee is assessed for a change in registration. Generally, academic work for the term or session may not be added to or substituted within a program subsequent to the second full week of classes for the semester. More stringent timelines exist during the Summer Sessions.

The deadline for dropping a class without a "W" appearing on the transcript will be Friday of the second week of the semester for a full-semester course.

Students who fail to complete a Change of Registration form, and withdraw without authorization from a course or the University will be graded based on the grading procedures listed in the course syllabus.

- **Course Audit**
- **Late Registration**
- **Holds on Registration**
- **Research-Phase Registrations**
- **Zero-Credit Registrations**
- **Withdrawing (Course, Term, or University)**

Petitions and Forms

The following petitions and forms are located on the Office of Graduate Education website for Current Students under Courses and Credits, http://www.slu.edu/graduate-education/current-students

- **Petition for Transfer of Credit:** This form is to be used to transfer graduate coursework credits earned elsewhere as a non-degree or transient student.
- **Petition for Probationary Admission Enrollment**
- **Evaluation of Advanced Standing of a Doctoral Student:** This form is to be used to document completed, advanced coursework taken elsewhere that is applicable to a student's current doctoral program.
- **General Petition Form:** This form is to be used if none of the above specific petitions apply to your request.

The office of the University Registrar also has some helpful forms at this website: http://www.slu.edu/office-of-the-university-registrar-home/forms

- **Form #2 - Petition for Course Extension (Incomplete)** This approved petition is required to extend the time to complete a course, i.e. receive an incomplete grade.
- **Form #3 - Petition for Course Audit** This approved petition is required to enroll in a course as an audit.
- **Form #4 - Petition for Leave of Absence** This approved petition is required for student to take a leave of absence from Saint Louis University.
- **Form #5 - Late Registration Fee Appeal** This form is to be used by students to appeal a Late Registration Fee.

- **Form #8 - Petition to Withdraw from Course(s) after the Late Registration Period** This approved petition is required for students to drop course(s) after the late registration period. See calendar **here**.
- **Form #9 - Petition for Complete Withdrawal** This petition is for complete withdrawal from a semester, current or future, and to convey the student's intent to withdraw from the university or not.
- **Form #24 - Petition for Visiting Scholar/Guest Account** This petition is used to request access to mySLU for visiting scholars and other student guests.

And many, many more.

Academic Standards

There are several policies Ph.D. students should read. These can be found in the current *Graduate Education Catalog* at http://www.slu.edu/graduate-education/current-students This catalog include many policies. Specifically, check out the following policies:

- **Academic Appeals**
  Also see the School of Nursing Academic Appeal Policy below
- **Academic Integrity/Ethical Behavior**
- **Academic Progress/Ordinary Time Periods to Degree**

Snippet from *Graduate Education Catalog* (2015-16, p 18)

Academic Progress/Ordinary Time Periods to Degree

The ordinary time period to degree for Classified students begins at the start of the academic term when the first course is taken to be included in the degree program. Accordingly, revision of the start of the time period is possible after matriculation if a course taken in Unclassified status becomes part of the degree program through a successful petition to do so.

For students pursuing a Master's degree, the ordinary time period to the degree is five years, and eight for the doctorate directly from the baccalaureate. Students who petition into the Doctoral program after completing a SLU Master's degree will have a total of eight years to complete both degrees. For students pursuing the doctorate, having previously been awarded a Master's degree in the same or a comparable major field, the ordinary time-period to degree is seven years. A maximum of two extensions beyond the ordinary time to degree will be allowed. Students who were still within normal time to degree at the start of 2014-15 academic year were moved to the new policy.

- **Annual Reviews**
  In addition to the *Graduate Education Catalog,* all Ph.D. students at Saint Louis University School of Nursing will participate in an annual evaluation of their academic progress. The purpose of this review is to assess each student's academic progression, and scholarly achievements; this allows for direction and recommendations. Students are expected to complete the annual review process with their academic advisors by mid-October. New students need to be reviewed at the end of their first semester of study and can be reviewed a second time at the end of the spring semester. If a student does not participate in the required annual review process, future scholarship eligibility and assistantships will be at risk.

  An annual meeting will include the student and academic advisor/dissertation chair. The student review includes feedback on progress in the program, for example: academic work at the B+ level; cumulative GPA; timely completion of coursework (including incomplete or no

grades), written exams and dissertation; achievement of skill acquisition and scholarly development. Students will submit a dossier (e.g., Annual Review Form, Student Self-Assessment, and a current plan of study) describing their progress. The dossier will be submitted to the faculty no later than two weeks before the formal review meeting is held in January. The committee will evaluate the student's progress and provide feedback.

Students who are making successful progress toward their degree will be given a *satisfactory* rating with recommendations that will help them to continue advancing through the program. Students who are not meeting all expectations will be given a rating of *satisfactory with reservations* and recommendations to improve their performance. If a student is not making satisfactory progress, a rating of *unsatisfactory* will be given and an additional review will be scheduled in the following semester. The student, the advisor/dissertation chair, and the director of the Ph.D. program should sign the annual review. (An e-mail acknowledgement from students from a distance may be acceptable.) The student's signature indicates only that the student has seen the review and not necessarily that he or she agrees with it. Copy of the student's self-report and the feedback will be given to the student. The first two pages will be sent to the Dean (or designee) and the Associate Provost for Academic Affairs. See Appendix N for the Annual Self-Report and Evaluation Form.

Snippet from *Graduate Education Catalog* (2015-16, p 19)

Annual Reviews

All Master's and Doctoral students (excluding law and medicine) must undergo an annual review of their progress, although a department or program may require reviews on a more frequent basis. The manner in which the review is conducted is determined by a students' department or program. Departments and programs are required to file a copy of their review process with their appropriate Graduate Dean or Director and with the Office of Graduate Education. Copies of individual student reviews will be kept in the department or program office. A summary report of the results of annual reviews of all students in each department and program must be submitted to the appropriate dean or director of the college, school, or center.

- **Change of Grade**

- **Course Extension (Incomplete Course)**

Snippet from *Graduate Education Catalog* (2015-16, p 19)

Course Extension (Incomplete Course)

To receive additional time to complete a course, students must:

1. Submit completed Petition for Course Completion Extension from the Registrar's website.
2. Receive approval by the instructor.

Students must complete the course work by the approved deadline, which cannot be longer than one year after the course's final grades were due.

Two exceptions are:

1. Incomplete courses in prerequisite courses must be completed and graded prior to the first meeting for which the course is a prerequisite.
2. Incomplete courses for graduating students must be completed and graded 30 calendar days after the conferral date.

An Incomplete Course will be awarded a grade of "F", by the Office of the University Registrar, if the course is not completed by the approved deadline.

- **Good Academic Standing and Academic Probation**

Snippet from *Graduate Education Catalog* (2015-16, p 19)

Good Academic Standing and Academic Probation

Classified students are in good academic standing when they is making progress toward a degree within the time period established for that degree by the University. Students will not be advanced to candidacy or be eligible to graduate or continue an assistantship while not in good academic standing. Candidacy is achieved after passing the oral exam, regardless of whether the prospectus is part of the exam.

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

- They are on academic probation
- Their transcripts reflect more than 2 incomplete grades
- Their time to degree has expired
- They have been placed under temporary suspension for academic deficiencies or misconduct
- They have been formally dismissed from the University

If the cumulative grade point average of Classified students falls below 3.00 (on the four-point scale, "B" = 3.0), students are automatically placed on academic probation (not to be confused with Probationary admission). To continue degree pursuit, students must progress toward a 3.00 cumulative average and are expected to emerge from academic probation within nine credits or two successive academic terms during which coursework registrations are recorded. Students may not be advanced to candidacy status while on academic probation.

In general, Doctoral students are expected to complete academic work at the "B+" level. A limited number of credits in which the grade of "C" or "D" is earned may or may not be accepted toward a degree at the discretion of the individual department or program. The Classified student's cumulative grade point average in academic work presented to fulfill degree requirements must be at least 3.0.

Each college, school, and center is responsible for establishing specific policies and procedures regarding the placement of, monitoring of and subsequent dismissals associated with Academic Probation at the program and university levels.

- **Repeating Courses**

  In addition to the *Graduate Education Catalog* policy, a limited number of credit hours in which the grade of "C" is earned may or may not be accepted toward a graduate degree in the Ph.D. Nursing Program. On the recommendation/advice of the director or program committee, a Ph.D. nursing student may repeat a required course (or its equivalent at Saint Louis University) only one time. If the required grade is not achieved after repeating the course, the student will be dismissed from the program. The classified Ph.D. nursing student's cumulative GPA in academic work presented to fulfill degree requirements must be at least 3.0.

- **Suspension/Dismissal,**
  One addition to the policy found in the *Graduate Education Catalog*: If a Ph.D. nursing student receives a failing grade in one (1) graduate course, the student will be dismissed from the program.
- **Transfer of Credit**

School of Nursing Academic Appeal Policy

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

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

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

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

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

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

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

Appeal of a Program Dismissal:

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

The appeal is heard by the School of Nursing AP&G Committee. The Committee makes the decision to grant or deny the student's appeal. It is the responsibility of the Chair of the APG Committee to communicate the Committee's decision to the student. The Director/Option Coordinator of the

student's program is also promptly informed of the committee's decision on the student's appeal and is responsible for follow-up with the student.

Admission, Progression, and Graduation Committee Procedures:

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

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

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

The appeal letter should, at a minimum, include the following:

1. A concise statement of the purpose of the appeal;
2. A description of the relevant circumstances that may have influenced the student's academic performance;
3. The student's plan for future success.

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

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

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

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

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

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

The hearing will proceed as follows:

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

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

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

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

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

Also see the policy on Academic Appeals in the current *Graduate Education Catalog* at http://www.slu.edu/graduate-education/current-students

Matriculation Policies

There are several University matriculation policies Ph.D. students should read. These can be found in the current *Graduate Education Catalog* at http://www.slu.edu/graduate-education/current-students Specifically, check out the following policies:

- **Continuous Enrollment**

Snippet from *Graduate Education Catalog* (2015-16, p 24)

Continuous Enrollment

Matriculated Classified students must maintain continuous enrollment during each nine-month academic year until graduation. The academic department determines whether or not students must also enroll each summer. Alternatively, students in summers-only programs must register every summer until degree requirements are fully completed. Students violating the mandatory continuous-enrollment policy must pay a fee/penalty determined by the number of consecutive semesters not enrolled. If students do not enroll for a period of two years or longer, a new application for admission will be required along with a $20 application fee.

Classified students may formalize an interruption in progress towards a degree by petitioning for a leave of absence (see leave of absence policy).

- **Leave of Absence**
- **Parental Leave Policy**
- **Students Receiving University Funding Support**

All students in graduate education at Saint Louis University must enroll every fall and spring semester until they have completed the degree requirements. Failure to register will result in a non-continuous enrollment fee when returning.

General Coursework Information

NURS 6959 Special Study for Examination zero (0) credit

Students should register for Special Study for Examinations for the semester in which they intend to complete the written and oral preliminary examinations. The section number will be that of the director for the Ph.D. nursing program. Students may enroll in NURS 6959 a maximum of two times for "0" credit. This registration automatically qualifies the student for full-time status. The allowable grades for the registration are "Satisfactory (S)" (only allowed if the student takes and passes the examination in the semester), "In Progress (IP)" if the student does not complete the examination requirement in the semester, or "Unsatisfactory (U)" if the student fails the examination. The Graduate Education may approve a third registration under extraordinary circumstances.

NURS 6999 Dissertation Research zero (0) credit

Ph.D. candidates may register for 0 credit NURS 6999 Dissertation Research who do not require an extension of time only after successfully completing 12 hours of NURS 6999.

Zero (0) Credit

All graduate students, including those who are registered for "0" credit, will be assessed the student activity fee and the Busch Student Center fee with the exception that students enrolled in courses outside the metropolitan area will not be charged the Busch Student Center fee.

Full-time Status

Full time status for a graduate student is defined as **6** or more semester credits in formal courses (fall/spring semesters), **3** or more semester credits (summer total), and/or the following criteria for establishing status:

- Full-time: All graduate students holding full appointments as Fellows, Trainees, or Graduate Assistants.
- Full-time: All graduate students registered for NURS 6959 Special Study for Examinations.
- Full-time: All graduate students registered for NURS 6999 Dissertation Research, even if for zero credits. Students must be enrolled in at least one hour of dissertation credit upon completion of coursework or achievement of doctoral candidacy until completion of 12 hours. After completing 12 hours students may enroll in zero credits unless otherwise directed (e.g. additional credits while on extensions). A student may not register for more than 6 credits of NURS 6999 Dissertation Research in one semester.

Also see the policy on Full-time status under General Policies in the current *Graduate Education Catalog* at http://www.slu.edu/graduate-education/current-students

Area of Concentration (Cognate Courses).

Cognate courses are elective courses chosen with the assistance of the advisor/mentor that individually and collectively enhance the depth of understanding of the student's chosen area of concentration. These courses may be chosen from other schools or departments at the University; however a very limited number of courses are offered online/distance learning. The areas include health care ethics, public health, psychology, sociology, education, public policy, business, and other relevant disciplines. The student should be aware of pre-requisite courses in these departments. For more course information, see the *Graduate Education Catalog* website (see http://www.slu.edu/x57437.xml). Many distance students select the nurse educator courses as their area of concentration because they are offered online asynchronously through the School. Other online courses for an area of concentration may be bio-security and healthcare ethics.

Students may enroll in Research Topics (NURS 6979) and/or Graduate Reading/Independent Study (NURS 6989) courses guided by the faculty; these courses may be used as part of area of concentration. With faculty's permission to register, student complete an "application" form describing the course title, number of credit hours, objectives, content, and evaluation methods. This form must be approved by the supervising faculty member and by the Ph.D. nursing program director prior to the student's registering for the course (see Appendix E including the Title Change From). Typically, only two of these courses may be used for the area of concentration.

Nurse Educator Courses (as Cognate Courses).

A set of cognate courses is available for students to achieve competencies in academic settings as faculty. Students who select the Nurse Educator courses will complete 9 credit hours of nursing education courses. The nursing education courses are available online only (usually asynchronous learning). If students receive funds from the federal Nurse Faculty Loan Program (NFLP), certain conditions apply especially if the student's master's degree focused on nursing education. Contact the director of the Ph.D. Nursing Program for details. Students whose master's specialty/ concentration/track was nursing education or who have advanced degrees in education cannot enroll in the 500 level courses. Students who have advanced degrees in education but not in nursing may need to verify whether they are eligible for NFLP funds.

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

Minor

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

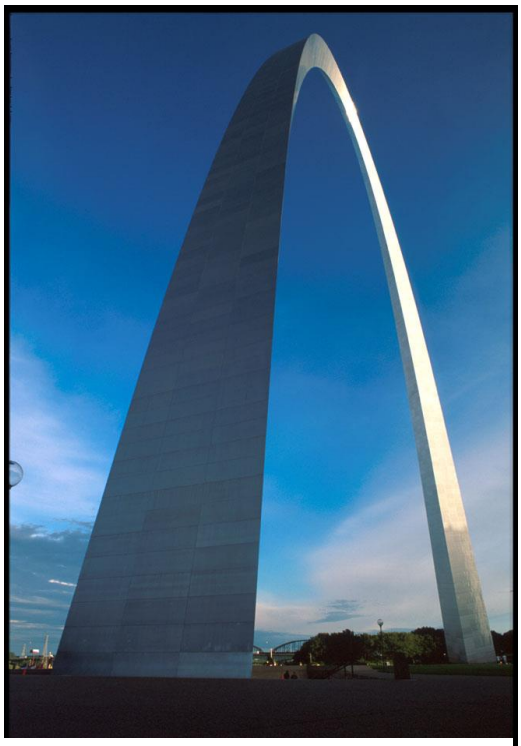
Consortiums

The Inter-University Exchange is a consortium agreement that allows students to take courses at other Saint Louis area institutions but have the course and the grade applied to their Saint Louis University transcript. Students pay Saint Louis University tuition just as though they were taking the course on our campus but attend the course at the cooperating institution

Cooperating institutions:

- Concordia Seminary
- Fontbonne University
- Harris Stowe State University
- University of Missouri-St. Louis
- Washington University in St. Louis

There are several University policies Ph.D. students should read about Consortiums. These can be found in the current *Graduate Education Catalog* at http://www.slu.edu/graduate-education/current-students



- **Inter-University Exchange**

Snippet from *Graduate Education Catalog* (2015-16, p 34)

Inter-University Exchange

The Inter-University Exchange is a consortium agreement that allows students to take courses at other Saint Louis area institutions but have the course and the grade applied to their Saint Louis University transcript. Students pay Saint Louis University tuition just as though they were taking the course on our campus but attend the course at the cooperating institution.

Cooperating institutions:

- Concordia Seminary
- Fontbonne University
- Harris Stowe State University
- University of Missouri-St. Louis
- Washington University in St. Louis

Students may be permitted to enroll in courses offered at these locations for SLU credit. A maximum of the equivalent of one three-credit course may be taken at the "visited" institution per academic term, and not more than six credits per degree program.

Saint Louis University students may cross-register for Post-Baccalaureate Courses (5000 or 6000 level) at other institutions included in the Inter-University agreements under the following conditions:

1. They are full-time and in good academic standing.
2. The course is not available at Saint Louis University.
3. The course is required or recommended for their program (including prerequisites).
4. The course is approved by the Saint Louis University advisor, department chair and dean.
5. Tuition for the course is paid to Saint Louis University at its rates.
6. Grades earned under these conditions will be computed into semester and cumulative grade point averages.

Students will be responsible for any additional course fees assessed by the "visited" institution.

Both Saint Louis University students and students from other institutions, must obtain permission to participate in this program by completing an Inter-University Program - Registration Form. This form requires the signatures of their Dean at their home institution, and the signature of the instructor or department at the university where the course is offered. When this form is completed it should be returned to the Office of the University Registrar at the home institution, who will complete the registration process for students.

Note: Some colleges/schools within the participating universities may not be available in this program. Check with the Registrar's Office at the institution you wish to visit.

Through special arrangements with the University, Aquinas Institute's (AI) graduate courses are directly accessible to students. Enrollments by students in AI coursework should be limited, the transfer-of-credit guidelines apply, and such registrations are to be monitored by the major fields.

- **Midwest Catholic Graduate School Consortium**

Snippet from *Graduate Education Catalog* (2015-16, p 34)

Midwest Catholic Graduate Schools Consortium

The Midwest Catholic Graduate Schools Consortium was created to foster cooperative endeavors in post-baccalaureate education and research among four universities: Loyola University-Chicago, Marquette University, University of Notre Dame, and Saint Louis University. The Consortium has established a visitation program for students and from time to time investigates joint research applications. Students should check with their major field departments for details.

