

INFORMATION SPECIFICALLY FOR PhD STUDENTS

I. Overview of the Doctor of Philosophy in Nursing Program

The Doctor of Philosophy in Nursing program prepares scholars to conduct research in nursing, to extend the knowledge base relevant to nursing, and to collaborate in interdisciplinary research with other scholars. Study requires expertise in nursing and developing competence in research that relates to the practice of nursing and delivery of health care. Graduates of the program are prepared for careers as researchers, faculty, consultants, and as leaders within the profession, in health policy making agencies, and within the health care delivery system

Students benefit from close interaction with nationally recognized faculty and are quickly integrated into research, teaching, and seminar activities. Students work with faculty members on joint research projects and develop their own area of research. In addition, students present their research at national and regional conferences as well as through publications.

A. PhD Nursing Focal Areas

There are four specific PhD nursing focal areas, Nursing in Aging, Nursing Administration, Child and Family Nursing, and Nursing Informatics. Focus areas indicate areas of study in which there are cadres of faculty with funded programs of research. Students benefit from close interaction with faculty with clinical and research expertise in their focal area of concentration. Students are quickly integrated into teaching, research, and seminar activities and become full, active, and valuable members of their focal areas. The programs of study are flexible and individualized to meet the interest and training needs of the student. Each student completes a required core of courses and then engages in intensive research interests. The many cognate areas available to doctoral students indicate the diverse opportunities available at The University of Iowa and create rich opportunities for student growth.

B. Individualized Focal Area

In addition, students with an interest in a nursing focal area outside of the four primary focal areas may develop an Individualized Program of Study. In order to develop an Individualized Program of Study, prior to admission to the doctoral program the prospective student must contact a faculty member who has a program of

research in the student's area of research interest and develop a program of study, to be submitted with the application to the Doctoral Program. Possible foci of individualized programs of study include Nursing Genetics, Minority Health, and Occupational Health, as well as other foci represented by faculty programs of research. Students in an Individualized Program of study must complete the required Nursing Core courses and the Additional Program Requirements.

II. PhD Admission Requirements

Persons may enter a program of study for the Doctor of Philosophy in Nursing with a bachelor's or master's degree. Students are admitted to the program in the fall semester. Application deadline: November 15 of each year for the following fall.

The following requirements must be fulfilled for admission to either the post master's PhD or BSN-PhD programs:

- Completion of an accredited basic nursing program
- Minimum grade point average of 3.0 on a 4.0 scale in BSN program and Masters program, where applicable
- Graduate Record Examination (GRE), preferably within the last five years
- Successful completion of an upper division course in statistics
- A minimum score of 550 paper-based, 213 computer-based or 81 iBT on the Test of English as a Foreign Language (TOEFL) or 7.0 with no subscore lower than 6.0 on the IELTS for students whose first language is not English
- Current license to practice nursing (Special license for international students)
- A two-to three-page statement describing educational objectives, research focus, career goals, and identifying a focal area for doctoral study
- Three (3) recommendations from professionals in the field that speak to the potential of the applicant as a scholar
- A current resume or curriculum vitae
- Complete transcript of all college programs and courses

Note: Applicants with a previous master's degree may have coursework that could be applied to the PhD program of study. Previous graduate coursework should be reviewed in advance by the Graduate Programs Office

III. PhD Advising

A. Academic Advisor

All PhD students are assigned a Faculty Advisor as well as an advisor in the Graduate Programs Office at the time of Admission to the program. The advisor is a faculty member in the student's focal area of interest, typically with a funded program of research. Students and faculty meet on a regular basis throughout the students program. The schedule of meetings is negotiated between the students and the advisor. Faculty advisors discuss with their students course selection, timing of courses, research practicums, the comprehensive examination and the dissertation process. A student's faculty advisor may be a member of the student's comprehensive examination committee and the dissertation committee, but this is not required. The Director of the Doctoral Program may change a student's advisor at the request of the student and/or faculty advisor. Additional advising by graduate office staff will assist students to orient themselves to the University, to resolve problems that may interfere with their educational progress and to help students enroll in courses and assist students in meeting important deadlines and complying with College requirements such as licensure, HIPPA, or criminal background check. The PhD student benchmark flow sheet may be used as a guide for the student's progress.

PhD Student Benchmark Flow Sheet Follows:

The University of Iowa
College of Nursing

**PhD Student Recommended Benchmarks
(Full-time)**

| Benchmarks | Done | Not Done | Notes/Comments |
|--|-------------|-----------------|-----------------------|
| Year 1: | | | |
| Finalize & submit course of study, signed by the advisor, to Doctoral office | | | |
| Select strong cognate minor courses that broaden and deepen cognate major | | | |
| Make good progress in coursework | | | |
| Regularly attend research colloquia | | | |
| Attend at least one regional or national research conference | | | |
| Work with faculty mentor in focused research area and be a member of a research team (preferably interdisciplinary) | | | |
| Prepare and submit an individual pre-doctoral fellowship application (grant proposal) to NIH (or other appropriate funding source) by the end of the 1 st year of full-time study | | | |
| Year 2: | | | |
| Co-author or author 1 journal article and submit the manuscript for publication | | | |
| Submit an abstract for a presentation at a regional or national research conference | | | |
| Make good progress with coursework | | | |
| Continue working with faculty mentor in focused research area and be a member of a research team (preferably interdisciplinary) | | | |
| Resubmit pre-doctoral application if not funded | | | |
| Year 3: | | | |
| Author (or first author) 1 additional journal article and submit the manuscript for publication | | | |
| Present at a regional or national research conference | | | |
| Continue working with faculty mentor in focused research area and be a member of a research team (preferably interdisciplinary) | | | |
| Complete research practicum | | | |
| Complete coursework | | | |
| Gain teaching experience as TA if no previous teaching experience | | | |
| Schedule comprehensive examination | | | |