Midwest Nursing Research Society (MNRS) Annual Conference

Attendance at the Midwest Nursing Research Society's annual conference is **required** for the first academic year. It is usually held in early spring. Thereafter, students may attend MNRS annually or another research conference mutually acceptable with the academic advisor/dissertation chairperson (Ph.D. Nursing Program Committee on December 9, 2009). The annual conference must be a research conference and not a professional conference. Students are encouraged to present at these conferences. A small amount of funds from the University's Graduate Student Association (GSA) will assist students.

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

(Note: GSA funds will not support a conference where CEUs are obtained.)

1. See your GSA representative about reimbursement procedures. Email the Ph.D. program director for the representative's email address.
2. See the GSA Web site about Conference Awards and Conference Awards FAQs

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

Grading Scale for Ph.D. Nursing Courses

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

High achievement suggests initiative, good grasp, and communication of concepts both verbally and in writing, and creative application of ideas. (Ph.D. Nursing Program Committee October 4, 2011)

Snippet from *Graduate Education Catalog* (2015-16, p 20)

The following grades are not awarded quality points and therefore are not calculated in students' cumulative grade point average.

NP	No Pass
P	Pass
S	Satisfactory
U	Unsatisfactory

The following course statuses are recorded on the academic transcript, but are not grades. There are no quality points associated with the statuses below and therefore have no impact on students' cumulative grade point average.

AU	Audit. (See Course Audit policy for additional information)
I	Course Work Incomplete (See Incomplete Course policy for additional information).
IP	In Progress (See Special Grading policy for additional information)
W	Withdrawal (Please see Withdrawal policy for additional information).

For Thesis Research, Dissertation Research, or Project Guidance course, the grades of "S" or "U" are assigned only in the final academic semester. For the grade of "S" students must have completed both the credit requirement and the thesis/dissertation/project itself. All prior registration will be marked with a status of "IP".

Directives for Scientific Writing: APA Format

The most recent edition (currently 6th edition) of the *Publication Manual of the American Psychological Association* (APA; http://www.apastyle.org) is accepted as the format for scientific writing in nursing courses in the Ph.D. program, on the written preliminary examinations, and on the dissertation. For course papers to be submitted to a journal for publication, students should follow the journal's author guidelines as to the accepted format. Students are strongly encouraged to use **EndNote** to format papers written in the Ph.D. Nursing Program. It may be downloaded free from this Web site: http://www.slu.edu/its/software-downloads

University Writing Services

All Ph.D. nursing students are strongly encouraged to use the University's Writing Services (UWS). The University Writing Services is committed to the campus-wide improvement of student writing. UWS wants to help improve the culture of writing on SLU's campus and to help students identify themselves as writers within their respective disciplines. Besides workshops and writing groups, consultants offer one-on-one assistance.

There are three on-campus locations for UWS: Busch Student Center Suite 331 and Suite 354, Pius XII Library 320-8, and Student Success Center in the School of Nursing 114. Check the website for location changes and hours: http://www.slu.edu/retention-and-academic-success/university-writing-services/contact-university-writing-services Online students may contact Writing Services at writing@slu.edu**.** International students may also contact International Services for writing assistance.

Snippet from Graduate Education Catalogue (2015-16, p 9)

University Writing Services

University Writing Services is available to all students. We are committed to improving student writing through one-on-one peer consultation, online writing consultations, writing workshops, writing groups, and Dissertation Writing Retreats. We want to help improve the culture of writing on SLU's campus and to help students identify themselves as writers within their respective disciplines. It is recommended that students make an appointment to see a writing consultant early in their careers to discuss writing goals and writing strategies. Longer writing projects require more support and University Writing Services can help students build an individualized writing plan, or form a writing group. Once students have an approved dissertation topic, our Dissertation Writing Retreats are a great way to build positive writing habits while writing a section of your dissertation.

Qualifying Examination ("Comps" or "Prelims")

Following completion of all required course work including nursing, methods, and cognate courses in the area of concentration, Ph.D. nursing students complete a qualifying examination in order to advance to doctoral candidacy. The qualifying examination for the degree of Doctor of Philosophy in Nursing is designed to test the depth, comprehension, integration, and synthesis of knowledge that students achieve after completing all required course work. The qualifying examination may also be known as "comps" and "prelims" because the examination is comprehensive and preliminary to advancing to doctoral candidacy. The format is in two consecutive parts: first, a written exam and then, an oral exam. Success on both written and oral exams is necessary to pass the qualifying examination. Failure on the written exam precludes progression to the oral exam (Approved: Ph.D. Committee April 4, 2013). Doctoral Candidate status will be given to the student after the passage of the comprehensive oral exam regardless of whether it includes the dissertation proposal (Approved by Graduate Academic Affairs Committee and Council of Academic Deans and Directors).

Snippet from *Graduate Education Catalog* (2015-16, p 31)

Preliminary Degree Examinations

Each Doctoral program will administer a written degree examination consistent with the expectations of the academic discipline. In some programs, a qualifying examination will be administered relatively early in the Doctoral studies. In other programs, the written examination is structured to assess comprehensive knowledge of the discipline after all or nearly all of the academic work has been completed. If students' performance is satisfactory, the department chairperson recommends a committee of five members of the Graduate Faculty to administer the oral examination.

Qualifying Examination: Writtens

The purpose of the written examination is to assess a student's comprehensive knowledge, understanding, and ability to reason in writing on a range of topics related to nursing as a scientific discipline. The written examination is a formal assessment of a student's potential to qualify, in part, as a doctoral candidate in the Ph.D. program in nursing.

Students must enroll in NURS 6959 for 0 credit hours under the program director's section number (e.g., -27) during the fall or spring semester in which the qualifying examination will be offered.

The written part of the qualifying examination is in the form of a take-home examination. Students will be given four questions. One question will be required for everyone. A student has the choice of responding to two of the three remaining questions. Each of the responses to the three questions should not exceed 10 double-spaced text pages (Times New Roman, 12 pts. font size with one inch margins).

The examination questions are distributed to students' SLU email address ordinarily on a Monday morning, and the responses are due Friday afternoon of the same week. Students will submit their responses to the director of the program using University e-mail as a Microsoft Word attachment (or a format readily compatible with Word). Students are responsible for the delivery of the responses by the deadline.

The written portion of the qualifying examination is ordinarily offered to a group of students twice in each academic year, in early fall and spring semesters. It is not offered during the summer session. Students will indicate to the Ph.D. program director, *at least one month in advance* of the start of the semester that they are eligible and wish to register for the written exam. See Appendix F in this handbook for the student academic record and *Written Qualifying Examination Application Form*.

Three members of the graduate faculty, designated as *readers*, will independently evaluate the students' responses that are blinded to identity. Two positive (*pass*) faculty evaluations from the three readers on each response are required to pass. The criteria for evaluation include (a) relevance of the content as a response to the question; (b) accuracy of the content; (c) clarity of expression; (d) evidence of logical thinking; (e) evidence of knowledge integration; (f) use of appropriate references; and (g) proper grammar, spelling, punctuation, and reference citation format.

If a student does not pass, the student fails the written part of the qualifying examination. When a student fails the written exam, it is the responsibility of the student to consult with the academic advisor to prepare and reschedule a second exam. The student may opt to retake the exam within the current semester but no later than the following semester's offering of the written exam. If the student does not retake the written exam in the same semester, but delays to the next semester's offering of it, the student must complete a Petition for Course Extension form and submit it to the PhD director.

The student will be given a second attempt to re-write only the number of questions failed. Subsequently, if a student fails one or more of the questions on the second attempt by a vote of 2 out of 3 graduate faculty readers, the Ph.D. Nursing Program Committee will be convened to discuss the results and decide on the student's academic status.

If a student who failed the written exam has exceeded the limit for time to degree, a petition to extend the time period to repeat a failed qualifying examination will ordinarily not be approved.

For students who have declared a formal minor, an additional part of the qualifying examination may be required. Students should contact the minor's department chairperson or program director to understand the scheduling, format, and procedure of the examination. Success on the formal minor's exam is determined by that department's policies.

Students may appeal an academic decision. See the School of Nursing Academic Appeal Policy above.

Snippet from *Graduate Education Catalog* (2015-16, p 31)

Oral Examination/Proposal Defense

An oral examination/proposal defense is scheduled in advance of the formalized research phase of a program and after the Associate Dean for Graduate Education or Center Director approves the examination committee. This examination may evaluate broad knowledge of the field or it may be largely focused on the dissertation proposal if the program written preliminary degree exam was comprehensive. To schedule the exam/proposal defense, students must complete the "Doctoral Oral Examination Form"; the form must be received by the Doctoral candidacy advisor at least two weeks prior to the date of the exam. Upon receipt of the form, the Doctoral candidacy advisor will send a decision result form to the committee chairperson prior to the exam or defense. Each program will determine the manner in which a vote for the exam or proposal defense is taken. The only information transmitted to the Office of Graduate Education is the final decision, including any notation of passing with distinction. If students fail the exam/proposal defense, the oral exam may be repeated once upon authorization by the Associate Dean. An outside committee member (a Saint Louis University faculty member from another program) will be present at the second exam/proposal defense. Ordinarily, the second attempt should not be scheduled within the same academic term as the first. Should the outcome of the second examination be unsatisfactory, a third exam is rarely approved.

Qualifying Examination: Orals

The oral examination is intended to provide an opportunity for students to demonstrate their academic preparation and ability to engage in a thoughtful and open-ended dialogue. The examination will typically include both questions intended to explore the breadth and the depth of a student's knowledge and questions designed to test a student's ability to synthesize information from course work and professional experience. It may also cover a student's responses to the written portion of the qualifying examination that need clarification or amplification, the student's research that may be preparatory to the dissertation, the likely dissertation research focus, and other relevant topics not necessarily restricted to course work. The specific content of the examination is determined by members of the committee. Taking the lead for guiding the oral exam, the committee chairperson is either the student's academic advisor and/or presumptive chair of the dissertation committee.

The Doctoral Oral Examination Form must be submitted to the Graduate Education office at least two weeks prior to the proposed exam date. **Therefore, to allow time for the required signatures, please submit this to the Ph.D. Program Director at least three weeks prior to the exam date.** The most current form can be found at:
http://www.slu.edu/Documents/graduate/graduate_education/Notification%20of%20Readiness.pdf

The oral examination is conducted by a committee of five faculty members holding graduate faculty status (one member may have graduate instruction status), all from the School of Nursing. The student's academic advisor, and/or presumptive chairperson of the dissertation, chairs the oral examination committee. The Ph.D. nursing program director ordinarily serves as one member of the committee. The committee chairperson and student collaborate on the selection of the remaining members of the committee. If the student has completed a formal minor in another department, a representative from the minor field will serve in place of one of the five faculty members from the School of Nursing but will not replace the committee chairperson or program director.

Snippet from *Graduate Education Catalog* (2015-16, p 31)

Committees for Oral Examination/Proposal Defense and Dissertation Defense

The chair of a Doctoral Committee must be from the student's program and a member of the current Saint Louis University faculty. All committee members must hold Graduate Faculty status. An emeritus professor, a non-Saint Louis University faculty member or someone outside of the major field may serve as a co-chair of students' Doctoral Committee. In order for a non-Saint Louis University faculty member to serve on a Doctoral committee, the person must have a terminal degree in the field and/or have significant expertise or experience of particular relevance to students' dissertation. Such committee members must be appointed on an ad hoc basis to the Graduate Faculty. The associate dean or director of the college, school, or center upon written request by the committee chair may make ad hoc appointments. The proposed member's CV must accompany the request.

The oral examination should be scheduled to allow at least a two hour examination period. At the conclusion of the examination, the student will be asked to leave the room while the members of the committee vote privately (on forms sent by Graduate Education), without discussion, to *pass with great distinction, pass with distinction, pass,* or *fail* the student. If two of the five members of the committee vote to fail, the student fails the qualifying exam. After voting and discussion with the other committee members, the chairperson notifies the student of the results. Official notification comes from the Associate Provost for Academic Affairs.

The criteria for evaluation include (a) depth and breadth of knowledge in subject areas, (b) integration of knowledge across course work, nursing practice, and experience, (c) evidence of logical and critical thinking, (d) completeness and comprehensiveness of responses, and (e) confidence and clarity in verbal communication skills. If a student fails the oral exam, the committee members of the oral exam will recommend a course of action. The student may opt to retake the exam within the current semester but no later than the following semester. If the student does not retake the oral exam in the same semester, but delays to the next semester's offering of the exam, a Petition for Course Extension form will be submitted to the program director. The same committee members will re-examine the student unless members have left the University or are unavailable; in which case, the committee chairperson and the student will choose the replacement(s). If a student fails the second attempt of the oral exam, the Ph.D. Nursing Program Committee will be convened to discuss the results and decide on the student's academic status. A third exam is rarely approved. Students may appeal an academic decision. The School of Nursing Academic Appeals Policy should be followed (See above). Doctoral Candidate status will be given to the student after the passage of the comprehensive oral exam regardless of whether it includes the dissertation proposal.

Snippet from *Graduate Education Catalog* (2015-16, p 31)

Advancement to Candidacy: Research Phase

Doctoral Candidate status will be given to students after the passage of the comprehensive oral exam regardless of whether it includes the dissertation proposal. Graduate Education policy requires that students be enrolled in at least one hour of dissertation credit upon achieving candidacy until completion of 12 credits.

Process for Students Pursuing a
Doctor of Philosophy
Saint Louis University

1. Written Examination

- Upon completion of coursework requirements, language/research tools requirements, and any special, additional requirements of the major field, the doctoral student prepares to take the written portion of the preliminary degree examination.

- The written examination(s) is taken at a time scheduled by the major field department. The major field also sets the policy for the requirements to pass this exam. Not all programs require a written exam.

- When the written examination(s) has been passed, the major field department chairperson notifies the Doctoral Candidacy Advisor through the Doctoral Oral Examination Form

2. Oral Examination

- The Doctoral Oral Examination Form found on the Graduate Education website http://www.slu.edu/graduateeducation under the links for Current Students and then Doctoral Students is filed by the department and proposes the student's committee, consisting of five members of the Graduate Faculty, to conduct and evaluate the oral examination, and includes the date and time of the examination. This form is signed by the Dean, Associate Dean, or Center Director to indicate approval of the committee.

- The major field department should also include in this notice any graduate courses from other institutions that are to be formally a part of the student's Ph.D. program through the Evaluation of Advanced Standing form (found under the link for Forms and Petitions).

- This notice must be received in the candidacy advisor's office (DuBourg Hall, room 420D) AT LEAST TEN (10) BUSINESS DAYS BEFORE THE ORAL EXAMINATION.

- The Doctoral Candidacy Advisor prepares a Degree Audit Form for the student and advisor which will include a list of any requirements not met.

- The Degree Audit Form is sent to the student (via email) and a paper copy to the Doctoral Oral committee chairperson

- The Doctoral Candidacy Advisor prepares the Result Form which is sent only to the Doctoral Oral committee chairperson to report the committee's decision.

- If the committee's decision is Passing or Passing with Distinction, the student is notified of the results and is automatically advanced to doctoral candidate status
  - **Please note: the Dissertation Proposal/Prospectus is no longer required by this office, although a prospectus is required by all programs.**
- If the committee's decision is Unfavorable the student is notified of the results and a new Oral Exam will be scheduled at an appropriate time. The oral exam committee will include an outside committee member (a SLU faculty member from another program) in order to assure that policies and procedures are appropriately followed.
  - If the decision is Passing or Passing with Distinction, the student is notified of the results and is automatically advanced to doctoral candidate status
  - If the committee's decision is Unfavorable the student is notified of the results and a third exam is rarely approved.

- The oral examination must never take place before the Degree Audit Form is initiated by the doctoral candidacy advisor.

3. Completing the Degree Audit Form

- The Degree Audit Form lists any requirements not met and has space for the student or advisor to list any course substitutions, waivers, or exception.

- Completing the expected graduation date: if this date does not fall within the "Time to complete degree requirements" on the Degree Audit Form, extension(s) will be required. Refer to extension of time information found in the Graduation Requirements section of the *Graduate Catalog*

- There also is a space for the student to list the proposed dissertation committee chairperson and members.

  - *Forming a Doctoral Committee:* The dissertation/project committee consists of at least three members, all of whom are members of the Graduate Faculty of Saint Louis University, and who are familiar with the topic of the dissertation/project. The chair of the committee must be a member of the student's major department. The membership of this committee may or may not overlap the membership of the student's preliminary examination committee.

- Listing the dissertation title. This will be the proposed title for the dissertation and can change as work on your dissertation progresses.

- The Degree Audit Form is not to be submitted for signatures and approvals until all sections can be completed.

4. Applying to Graduate and have Degree Awarded

- Instructions for the on-line Application for Degree through Banner Self-Service are found on the **Graduate Education** website under the links for **Current Students** and then **Doctoral Students**. Students should complete this on-line application at the beginning of the semester in which the student is preparing to complete all of the degree requirements, including the dissertation defense, all coursework, practica, internships, the format review, and submission of the dissertation to Pro Quest/UMI for electronic archiving.

This 10/9/15 form is continued; see #5 below. This form can be found at: http://www.slu.edu/Documents/graduate/graduate_education/Process%20for%20PhD%20Students.pdf

Dissertation Guidelines & Format Options

Snippet from *Graduate Education Catalog* (2015-16, p 31)

Dissertation

The Candidate for a Ph.D. must write a dissertation and present and defend this original and independent research. Twelve credits of Dissertation Research are required of students pursuing the Ph.D. within the ordinary time period to the degree.

Research closely related to the mentor's as well as secondary analyses of data sets to address important questions can meet the test of "original and independent research" in this definition as can more traditional qualitative and quantitative studies. Students should become as familiar with the Graduate Education formatting guidelines at: *http://www.slu.edu/graduate-education/current-students*

Students should discuss with their mentors how many dissertation credits they plan to take each semester. Mentors will register students for NURS 6999 during any given semester after successfully completing the qualifying examination. A grade of "In Progress (IP)" will be submitted at the end of the semester if the student is making satisfactory progress. An "Unsatisfactory (U)" if satisfactory progress has not been made in a given semester. Credit hours taken in association with a grade of "U" will not be credited toward the total of 12 hours in NURS 6999 required for graduation. Students can also petition for Course Extensions if needed (see Petitions and Forms above). *The grade of "Satisfactory (S)" will only be assigned when the student has successfully defended the dissertation and the dissertation committee has fully accepted the document (i.e., their final registration).*

Students should confer with their dissertation chairperson as mentor to plan how the 12 credit hours of dissertation research (NURS 6999) should be allotted for the anticipated time frame for the research. Each semester, students should review with their mentors how many credit hours to take that semester. All graduate students registered for 1 or more hours of dissertation research are considered full-time. Zero credit hour registration for NURS 6999 is not allowed until the student has successfully completed 12 hours of NURS 6999.

Dissertation Chairperson and Committee Members

Students are encouraged to interview faculty for a potential chairperson of the dissertation committee by discussing mutual research interests. The choice of a chairperson is by mutual agreement between the faculty member and the student. The ideal arrangement is that the student will conduct the dissertation research in an area similar to the research experience of the selected chairperson in order to receive mentoring in the area. Circumstances may arise in which the ideal is not possible. Nevertheless, no member of the faculty is compelled to chair a dissertation committee or serve on a committee. This may be due to a student conducting research in an unrelated area, research of no interest to the faculty, or the time commitment exceeds the faculty's workload.

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

The dissertation chairperson shall have primary, secondary, or joint appointment at the School of Nursing and hold Graduate Faculty with Ph.D. Mentor status at the School of Nursing. Ordinarily, the chairperson shall be tenured and have a full-time appointment at the University.

Snippet from *Graduate Education Catalog* (2015-16, p 31)

Committees for Oral Examination/Proposal Defense and Dissertation Defense

The chair of a Doctoral Committee must be from the student's program and a member of the current Saint Louis University faculty. All committee members must hold Graduate Faculty status. An emeritus professor, a non-Saint Louis University faculty member or someone outside of the major field may serve as a co-chair of students' Doctoral Committee. In order for a non-Saint Louis University faculty member to serve on a Doctoral committee, the person must have a terminal degree in the field and/or have significant expertise or experience of particular relevance to students' dissertation. Such committee members must be appointed on an ad hoc basis to the Graduate Faculty. The associate dean or director of the college, school, or center upon written request by the committee chair may make ad hoc appointments. The proposed member's CV must accompany the request.

After the chairperson has been determined, the dissertation committee is proposed by the student in consultation and agreement with the student's dissertation chairperson. The dissertation committee shall have at least three members, two of whom should be full-time graduate faculty at the School of Nursing. External members need approval from the program director and Associate Dean for Graduate Education. If desirable, a co-chairperson who holds Graduate Faculty status in a University school, college, or department may be appointed as one of the three members. A chairperson who holds a joint appointment will name a co-chairperson at the School of Nursing. Additional members can be appointed to the dissertation committee, as needed. These additional members may include research scientists from outside Saint Louis University provided their expertise and scholarly record are appropriate and are approved for such service by the program director and Associate Dean for Graduate Education. The student may request and/or the chairperson may recommend an additional

consultant(s) on the research. However, a consultant is advisory only and will not have responsibility or authority to approve the dissertation research.

The chairperson of the dissertation committee is the primary mentor and advisor of the student throughout the research process. However, members of the dissertation committee have the responsibility to advise the student throughout the research process. The committee has the authority and responsibility to require high quality research including requiring portions of the dissertation to be rewritten. All committee members have equal voting rights to approve the proposed research and the final document (including the oral defense). The anticipated chairperson and the presumptive committee are to review dissertation plans as early as practical in the student's program.
It is the student's responsibility to initiate contacts with the chairperson and provide ongoing reports on the progress of the research. It is the chairperson's responsibility to provide a mentored experience to the student by defining the scope of the project, giving ongoing guidance and evaluative feedback on the contextual, methodological, and intellectual development of the dissertation research. It is the responsibility of the entire committee to establish an expectancy of high achievement from the student and to provide timely feedback to the student at the appropriate stage of the dissertation process.

The formation of a presumptive committee does not presume or guarantee a student's successful completion of the qualifying examination and advancement to candidacy.

When a dissertation committee member leaves the University, the member must be replaced unless the dissertation is nearly complete or the member has an essential role on the committee. In the latter case, approval from the program director and Associate Dean for Graduate Education will be obtained. When the chairperson of a committee leaves and cannot be readily replaced, a new chairperson must be appointed from within the committee or from the School of Nursing graduate faculty (see the qualifications for appointment to a chairperson). If there is a chairperson and co-chairperson, and the chairperson leaves the University, the co-chairperson automatically assumes the chair position; the former chairperson may remain on the committee. If the oral defense takes place within a few months of the chairperson's departure, the requirement of the new chair may be waived. The University's Office of Graduate Education will be notified of all changes of a committee.

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

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

Snippet from *Graduate Education Catalog* (2015-16, p 31-32)

Dissertation

The Candidate for a Ph.D. must write a dissertation and present and defend this original and independent research. Twelve credits of Dissertation Research are required of students pursuing the Ph.D. within the ordinary time period to the degree.

The written work must follow a composition format within guidelines established by the major field and the Formatting Guide. Two special dissertation options are allowed as alternatives to the traditional dissertation in some degree programs: the three-article dissertation format and the non-traditional dissertation format. Students must be sure to check with their departments before pursuing either of the special dissertation options. Further details about these special dissertation options can be found in Section 3 of the Formatting Guide.

The three-article dissertation format permits the doctoral candidate the option of compiling three (or more) related articles that have been published or approved for publication in one or more peer-review scholarly journals. The articles are related to a central theme. Each article becomes a chapter within the dissertation.

The non-traditional dissertation format is somewhat different. The body of the nontraditional format consists of at least three thematically related original article-length manuscripts, with the dissertation normally consisting of at least five chapters, including introductory and summary chapters. The student must be the first (or sole) author on at least two of these manuscripts, but may be the second author on one manuscript. Two of the manuscripts must have been fully accepted for publication in a high-impact journal, and the third must be under review before the dissertation defense can be scheduled. That is, the journals must have Institute for Scientific Information (ISI) impact factors of 0.75 or greater.

The Doctoral Candidacy Advisor completes a format evaluation of the dissertation and abstract by appointment. Students will then submit the abstract and dissertation to ProQuest/UMI.

Traditional and Non-traditional Academic Dissertation Format

Students may choose either a traditional or a non-traditional academic dissertation format. Both formats require a dissertation committee, a dissertation research proposal meeting, completion of at least 12 hours of dissertation credits, and a dissertation document as a final product. Ordinarily, students initiate their dissertation research after completing the qualifying examination and advancing to doctoral candidacy. A student (or candidate) may change the dissertation format once.

All students, regardless of dissertation format, will have formal defense of the dissertation research proposal to their dissertation committee. This may be done via FuzeMeeting. This meeting will include group discussion to strengthen the proposal. The student and the committee will complete the dissertation proposal approval form for everyone's records.

Structure of the Traditional Dissertation. The traditional dissertation format ordinarily includes at least five chapters; however, the research method and results may require additional chapters. The five chapters may be ordered in this manner: (a) a statement of the problem, its background and significance, the research question(s) or hypothesis(es) to be tested; (b) an analytic literature review that argues for the significance of the project by critiquing what is known, not known, the quality of what known, and explaining how this research fills an identified gap in the literature; (c) a detailed presentation and justification of the design and the research methods and analytic procedures that were used to conduct that investigation; (d) the results of the research study in considerable detail; and (e) a discussion of the implications of the results that includes drawing the appropriate conclusions, and laying out an agenda for future research on the issues addressed in the dissertation.

Ordinarily, the chairperson of the committee for the traditional dissertation works most closely with the student during the dissertation process. The dissertation committee chairperson reviews student drafts and provides detailed feedback to the student, identifying those elements of the chapters that need revision. When the dissertation committee chairperson has approved them, drafts are circulated to

the committee members as needed. When the dissertation committee chairperson approves all of the chapters, the complete draft is then circulated to the other members of the dissertation committee for timely feedback to the student in advance of the oral defense of the dissertation. The date for the oral defense will be set by the chairperson after the dissertation committee has reviewed and approved the dissertation and agreed on a date. It is also permissible for the chapters to be circulated to the other members of the committee as the committee chair approves each chapter. (See the section on Dissertation Defense.)

Structure of the Nontraditional Dissertation. The nontraditional dissertation format is somewhat different. The body of the nontraditional format consists of at least three thematically related, original, article-length manuscripts. Because substantial evidence of scholarship is expected for the Ph.D. degree, a student will ordinarily be the sole or first author of each manuscript. However, multiple authorships may be negotiated with justification in the memorandum of agreement (see below) with the presumptive committee. Students and the committee should consider the complexity reflected by additional authors. The student must be the first (or sole) author on at least two of these manuscripts, but may be the second author on one manuscript. However, the student must be first (or sole) author on a manuscript that is research-based analysis of primary or secondary data (or meta-analysis) using appropriate methodology and reporting. Two of the manuscripts must have been fully accepted for publication in scholarly journals described below, and the third manuscript must be deemed to be ready for submission in a journal by the committee before the dissertation defense can be scheduled.

Journals targeted for possible publication of the manuscripts should be of high quality, scholarly, and respected in the academic/clinical community. There is no single means of identifying the impact of journals in nursing or in some related areas in which students may publish their work since few nursing journals appear in either the *Social Science Citation Index* (SSCI) or the *Science Citation Index* (SCI). Targeted journals shall have the full support of the dissertation committee chairperson and committee members. If there is a question as to the quality of a journal, students should seek advice from their committee chairperson and a University librarian.

Ordinarily, the chairperson of the dissertation committee for the non-traditional dissertation works most closely with the student during the dissertation process. After the student has drafted each manuscript, the dissertation chairperson reviews it. The chairperson will provide timely, detailed feedback to the student, identifying those elements that need revision. When the chairperson has approved the manuscript, the draft is then circulated to the other members of the committee for feedback to the student. The date for the oral defense will be set by the chairperson after the dissertation committee has reviewed and approved the dissertation and agreed on a date. (See the section on Dissertation Defense.)

Memorandum of Agreement for the Nontraditional Dissertation

"A 3-paper model is allowed as an alternative to the traditional dissertation. This model permits the doctoral candidate the option of compiling three (or more) related articles that have been published or approved for publication in one or more peer-review scholarly journals. The articles are related to a central theme. Each article becomes a chapter within the dissertation. Not all doctoral programs allow the 3-paper model of dissertation" [Approved by Graduate Academic Affairs Committee and Council of Academic Deans and Directors].

The memorandum of agreement (MOA) shall be completed by students who choose the non-traditional dissertation and submitted to the presumptive chairperson and committee for approval. The MOA may be completed during course work prior to the qualifying exam. The chairperson and committee members are considered *presumed* until they are officially approved in the process of advancing to doctoral candidacy.

The formation of a presumptive committee does not presume or guarantee a student's successful completion of the qualifying examination and advancement to candidacy.

In the MOA, students shall delineate the nature, structure, and content of the three anticipated manuscripts. No presumption of approval of dissertation plans is appropriate until the MOA is negotiated and signed by all members of the presumed committee and the Ph.D. nursing program director. Papers submitted as assignments in courses may be considered as possible manuscripts in draft form that will need full committee approval to be part of the nontraditional dissertation. Ordinarily, none of the manuscripts for the nontraditional, three-article dissertation can be submitted for publication until the MOA has been officially approved.

Approval of the Nontraditional Dissertation

All of the members of the graduate faculty on the presumptive dissertation committee and the Ph.D. nursing program director must approve and sign the nontraditional dissertation memorandum of agreement before it can be accepted. The oral defense of the nontraditional dissertation cannot occur until the minimum of two manuscripts have been fully accepted for publication in approved journals, and the third manuscript is ready for submission, subject to the full approval of the dissertation committee. In addition, the oral defense of the nontraditional dissertation cannot occur until the student has advanced to Ph.D. candidacy and registered for at least 12 credit hours of NURS 6999 Dissertation Research.

The nontraditional dissertation format ordinarily includes at least five chapters. The first chapter provides a statement of the problem, its background and significance, the research questions or hypotheses to be tested, the rationale and justification for how the three manuscripts are thematically related, and an overview of the remaining chapters. Chapters two, three, and four are the article- length manuscripts themselves. Chapter five discusses the implications of those results, draws the appropriate conclusions, and lays out an agenda for future research on the issues addressed in the dissertation.

Authorship of Copyrighted Manuscripts in the Nontraditional Dissertation and Those Submitted Derived from the Traditional Dissertation

Ordinarily, the author(s) of a manuscript submitted to a journal transfers copyright to the journal. (Exceptions may be *open source* or *open access* journals.) Even though the student and/or faculty member(s) have authored a published article, permission to use it must be secured by the student from the owner of the copyright for its inclusion in the dissertation document. The journal may have information about the usage of copyrighted material on its website. Additional information on using copyrighted material as part of the dissertation may be found in the *Publication Manual of the American Psychological Association, 6th edition.* The Doctoral Candidacy advisor at the Office of Graduate Education may also provide valuable assistance.

Dissertation Defense

A public, oral defense of the dissertation is required of Ph.D. nursing students in partial fulfillment of the doctoral degree. After all chapters have been reviewed by the committee members and they have provided feedback in sufficient time for students to make additions, corrections, and clarifications, an oral defense of the dissertation will be scheduled. Notification (application) of readiness for the public oral presentation of the Ph.D. dissertation shall be submitted to the Office of Graduate Education at least two weeks prior to the anticipated date. Because signatures are required for this form, please submit this completed form, with the Chairperson's signature, at least three weeks in advance. The form can be found at:
http://www.slu.edu/Documents/graduate/graduate_education/Notification%20of%20Readiness.pdf
on the Graduate Education website: http://www.slu.edu/graduate-education/current-students

The oral defense will be announced publically to the School of Nursing faculty and students at least three weeks in advance. The announcement will be made by email and/or posted flyers in the School of Nursing building. The event typically consists of a 30-minute presentation of the dissertation by the candidate, followed by questioning from committee members, and questioning from the audience before the committee retires to decide on the acceptability of the dissertation and its defense. The questions may pertain to the methodology, findings, implications, or future research that the candidate anticipates. All of the members of the dissertation committee must approve and sign the ballot before the dissertation can be accepted. The program director and the University's Office of Graduate Education are notified of the results.

Snippet from *Graduate Education Catalog* (2015-16, p 32)

Time Period to Degree and Extensions of Time

If the time in the degree program exceeds the seven or eight years and Doctoral requirements remain, students must successfully petition for an extension of the ordinary time period to remain in good standing. The petition must be submitted prior to the expiration of the time to degree and must be accompanied by a letter describing the justification for the extension and a detailed plan and dated schedule for completion of all remaining requirements. The Provost, research mentor, and major-field chairperson or program director, Associate Dean or Center Director, and the Associate Provost for Graduate Education must approve the petition. A maximum of two extensions beyond the normal time to degree will be permitted. Generally, when such petitions are approved, extensions are granted for one calendar year, but can be given for less if the student is only missing a defense or exam date. In part because such petitions typically occur during the research phase of the degree program, approval is also accompanied by the requirement of enrollment in one additional Dissertation Research credit (beyond twelve, which should have already been taken). Extensions are a contract between the program and the student and all consequences of failing to meet the conditions of the extension such as dismissal from the program. Furthermore, if the time period has been exceeded to the extent that more than five calendar years have elapsed since preliminary degree examinations were passed, to remain active in the Doctoral program students will be required to retake the preliminary examinations to demonstrate currency in the major field.

The oral defense may be delayed if insufficient time has been given to students to consider all feedback. Members of the dissertation committee conduct the oral defense and determine whether the dissertation research and document make a contribution to nursing science and practice. The oral defense is led by the chairperson of the dissertation committee.

Ordinarily, students shall be on-campus at the School of Nursing for the public defense of the dissertation. Exceptions may be granted under extraordinary conditions with permission from the program director. When feasible, the oral presentation of the defense may be video recorded for students at a distance and possible later viewing by University faculty and students. Consent to video record students and the committee is implied as part of the process of the dissertation defense; written

permission is not needed. Exception to the implied consent for video recording must be submitted in writing to the program director.

Snippet from *Graduate Education Catalog* (2015-16, p 32)

Public Presentation and Defense of the Dissertation

Across all major fields, Graduate Education requires a public oral presentation and defense of the dissertation. The presentation should be scheduled after all Graduate Faculty readers have approved the general content of the dissertation. A Notification of Read iness form must be received by the Doctoral Candidacy Advisor a minimum of two weeks prior to the defense date. Candidates anticipating May graduation must submit the Notification of Readiness no later than the date set in the Graduate Education Calendar of Deadlines supplement to the University Calendar. Following the public presentation, the Doctoral candidate should expect questions from the readers and the assembled audience. The dissertation committee chairperson serves as the moderator for the defense.

Each program will determine the manner in which a vote for any type of exam or defense is taken. The only information transmitted to the Office of Graduate Education is the final decision, including any awards of distinction. The result forms will be sent to committee chairperson prior to the exam or defense. There will be separate votes for the Doctoral Oral Defense of the Dissertation and the Written Dissertation. A vote of pass is required from a majority of the committee members for students to pass the Doctoral Oral Defense of the Dissertation and the Written Dissertation. The written dissertation vote can wait until each committee member fully approves the written dissertation. A category of passing with distinction will be an option for each program for the Doctoral defense and the dissertation.

The Doctoral Candidacy Advisor at the Office of Graduate Education approves the final format of the dissertation document. Prior to contacting the advisor, students should access the *Saint Louis University formatting guideline* on the Graduate Education website: http://www.slu.edu/graduate-education/current-students

Continued from above.

5. Preparing for Dissertation Public Oral Defense and the Format Review

- When the doctoral candidate, the dissertation chairperson and the readers agree that the dissertation is in its final form and ready to be defended, the doctoral candidate prepares the dissertation according to the most recent *Formatting Guide* (found on the link for Current Students). There is a Format Checklist found at the end of the *Guide* to be used as a final review

- The Ph.D. degree candidate is required to defend the dissertation in a public forum. The date, time, and location of the presentation are determined by the candidate's doctoral committee and the doctoral candidate. The candidate and committee chair must submit the "Notification of Readiness for the Public Oral Defense" form, signed by the Dissertation Chairperson, to the candidacy advisor **at least two weeks** in advance of the oral defense date.

    - The Doctoral Candidacy Advisor will prepare two Result Forms. One is for the defense of the dissertation and the other is for the dissertation itself.
        - If the committee's decision is Passing or Passing with Distinction for the defense, the committee chairperson can notify the student of the result and the student contacts the candidacy advisor to arrange an appointment for the format review. The format review is by appointment only and is to be scheduled for a date and time after the defense and after all required corrections are made to the dissertation
            - The completed Result Forms are sent to the doctoral candidacy advisor to convey the result of the defense and acceptance of the dissertation (the Result Form for the dissertation can be delayed until the written dissertation is considered acceptable by the committee).
        - If the committee's decision is Unfavorable for the defense, the student is notified of the results immediately and a new defense will be scheduled at an appropriate time. A new Notification of Readiness is prepared and will include an outside committee member (a SLU faculty member from another program). This additional committee member will be added to the committee in order to assure that policies and procedures are appropriately followed.