| | | | |
|---|--|--|--|
| Schedule dissertation proposal meeting | | | |
| Year 4: | | | |
| Author (or first author) 1 additional journal article and submit the manuscript for publication | | | |
| Present at a regional or national research conference | | | |
| Collect dissertation data and analyze or complete analysis of secondary data | | | |
| Schedule dissertation defense | | | |
| Explore post-doctoral study, prepare application, if career goal is to be an academic and or research scientist | | | |
| Defend dissertation | | | |
| Complete program with graduation at end of 4 years of full-time study | | | |
| | | | |

* The benchmarks are applicable for part-time students according to the number of credit hours that have been completed (Example: 18 hours of credit equals 1 year of full-time study)

B. Annual Review

Once a year each PhD student has a formal review of progress in the PhD Program. The annual review is intended to give students the opportunity to share their progress with doctoral teaching faculty and administrators. It is also intended to give students a chance to share any problems that they may be having in the program. Annual review meetings are scheduled through the Graduate Programs Office. The student, the student's advisor, and the Director of the Doctoral Program are expected to attend the review session. Students and advisors may invite other faculty members that may have a specific interest in the student's progress. All faculty are invited to attend the annual review meetings of PhD students. Meetings are approximately 45 minutes long.

Students should come to the review relaxed and prepared to have a useful, informal exchange with faculty who are here to be sure that you are successful in the program. Students should provide copies of the following to the advisor and Director of the Doctoral Program at the review:

1. A current curriculum vitae or professional resume
2. A current copy of your PhD Student Plan of Study or BSN-PhD Student Plan of Study
3. A current copy of your transcript
4. Copies of any journal article publications or other publications (in print, in press, or under review)
5. A completed Review Form*

**College of Nursing
The University of Iowa**

PhD Student Plan of Study

Student Name _____ Admission Date _____

Expected date of graduation _____

Residence Requirement will be met during these semesters _____

| PhD Nursing Core Courses | Course Number | Expected Year & Semester of Completion |
|---|----------------------|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Focal Area Courses (including Residency) | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Cognate Courses | | |
| | | |
| | | |
| | | |
| Methods & Statistics Courses | | |
| | | |
| | | |
| | | |
| Dissertation Seminars/Research Practica/Dissertation Hours | | |
| | | |
| | | |
| | | |
| | | |
| | | |

(Student Signature) (Date)

(Advisor Signature) (Date)

**College of Nursing
The University of Iowa**

BSN-PhD Student Plan of Study

Student Name _____ Admission Date _____
 Expected date of graduation _____
 Residence Requirement will be met during these semesters _____

| Master's Nursing Core Courses | Course Number | Expected Year & Semester of Completion |
|---|----------------------|---|
| | | |
| | | |
| Master's Level Specialization Courses | | |
| | | |
| | | |
| PhD Nursing Core Courses | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Focal Area Courses (includes Residency) | | |
| | | |
| | | |
| | | |
| | | |
| Cognate Courses | | |
| | | |
| | | |
| | | |
| Methods & Statistics Courses | | |
| | | |
| | | |
| | | |
| Dissertation Seminars/Research Practica/Dissertation Hours | | |
| | | |
| | | |
| | | |
| | | |
| | | |

 (Student Signature) (Date)

 (Advisor Signature) (Date)

**College of Nursing, The University of Iowa
Individual PhD Program of Study**

Student Name: _____ Admission Date: _____ BSN-PhD or PhD _____

Focal Area: _____ Advisor: _____

Residency Requirement met by _____ or _____
2 full-time semesters (9 s.h. or more) 3 part-time semesters (6 s.h. or more) with a 1/3 time RA/TA

Comprehensive Exam Date: _____ Expected date of graduation: _____

| YEAR 1 | | | | | |
|-------------------|---|---------------------|----------------|---------------------|----------------|
| Fall _____ | | Spring _____ | | Summer _____ | |
| 1 | 2 | | | | |
| Semester Total | | 3 | Semester Total | | Semester Total |
| Overall Total | | 4 | Overall Total | | Overall Total |
| YEAR 2 | | | | | |
| Fall _____ | | Spring _____ | | Summer _____ | |
| | | | | | |
| Semester Total | | | Semester Total | | Semester Total |
| Overall Total | | | Overall Total | | Overall Total |
| YEAR 3 | | | | | |
| Fall _____ | | Spring _____ | | Summer _____ | |
| | | | | | |
| Semester Total | | | Semester Total | | Semester Total |
| Overall Total | | | Overall Total | | Overall Total |
| YEAR 4 | | | | | |
| Fall _____ | | Spring _____ | | Summer _____ | |
| | | | | | |
| Semester Total | | | Semester Total | | Semester Total |
| Overall Total | | | Overall Total | | Overall Total |

The Graduate Programs Office will complete for the first semester you are enrolled and will forward it electronically to both you and your advisor. As you progress through the program, please fill in each semester on the electronic copy as noted below, print, and bring with you to your Annual Review.

1. course numbers and titles
2. semester hours for each course
3. total number of s.h. for that specific semester
4. aggregate total for current and completed semesters

IV. PhD Student Collegiate Involvement

In addition to your individual plan of study, all students are expected to participate in College of Nursing activities that contribute to the student's professional and academic experiences.