- The Doctoral Candidacy Advisor will prepare the Result Form for the second dissertation defense.
  - If at the second defense, the committee's decision is Passing or Passing with Distinction for the defense and the dissertation, the committee chairperson can notify the student of the result and the student contacts the candidacy advisor to arrange an appointment for the format review. The format review is by appointment only and is to be scheduled for a date and time after the defense and after all required corrections are made to the dissertation
    - The Result Forms are sent to the doctoral candidacy advisor to convey the result of the defense and acceptance of the dissertation (the Result Form for the dissertation can be delayed until the dissertation is considered acceptable by the committee).
  - If at the second defense, the committee's decision is Unfavorable for the defense, the student is notified immediately and will need to discuss with committee chair and graduate program director the option of defending a third time.

6. Electronic Dissertation Submission and Final Requirements

- The format review appointment is held after the defense of the dissertation and all changes are made to the dissertation that were required by the committee.
- After the format review appointment and after any additional corrections are made for formatting, the student will need to convert the document to a PDF file prior to submitting the document to Pro Quest/UMI. ProQuest digitally archives the dissertation and publishes the abstract via Dissertation Abstracts International.
- Submitting the dissertation to ProQuest/UMI is required before the degree can be awarded. Complete instructions will be given on the submission process at the format review appointment.

7. Doctoral Degree Conferral

- The degree is awarded by the Office of Registrar only on the published date(s) during the semester when all degrees are awarded and all requirements are met (all grades posted, the dissertation is accepted on Pro Quest, and the Result Form received by the candidacy advisor), not on the day a student defends his/her dissertation.

This 10/9/15 form can be found at
http://www.slu.edu/Documents/graduate/graduate_education/Process%20for%20PhD%20Students.pdf

Proprietary Research

Snippet from *Graduate Education Catalog* (2015-16, p 32)

Proprietary Research

A goal of the program activities for any department is generation of new knowledge through research activities, and public dissemination of that knowledge by means of publications and presentations. The posted guidelines (see Guidelines for Proprietary Research) are intended to address the use of restricted-access and confidential or proprietary information as part of a student's thesis and dissertation activities. Specific conduct, however, may be dictated by the terms and conditions of applicable confidentiality agreement or non-disclosure agreements. To further the University's goals as a research institution and to support research and scholarly activities within the University community, some component of the defense of the thesis or dissertation must be public.

ProQuest/UMI Dissertation Publishing

Snippet from *Graduate Education Catalog* (2015-16, p 33)

ProQuest/UMI Dissertation Publishing

After the Format Review appointment with the Candidacy Advisor, students submit their thesis or dissertation to ProQuest/UMI for digital archiving and publication via Dissertation Abstracts International. This must be done before degree conferral can be received. During the submission process students will need to make a series of decisions concerning what kind of accessibility (restricted or open) would be appropriate and whether or not an embargo is needed.

Embargo

Snippet from *Graduate Education Catalog* (2015-16, p 33)

Embargo

At the time of electronic submission of the thesis/dissertation (ETD) authors can choose to block access by delaying publication in order to protect the work for patent and/or proprietary purposes for up to two years. At the expiration of an embargo, the work will default to whichever publishing method was selected. If there is a need to delay publication beyond the embargo period, a request must be made in writing to the chairperson of the author's committee explaining the rationale for an extension and the additional time requested. The committee chair and the department chair must approve the request. If approved, the author then contacts ProQuest/UMI to notify them of the extension.

There are several additional University policies Ph.D. students should read with regard to the Doctor of Philosophy Degree. These can be found in the current *Graduate Education Catalog* at http://www.slu.edu/graduate-education/current-students

Health Insurance and Portability and Accountability Act (HIPAA)

Under HIPAA, certain identifying pieces of health information are protected from casual scrutiny or use by unauthorized personnel. HIPAA regulations govern the circumstances of collection, access to and use of this Protected Health Information (PHI): names, postal addresses, telephone numbers, fax numbers, e-mail addresses, dates (including birth dates), social security numbers, medical record, and health plan numbers, account numbers, certificate/license numbers, vehicle identifiers including license plate numbers, device identifiers, names of relatives, Web URLs, IP address numbers, biometric identifiers, photographs and comparable images, and any other unique identifying number, characteristic, or code. Saint Louis University faculty and student researchers submitting Institutional Review Board protocols for review (see below) must have completed HIPAA training and incorporated the most recent applicable HIPAA assurances with or in their IRB protocol. For guidance, see http://www.slu.edu/x24683.xml

Institutional Review Board (IRB) Policies and Procedures

"All faculty and students at Saint Louis University conducting research involving human subjects as defined in 45 CFR 46.102 must submit their research protocol to an Institutional Review Board (IRB) for review prior to commencing the project. In order to assist investigators in deciding whether a planned activity constitutes research involving human subjects, the following federal definitions of research and human subjects are provided:

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

From the Guidelines For Investigators In Preparation Of Human Research Protocols For IRB Review, see http://www.slu.edu/x24656.xml

IRB Certification – Biomedical Modules. Known as CITI Training.

Documentation of an approved educational program on the protection of human research subjects must be on file with the University IRB Office before any research on human subjects can be conducted. Ph.D. students should complete the required program as part of NURS 6812 if not earlier. Currently, the *multiple modules, online program of the Cooperative IRBs* meets the SLU requirement (http://www.slu.edu/x24644.xml). **Complete the Biomedical modules *not* the Behavioral Social Sciences (BSS) modules.**

IRB Guidelines

Ph.D. students should become familiar with the *Guidelines for Investigators in Preparation of Human Research Protocol* (http://www.slu.edu/x24656.xml) and other relevant guidelines for your anticipated research. IRB Instructions, Forms to Request Full or Expedited Review (IRB Face Sheet) or to Request Exempt Status on the human subjects protocol are available online at http://www.slu.edu/x24656.xml. Students should anticipate HIPAA training and all deadline dates for reviews by the IRB. (See http://www.slu.edu/division-of-research-administration-home/institutional-review-board-%28irb%29/hipaa for meeting dates of both IRBs.)

Initial submission of the human subjects protocol is to the chair of your dissertation committee. The chair may wish to review pdf versions of the protocol from the eIRB system (https://eirb.slu.edu/**)**. In the eIRB system, the dissertation chair is named for the Department Chair/Advisor. Other members of the committee who have access to data will be listed as Key Personnel. The committee member who will not have access to data will be listed as the Scientific/PPC Reviewer. (If all committee members will have access to data, then the Ph.D. Nursing Program director could serve as the Scientific/PPC Reviewer.) When the dissertation chair approves drafts of the protocol, the student electronically submits the protocol at which time the dissertation chair and the Scientific/PPC Reviewer will receive email alerts to pre-approve the protocol and make comments. Note: all people listed in the eIRB system is required to have completed IRB training and education (see http://www.slu.edu/x24644.xml). Requests for amendments to the protocol or continuing review and reports of study completion are submitted directly in the eIRB system after consulting with your dissertation chairperson.

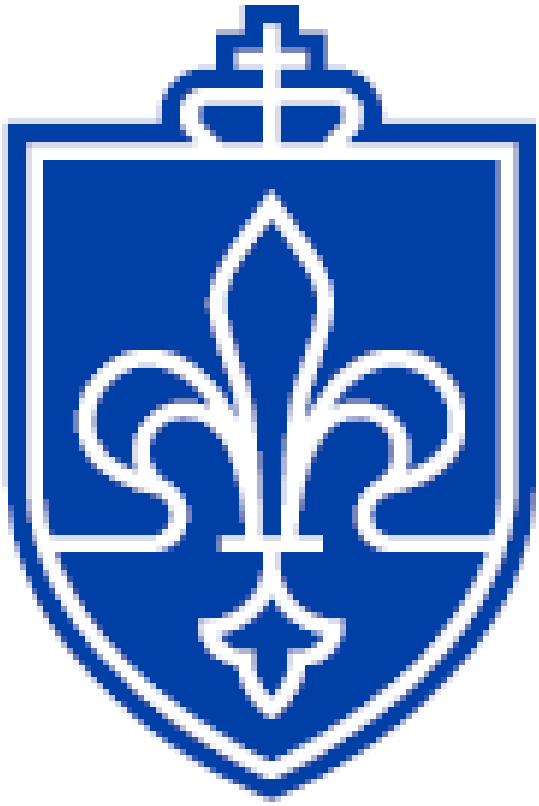
Manuscripts and Posters–Acknowledgements

Manuscripts submitted for publication and conference presentations based on student work should acknowledge the support and efforts of faculty and the School of Nursing. Permission should be requested for individual acknowledgements. Depending on the situation, acknowledgements and authorship should be assigned, as appropriate. Guidelines for authorship and publication should be followed (see Web site of the International Committee of Medical Journal Editors (ICMJE: www.icmje.org) and video recording from Dr. Marilyn Oermann (online Ph.D. Connections).

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

Student posters should prominently display the Saint Louis University logo and School of Nursing name. Poster templates and University logos are available from the director of the Ph.D. nursing program.

The student's name should appear under the poster title, then Saint Louis University School of Nursing (see above). If the student has graduated and employed at another university, the dissertation research was conducted as a doctoral student, therefore *all prominence to Saint Louis University School of Nursing should be given*. If employed, the former student may indicate elsewhere (near acknowledgements) the current employer. Or, consider having business cards to distribute indicating the employer/position.



Program Completion–Conferral of Degree

Snippet from *Graduate Education Catalog* (2015-16, p 21)

Degree Conferral

Saint Louis University will award a degree if all requirements are met and needed documentation received, within 30 calendar days of the semester's published conferral date. Beyond 30 calendar days, awarding of the degree will be deferred to the next published conferral date.

The awarding of a degree will be deferred to the next published conferral date if any requirements are fulfilled by a course that either begins or ends after published conferral date. The one exception is, per the Incomplete Course policy, courses with approved extensions for a graduating student must be completed and graded within 30 calendar days of the published conferral date.

Scholarships and Other Funding

Internal Funding

A summary of funding resources available to Ph.D. students through the School and University appears in the *Internal Funding Summary Table* in Appendix H.

Graduate assistantship funding through the School of Nursing.

Very limited resources are available through the School. The School of Nursing is allocated a specified number of assistantships to M.S.N. and Ph.D. Nursing Programs. The assistantships for Ph.D. students – teaching and research assistantships – are restricted to full-time students, provide a monthly stipend for 9 months, tuition remission for up to 18 credits per academic year (9 fall semester and 9 spring semester), and health insurance for 20 hours of service per week. Refer to the Graduate Assistantship Manual for further information.

Marion Bender Scholarship through the School of Nursing.

Through the generosity of the late Ms. Marion Bender, Saint Louis University School of Nursing offers scholarship funds to Ph.D. nursing students that are applied to graduate tuition at Saint Louis University. Funding *preference* will be given to assist in achieving a more diverse population consistent with the needs of the nursing discipline and professional nursing workforce. Preference will also be given to those who live/work in and serve rural communities or demonstrate commitment to conduct research with underserved or disadvantaged populations. It is suggested all eligible students apply *annually* for this scholarship. International students are not eligible. See application form http://www.slu.edu/Documents/nursing/MarionBenderScholarshipPh.D..pdf

Shaw-Engler Scholarship through the School of Nursing.

Shaw-Engler Scholarship fund was established through the generosity of Orena Marge Shaw to honor her long-time friend and colleague, Evelyn Engler. Funds may be used provide Graduate Education tuition assistance to Ph.D. nursing students. International students are eligible to apply.

Research Funding from Delta Lambda Chapter, Sigma Theta Tau International.

This chapter of the international honor society in nursing provides two funded awards: the Doctoral Research Award and the Joan Hrubetz, Doctoral Award
For information, https://www.slu.edu/nursing/current-student-resources/sigma-theta-tau-delta-lambda-at-large-chapter/award-criteria

Research Funding from the Graduate Student Association (GSA).

The GSA funding is contingent upon active representation at GSA monthly meetings and on a GSA subcommittee by School of Nursing graduate students. Contact the nursing representative to GSA for the guidelines and forms. The GSA website is https://sites.google.com/a/slu.edu/graduate-student-association/home

NOTE: Students *cannot* receive continuing education units/hours at any conference attended and expect GSA funds to reimburse them.

- Conference travel (see Funding on GSA website)
- Presentation and publication assistance (see Funding on GSA website)
- Brennan Fellowship Awards for prelim exam and dissertation preparation (see Awards on GSA website)

For questions regarding financial aid, please contact your academic advisor, the Ph.D. nursing program director, and/or the recruitment specialist for the School of Nursing.

External Funding

External funding refers to all sources of funding outside SLU. See Appendix I for a listing of external (and some internal) funding resources. Speak with your academic advisor.

Miscellaneous Helpful Information

School of Nursing and University Research/Scholarly Events

A number of research and scholarly events specifically directed to Ph.D. students and faculty are scheduled throughout the academic year. These are typically scheduled on Mondays or Fridays over the noon hour. Topics will be announced by e-mail and reminders posted. Continuing nursing education credits may be awarded. As part of your overall education, all Ph.D. students are expected to attend these events when possible. As permitted, they will be video recorded and placed under Ph.D. Connections for distance learning students.

Information for First Year Students

See Appendix K for a list of graduates, the titles of their dissertations, and the chairs of their dissertations and Appendix L for a list of current Ph.D. nursing students.

The presentations on writing by Elizabeth Tornquist and Marilyn Oermann are a MUST viewing for all Ph.D. students.

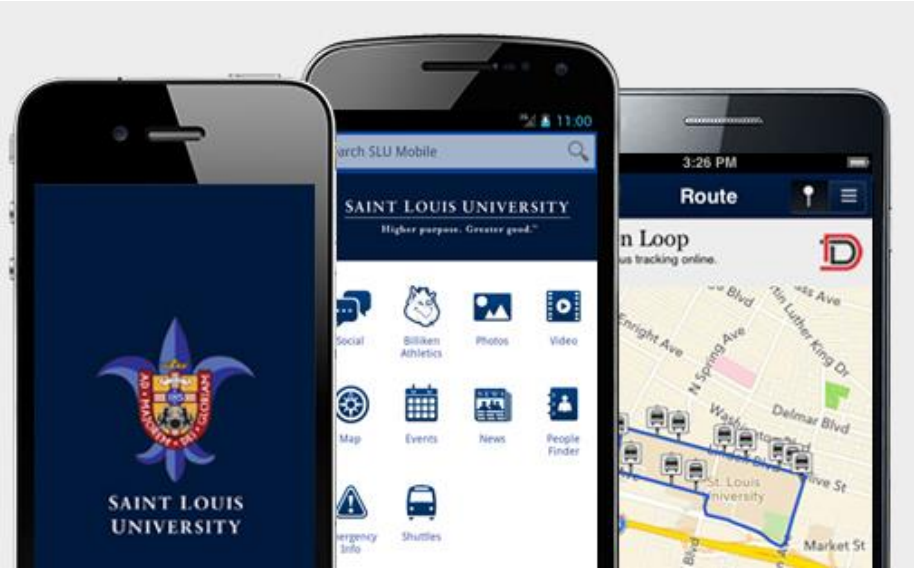
Ph.D. Connections: A Place for Doctoral Students

http://blackboard.slu.edu

All Ph.D. nursing students should have access to the Blackboard online "forum" titled Ph.D. Connections (NURS_PH.D._01). You should set your e-mail address in this forum to have e-mail forwarded to whatever e-mail account you typically access. You may e-mail other students or hold a live chat. Under Presentations, there is an archive of presentations given by visiting scholars and University faculty.

SLU Mobile

Check out the University's free mobile app: http://www.slu.edu/an-new-slu-mobile-app-821



Student Photo ID Badge/Card

You will need to be registered for a course at the University and have a valid SLU identification card for checking out any library books and using University resources. See Parking and Card services in DuBourg Hall, Room 33, phone 314-977-3471. Distance learning students can send a recent digital photo to the Coordinator of e-Learning. An ID will be mailed to the student.

Computer Use and Email Access

Computers for student use are located in the Ph.D. Student Room (#547, School of Nursing) and on the first floor of the School of Nursing building. You should activate your e-mail account and MySLU. See http://www.slu.edu/x30188.xml for instructions. The Medical Center Information Technology Services (ITS) Support Center is available for problem solving (phone 314-977-4000 then option 3).

Libraries

Two main libraries are used by Ph.D. students: Medical Center Library and Pius XII Memorial Library. Their Web sites and other University Libraries are excellent avenues to explore what is available online. Go to http://libraries.slu.edu.

Important person to know: Mary Krieger, RN, MLS, is the nursing liaison between Ph.D. nursing students and the Medical Center Library. Phone: 314-977-8810; Email: kriegerm@slu.edu. She is available by FuzeMeeting, telephone, and in person.

Free interlibrary loan electronic document delivery through ILLiad is available online at (http://hscilliad.slu.edu/illiad/LTL/logon.html) for students for references not held by the HSC Library. The Missouri Bibliographic Information User System (MOBIUS) is available for students to borrow books through a consortium of libraries. http://lib.slu.edu/services

The Pius XII Library usually will *not* perform an interlibrary loan for nursing students (check with reference librarian). Operating hours vary by library and time of year.

Medial Center Library
http://www.slu.edu/libraries/hsc/

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

Study rooms, available on a first come-first serve basis, are located in both libraries. The Medical Center Library allows large groups to have precedence over smaller groups. Consult with the main desk if you have any questions. There is a Divinity Library at the Pius XII Library that may provide some students with valuable materials. This section is difficult to find, so please ask for specific directions.

Equipment for Student Use

Some equipment is available to assist Ph.D. nursing students in their courses, research, and presentations. Contact the director of the Ph.D. nursing program to check out the equipment.

- Digital recorder/player (2) with table top microphones
- In-line phone to recorder to record phone interviews
- Pointer/clicker (portable) for PowerPoint presentations at conferences

Bookstores

There are two commercial bookstores on campus. Matthews Bookstore in the ground floor of the Medical School building (Caroline Building #063; 314-977-8348) next to the SLU Hospital tunnel entrance carries required Health Sciences Center texts and a limited selection of other texts. Nursing course books may be purchased there. Books for non-healthcare courses are available on Frost campus at the Barnes and Noble Bookstore in Busch Student Center, corner of Grand Blvd. and Laclede Ave.

Ph.D. Nursing Student Room

The Ph.D. Nursing Student Room is SON 547 Nursing. A small refrigerator and microwave oven are available. A scanner is available in the faculty workroom. Ask permission to use the copier/scanner.