A. Graduate Seminar Series

Each Wednesday the Graduate Seminar Series is held over the lunch hour in the Heritage Room (133NB).

The Graduate Seminar Series include:

- Research Colloquium
- Writing skills sessions
- Teaching seminars
- Presentations on International and diversity issues

The **Research Colloquium** is part of the Graduate Seminar Series. There are approximately 6 research seminars in the Colloquium each semester. All doctoral students are expected to attend the Research Colloquium. Topics for the Research Colloquium vary but often include:

- Presentations on research projects by faculty and students
- Mock grant review sessions
- Information on resources and skills appropriate for novice researchers

B. College of Nursing Areas of Study

The College of Nursing is organized into three areas: 1) Adult and Gerontological Nursing, 2) Parent, Child, and Family Nursing, and 3) Systems and Practice. PhD students are typically assigned to the area of study that is the best fit with their focal area of study. Students may participate in the activities of the area as appropriate.

C. Association of Graduate Nursing Students (AGNS)

AGNS meetings and events are held throughout the academic year to discuss issues and provide mentoring and share ideas.

V. Programs of Study

A. BSN to PhD

The BSN to PhD is designed as an accelerated pathway for outstanding BSN graduates, who have an identified and focused research and scholarship interest, to complete the PhD. For persons who enter with a bachelor's degree in nursing, the program consists of a minimum of 72 semester hours, including 12 semester hours of master's level courses that include 2 master's level core courses and 2 clinical master's specialization courses (such as geriatrics, pediatrics, administration). Four primary focal areas are available for doctoral study. These include Nursing Administration, Aging, Family/Child and Informatics. In addition there is an Individualized Nursing Focal Area that allows students to develop an individualized program of study. Several other specialty areas of study are also available. Among these are Women's Health, Oncology, and Genetics. Students who enter the Doctoral Program in Nursing without a Masters degree can earn a Masters of Science in Nursing degree (MSN) after having completed 33 semester hours. This is comparable to the 33 sh required for the Basic MSN in the College of Nursing.

Credits for PhD:

Master's Nursing Core:

| | |
|---|--------|
| 96:208 Leadership for Advanced Nursing Practice | 3 sh |
| 96:211 Research for Evidence Based Practice I | 3 sh |
| 2 Masters Specialization Courses (such as geriatrics, pediatrics, administration) | 6 sh |
| Masters Qualifying Exam or Portfolio or Project or Thesis | 0-5sh* |

PhD Nursing Core:

| | |
|--|------|
| 96:340 Nursing Theory Construction, 96:342 Qualitative Research, 96:344 Quantitative Research | 9 sh |
| Graduate level course in Nursing/Health Informatics | 3 sh |
| Graduate level courses in the following areas: Health Economics Health Care Policy | 6 sh |

| | |
|---|--------------|
| PhD Focal Area (Cognate Major) | 12 sh |
| Cognate Minor | 9 sh |
| Research Methods (must include intermediate multivariate statistics) | 9 sh |
| Research Practicum (2 semesters) | 0 sh* |
| Comprehensive Exam, Oral & Written | 0 sh* |
| Dissertation Seminar I & II (Seminar I early in program = 1 sh credit; Seminar II later in program = 0sh*) | 1 sh |
| Dissertation Research and Final Exam (The dissertation can be traditional or a three-paper option) | <u>11 sh</u> |
| Total Credits to complete PhD | 72 sh |

Students in the BSN-PhD program who would like to obtain and MSN should contact the Graduate Programs Office. They will need to complete the following:

Masters Degree (MSN):

Students will be required to have successfully completed the following:

- 96:211 Res for Evid. Based Prac. I and
96:208 Leadership for Advanced Nursing Practice, 6 sh
- 2 clinical Master's Specialization Courses
(such as geriatrics, pediatrics, administration) 6 sh
- Masters Qualifying Exam or Portfolio or Project or Thesis 0-5sh*
- 1 Graduate level course in Nursing/Health Informatics 3 sh
- 1 Graduate level course in Health Economics or Policy 3 sh
- Courses agreed on by the student and advisor that are part of the
students Doctoral Plan of Study 10-15 sh
33 sh

Students who would like to complete the requirements for a MSN in one of the specialty areas, such as one of the Practitioner programs, would need to be admitted to that program and meet the specific requirements of that program.

B. PhD

Students entering the program with a master's degree must complete a minimum of 72 semester hours following the bachelor's degree. The student should meet with the Graduate Programs Office to review the student's masters program of study to identify coursework that may be used as part of the 72 s.h doctoral program of study.

The recommended PhD program of study includes:

- PhD Nursing Core:
- 96:340 Nursing Theory Construction, 96:342 Qualitative Research,
96:344 Quantitative Research 9 sh
 - Graduate level course in Nursing/Health Informatics 3 sh
 - Graduate level courses in the following areas: 6 sh
 - Health Economics
 - Health Care Policy
 - PhD Focal Area (Cognate Major) 12 sh
 - Cognate Minor 9 sh
 - Research Methods (must include intermediate multivariate statistics) 9 sh
 - Research Practicum (2 semesters) 0 sh*
 - Comprehensive Exam, Oral & Written 0 sh*
 - Dissertation Seminar I & II 1 sh
(Seminar I early in program = 1 sh credit; Seminar II later in program = 0sh*)
 - Dissertation Research and Final Exam 11 sh
(The dissertation can be traditional or a three-paper option) 60 sh

***C. Tuition and Fees for 0 sh courses**

Although these additional required activities are zero semester hours, tuition and fees will be assessed unless the student is also registered for 9 s.h. in that semester.