Weather

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

Parking

To park on campus**,** you must obtain a parking card and hang tag. See Parking and Card services in DuBourg Hall, Room 33, phone 314-977-3471 or purchase coupon booklets. For parking updates, visit the website http://www.slu.edu/x51293.xml Garages for general parking are the East Hickory Street garage (South Center) and Olive/Compton Street garage (North Campus)

Copiers

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

Students can pay to print and copy at the School of Nursing.
See the director of the Ph.D. Nursing Program.

More Helpful Tips for Ph.D. students

Organization

- Organize notes and articles after each course in a notebook for easy retrieval. Also, write a brief summary related to the course objectives before filing the notebook. These tips will help when you are ready to study for comps.
- Make sure you keep up with the readings. Read everything assigned. Don't get behind!
- It is very beneficial to have an area of interest that is developed further with each nursing course. This allows you to narrow your focus with each class and prepares you for your dissertation. Use every course to build your knowledge base. Stay Focused!
- Do literature searches early in the semester. Be organized and prepared.
- Use EndNote for storing information about journal articles and other literature sources. https://www.slu.edu/its/software/download/#EndNote EndNote is free to SLU Students and is available on computers in the Ph.D. Student room.

Helpful Tips for Graduate Assistants

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

Information for Graduate Assistants

Responsibilities and Privileges of Graduate Assistants (Research/Teaching) in the School of Nursing

The School of Nursing assistantships for Ph.D. nursing students (restricted to full-time students) provide a monthly stipend for 9 months (possibly summer); tuition scholarship for 18 credits per academic year (9 fall, 9 spring [3 summer]); and health insurance for 9 or 11 months for 20 hours service per week at the School of Nursing. There are contractual requirements and school expectations for Ph.D. graduate assistants. Please check the Graduate Assistant Manual at http://www.slu.edu/Documents/graduate/graduate_education/GAManual.pdf.

Contractual Requirements

- Twenty (20) hours per week for assigned faculty during weeks that SLU is in session for the period of time defined in the student's contract.
- Take course work or actively engage in other academic work (e.g., dissertation) consistent with full-time student status.
- Do not work for pay outside the University/School unless this has been approved in advance by the program director and/or associate dean for graduate education. It is rarely approved.
- Refer to the Graduate Assistantship Manual for further information http://www.slu.edu/Documents/graduate/graduate_education/GAManual.pdf

School Expectations

- There is a mandatory orientation for first-time graduate assistants. Mandatory mean just that.
- The graduate/research assistant will be actively involved in acquiring research competencies, teaching competencies, or other skills as appropriate to the faculty's expectations and graduate assistant's role aspirations. To foster this development and to encourage the graduate/research assistant's participation in a developing community of scholars, the graduate/research assistant will be expected to attend and participate actively in regularly scheduled School of Nursing monthly research events and, if a teaching assistant, special instructional events consistent with developing teaching expertise. Three hours per month of the graduate/research assistant's contracted time may be allocated to participation in these events.
- The graduate/research assistant is expected to develop role competencies appropriate to a future academic or clinical research position. Participation in governance through the committee structure of the School is an important part of this role development, and the active participation of Ph.D. students on a variety of School of Nursing committees is welcomed and valued. Two hours per month of the graduate/research assistant's contracted time may be allocated to participation in School of Nursing committee work.
- The two provisions above allow for a maximum of 5 hours per month of the graduate/research assistant's contracted assistantship time (approximately 6.2% of that time to be used for role development activities). In addition, graduate/research assistants are strongly encouraged to participate in regional and national presentations of their work. A maximum of 3 work days per academic year (i.e., the equivalent of 3 x 4 = 12 hours of assistantship time) may be devoted to regional and national presentations of the assistant's work (either work related to the assistantship or other scholarly work done by the student). First year Ph.D. students may use a maximum of 2 work days per academic year (i.e., the equivalent of 2 x 4 = 8 hours of assistantship time) to attend a regional or national research or scholarly meeting. Funding from the Research Committee is available to help defray the expenses of presenters (maximum of $500 for one presentation per academic year). Funding must be ***requested and approved prior to travel***.
- Graduate/research assistants working for the School of Nursing will be allowed to use School of Nursing materials and supplies for their personal academic work at a reimbursement rate that compensates the School of Nursing at cost. A schedule of the reimbursement rate for various supplies and services (e.g., use of the color printer to print copies on 28# stock) will be reviewed, updated, and made available in early fall of each academic year by the Financial Coordinator. If a large scale use of supplies or services is planned, the Ph.D. student should clear this in advance with the Ph.D. nursing program director to be sure that supplies are not suddenly depleted or instructional work is not disrupted.
- Graduate/research assistants will be asked to post time cards on their office doors, indicating their probable hours of use of their shared offices. This will allow greater sharing of not-in-use computers by doctoral assistants.
- Graduate/research assistants will be required to submit a Work Activity Sheet to the Ph.D. nursing program director *every two weeks* signed by the faculty member(s) with whom they work.

Stipend Paychecks

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

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

Desk Space

Research and Teaching Assistants share offices which will be designated. See the Dean's secretary for your office keys (Room #226, phone 314-977-8909).

Copying for Faculty Members

Consult with your designated faculty member regarding payment of copies obtained from journals or books at the library. Copy machines in the School of Nursing can be used by assistants to do approved copying for faculty.

Appendices

Appendix A: Course Descriptions

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

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

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

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

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

NURS 6809 Quantitative Methods in Nursing Research (3)
Prerequisites: NURS 6800, General Research Methods. Examines the selection and use of quantitative methods and approaches in nursing research. This course will focus on nursing research design, analysis, and knowledge generation from a quantitative perspective. Emphasis will be given to writing nursing research proposals, grant applications, and the role of peer review in the research process.

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

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

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

NURS 6814 Interpretive Phenomenology: Research Method for Conducting Human Science (3)
Elective Course. Prerequisite: NURS 6810 or equivalent, NURS 6813 preferred. This course builds upon prior study in qualitative research methods. The course will examine phenomenology as a methodology for understanding human actions and for conducting research into human practices. The hermeneutic turn for developing knowledge for practice disciplines (e.g. education, psychology, family therapy, nursing, social work, public administration, and medicine) will be addressed along with issues and skills in conducting interpretive research. Post-modern conceptions of validity for evaluating interpretive research will also be examined.

NURS 6815 Applied Interpretive Phenomenology (3)
Elective Course. Prerequisite: NURS 6814. The course is for students who intend to use interpretive methods for their dissertation research. Students will examine primary philosophical sources for describing the methodological implications of interpretive phenomenology for studying human meanings and practices, including professional and lay caregiving.

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

NURS 6806 Multivariate/Multivariable Statistics in Nursing Research (3)
Prerequisite: NURS 6805 or equivalent. This course uses a general linear models approach to data analysis with multivariate/ multivariable techniques, including ANOVA/MANOVA methods for repeated measures, multiple regression, logistic regression, factor analysis, and introduction to model fitting techniques. Emphasis is given to interpretative principles of research design, statistical modeling, and analysis methods applied to nursing and clinical research rather than on specific mathematical details.

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

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

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

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

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

Appendix B: Sample Study Plans for Post-Master's to Ph.D.

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

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

Fall

- ORIENT: Prior to fall semester. Orientation on-campus in St. Louis (about 3 days) for all students
- NURS6800: Theory Development in Nursing (3)
- NURS6813: Nursing Knowledge Development: Philosophical Perspectives (3)
- ELECT or NURS 6805: "Methods" elective or Applied Univariate Statistics in Nursing Research or equivalent (Prerequisite if not completed prior to beginning the program) (3)

Spring

- NURS6809: Quantitative Methods in Nursing Research (3)
- NURS6810: Qualitative Methods in Nursing Research (3)
- NURS6806: Multivariate/Multivariable Statistics in Nursing Research (3)
- MNRS: Midwest Nursing Research Society Annual Conference (0)

Summer

- NURS6812: Issues of Scientific Integrity in Nursing and Health Research (1)

Fall

- NURS6801: Research Issues in Health Promotion, Disease Prevention, and Reduction of Health Disparities (3)
- ELECT: Area of Concentration course(s). (Credit hours may vary by course. Total credits for all area of concentration courses will be 9 credits.) (3)
- ELECT: Area of Concentration course(s). (Credit hours may vary by course. See prior note.) (3)

Spring

- NURS6802: Measurement of Nursing Variables (3)
- NURS6804: Research Issues in the Care of Acutely and Chronically Ill Populations (3)
- ELECT Area of Concentration course(s). (Credit hours may vary by course. See prior note.) (3)
- MNRS: Midwest Nursing Research Society Annual Conference (or research conference approved by academic advisor/director) (0)

Summer

- NURS6803: Nursing Issues and Leadership Strategies (2)

Fall

- NURS 6959 Preliminary Examination (written and oral) (0)

Spring and Subsequent Semesters - Total of 12 Credits

- NURS6999: Proposal Defense and Dissertation Research. Full-time status of dissertation research is 3 credits each semester. Academic advisors may approve additional or fewer credit hours each semester based on the student's progress.

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

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

Fall

- ORIENT: Prior to fall semester: Orientation on-campus (about 3 days) in St. Louis for all students.
- NURS6800: Theory Development in Nursing (3)
- NURS6813: Nursing Knowledge Development: Philosophical Perspectives (3)

Spring

- NURS6809: Quantitative Methods in Nursing Research (3)
- NURS6810: Qualitative Methods in Nursing Research (3)
- MNRS: Midwest Nursing Research Society Annual Conference (0)

Summer

- NURS6812: Issues of Scientific Integrity in Nursing and Health Care (1)
- Could take elective here

Fall

- NURS6801: Research Issues in Health Promotion, Disease Prevention, and Reduction of Health Disparities (3)
- NURS6805: Applied Univariate Statistics in Nursing Research or equivalent. (If it has not been completed prior to beginning the program) (3)

Spring

- NURS6804: Research Issues in the Care of Acutely and Chronically Ill Populations (3)
- NURS6806: Multivariate/Multivariable Statistics in Nursing Research (3)
- MNRS: Midwest Nursing Research Society Annual Conference (or research conference approved by academic advisor/director) (0)

Summer

- NURS6803: Nursing Issues and Leadership Strategies (2)

Fall

- ELECT: Area of Concentration course. (Credit hours may vary by course. Total credits for all area of concentration courses will be 9 credit) (3)
- ELECT: "Methods" elective (3)

Spring

- NURS 6802: Measurement of Nursing Variables (3)
- AOC: Area of Concentration course. (Credit hours may vary by course. See note above) (3)
- MNRS: Midwest Nursing Research Society Annual Conference (or research conference approved by academic advisor/director) (0)

Fall:

- AOC Area of Concentration course. (Credit hours may vary by course. See note above) (3)

Spring

- NURS 6959: Preliminary Examination (written and oral) (0)

Fall and Subsequent Semesters - Total of 12 Credits

- NURS 6999: Proposal Defense and Dissertation Research. Full-time status of dissertation research is 1 credit each semester.

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

Appendix C: Ph.D. Nursing Program Student Academic Record

Courses	Year, Semester	Grade
Orientation on-campus in St. Louis (about 3 days) for all students		
NURS 6805(or equivalent) Applied Univariate Stats Res (3, Pre)		
NURS 6800 Theory Development in Nursing (3)		
NURS 6813 Nursing Knowledge Develop: Philos. Perspectives (3)		
NURS 6809 Quantitative Methods in Nursing Research (3)		
NURS 6810 Qualitative Methods in Nursing Research (3)		
NURS 6806 Multivariate/Multivariable Statistics (3)		
NURS 6803 Nursing Issues & Leadership Strategies (2)		
NURS 6812 Issues of Scientific Integrity in Nsg & Health Res (1)		
NURS 6801 Research Issues in Health Promotion/Protection (3)		
NURS 6804 Research Issues in Care of Acutely/Chronically Ill(3)		
NURS 6802 Measurement of Nursing Variables (3)		
Res Methods Elective (3) Name:		
AOC course Name & Credits:		
AOC course Name & Credits:		
AOC course Name & Credits:		
AOC course Name & Credits:		
Total of 9 credits for Area of Concentration		
NURS 6959 Qualifying Examination		
NURS 6999 Proposal Public Defense		
NURS 6999 Dissertation Research Credits:		
NURS 6999 Dissertation Research Credits:		
NURS 6999 Dissertation Research Credits:		
NURS 6999 Dissertation Research Credits:		
NURS 6999 Dissertation Research Credits:		
NURS 6999 Dissertation Research Credits:		

Appendix D: Research and Scholarly Competencies

Research/Scholarly Competency	Already Have	Acquire	Evidence Demonstrating Competency	Date
Use major online databases (e.g., CINAHL, MEDLINE HealthStar, PSYInfo) to conduct a literature search				
Create an integrative review of literature report in tabular or numeric form with explanatory text				
Use major print and electronic resources (e.g., IRIS, InfoEd, COS, CRISP,HAPI) to search for research funding, consultants, instruments				
Write (or participate in writing) IRB protocol				
Write (or participate in writing) a research proposal for external funding				
Write (or participate in writing) a manuscript for publication				
Review (or collaborate in reviewing) a manuscript pre-publication for the publishing organization or the author				
Present a professional paper or poster at a research conference or meeting				
Participate in recruiting and consenting subjects for research study				
Identify, establish contact with, and work with a consultant				
Develop an interview guide				
Develop a code book				
Demonstrate skill in using computer software appropriate to the type of study and data to be organized and analyzed (e.g.,SPSS, SAS, Ethnograph, Nudist)				
Serve as project manager (whole or part)				
Other (to be added specific to project)				

Short-term and Long-term Outcomes and Sources of Evidence

Short-term Outcomes	Evidence	Long-term Outcomes	Evidence
Increase number of faculty research manuscripts submitted for publication, grants submitted for funding, papers and posters submitted for presentation	Faculty database[1]	Increase in faculty research publications in refereed journals and research presentations at regional, national, and international meetings	Faculty database[1]
Increase in student co-authored (with faculty member) manuscripts, posters, and papers submitted for publication or presentation	Faculty database	Increase in externally funded faculty research projects	Faculty database
Enhance doctoral RA's ability to deal with the issues and methods of research in a practice setting (e.g., their ability to translate abstract knowledge of methods into the practical realities of research)	Portfolio; annual evaluation by faculty mentors and Selection Committee	Increase in external awards for research to faculty and/or to students (e.g., poster competition at MNRS for students, at STT for faculty	Faculty database; Portfolio
Enhance the master's RA's ability to construct and evaluate an evidence base for practice	Evaluation by faculty & Director of Research	Increase in student co-authored publications and presentations with faculty	Faculty database; Portfolio
Enhance RA's participation in research events, dissertation defenses, and mock reviews	Attendance records for events	Increase in student pre-doctoral funding (NRSA and private funding agencies)	Faculty database; Portfolio; Office of Research database
		Increase in student post-doctoral applications and awards	Ph.D. Post-graduate survey
		Increase in student post-graduate publications	MSN/Ph.D. Post-Graduate surveys
		Increase in master's student ability to demonstrate evidence- based practice through conference presentation, publication	Evaluation by faculty & Director of Research
		Increase economic competitiveness of SLU master's and Ph.D. programs relative to state programs at UMSL and UMC by attracting strong local, out-of-state, international students	Nursing student services database of inquiries, applicants matriculants

[1] The School maintains an electronic faculty database, updated quarterly by individual faculty members, which provides baseline data on research productivity as well as workload in all areas of the faculty role.

Appendix E: Independent Study/Graduate Readings Course Request

SAINT LOUIS UNIVERSITY SCHOOL OF NURSING
Independent Study/Graduate Readings Course Request

Student Name: _____ Program: Undergraduate _____
Master's _____
SLU ID Number: _____ Ph.D._____

Semester and Year: _____ Professor: _____

Course Number and Section (Indicate Faculty Number) Credit Hours: _____
(Specify 1-4)

_____ NURS 5980- _____
_____ NURS 6979- _____
_____ NURS 6989- _____

Please also complete the Change in Title form attached
or found at this link and submit with this request:
https://www.slu.edu/Documents/eas/Change_Course_Name.pdf

Course Title:
_____

Purpose of Course:
_____
_____
_____
_____
_____

Objectives of Course:
_____
_____
_____
_____
_____
_____
_____

Learning Strategies:

Method(s) of Evaluation:

Proposed Bibliography / Reading List

Student's Signature: _____ Date: _____

Professor's Signature: _____ Date: _____

Program Director's Signature: _____ Date: _____

Form: Independent Studies/Readings Course
07/2009

SAINT LOUIS UNIVERSITY

Independent Study Title Change Form

Office of the Registrar
DuBourg Hall, Rm. 22
221 N. Grand Blvd
St. Louis, MO 63103

Phone: (314) 977 2269
Fax: (314) 977 3447
E-Mail: registrar@slu.edu

Please Print to Ensure Accurate Entry

Student Information

Student Name: _____ College: _____
(Last Name, First Name)

Student ID:

Course Information

Term	CRN	Subject	Course Number	Section Number	Change Course Title To:

Instructions:

- Please complete the above 2 blocks, Student Information & Course Information
- Ensure the Name is Exactly as your wish it to appear on the transcript
- Sign and Date form
- Return it to the Office of the University Registrar
  - Inter Office Mail to the Office of the Registrar
  - Fax to 977—3447

Signature

Advisor: _____ Date: _____

Appendix F: Application for Written Qualifying Examination in the Ph.D. Nursing Program

SAINT LOUIS UNIVERSITY SCHOOL OF NURSING

Application for Written Qualifying Examination in the Ph.D. Nursing Program

Application for _____ 20_____
(term)

Ph.D. students are eligible to take written prelims if they have completed all course work by the time of the examination. This application form should be submitted to the Ph.D. nursing program **at least one month before the start of the term in which you plan to take written prelims.**

Student's name: _____

SLU ID #: _____ Day telephone #: _____
Area Code

Mailing address _____

_____

_____

SLU e-mail address for exam _____

Academic Advisor_____

Your focal area of research interest

_____
(e.g., sepsis in neonates)

Cognate area_____
You may have chosen a cognate with courses in a single department or one that ties together related courses in several different departments. Whatever your choice, please identify the conceptual area of your cognate.

Please attach a copy of your Academic Program Plan (or a brief one page listing of course numbers and titles of courses taken during your Ph.D. program).

Signature of Academic Advisor _____ Date_____

Signature of Student_____ Date_____

Your preferred dates: Choice 1)
Choice 2)
Choice 3)

Appendix G: Memorandum of Agreement

Sample

MEMORANDUM OF AGREEMENT

To: Joanne Kraenzle Schneider, Ph.D., R.N.
Interim Director, Ph.D. Nursing Program
From: [Student's name], [Presumptive committee chair], [committee member], [committee member]
Subject: **Nontraditional Dissertation: Three Article Format**
Date: **[**Month, Day, Year]

I have chosen the **nontraditional dissertation format** that will consist of three (3) thematically-related, original, data-based, article-length manuscripts.

- I understand that two of these manuscripts must have been fully accepted for publication in journals approved by members of the presumptive dissertation committee.
- I understand that I must be the first author on two of the three manuscripts and second author on the third manuscript
- I understand that at least one of the three manuscripts of which I am the sole (or first) author must be a research-based analysis of primary data (or secondary data analysis) using appropriate methodology and reporting.
- I further understand that the advancement to candidacy occurs *only* after the successful completion of written and oral preliminary examinations and with the approval of the Associate Provost for Academic Affairs. The formation of a presumptive dissertation committee does not presume or guarantee the advancement to doctoral candidacy.

The *unifying theme* for my three manuscripts will be . . . .

- One to two paragraphs briefly describing the problem, central issues, and research question(s).

Therefore, my *first article* will . . . .

- Describe the approach or method(s) to be used.

This article will likely be submitted to the *Journal of* . . . .

[Brief paragraph of background information]

Therefore, my *second article* will . . . .

- Describe the approach or method(s) to be used.

This article will likely be submitted to the *Journal of* . . . .

The *third article* will . . . .

[Example] I plan to be the sole author on the first and third manuscript, and 1st or 2nd author on the second manuscript. I also understand that the 3rd article must be submitted to an approved journal.

- Describe each of your manuscripts and their authorship in the anticipated order.

- Provide justification of multiple authorship for each manuscript considering the substantive level of contribution of the student and each additional author as well as the complexity reflected by additional authors. (Consider a format used by the *Journal of the American Medical Association* when describing how multiple authors contribute to an article.)

I will begin initial work on my primary (or secondary data analysis) research in [Month Year] and I plan to complete the work and defend by the end of [Month Year]. Issues such as data collection and publication lag time may affect this timeline.

Dr. [name] will serve as my presumptive Dissertation Committee Chairperson. By their signatures below, Dr. . . and Dr. . . have agreed to serve as Committee members.

_____	_____	_____	_____
Student's Name, degree	Date	Name of Chairperson, Ph.D.	Date
Ph.D. Nursing Student (or Candidate)		Presumptive Dissertation Committee	
_____	_____	_____	_____
Name of Member	Date	Name of Member	Date
Presumptive Dissertation Committee		Presumptive Dissertation Committee Member	
_____	_____		
Name	Date		
Ph.D. Nursing Program Director			

==========

[The following is to be completed prior to initiating the research.]

Approval for my primary (or secondary data analysis) research titled ". . ." has been obtained from Saint Louis University Institutional Review Board (IRB# _____) and [if applicable, other human studies committees and their protocol #s _____]. I have completed the Saint Louis University human subjects research certification course.

_____	_____	_____	_____
Student's Name, degree	Date	Name of Chairperson, Ph.D.	Date
Ph.D. Nursing Student (or Candidate)		Presumptive Dissertation Committee	
_____	_____	_____	_____
Name of Member	Date	Name of Member	Date
Presumptive Dissertation Committee		Presumptive Dissertation Committee Member	

Appendix H: Internal Funding Summary Table – Are all of these listed current?

Sources of Funding for SLU Ph.D. Students in Nursing – Internal to School or University (I)

Source	**Type**	**# Awards**	**Coverage**	**Eligibility**	**Availability**	**Requirements & Restrictions**
School of Nursing Assistantships	I	Max. 10	Tuition (18 credits); Health insurance; Stipend ($17,500)	Classified, full-time	Late Spring	Work 20 hrs/wk for academic yr (9 months)
Marion Bender Scholarship	I	Variable	Partial tuition Funding preferences	Classified	Late Spring	To promote diversity
Shaw-Engler Scholarship	I	Variable	Partial tuition only	Classified	Late Spring	None
Nurse Faculty Loan Program	I	Variable	Tuition, books, health insurance, and selected fees (Awarded to School of Nursing from HRSA Division of Nursing)	Citizens or permanent residents; full-time	Variable	***Must complete 9-credit nurse educator role option.***
Potter Scholarship Fund	I	One	(Variable amount) Support dissertation research	Students who will conduct qualitative research	Fall/Spring	Admitted and enrolled in Ph.D. nursing program
Graduate Student Association (GSA)	I	Variable (Amounts subject to change)	Conference attendance: 50% of eligible costs up to $200. Conference presentation: 50% of costs up to $300. Conference presentation (international): 50% of costs up to $400.	Classified. See https://sites.google.com/a/slu.edu/graduate-student-association/conferenceawards	Academic Yr (AY)	SON must be active in GSA – attend, committee
Graduate Education Dissertation Fellowship	I	Variable	Tuition (12 hrs) Health Insurance Stipend ($11,000)	Ph.D. candidate	Mid-March	9 months; work is dissertation
Presidential Fellowship	I	Variable	Tuition (21 hrs) Health Insurance Stipend ($16,000)	Classified student US citizen	Mid-March	

Appendix I: Resources for Graduate Students

American Association of Colleges of Nursing (AACN)
http://www.aacn.nche.edu/Education/finaid.htm#Graduate
The AACN maintains an *excellent* database of sources for financial aid and scholarships for graduate and post-graduate students. Be sure to search the various awards to determine eligibility criteria.

Saint Louis University

Graduate/Research/Teaching Assistantships: The Saint Louis University School of Nursing offers traineeships, scholarships, research and teaching assistantships to eligible *full-time* graduate students each academic year. Several graduate research and teaching assistantships are awarded each year to full-time classified nursing Ph.D. students. These assistantships provide tuition remission for 18 credits per academic year, a stipend, and health insurance in return for 20 hours per week as a graduate assistant to faculty.

Saint Louis University Graduate Student Association
https://sites.google.com/a/slu.edu/graduate-student-association/
The student association offers small awards and some funding for research and attending research conferences to present research. Please note: One graduate nursing student *must* attend *all* meetings of the Graduate Student Association in order for graduate nursing students to be eligible for these awards and funding.

Potter Scholarship Fund (Graduate – Ph.D. Nursing Program)

To be considered for this non-renewable School of Nursing scholarship award, Ph.D. nursing students must have applied, be admitted and **enrolled in the Ph.D. nursing program** and be in good academic standing at the University. The fund is for those who will be conducting a *qualitative research* dissertation. *Application form is in this manual.*

Marion Bender Scholarship – Ph.D. Nursing Students
http://www.slu.edu/Documents/nursing/MarionBenderScholarship.pdf
Saint Louis University School of Nursing offers scholarship funds to Ph.D. nursing students that are applied to graduate tuition at Saint Louis University. Funding *preference* will be given to assist in achieving a more diverse population consistent with the needs of the nursing discipline and professional nursing workforce. Preference will also be given to those who live/work in and serve rural communities or demonstrate commitment to conduct research with underserved or disadvantaged populations. Annual applications will need to demonstrate strong evidence to support the scholarships preferences.

Shaw-Engler Scholarship – Ph.D. Nursing Students
http://www.slu.edu/Documents/nursing/MarionBenderScholarship.pdf
Saint Louis University School of Nursing offers scholarship funds to Ph.D. nursing students that are applied to graduate tuition at Saint Louis University.

U. S. Government

Department of Defense Breast Cancer Research Program (BCRP)
http://cdmrp.army.mil/bcrp/
The Department of Defense Breast Cancer Research Program (BCRP) is accepting applications from nurses with an interest in breast cancer clinical research. Through the BCRP, Clinical Research Nurse Awards are granted to nurses with a baccalaureate, master's, or doctoral degree who wish to pursue a career in breast cancer research and testing. This mentored research training experience awards up to $75,000/year for salary and up to $25,000/year for direct and indirect costs (2 year max). For more information and an application, call (301) 619-7079.

National Health Service Corps (NHSC) Scholarship Program
http://nhsc.bhpr.hrsa.gov/join_us/students.cfm
(DHHS, Bureau of Health Professions, Health Resources and Services Administration)
Full-time Ph.D. students, depending on their career goals, may find this an attractive option. The NHSC has a number of opportunities available for health professions students. NHSC scholarships are available to students dedicated to practicing primary care in communities of greatest need. In return for scholarship support, students agree to practice in communities across the Nation where need is the greatest. In cooperation with regional and state partners, NHSC

offers students the opportunity to serve on interdisciplinary teams in medically underserved areas. The NHSC also offers a loan repayment program for those dedicated to serving the underserved and who have qualifying educational loans. See the NHSC Web site for detailed information.

National Institute of Nursing Research (NINR) *[full-time study]* http://www.ninr.nih.gov
Also see the following:
National Research Service Award (NRSA) – Individual Pre-Doctoral Fellowship
http://grants.nih.gov/grants/guide/pa-files/PAR-05-091.html

National Institutes of Health (NIH) Graduate Partners Program
Current Ph.D. Students: Individual Agreements.
https://www.training.nih.gov/programs/gpp
Program designed to bring pre-doctoral graduate students to the NIH for dissertation research by developing an agreement between a NIH Investigator and University Professor. Graduate students (U.S. and International) currently enrolled in a Ph.D. training program come to NIH laboratories to enhance their dissertation research by developing an Individual Agreement. An Individual Agreement is defined as an agreement between a university graduate student advisor and an NIH Investigator for the graduate student to do his/her dissertation research in whole or in part at the NIH.

National Institutes of Health Loan Repayment Programs
http://www.lrp.nih.gov
These NIH Loan Repayment Programs (LRP) are a vital component of our nation's efforts to attract health professionals to research careers in areas of national need. The programs are the Clinical Research LRP, Pediatric Research LRP, Contraception and Infertility Research LRP, Clinical Research for Individuals from Disadvantaged Backgrounds LRP, and Health Disparities Research LRP. National Institutes of Health Loan Repayment Programs (LRPs) can repay up to $35,000 a year of qualified educational debt for health professionals pursuing careers in clinical, pediatric, contraception and infertility, or health disparities research. The programs also provide coverage for Federal and state tax liabilities. Applicants must have a doctoral-level degree, devote 50% or more of their time (20 hours per week based on a 40 hour work week) to nonprofit- or government-funded research, and have educational debt equaling at least 20% of their institutional base salary. U.S. citizens, permanent residents, or U.S. nationals may apply.

Nurse Faculty Loan Program (NFLP): Saint Louis University School of Nursing applies annually for funds awarded by the Division of Nursing (Bureau of Health Professions, DHHS). To be eligible to participate in this loan program, Ph.D. nursing students must indicate they intend to complete the 9-credit hour Nurse Educator Role Option during their doctoral studies. Students must be enrolled *full-time*. The program's purpose is to increase the number of qualified nurse faculty. Following graduation, the borrower can cancel up to 85% of the NFLP loan in exchange for serving as nursing faculty at a school of nursing. Contact Dr. Joanne Schneider, 314-977-8937.

Veterans Health Administration
http://www.va.gov/OAA/fellowships/
Pre-doctoral fellowships: This fellowship supports RN doctoral candidates to conduct their dissertation study at VA facilities if the topics of the dissertation are relevant to the care of veterans. Dissertation research topics should be in the area of geriatrics, primary care, rehabilitation, spinal cord injury, home health care, mental health, substance abuse, or other nursing care topics related to the care of the adults and aged. The fellowship is for two years *full-time* (40 hours per week) or three years *part-time* (minimum of 20 hours per week). The annual stipend is $25,000 per year for full-time fellows and pro-rated for part-time fells. Continuation to the second and third years is dependent upon a satisfactory performance evaluation.

TriService Nursing Research Program (TSNRP)
http://www.usuhs.mil/tsnrp/GrantApplications/eligibility.php
The mission of the TriService Nursing Research Program (TSNRP) is to provide resources for the conduct and use of research to foster excellence in military nursing care. There are specific focus areas of research. Active duty and reserve military nurse corps officers from the U.S. Army, Navy, Air Force, and National Guard are eligible for TSNRP funding. Retired military Nurse Corps officers are eligible for funding with limited eligibility and special application requirements.

States

Kentucky Residents

Nursing Incentive Scholarship Fund

http://kbn.ky.gov/education/nisf/

The Nursing Incentive Scholarship Fund (NISF) provides scholarships to Kentucky residents who will be attending . . . graduate nursing programs. NISF recipients are selected individually by the Board, using specified criteria. The amount of each scholarship is $3,000 per year. NISF scholarships may be used for cost of living expenses, as well as school expenses.

Private Sources

CampusRN/AACN Nursing Scholarship Fund

http://aacn.campusrn.com/scholarships/scholarship_rn.asp

CampusRN and the American Association of Colleges of Nursing (AACN) have partnered to offer this new scholarship program for students pursuing professional nursing education programs. Visit the Web site for detailed information and application.

American Assembly for Men in Nursing (AAMN)

http://aamn.org/aamnfoundationscholarships.htm

AAMN Foundation and Johnson & Johnson's Campaign for Nursing's Future have partnered to offer this new $1,000 scholarship program for male students pursuing professional nursing education programs. Established in 2004, these scholarships are intended to supports male students who are seeking a pre-RN licensure or graduate degree in nursing. Applicants must submit an application and all supporting documentation. The more complete your application, the stronger consideration your application will receive. Applicants must already be enrolled (not just accepted) at an accredited institution.

American Association of Critical Care Nurses (AACN)

http://www.aacn.org

https://www.aacn.org/AACN/research.nsf/vwdoc/grantSupport?opendocument

The AACN awards grants for research that is relevant to acute critical care nursing practice. Interdisciplinary projects are especially invited. Funds will be awarded for projects that address one or more AACN research priorities and link with AACN's vision. The AACN research priority areas include: effective and appropriate use of technology to achieve optimal patient assessment, management, and/or outcomes; creating a healing, humane environment; processes and systems that foster the optimal contribution of critical care nurses; effective approaches to symptom management; and prevention and management of complications.

American Association of Retired People

http://www.aarp.org/about_aarp/aarp_overview/aarp_office_of_academic_affairs.html

In 2005, the Office of Academic Affairs provided financial assistance for graduate students committed to studying aging or public policy, and working in aging-related careers. The Web site should be checked for similar offers in the future.

American Association of University Women (AAUW) http://www.aauw.org/fga/index.cfm

The AAUW Web site is a valuable resource for fellowships and grants information specifically for women doctoral candidates. Ph.D. nursing students should search the various awards to determine eligibility criteria. International fellowships are also available for women who are not U.S. citizens.

American Cancer Society

http://www.cancer.org

http://www.cancer.org/docroot/res/res_0.asp

The American Cancer Society is the largest non-government funder of cancer research in the United States. The Society's research program focuses on beginning investigators, a program of targeted research, and an enhanced commitment to psychosocial and behavioral, health services, health policy, epidemiological, clinical and cancer control research. These scholarship grants may provide $15,000 per year for up to four years of support. Visit the Society's Web site above.

American Heart Association: Heartland Affiliate Predoctoral Fellowship

http://www.americanheart.org/presenter.jhtml?identifier=2492

The objective of the competitive predoctoral fellowship is to help students initiate careers in cardiovascular and stroke research. Applicants may be U.S. citizens, permanent residents or a holder of the following types of visas: J-1, F-1, H-1B, O-1, or NAFTA professionals (TN). Visit the Web site for more information.

American Lung Association

http://www.lungusa.org/site/pp.asp?c=dvLUK9O0E&b=486859

The American Lung Association promotes research by direct grants for research and training of scientists, through a vigorous advocacy program designed to optimize federal support of lung research.

American Nurses Association

Ethnic/Minority Fellowship Program in Psychiatric/Mental Health Nursing – American Nurses Association

http://nursingworld.org/emfp/about/index.htm

Pre-doctoral Fellowships http://nursingworld.org/emfp/fellowships/

Pre-doctoral Application: http://nursingworld.org/emfp/fellowships/applications.htm

The American Nurses Association (ANA) offers a clinical research pre-doctoral fellowship program for RNs who are American citizens or have permanent visas; are members of ANA; are master's-prepared and pursuing a Ph.D. in psychiatric/mental health nursing or a field with specialty knowledge in mental health nursing such as child abuse, school violence, psycho-gerontology, or substance abuse with a focus on minority health. Recipients must be a member of an ethnic minority group including but not limited to: American Indian or Alaskan native; Asian, African American, Hispanic, Native Hawaiian, or Pacific Islander. Applications are due March 8 annually.

American Nurses Foundation Research (ANF) Grants Program

http://www.anfonline.org/

Through the Nursing Research Grants program, ANF provides funds to beginner and experienced nurse researchers to conduct studies that contribute toward the advancement of nursing science and the enhancement of patient care. Awards are given in all areas of nursing, including healthy patient outcomes, health care policy development, critical care, gerontology, women's health, community and family intervention.

American Psychiatric Nurses Association: APNA-Janssen Scholarship

Graduate students enrolled in a program leading to a Doctorate in Nursing with an emphasis in psychiatric/mental health nursing are invited to apply! Deans and Directors of nursing schools are also invited to nominate one or more of their students for the scholarship.

American Society of Health-System Pharmacists

http://foundationcenter.org/pnd/rfp/rfp_item.jhtml?id=145200042

The ASHP Research and Education Foundation offers a research grant program custom-designed to meet the needs of junior investigators or practitioners new to research in the federal health services sector. This grant is sponsored by Abbot Laboratories. The program will support research efforts critical to the study of medication adherence and persistence in older patients who receive care through the Veterans Administration, the Department of Defense, and the Public Health Service. Studies should focus on individuals with either HIV/AIDS, auto-immune diseases, psychiatric disorders, or stages 3 and 4 renal disease. A secondary goal of the program is to develop and strengthen the skills of newer researchers in the federal services and foster mentoring of these researchers by more experienced senior investigators. Four grants of $25,000 each will be awarded. Pharmacists, physicians, and nurses interested in applying for funding should refer to the Request for Proposals and application instructions on the ASHP Foundation Web site.

AORN Foundation (Association of PeriOperative Registered Nurses)

http://www.aorn.org/TwoColumnInsert.aspx?id=21692&terms=scholarship#axzz22L5meHpW

The AORN Foundation Scholarship Program offers financial support to students enrolled in nursing schools and to perioperative nurses pursuing bachelors, masters, or doctoral degrees.

Center for Population Research in LGBT Health, The Fenway Institute

www.fenwayhealth.org/lgbtpopulationcenter

Center funds pre-doctoral students interested in careers in LGBT health research. The program connects students with expert faculty mentors from the national network of faculty of the Center. Mentors are closely matched to students' research interests and will assist students who are developing or working on a research project in the study of LGBT

health or same-sex families/households. An ideal candidate will have an interest in working with a mentor to better incorporate population health research methods and/or concerns in their projects.