D. Residence Requirement

Students may complete their program of study either full or part time. However, students must meet the Graduate College Residence Requirement as follows.

The doctoral candidate is expected to have completed at least three years of residence in a graduate college. At least part of this residence must be spent in full-time involvement in one's discipline, at this University, beyond the first 24 semester hours of graduate work; this requirement can be met either by : (1) enrollment as a full-time student (9 semester hour minimum) in each of two semesters, or (2) enrollment for a minimum of 6 semester hours in each of three semesters during which the student holds at least a one-quarter-time assistantship certified by the department as contributing to the student's doctoral program.

BSN-PHD NURSING PROGRAM OF STUDY

| | | |
|---|---|-------------|
| <u>Master's Nursing Core (6 sh)</u> | | <u>s.h.</u> |
| 96:211 | Research for Evidence Based Practice I | 3 |
| 96:208 | Leadership for Advanced Nursing Practice | 3 |
| <u>2 Master's Level Specialization Courses, such as (6 sh):</u> | | |
| 96:260 & 96:261 | Nursing Administration: Proc, Roles & Strat. I & II | 6 or |
| 96:280 & 96:284 | Primary Care/Adult & Older Adult I & II | 6 or |
| 96:219 & 96:220 | Primary Care: Infants, Child & Adolescents I & II | 6 |
| <u>PhD Nursing Core (18 s.h.)</u> | | <u>s.h.</u> |
| 96:340 | Nursing Theory Construction | 3 |
| 96:342 | Qualitative Research | 3 |
| 96:344 | Quantitative Research | 3 |
| Graduate level course in Nursing/Health Informatics | | 3 |
| Graduate level courses in the following areas: Health Economics and Health Care Policy | | 6 |

DOCTORAL NURSING FOCAL AREAS (12 s.h.)*
(All courses listed below are 3 s.h.)

| <u>NURSING IN AGING</u> | <u>NURSING ADMINISTRATION</u> | <u>CHILD AND FAMILY NURSING</u> | <u>NURSING INFORMATICS</u> |
|---|---|--|--|
| 96:410 Nursing Research of Biological Phenomena and Interventions for the Elderly | 96:450 Research Seminar in Nursing Administration I: Organizational Systems Concepts | 96:405 Family Nursing Research | 96:310 Advanced Nursing Informatics 96:462 Research in Nursing Informatics I |
| 96:420 Geriatric Mental Health Research | 96:451 Research Seminar in Nursing Administration II: Health Care Systems Concepts | <u>Choose 2 of the following</u> 96:425 Research in Sociocultural Perspectives for Family and Women's Health | <u>Choose at least 1 additional informatics course**</u> |
| 96:430 Nursing Research in Sociocultural Phenomena and Interventions for the Elderly | 96:460 Innovations in Nursing Management | 96:415 Genetic Nursing Research | |
| | | 96:435 Research in Cognitive and Behavioral Interventions for Children | |
| 96:440 Research Utilization Residency in Care of the Elderly | 96:480 Residency in Nursing Service Administration | 96:445 Residency in Child and Family Nursing | 96:465 Residency in Nursing Informatics |
| Additional Program Requirements (30-35 sh): | | | |
| Cognate Area (9 sh) | | Dissertation Seminar I 96:497 (1 sh) and | |
| Research Methods & Statistics (9 sh) | | Dissertation Seminar II 96:498 (0 sh) | |
| Research Practica 96:490, 491 (0 sh) | | Written Comprehensive Examination | |
| Masters Qualifying Exam or Portfolio, or Project or Thesis (0-5 sh) | | Dissertation Research 96:499 (11 sh) | |

***Individualized Nursing Focal Area:** The Individualized Program of Study allows students with an interest in a nursing focal area outside of the four primary focal areas to develop an individualized program of study. Prior to admission to the doctoral program, the prospective student must develop, in conjunction with a faculty advisor, a program of study, to be submitted with the application to the Doctoral Program. Students in an Individualized Program of Study must complete the required Nursing Core courses and the Additional Program Requirements.

**This should be determined by discussion with your faculty advisor, some examples are as follows: 96:464 Nursing and Health Representation and Knowledge Building; 96:470 Methods & Issues in Nursing Effectiveness Research; 96:309/22C:242 Data Mining and Machine Learning; 96:463 Research in Informatics II; 6K:234 Information & Knowledge Management; 6K:272 Advanced Database Analysis; 6K:275 Knowledge Discovery; 96:314 Integrated Seminar in Nursing Informatics; 22C:142 Knowledge Discovery & Data Mining; 22C:144 Database Systems.