Community of Science (COS) Pivot Resources for Research, Worldwide
http://pivot.cos.com
COS, s a leading provider of information resources to researchers, scholars and other professionals around the globe. COS provides services that enable these professionals to find the funding, people and information that are important to their work. One of these services is the COS Funding Opportunities™, the largest compendium of information about available funding.

Elderhostel, Inc.: Patricia Cross Doctoral Research Grant
http://www.elderhostel.org/about/scholarship.pdf
This $5,000.00 scholarship honors the work of Dr. K. Patricia Cross, former Elderhostel Board Member and Professor Emerita at the Graduate School of Education at the University of California, Berkeley. Elderhostel will award this competitive grant to a doctoral student studying education, psychology, gerontology, social work, or a related discipline, whose doctoral research will have a significant impact on the field of lifelong or later-life learning.

Emergency Nurses Association Foundation Scholarships
http://www.ena.org/foundation/scholarships/
The mission of the foundation is to enhance emergency healthcare services to the public through the promotion and support of research and education in emergency care. Doctoral and faculty doctoral scholarships are available.

Jayne M. Perkins Memorial Scholarship Program
http://www.foundgroup.com/perkins
The Jayne M. Perkins Memorial Scholarship Foundation is sponsoring scholarships for study at select medical schools (and nursing) for students showing financial need. Only the first 100 applications received are considered after availability is announced. Awards are for $10,000. In 2009, the deadline for application was September 30th.

John A. Hartford Foundation
Building Academic Geriatric Nursing Capacity Scholars Program
http://www.geriatricnursing.org
Pre-doctoral Scholarship: The program includes tuition and fees plus a stipend for two years of full-time study at the institution chosen by the applicant. The selected institution is a significant consideration in the application review and selection process. If the applicant is a newly entering doctoral student the gerontological research project to be undertaken as the doctoral thesis must be identified by the beginning of the second year of funding and the school must describe potential strategies for securing continued support that will enable the applicant to complete their doctoral program. All predoctoral applicants must identify a strong gerontological nurse mentor for their research topic or an advisor if they are newly enrolled.

Global Korean Nursing Foundation (GKNF) Scholarship for Korean American Nurse Scholars.
http://www.gknf.or.kr/
The scholarship is awarded on the basis of an all national competition depending primarily on the academic promise and scholarly achievement of the applicant. The award of $2,000 is given to one person annually. Applicant must be a Korean American doctoral candidate in nursing, who has a minimum GPA of 3.5/4.0 on the doctoral coursework and has got approved his or her research proposal for dissertation. Doctoral students who are either permanent residents or US citizens are preferred. Contact eclee@sonnet.ucla.edu or 310-267-0057.

March of Dimes
http://www.marchofdimes.com/professionals/grants_nursing.html
March of Dimes programs fund several different types of research, all aimed at preventing birth defects and infant mortality. These programs include basic research into life processes, such as genetics and development; clinical research applied to prevention and treatment of specific birth defects and prematurity; the study of environmental hazards; and research in social and behavioral sciences relevant to our mission.

Midwest Nursing Research Society (MNRS)
http://www.mnrs.org
The MNRS offers two grants to support dissertation research which advances nursing science and practice. Funds ($2,500) are available for quantitative and qualitative research on any topic relevant to the nursing profession.

Minority Nurse Magazine
http://www.minoritynurse.com/financial/
Minority Nurse Magazine is a valuable resource for scholarship information specifically for minority nursing students. Ph.D. nursing students should search the various awards to determine eligibility criteria including financial need, academic achievement, and involvement in community activities. In addition, some may require payment of an application fee. Contact the sponsoring organizations for specific information and deadlines. Visit the Web site for detailed information.

National Black Nurses Association Women's Health Research Grant Program
http://www.nbna.org/
NBNA Women's Health Grant Program supports research which will address the deficit of data available on improving the health status of minority women. Information from this effort will provide population specific data to guide health practice in the promotion, prevention and education of peri-menopausal women and their unique health concerns. The amount of funding available for this research grant in direct cost is $20,000. Funding for this project is contributed by Wyeth Pharmaceuticals. (The Web site changes so you may need to inquire directly.)

National League for Nursing (NLN) Foundation Dissertation Scholarship
http://www.nlnfoundation.org
The scholarship provides financial assistance to doctoral candidates in nursing education programs who are working on dissertations focusing on nursing education research. Four awards are available in the amount of $2,500 each.

National League for Nursing (NLN) Jones Scholar Program
The Jonas Scholars Program supports a limited number of Ph.D. candidates as they work to complete their doctoral dissertations. The program seeks rigorous, high-quality doctoral research to advance science of nursing education. Contact: Dr. Elaine Tagliareni at 212-812-0333 or etagliareni@nln.org for application, criteria, and deadline.

National Student Nurses Association Foundation
http://www.nsna.org
The Foundation of the National Student Nurses Association will award Promise of Nursing fellowships to registered nurses enrolled in post-graduate education programs in preparation for a nurse educator role may be eligible for awards to support tuition, academic fees, and books. Eligibility is also related to your ZIP CODE.

Nurse Educational Funds, Inc.
http://www.n-e-f.org
The National Educational Funds, Inc., is a not-for-profit organization which seeks and distributes funds to baccalaureate-prepared RNs who are in need of scholarship assistance for graduate study. Visit the Web site for detailed information and eligibility.

Nurse Practitioner Healthcare Foundation Scholarship and Awards Program
http://www.nphealthcarefoundation.org
This scholarship program includes 3 scholarships and 17 awards for practicing nurse practitioners or nurse practitioners currently enrolled in an accredited master's or doctoral degree program. Awards range from $1,000 to $5,000.

Oncology Nursing Society
http://www.ons.org
The Oncology Nursing Society has multiple funding opportunities for conducting research. Visit the Web site to see the organization's research agenda.

P.E.O. Educational Loan Fund (Women only)
http://www.peointernational.org/
The fund was established in 1907 to make loans available to qualified women who desire higher education and are in need of financial assistance. Students must be recommended by a local chapter of the P.E.O. Sisterhood and within two years of completing her course of study. The current maximum loan is $9,000 at 2% interest and due six years from the date of issue. Interest is billed annually with principal payments to begin after graduation from the program for which the loan was granted. The is an employee at Saint Louis University (Miriam Hallazo) available to speak to students about this loan.

Pharmaceutical Research and Manufacturers of America Foundation (PhRMA)
http://www.phrmafoundation.org
A pre-doctoral fellowship in health outcomes provides two years of stipend funding during a student's Ph.D. doctoral program after course work has been completed and the remaining training activity is the student's research project. The applicant must be a full-time student and the Department Chair is expected to verify the applicant's doctoral candidacy. Visit the Web site to see the areas of interest available for funding.

Sigma Theta Tau International (STTI) Research Grants
http://www.nursingsociety.org/Research/Grants/Pages/Grantsbydate.aspx
Explore the site for STTI grants and joint partner grants with other organizations. Small grants will support research activities but not tuition. The $5,000 research grant can be used to aid the completion or publication of recipient's dissertation research and results.

Women's Research & Education Institute
http://www.wrei.org
The Women's Research & Education Institute fellowships are designed to train potential leaders in public policy formation to examine issues from the perspective, experiences, and needs of women. Students who are currently enrolled in a master's or doctoral program at an accredited institution in the U.S. are eligible. A WREI Fellow receives a stipend of $1,300 per month for eight months (January -August). An additional sum of $500 is provided for the purchase of health insurance. WREI will also reimburse up to $1,500 for the cost of three hours tuition at a Fellow's home institution. Applications can be downloaded from the WREI's website.

Woodrow Wilson Doctoral Dissertation Fellowship in Women's Studies
http://www.woodrow.org/womens-studies/
The Woodrow Wilson Dissertation Fellowship in Women's Studies encourages original and significant research about women that crosses disciplinary, regional, or cultural boundaries. Previous Fellows have explored such topics as women's role in African-American adult literacy, militarism and the education of American women, the influence of grassroots entrepreneurship on gender roles in India, the evolution of women's movements in Eastern Europe after the Cold War, and the dynamics of employment and childbearing.

Service Organizations

Many service organizations have scholarships and grants set aside. Contact local chapters and ask about the availability of student assistance. These are often not advertised, so, asking about opportunities may be the only way to discover what is available. Examples of service organizations include: American Legion, Eagles, Rotary, Lions, etc.

International Students

American Association of University Women (AAUW) http://www.aauw.org/fga/index.cfm
The AAUW Web site is a valuable resource for fellowships and grants information specifically for women doctoral candidates. Ph.D. nursing students should search the various awards to determine eligibility criteria. International fellowships are also available for women who are not U.S. citizens.

Margaret McNamara Memorial Fund (World Bank)
http://www.mmmf-grants.org
The purpose of the grant is to support the education of women from developing countries who are committed to improving the lives of women and children in a developing country. Previous grant recipients studied agriculture, architecture and urban planning, civil engineering, education, forestry, journalism, nursing, nutrition, pediatrics, public administration, public health, social sciences and social work. There are about six grants awarded of approximately $11,000; grants are not renewable.

P.E.O. International Peace Scholarship Fund
http://www.peointernational.org/projects/overview.php
The scholarship was established in 1949 to provide scholarships for international women students to pursue graduate study in the United States and Canada.

Sigma Theta Tau International (STTI) Research Grants

http://www.nursingsociety.org/Research/SmallGrants/Pages/grants_small.aspx
Explore the site for STTI grants and joint partner grants with other organizations. Small grants will support research activities but not tuition.

Also, contact the **Marketing Recruitment Specialist** at the School of Nursing at (314) 944-8995 for information about low interest student loans.

SAINT LOUIS UNIVERSITY

Appendix J: Application: Potter Scholarship Fund (Graduate-Ph.D.)

There is no deadline for submitting an application to the Potter Scholarship Fund

To be considered for this non-renewable School of Nursing scholarship award, students must have passed their written and oral exams and are expected to conduct a qualitative dissertation. Priority will be given to students who will be using the award for research expenses.

To be considered for the Potter Scholarship:
1. Please fill out the information below.
2. Submit a typed description of your background, the focus of your dissertation, and your career goals.
3. Submit a budget for research expenses including other funding sources (if applicable)

_____ _____
Name Banner ID#

_____
Permanent Address

_____
City, State, Zip

_____
Phone (Home) (Work)

Attach above materials and submit with this cover application to:

Lee Smith, Professor of Nursing
Saint Louis University
3525 Caroline, Room 419
St. Louis, MO 63104 smithli@slu.edu

For additional information about SLU and federal and state financial aid, please contact the Saint Louis University Office of Financial Aid/Scholarship at 977-2350.

Appendix K: Graduates from Saint Louis University Ph.D. Nursing Program

Name (Graduation Date)	Dissertation Title (Chair of Dissertation Committee)
Atkins, Frances D. (1993)	Church Members' Views About Healing and Health Promotion in Their Church: A Multi-Case Study (Ruth Murray)
Aud, Myra (1996)	Dementia in Assisted Living Facilities and the Need for Discharge to Skilled Nursing Facilities (Margie Edel)
Baier, Marge (1992)	The Process of Developing Insight and Finding Meaning within Persons with Schizophrenia (Ruth Murray)
Barron, Mary Lee (2008)	Menstrual Cycle Characteristics, Pregnancy, and Health (Louise Flick)
Barry, Julie (1990)	Types of Social Support and Two Chronic Conditions (Louise Flick)
Baylor, Julie (2004)	Problem Behaviors in the Male Partners of Adolescent Mothers: A Comparison of Age-Discrepant and Age-Consistent Relationships (Louis Flick)
Bernaix, Laura (1990)	Nurses' Attitudes, Subjective Norms, and Behavioral Intentions Toward Support of Breast Feeding Mothers (Louise Flick)
Borcherding, Kathleen (2005)	Coping in Healthy Pregnant Women (Louise Flick)
Bowman, Katherine (1996)	Learning Needs of Adolescent Mothers and Their Mothers (Patsy Ruchala)
Broeder, Jennifer (1997)	Motherhood Too Soon: Beginning Mothering from the Neonatal Intensive Care Unit (Lee Smith)
Bufe, Gina (1992)	Study of Opinions of Children about Mental Illness & Associated Predictor Variables (Ruth Murray)
Burger, Jeri (2005)	Living with Inflammatory Bowel Disease: Bodily and Social Responses to Illness (Lee Smith)
Cacchione, Pamela (1991)	Assessment of Acute Confusion in Elderly Persons Who Reside in Long Term Care Facilities (Margie Edel)
Chang, Yu-Ping (2008)	Chinese Family Caregivers' Decisional Conflict Regarding Nursing Home Placement (Joanne Schneider)
Cheng, Han-Fu (2009)	Perimenstrual Syndrome: Diagnosis and Management Among Taiwanese Nursing Students (Mary Ann Lavin)
Chou, Hsueh-Fen (2010)	Self-Regulation of Menopause (Joanne Schneider)
Cibulka, Nancy (2006)	Mothering Intentions of HIV-Infected Women: Embodied Illness and Meanings of Mothering in a Perilous Social World (Lee Smith)
Cone, Kelly (1997)	The Development and Testing of an Instrument to Measure Decision-Making in E.D. Triage Nurses (Ruth Murray)
Craft, Carol (1990)	A Grounded Theory Study of Hardiness in Women with Breast Cancer (Irene Riddle)
Cromwell, Timothy (1995)	Evaluation of Outpatient Leg Ulcer Care (Mary Ellen Grohar-Murray)
Cuvar, Karen (2004)	The Relationship of Health-Related Hardiness, Uncertainty, and Social Support on Coping in Post Cardiac Transplant Recipients (Anne Perry)
Davis, Peggy (2012)	The Relationship of Sensory Impairment and Risk Factors for Falls in Long Term Care Elders (Pamela Cacchione
Decker, Sheila (1994)	The Development and Testing of an Instrument to Measure Decision Making in Emergency Department Triage Nurses (Anne Perry)
Deenan, Aporn (1999)	Testing the Health Promotion Model with Thai Adolescents (Joanne Schneider)
Duane, Carol (1998)	Predicting Participation of Children in Vaccine Research (Anne Perry)
Edwards, Sharon (1998)	Detection of Pulmonary Aspiration using Pulse Oximetry (Norma Metheny)
Folse, Vicki (1998)	The Family Experience with Eating Disorders Scale: Psychometric Analysis (Ruth Murray)
Fyle-Thorpe, Omolara (2015)	The Experiences Of Low Income Non-Resident African American Fathers With Parenting And Depressive Symptoms (Lee Smith)
Gaehle, Kaye (2004)	A Conceptual Understanding of Breast Cancer Detection Practices of 65-84 year old Women (Anne Perry)
Hall, Amy (1996)	Psychometric Analysis of the Self-Efficacy for Adults with Diabetes Scale (Anne Perry)
Hanko, Shelly (2008)	The Effect of Body Position, Angle of Head of Bed Elevation, Tube Size, Gender, and Age on Gastric Residual Volumes (Norma Metheny)
Harman, Bonnie (1992)	The Effects of Paraprofessional Preceptor Program for Certified Nursing Assistants in Dementia Special Care Units (Pat Demuth)
Heitman, Linda (1992)	Intergenerational Influences on Cardiovascular Health Behaviors in Families (Louise Flick)
Hinck, Susan (1997)	The Lived Experience of Oldest-Old Rural Adults (Joanne Schneider)
Huang, Cindy (1991)	Families of Children with Developmental Disabilities: The Test of a Structural Model of Family Hardiness, Social Support, Stress, Coping, and Family Functioning (Irene Riddle)
Hung, Shu-Ling (2009)	The Relationship of Lifestyle Behavior and Occupational Characteristics to Selected Health Problems among Truck Drivers in Taiwan (Deborah Loman)

Ingalsbe, Karrie (1993)	Infant Feeding Practices of Japanese and Mexican Mothers Who Live in the United States (Irene Riddle)
James, Dotti (1992)	Prenatal Fetal Attachment, Prenatal Maternal Confidence, Post-birth Maternal Confidence & Depressive symptoms: A Correlational Study of Adolescent Mothers (Patsy Ruchala)
Jeffers, Brenda (1990)	Treatment Decision-Making for an Incapacitated Family Member: The Surrogate's Lived Experience (Anne Perry)
Jefferson, Urmeka (2011)	Attitudes, subjective norms, and intentions regarding infant feeding methods among Black college students (Joanne Schneider)
Kao, Chia-Chan (2008)	Social Support, Exercise Behavior, and Quality of Life in Older Adults (Joanne Schneider)
Kemper, Judy (1992)	Postoperative Pain and Pain Management of Older Individuals Following Outpatient Surgery (Margie Edel)
Ketchum, Kathy (1994)	Patient and Family Psychosocial Adjustment During the First Week Following Traumatic Injury (Anne Perry)
Komoroski, Pat (1991)	Advanced Directives: A Qualitative Analysis of the Decision Making Process (Janice Noack)
Kumsuk, Suwattana (2006)	An Understanding of Breast Cancer Beliefs and Mammography Use Among Thai Women in the United States (Louise Flick)
Lach, Helen (1995)	A Secondary Analysis of Fear of Falling Among Community-Dwelling Older Adults (Margie Edel)
Leach, Kathy M. (2015)	Early warning signs of delirium: The family's perspective. (Lee Smith)
Lindquist, Sandy (1990)	The Lived Experience of Interpersonal Trust in the Nurse-Patient Relationship Shared by Transplantation Patients and Their Nurses (Ruth Murray)
Lorenz, Rebecca (2007)	Women's Perception of Aging: Coping with Change (Lee Smith)
Luebbert, Rebecca (2010)	Clinical research coordinator's judgments of vulnerability and risk: Medical versus psychiatric studies (Helen Lach)
Lyerla, Frank (2007)	Prompting semirecumbent positioning of mechanically ventilated patients via a nursing clinical decision support system. (Norma Metheny)
Maposa, Sithokozile (2010)	Practical Understanding of HIV Risk in Young Black African Women Living in the United States (Lee Smith)
McLaughlin, Laura (2011)	Taste Dysfunction in Head and Neck Cancer Survivors (Norma Metheny)
Nettip, Nujjaree (2004)	Linking Maternal Employment to Attachment in Thailand: The Mediating Role of Maternal Sensitivity (Louise Flick)
Newby, Nancy (1992)	Reliability & Validity Testing of The Family Sense of Coherence Scale (Anne Perry)
Oliver, Gina (1991)	Alternative Indicators for Hypokalemia (Norma Metheny)
Padwojski, Anne (1995)	The Roles of Physical Functional Capacity and Physical Functional Performance in Predicting Readiness to Wean from Mechanical Ventilation (Anne Perry)
Palmer, Janice (2009)	Caregivers' Experiences During the First Year of Nursing Home Placement of their Family Member with Alzheimer's Disease (Lee Smith)
Parsons, Jill (2013)	Fear of Falling in Long-Term Care Residents: A Mixed Methods Approach (Helen Lach)
Perez, Albertina (2011)	Acculturation and illness perceptions of hypertension among Hispanic adults (Helen Lach)
Phongphanngam, Sutthida (2015)	Fear of Falling and Disability Among Thai Community-dwelling Older Adults (Helen Lach)
Pohlman, Shawn (1997)	Fathers of Pre-term Infants: Like Fish Out of Water (Lee Smith)
Potter, Patricia (1996)	Phenomenologic Investigation of Older Adult Mothers' and Adult Daughters' Participation in Intergenerational Caregiving (Lee Smith)
Raybuck (Saleeby), Jackie (1992)	A Comparison of African-Americans' and Caucasians' Health Beliefs and Help Seeking Regarding Mental Illness (Louise Flick)
Rebmann, Terri (2006)	Nursing Bioterrorism Preparedness (Joanne Schneider)
Ridley, Johnna Renee (2009)	Interactive Teaching in Nursing Education (Margie Edel)
Robinson (Muraski?), Michele (1995)	Family Hardiness Index: Methodology for Use with Children (Anne Perry)
Robinson, Sherry (1993)	Transitions in the Lives of Elderly Women Who Have Hip Fractures (Patricia Demuth)
Russell, Cindy (1994)	The Effects of Information and Support on Hope and Uncertainty of Individuals Awaiting Cadaveric Renal Transplant (Mary Ellen Grohar)
Sander, Rita (1999)	Measurement of Functional Status in the Spinal Cord Injured Patient (Anne Perry)
Sappington, Julie (2005)	How Families Promote the Safety of Young Drivers (Lee Smith)
Schmidt, Cindy (1991)	Mothers' Views Concerning the Development of Self Care Agency in School Age Children with Diabetes (Irene Riddle)
Semenza, Nancy (2005)	Stress, Mood, and Bone Mass Density in Postmenopausal Women (Ruth Murray)
Shin, Cha-Nam (2008)	Predictors of Physical Activity and Healthy Eating of Korean Adults in the United States (Helen Lach)

Simpson, Kathleen (1993)	Clinical and Financial Outcomes of a Preterm Birth Prevention Program for Women Enrolled in a Commercial Insurance Health Plan (Louise Flick)
Smith, Judith (2011)	Exploration of Loneliness in Community Dwelling Older Adults (Lee Smith)
Sparks, Laurie (1993)	A Comparison of the Effects of Cutaneous Stimulation and Distraction on Children's Injection Pain (Irene Riddle)
Stallings, Devita (2011)	African American Women's Self-Regulation Of Health (Joanne Schneider)
Stockert, Patricia (1996)	The Determinants of a Health-Promoting Lifestyle in Older Adults (Mary Ann Lavin)
Stockmann, Cherrill (2004)	The Progress of the Therapeutic Psychiatric Nurse-Patient Relationship (Ruth Murray)
Stubblefield, Carol (1991)	Parents' Perceptions of Their Children's Lung Transplant Experiences (Ruth Murray)
Subasic, Kimberly (2012)	Living with Hypertrophic Cardiomyopathy *(*Lee Smith)
Sundara, Diana (2013)	The Relationship of Sensory Impairment and Risk Factors for Falls in Long Term Care Elders (Lee Smith)
Suppaseemanont, Wantana (2007)	Social Support and Anxiety in First-time Pregnant Women in Thailand (Joanne Schneider)
Swanlund, Susan (1991)	Successful Medication Management Process as Perceived by Community-Dwelling Older Adults (Pat Demuth)
Teschendorf, Michelle (2014)	Practices of Intrapartal Nurses Working with Women in Pain During Labor (Lee Smith)
Urban, Georgia (1994)	Homeless Women: Perceptions of Their Experiences in Transitional Housing Programs (Ruth Murray)
Vinson, Judith (1991)	In Search of Resilience: The Test of Theoretical Model in a Sample of Children with Asthma (Irene Riddle)
Walton, Debra (2007)	Efficacy of an Evidenced-based Incision Care Protocol on Surgical Site Infections (Mary Ellen Grohar
Wang, Ling-Hua (2012)	The Relationship of Maternal-Fetal Attachment and Health Behavior Among Pregnant Women in the Rural Area of South Taiwan (Andrew Mills)
Ward-Larson, Charlotte (1996)	The Efficacy of Facilitated Tucking for Relieving Procedural Pain of Endotracheal Suctioning in Very Low Birth Weight Infants (Deborah Loman)
Waznonis, Annette (2015)	A Multi-site, Mixed Methods Examination of Simulation Debriefing Practices in Traditional Baccalaureate Nursing Programs (Andrew Mills)
Westhus, Nina (1990)	The Test of a Mnemonic Device to Help Children with Asthma Learn to Use a Metered Dose Inhaler (Irene Riddle)
Wiegmann, Janice (1990)	Rural Family Health: Meanings and Experiences (Ruth Murray)
Williams, Jennifer (2014)	Fluid Bolus Administration in Early Goal Directed Therapy Treatment of Severe Sepsis and Septic Shock in the Emergency Department: Predictors and Outcomes (Norma Metheny)
Wimberley, Paige (2013)	Beyond the Pink Ribbon: Betrayal, Chaos, and Transformation (Lee Smith)
Wong-Anuchit, Choochart (2016)	Mental Illness and Health Behavior Change (Joanne Schneider)
Wu, Horng-Shiuann (1999)	Measuring Fatigue in Persons with Cancer: An Instrumentation Study (Maryellen McSweeney)
Wunderlich, Rita (1996)	An Exploratory Study of Physiologic and Psychological Variables that Predict Weaning from Mechanical Ventilation (Anne Perry)
Yakimo, Richard (2000)	Determination of Psychiatric Consultation-Liaison Nursing Outcomes Through a National Survey (Ruth Murray)

Appendix L: Current Classified Students of the Ph.D. Nursing Program

Agrella, Stephanie (2015, fall)
agrellasa@slu.edu

Aksornsri, Alongkorn (2014, fall)
aksornsria@slu.edu

Alzahrani, Naif (2016, fall)
alzahranins@slu.edu

Armstrong, Kathleen (2011, sum)
armstrk@slu.edu

Arnotti, Karla (2010, fall)
karnotti@slu.edu

Banharak, Samoraphop (2012, fall)
sbanhara@slu.edu

Brkic, Melissa (2016, fall)
brkicma@slu.edu

Brodersen, Lisa (2010, fall)
lbroders@slu.edu

Burns, Timothy (2016, fall)
timothyburns@slu.edu

Chantamit-o-pas, Chutima (2012, fall)
cchantam@slu.edu

Dadosky, Collin (2016, fall)
dadoskyc@slu.edu

Dettenmeier, Patricia (2013, fall)
dettenpa@slu.edu

Donahue, Katie A. (2013, fall)
kdonahu1@slu.edu

Ganiyu, Bamidele (2014, fall)
bganiyu@slu.edu

Gerdes, Michele (2016, fall)
mwicks@slu.edu

Innab, Adnan (2016, fall)
INNABAM@slu.edu

Isarangura Na Ayudhaya, Phitinan; (2015, fall)
isaranguranaayu@slu.edu

Kaewma, Sumattana (2014, spr)
kaewmas@slu.edu

Keller, Kristin G. (2014, fall)
kellerkg@slu.edu

Koedbangkham, Jantana (2013, fall)
koedbangkhamj@slu.edu

Kuljeerung, Orawan (2015, fall)
kuljeerungo@slu.edu

Lauderman, Christina (2016, fall)
laudermanc@slu.edu

Lee, Kristin C. (2013, spr)
leekc@slu.edu

Lee, Terry L. (2013, fall)
leetl@slu.edu

McClung, Emily (2012, fall)
emcclung@slu.edu

McGuire, Kelley (2014, fall)
mcguirekm@slu.edu

Meekanon, Paweena (2016, fall)
MEEKANONP@slu.edu

Morgan, Stacey (2015, fall)
smorga27@slu.edu

Noimontree, Wanida (2013, fall)
noimontreew@slu.edu

Oerther, Sarah E. (2014, fall)
oertherse@slu.edu

Phengnum, Wisitsri (2016, fall)
PHENGNUMW@slu.edu

Prakobchai, Sattha (2014, fall)
prakobchais@slu.edu

Punsuwun, Sasinun (2016, fall)
PUNSUWUNS@slu.edu

Pusopa, Chuleeporn (2015, fall)
pusopac@slu.edu

Quillen, Terrilynn (2011, sum)
tquillen@slu.edu

Rainer, Jennifer (2013, fall)
rainerjb@slu.edu

Reangsing, Chuntana (2015, fall)
reangsingc@slu.edu

Shagavah, Anne (2014, fall)
shagavahaw@slu.edu

Schmuke, Ashley (2016, fall)
adietri3@slu.edu

Winegar, Rhonda (2015, fall)
rward17@slu.edu

Wongyara, Nattaya (2016, fall)
WONGYARAN@slu.edu

Appendix M: Ph.D. Student Annual Self-Report and Evaluation

Please complete the first page of this form as part of your dossier. Contact your advisor/chair for additional instructions regarding completion of additional pages. The dossier includes this form, the Student Self-Assessment, and a current plan of study. It is to be submitted to the faculty no later than two weeks before the formal meeting is held in October.

Student: _____ 1st semester of course work: _____

Circle all that apply: full-time, part-time, on-site, distance. **Advisor/Chair: _____**

Note: Attempted to contact student on these dates without response: ___ _____

Courses	**Year, Semester**	**Grade**
Orientation on-campus in St. Louis (about 3 days) for all students		
NURS 6805(or equivalent) Applied Univariate Stats in Nurs Res (3, Pre)		
NURS 6800 Theory Development in Nursing (3)		
NURS 6813 Nursing Knowledge Develop: Philos. Perspectives (3)		
NURS 6809 Quantitative Methods in Nursing Research (3)		
NURS 6810 Qualitative Methods in Nursing Research (3)		
NURS 6806 Multivariate/Multivariable Statistics (3)		
NURS 6803 Nursing Issues & Leadership Strategies (2)		
NURS 6812 Issues of Scientific Integrity in Nsg & Health Res (1)		
NURS 6801 Research Issues in Health Promotion/Protection (3)		
NURS 6804 Research Issues in Care of Acutely/Chronically Ill(3)		
NURS 6802 Measurement of Nursing Variables (3)		
Res Methods Elective (3) Name:		
AOC Name & Credits:		
AOC Name & Credits:		
AOC Name & Credits:		
AOC Name & Credits:		
Total of 9 credits for Area of Concentration (AOC)		
NURS 6959 Qualifying Examination		
NURS 6999 Proposal Public Defense		
NURS 6999 Dissertation Research Credits:		
NURS 6999 Dissertation Research Credits:		
NURS 699 9Dissertation Research Credits:		
NURS 6999 Dissertation Research Credits:		
NURS 6999 Dissertation Research Credits:		
NURS 6999 Dissertation Research Credits:		

International Students:

- SLU ESL Test Date and Score _____

I. Cumulative progress toward graduation

Mileposts	Projected date of completion	Date completed
Required annual research conference		
Completed coursework		
Written exam		
Oral exam		
Proposal defense		
IRB application		
Dissertation defense		
Graduation		

Please confirm that you have watched the following videos as required:

Speaker	Date Completed	Requirement
Marilyn Oermann		This should be completed within 1-6 months of registration
Elizabeth Tornquist		This should be completed within 1-6 months of registration

II. Overall, I consider my progress (compared to student colleagues) to be:

ON TARGET PROGRESSING WELL **ON TARGET BUT NEED MORE GUIDANCE** **HAVE CONCERNS ABOUT PROGRESSION AND DEVELOPMENT**

III. Advisor/Chair Evaluation of student's progress (outcome of the meeting)

SATISFACTORY **SATISFACTORY WITH RESERVATIONS** **UNSATISFACTORY**

NOTE: Satisfactory: making expected level of progress through the program; **Satisfactory with reservations**: Not progressing through the program as expected; **Unsatisfactory**: Not meeting expectations, not progressing; Specific reasons for this rating will be identified below:

Comments: _____

Additional review required: Yes No

If additional review required, agreed upon goals to be completed (include deadlines) in the next semester:

1) _____

2) _____

Signatures:

Student: _____ Date: _____

Advisor/Dissertation Chair: _____ Date: _____

Ph.D. Program Director _____ Date: _____

Optional pages: Contact advisor/chair for further direction regarding completion of the following pages

IV. Research events and scholarly development

List research conferences and other scholarly events attended (including date and title). Acceptable activities include: Research Events, Special School of Nursing lectures, Proposal defenses and Dissertation defenses, AACN/NLN/NINR webinars, other University events or conferences.

1.
2.
3.

Additional:

V. Assistantship/Fellowship

During this academic year and the preceding summer, did you have an assistantship/fellowship, or involved in a research project or other professional activity?

If so describe:

VI. Awards/Scholarships

List professional awards/scholarships received (i.e. teaching, research, practice)

VII. Publications and Presentations (APA format)

Publications (submit copy)

Manuscripts in press

Manuscripts submitted for publication

Manuscripts in progress

Research and scholarly presentations (local, regional, national, international, departmental seminars, or other forum)

1.
2.
3.

VIII. Research

If you applied for grants, fellowships, travel awards or other funds, please list and complete the following information according to grant status as indicated below. Attach an abstract of each of your current

research projects (200 words or less). Indicate the relation of this work to your proposed doctoral research.

Funded				
Name of Fund/Award agency	Date applied	Date awarded	Amount	Project period
1.				
Pending				
Name of Fund/Award agency	Date applied	Date awarded	Amount	Project period
1.				
Unfunded				
Name of Fund/Award agency	Date applied	Date awarded	Amount	Project period
1.				

IX. Service

Describe any service performed this past year for Saint Louis University, School of Nursing, professional societies, community groups, or graduate student associations.

1.
2.

X. Goals

Summarize your research and academic goals for the coming academic year assessing your performance and progress, including plans for qualifying exams (written and oral) and proposal defenses.

A. Progress on prior year goals:

B. Goals for current year:

XI. Additional Comments

This section can be used to report any special issues to the attention of the faculty (i.e., aides or barriers to your progress). Note any miscellaneous achievement or activities that are not documented elsewhere.

Student Self-Assessment

The purpose of this survey is to determine how one's academic advisor may assist you in accomplishing your research career goals. Please be sure to circle one answer for each question. Thanks!

For each of the skills listed below, please rate (a) how skilled and/or knowledgeable you are and (b) how important you feel this skill is to achieving your career goals. Use the following scales:

Competence	**Importance**
1 = Don't possess this skill	1 = Of no importance
2 = Minimally competent	2 = Minimally important
3 = Moderately competent	3 = Moderately important
4 = Quite competent	4 = Quite important
5 = Very competent	5 = Quite important

Competence	Importance	
1 2 3 4 5	1 2 3 4 5	Identifying funding agencies and scholarship research opportunities
1 2 3 4 5	1 2 3 4 5	Conducting a literature search using an online database
1 2 3 4 5	1 2 3 4 5	Identifying and locating fugitive/gray literature
1 2 3 4 5	1 2 3 4 5	Articulating a feasible research question
1 2 3 4 5	1 2 3 4 5	Identifying relevant study design options
1 2 3 4 5	1 2 3 4 5	Designing a survey instrument guide
1 2 3 4 5	1 2 3 4 5	Sampling procedures and choosing best option
1 2 3 4 5	1 2 3 4 5	Conducting power calculations
1 2 3 4 5	1 2 3 4 5	Handling IRBs/Human Subjects issues and procedures
1 2 3 4 5	1 2 3 4 5	Developing a codebook and entering research data
1 2 3 4 5	1 2 3 4 5	Developing computer and data management skills
1 2 3 4 5	1 2 3 4 5	Understanding analytic strategies specific to questions of interest
1 2 3 4 5	1 2 3 4 5	Performing statistical analysis using software (e.g., SPSS, Amos, other)
1 2 3 4 5	1 2 3 4 5	Hands-on experience using qualitative analysis
1 2 3 4 5	1 2 3 4 5	Performing qualitative analyses using software (e.g., Dedoose, Atlas ti)
1 2 3 4 5	1 2 3 4 5	Using relational data bases (e.g., Access or equivalent)
1 2 3 4 5	1 2 3 4 5	Using electronic spread sheets (e.g., Excel or equivalent)
1 2 3 4 5	1 2 3 4 5	Preparing a research grant application
1 2 3 4 5	1 2 3 4 5	Developing/managing a research budget
1 2 3 4 5	1 2 3 4 5	Preparing slides/presentations/graphs (e.g., PowerPoint)
1 2 3 4 5	1 2 3 4 5	Crafting a scientific abstract
1 2 3 4 5	1 2 3 4 5	Writing for scientific publication
1 2 3 4 5	1 2 3 4 5	Developing and delivering a poster session
1 2 3 4 5	1 2 3 4 5	Making a scientific presentation to a professional audience
1 2 3 4 5	1 2 3 4 5	Giving a public presentation to a lay audience
1 2 3 4 5	1 2 3 4 5	Crafting a press release/Op Ed/elevator speech
1 2 3 4 5	1 2 3 4 5	Writing a lay abstract
1 2 3 4 5	1 2 3 4 5	Reviewing a grant application
1 2 3 4 5	1 2 3 4 5	Reviewing a manuscript for a peer-reviewed journal
1 2 3 4 5	1 2 3 4 5	Working as a member of a collaborative team
1 2 3 4 5	1 2 3 4 5	Knowing the Ph.D. Student Handbook & Grad Ed policies & procedures
1 2 3 4 5	1 2 3 4 5	Serving on a SLU School of Nursing or University-wide committee
1 2 3 4 5	1 2 3 4 5	Knowing academic and scientific integrity policies
1 2 3 4 5	1 2 3 4 5	Demonstrating professional conduct
1 2 3 4 5	1 2 3 4 5	Knowing harassment policies and student responsibility standards
1 2 3 4 5	1 2 3 4 5	Using social media responsibly
1 2 3 4 5	1 2 3 4 5	Balancing personal and professional demands
1 2 3 4 5	1 2 3 4 5	Being culturally competent
1 2 3 4 5	1 2 3 4 5	Having a clear roadmap for developing your career

Modified from the University of Washington *Investigator Needs Assessment* (distributed by Dr. Nancy Fugate Woods at the AACN Doctoral Education Conference, Naples, FL, 2014)