NURSING PhD PROGRAM OF STUDY (Following a Master's Degree)*

| <u>PhD Nursing Core (18 sh)</u> | | <u>sh</u> |
|---------------------------------|---|-----------|
| 96:340 | Nursing Theory Construction I | 3 |
| 96:342 | Qualitative Research | 3 |
| 96:344 | Quantitative Research | 3 |
| | Graduate level course in Nursing/Health Informatics | 3 |
| | Graduate level courses in the following areas: | 6 |
| | Health Economics | |
| | Health Care Policy | |

DOCTORAL NURSING FOCAL AREAS (12 s.h.)**

(All courses listed below are 3 s.h.)

| <u>NURSING IN AGING</u> | <u>NURSING ADMINISTRATION</u> | <u>CHILD AND FAMILY NURSING</u> | <u>NURSING INFORMATICS</u> |
|---|---|--|--|
| 96:410 Nursing Research of Biological Phenomena and Interventions for the Elderly | 96:450 Research Seminar in Nursing Administration I: Organizational Systems Concepts | 96:405 Family Nursing Research | 96:310 Advanced Nursing Informatics 96:462 Research in Nursing Informatics I |
| 96:420 Geriatric Mental Health Research | 96:451 Research Seminar in Nursing Administration II: Health Care Systems Concepts | <u>Choose 2 of the following</u> 96:425 Research in Sociocultural Perspectives for Family and Women's Health | <u>Choose at least 1 additional informatics course***</u> |
| 96:430 Nursing Research in Sociocultural Phenomena and Interventions for the Elderly | 96:460 Innovations in Nursing Management | 96:415 Genetic Nursing Research | |
| | | 96:435 Research in Cognitive and Behavioral Interventions for Children | |
| 96:440 Research Utilization Residency in Care of the Elderly | 96:480 Residency in Nursing Service Administration | 96:445 Residency in Child and Family Nursing | 96:465 Residency in Nursing Informatics |
| Additional Program Requirements: | | | |
| Cognate Area (9 sh) | | Dissertation Seminar I 96:497 (1 sh) and | |
| Research Methods & Statistics (9 sh) | | Dissertation Seminar II 96:498 (0 sh) | |
| Research Practica 96:490, 491 (0 sh) | | Written Comprehensive Examination | |
| | | Dissertation Research 96:499 (11 sh) | |

***Total semester hours following the bachelor's degree must be at least 72 sh.**

****Individualized Nursing Focal Area:** The Individualized Program of Study allows students with an interest in a nursing focal area outside of the four primary focal areas to develop an individualized program of study. Prior to admission to the doctoral program, the prospective student must develop, in conjunction with a faculty advisor, a program of study, to be submitted with the application to the Doctoral Program. Students in an Individualized Program of Study must complete the required Nursing Core courses and the Additional Program Requirements

***This should be determined by discussion with your faculty advisor, some examples are as follows: 96:464 Nursing and Health Representation and Knowledge Building; 96:470 Methods & Issues in Nursing Effectiveness Research; 96:309/22C:242 Data Mining and Machine Learning; 96:463 Research in Informatics II; 6K:234 Information & Knowledge Management; 6K:272 Advanced Database Analysis; 6K:275 Knowledge Discovery; 96:314 Integrated Seminar in Nursing Informatics; 22C:142 Knowledge Discovery & Data Mining; 22C:144 Database Systems.

VI. BSN-PhD Program: Master's Level Requirements

Students who enter the Doctoral Program in Nursing without a Masters degree may earn a Masters of Science in Nursing degree (MSN) after having completed 33 semester hours. This is comparable to the 33 sh required for the Basic MSN in the College of Nursing. Students will be required to have successfully completed the following:

- | | |
|--|-----------------|
| ▪ 96:211 Res for Evid. Based Prac. I and 96:208 Leadership for Advanced Nursing Practice, | 6 sh |
| ▪ 2 clinical Master's Specialization Courses (such as administration, gerontology, family/child, informatics, women's health, community/public health, psychiatric, oncology, or genetics) | 6 sh |
| ▪ Masters Qualifying Exam or Portfolio or Project or Thesis | 0-5 sh |
| ▪ 1 Graduate level course in Nursing/Health Informatics | 3 sh |
| ▪ 1 Graduate level course in Health Economics or Policy | 3 sh |
| ▪ Courses agreed on by the student and advisor that are part of the students Doctoral Plan of Study | <u>10-15 sh</u> |
| | 33 sh |

A. Master's Level Core Courses

There are four Master's Level Core Courses, 96:211 Research for Evidence Based Practice I, 96:208 Leadership for Advanced Nursing Practice, 96:209 Health Systems/Economic /Policy, 96:263 Informatics in Nursing and Healthcare. Students in the BSN-PhD program are required to take two of these courses, 96: 211 Research for Evidence Based Practice I and 96:208 Leadership for Advanced Nursing Practice.

96:211 Research for Evidence Based Practice I

The purpose of this course is to prepare clinicians who are proficient in the utilization of research and evidence based practice. This course builds on knowledge of the essentials of the research process, qualitative research, quantitative research, and components of evidence-based practice. Focusing at the individual and/or unit level, this course addresses the acquisition of knowledge and skills necessary to conduct research (knowledge) utilization (RU) initiatives and apply evidence-based practice (EBP) principles in clinical settings. Such capabilities include identification of appropriate research questions, synthesizing the knowledge base for evidence-based practice, revising clinical practice guidelines, and evaluating RU/EBP initiatives. This core course is conducted online. Student should consult their individual plan of study.

96:208 Leadership for Advanced Nursing Practice

Focuses on roles and behaviors for leading others and influencing health care delivery. Selected concepts included in the course are leadership, motivation, power, role, teamwork, collaboration, change and entrepreneurship. Students engage in an analysis of leaders and followers and variable affecting their functioning.

B. Clinical Master's Specialization Courses

There are a number of master's level clinical specialization courses available to BSN-PhD students. Students should identify their area of masters specialization and discuss with their advisor courses appropriate for meeting this specialization. Some possible examples of masters level specialization courses students might identify include:

- Pediatric Nursing: 96:219 and 96:220, Primary Care: Infants, Child and Adolescents I and II

- Nursing Administration: 96:260 and 96:261, Nursing Administration: Process, Roles and Strategies I and II
- Gerontological Nursing: 96:280 and 96:284, Primary Care: Adult and Older Adult I and II

C. Qualifying Exam, Portfolio, Project, or Thesis

If the student wants to obtain an MSN, the student will discuss with their advisor which of the four options (qualifying exam, portfolio, project, or thesis) to pursue. The document entitled, Summary of Master's Thesis, Project and Portfolio, in the MSN section of this Handbook gives detailed information related to these three options. Information related to the Qualifying Exam can be obtained from the Graduate Programs Office.

D. Application for MSN Degree

The student will need to follow the graduation guidelines and deadlines specified by the College of Nursing and the Graduate College. Refer to the Graduation Forms section of the MSN portion of the Handbook for more information. Also, consult with the Graduate Programs Office related to the forms and deadlines prior to or at the beginning of the semester you plan to complete the requirements for the MSN. A student will not need to step-out or reapply upon completion of the graduation documents; a seamless transition will be made with the MSN notation added to the transcript at the end of the specified semester.

VII. Nursing PhD Core Courses

All PhD students are required to take three theory/research methods courses, a graduate level course in Nursing/Health Informatics, and two graduate level courses in the three areas listed below. These courses are viewed as central to the education of nurse researchers. Each course is 3 semester hours. The Nursing PhD Core Courses are:

Three theory courses:

96:340 Nursing Theory Construction

96:342 Qualitative Research

96:344 Quantitative Research

Graduate level course in Nursing/Health Informatics

Two graduate level courses from the following areas:

Health Economics

Health Care Policy

Courses that students might take to meet the Health Economics or Health Care Policy requirement include the following from the College of Nursing and College of Public Health.

96:209 Health Systems, Economics and Policy

96:320 The Economics of Health Care and Nursing

96:330 Nursing and Health Policy Law and Advocacy

174:212 Health Economics I

174:243 Introduction to Health Policy: Process and Context

Course descriptions for the PhD core courses and related courses follow:

96:340 Nursing Theory Construction

The purpose of Theory construction I is to provide students with a foundation for generating nursing theory for professional practice. Initially, topics will include issues in the history, philosophy and sociology of science. Subsequently, the development of a scientific community in nursing will be addressed. Finally, students will examine the relationship between theory construction and research and will examine methods used to generate specific theories. In general, practice oriented rather than macro level theories will be addressed.

96:342 Qualitative Research

An overview of qualitative research emphasizing ethnography, grounded theory, historiography, phenomenology, and variations within each of these approaches is provided. Philosophical underpinnings and research design will be discussed across traditions; components include participant recruitment and selection, and modes of data collection, management and analysis, as well as criteria for evaluation. Current and emerging issues in qualitative research are addressed including integrated methods, metasynthesis, and working with vulnerable populations.

96:344 Quantitative Research

This course will refine the student's understanding of the application of scientific logic. Emphasis will be placed on the criteria for causality and its application in health-related research studies. Various quantitative research designs and their

corresponding analyses methods will be discussed. Sampling theory and approaches to sample selection and recruitment, including methods to avoid bias, will be addressed. Issues related to instrument selection, reliability and validity considerations, management of large data sets and maintenance of data integrity will be included.

96:263 Informatics in Nursing & Health Care

This course focuses on providing a foundation on information management and processing principles used to support the data, information, and knowledge needs in the provision and delivery of nursing and health care. Topics include computer-based patient record, healthcare and nursing languages, minimum data sets, telehealth, computer-mediated decision support, education, and research.

96:330 Nursing and Health Policy Law and Advocacy

The context of the course will be the issues which shape health care economics and policy development at this time and into the future, so that students will have a framework for understanding the work of legislators and other policy-makers. Primary emphasis will be on the state and national level, but discussion of global health issues in developing countries is an important element of context. Discussion will include the health care system; its economics, financing, the role of government, not-for-profit entities and NGO's.

96:209 Health Systems, Economics, and Policy

This course examines global, economic, organizational, political and technological contexts within which advanced nursing practice occurs. Students acquire knowledge and skills necessary for understanding the evolution of health services organizations, the development of health care policy, and the dynamic interrelationships among socioeconomic and political systems influencing health care and nursing practice. The impact of macro systems on the distribution, acquisition, and use of power in the delivery of health care services is analyzed.

174:212 Health Economics I*

The purpose of this course is to develop conceptual and analytic skills in the application of basic principles of microeconomic theory to issues concerning the organization and delivery of medical care services. Economic theory will be applied to the demand and supply of medical care, health insurance, payment mechanisms, and market structure. Students will also gain a general understanding of economic issues related to health care institutions, including Medicare, Medicaid, managed care, regulation, hospital and physician behavior, and pharmaceutical markets. Economic theory will be used to analyze the tradeoffs associated with alternative health care delivery systems.

174:243 Introduction to Health Policy: Process and Context*

The purpose of this courses is to define health-related issues as public policy problems, formulate policy alternatives and set a health policy agenda as well as understanding how health-related issues are converted into legislation and other forms of public policy, and then implemented within the Federalist system of American government. Students will become familiar with the policies surrounding some of America's most critical public health programs: Medicare, Medicaid, and the Older Americans Act. They will be integrating course materials with their own particular policy interest.

*These courses are not always available to students outside the College of Public Health

VIII. Focal Area Courses

Each of the four focal areas has a series of courses from which students in that area choose three courses (9 sh) in addition to taking the residency course. Following are course descriptions for each course and the tentative schedule of when these courses may be offered from Fall of 2004 through Spring of 2009.

A. Nursing in Aging

96:410 Nursing Research of Biological Phenomena and Interventions for the Elderly

The focus of this course is the analysis and evaluation of research specific to the functional health of elderly clients and biological processes of aging. Major concepts include sensation/perception, energy balance, biological defenses, movement and pharmacokinetics. Critical analysis of research will review client characteristics and related nursing interventions. Methodological issues and instrumentation appropriate for the study of biological phenomena will receive particular emphasis.

96:420 Geriatric Mental Health Research

The focus of this course is the analysis and evaluation of geriatric mental health research. Major concepts, for which nursing interventions will be identified, include: cognitive and affective function, self-concept, quality of life and well-being, alcohol and drug abuse and caregiver burden. Epidemiological research, instrumentation and measurement studies, biophysiological and animal studies and cross-cultural research related to geriatric mental health will be reviewed and critiqued. Program evaluation and geriatric mental health services research will be analyzed, and ethical and methodological issues (e.g. recruitment of subjects, attrition, response bias, statistical techniques and innovative designs) will be emphasized.

96:430 Nursing Research in Sociocultural Phenomena and Interventions for the Elderly

This course delineates specific sociocultural issues for aging clients and identifies corresponding nursing interventions. Major areas of focus will include: a) theoretical orientations to dynamics of aging; b) transitions and role changes; and c) social environmental issues, such as: socioeconomic status, ethnicity, social networks and living environments. In addition, existential issues associated with transitions and role changes as well as service delivery and utilization will be discussed. Relevant literature is reviewed and includes an evaluation of assessment tools (e.g. risk assessment, functional capacity, social network analysis, environmental analysis, social support adequacy) and an analysis of the research base for associated nursing interventions (e.g. reintegration of values and life goals, facilitating transition to nursing homes, aging assertiveness training, training peer counselors, strengthening social networks, improving person-environment fit).

B. Nursing Administration

96:450 Research Seminar in Nursing Administration I: Organizational Systems Concepts

Selected research literature on topics of importance to nurse administrators and researchers in the area of nursing administration will be reviewed. The focus will be on the growing body of nursing administration research which includes research monographs, books and journal publications. Literature from other fields relevant to the topics chosen will also be included. For each topic, available data collection instruments will be reviewed for quality and applicability. Throughout the course, future directions for further research and implications for model building, research methods and practice will be discussed. Content areas will focus on concepts related to the health care organization and the nurses in the organization. Topics will be selected from the following: absenteeism, autonomy, organizational commitment, motivation, job satisfaction, conflict, leadership, performance, staffing, turnover/retention.

96:451 Research Seminar in Nursing Administration II: Healthcare System Concepts

Content areas will focus on management concepts influenced by factors in the healthcare environment that have an impact on the delivery of care system. Patient outcomes and the measurement of quality nursing care will be discussed. Topics will be selected from the following: biomedical technology, cost-effectiveness, prospective payment/ reimbursement, cost of nursing care, information systems for administration and care planning, interorganizational relationships, labor relations, credentialing, professionalization, legal aspects and legislation, patient outcomes/quality assurance.

96:460 Innovations in Nursing Management

The course focuses on recent innovations in nursing and health care management that impact on the functions and responsibilities of the nurse administrator. Innovations that will be examined include: primary care, product line management, shared governance, case management, nurse extenders, differentiated practice, continuous quality improvement, and patient focused care. Part of the course will be devoted to an examination of delivery of care systems for high risk populations, e.g. homeless, underinsured, HIV infected, substance abusers, abuse victims.

C. Child and Family Nursing

96:405 Family Nursing Research

This course will include the examination of family theories and empirical research from nursing and related disciplines. Mid-range family theories will be analyzed. Research methodological issues will be discussed, including conceptual and operational definitions, unit of analysis, instrumentation, and strategies for data analysis. Students will be asked to develop a research proposal addressing these issues.

96:415 Genetic Nursing Research

This course will address concepts in human genetics regarding implications of gene discoveries for understanding of causes of and human responses to conditions with a genetic component. The course will address the application of this body of knowledge to health promotion, prevention, and nursing interventions throughout the life span. Relevant nursing theories and concepts will be evaluated for their integration with genetic concepts for nursing research. Students will analyze current research on selected genetic topics of concern to nursing. Methods in researching nursing problems in populations with specific genetic concerns will be examined.

96:425 Research in Sociocultural Perspectives for Family and Women's Health

This course will explore the health experiences of women and families in the United States who are from cultural and social groups that are often oppressed and marginalized. Students will analyze the intersection of multiple forms of oppression; specifically those based on gender, race, ethnicity, class, religion and sexual orientation. Attention will be given to barriers to culturally sensitive and effective health care. Implications for development and testing of mid range theories will be discussed.

96:435 Research in Cognitive and Behavioral Interventions for Children

This course will focus on the evaluation of research on cognitive and behavioral problems in children. Major concepts to be discussed include behavioral disorders of childhood, stress and coping in children, risk behaviors in adolescents, children's responses to acute and chronic health problems, environmental influences, and parenting interventions. Ethical and methodological issues unique to research with children, such as subject recruitment, informed consent/assent, parent role in research, measures for children, behavioral research designs, and developmental variations will be emphasized.

D. Nursing Informatics*

96:310 Advanced Nursing Informatics

This 3 credit graduate course focuses on knowledge: the management and processing of data and information to create knowledge; the evaluation of information systems that serve the knowledge needs of the nursing profession; and the exploration of related informatics research methods to support knowledge development. The course emphasizes seminar and interdisciplinary field study.

96:462 Research in Nursing Informatics I

Nursing informatics is a combination of computer science, information science, and nursing science designed to assist in the management and processing of data, information, and knowledge to support the practice of nursing. Nursing informatics deals with the rules and processes that operate on symbolic representations of nursing phenomena and as such bring opportunities to study nursing from the perspectives of information and computational sciences. There is a progression of transforming data into information and information into knowledge. Knowledge then can be thought of as then being transformed into decisions and discoveries. This course focuses on the fundamental theoretical research related to the study of symbolic representation (text, image, voice), comprehending and communicating nursing phenomena, developing methods to build databases, and developing prototypes for decision support systems, workstations.

*The third focal area course should be determined by discussion with your faculty advisor, some examples are as follows: 96:464 Nursing and Health Representation and Knowledge Building; 96:470 Methods & Issues in Nursing Effectiveness Research; 96:309/22C:242 Data Mining and Machine Learning; 96:463 Research in Informatics II; 6K:234 Information & Knowledge Management; 6K:272 Advanced Database Analysis; 6K:275 Knowledge Discovery; 96:314 Integrated Seminar in Nursing Informatics; 22C:142 Knowledge Discovery & Data Mining; 22C:144 Database Systems.

THE UNIVERSITY OF IOWA COLLEGE OF NURSING

E. PhD Program Course Schedule SUBJECT TO CHANGE

X = Course is offered this semester.

| Course | Spr '08 | Fa '08 | Spr '09 | Fa '09 | Spr '10 | Fa '10 | Spr '11 | Fa '11 | Spr '12 | Fa '12 |
|--|----------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| 96:340 Theory | | X | | X | | X | | X | | X |
| 96:342 Qualitative Research | | | X | | X | | X | | X | |
| 96:344 Quantitative Research | X | | X | | X | | X | | X | |
| Aging: | | | | | | | | | | |
| 96:410 Bio | | X | | | | X | | | | X |
| 96:420 M.H. | | | X | | | | X | | | |
| 96:430 Socio Cult | | | | X | | | | X | | |
| 96:440 Utiliz. | Arranged | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| Administration | | | | | | | | | | |
| 96:450 Adm. I | | | | | | | | X | | |
| 96:451 Adm. II | X | | | | | | | | X | |
| 96:460 Innov. | | X | | | | X | | | | X |
| 96:480 Residency | Arranged | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| Child & Family | | | | | | | | | | |
| 96:405 Fam Nsg. Res | | | | X | | | | X | | |
| 96:415 Genetic Nsg. Res | X | | | | X | | | | X | |
| 96:425 Sociocul Perspec Fam/Women's Hlth | | X | | | | X | | | | X |
| 96:435 Cog & Behv Interven Children | | | X | | | | X | | | |
| 96:445 Residency | Arranged | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| Informatics | | | | | | | | | | |
| 96:310 Advanced Nursing Informatics | X | | X | | X | | X | | X | |
| 96:462 Research I | | X | | | | X | | | | X |
| 96:465 Residency | Arranged | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |

| Course | Spr '08 | Fa '08 | Spr '09 | Fa '09 | Spr '10 | Fa '10 | Spr '11 | Fa '11 | Spr '12 | Fa '12 |
|--------------------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|
| All Tracks: | | | | | | | | | | |
| 96:490/491 Res Pract | Arranged | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 96:496 Independent Study | Arranged | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 96:497 Res Seminar I | | X | | X | | X | | X | | X |
| 96:498 Res Seminar II | X | | X | | X | | X | | X | |
| 96:499 Dissertation | Arranged | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| Written Comp Exam | Arranged | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |

Note: Courses that may be taken by arrangement any semester (Fall/Spring/Summer) as appropriate: 96:490: Research Practicum I, 96:491: Research Practicum II, 96:499: Dissertation research

F. Residency Courses

Each Focal Area requires students to complete a research relevant residency. The residency involves the equivalent of 12 hours per week for 14 weeks or 1 month of 40 hour weeks in the field. The residency may be taken any semester including summers depending upon the student's program of study and selection of preceptor. Residency experiences may be in Iowa or out of state. (See "Guidelines for Arranging a Residency and Course Grade" described below)

Students in the Individualized Focal Area should arrange, in consultation with their Advisor, a residency experience similar to those described below, by registering for an independent study with their Advisor or an appropriate faculty member.

If a student is doing a residency outside the University of Iowa, they need to clarify whether a contract is necessary. If so, please notify the Graduate Programs Office and the Office of the Associate Executive Dean for Academic Affairs.

The residency courses are 3 semester hours each and include:

- 96:440 Research Utilization Residency in Care of the Elderly
- 96:480 Residency in Nursing Service Administration
- 96:445 Research Residency in Child and Family Nursing
- 96:465 Residency in Nursing Informatics
- 96:485 Research Residency for Individualized Option

Course descriptions for each residency course follows.

Nursing in Aging: 96:440 Research Utilization Residency in Care of the Elderly

The purpose of this course is to provide students with an opportunity to participate in a research or research utilization based upon relevant gerontological nursing research under the guidance of a preceptor. The preceptor will be an established doctorally prepared investigator who initiates, implements and evaluates the translation of research findings into clinical protocols.

Selection and arrangements for the research utilization experience will be made by the student, with consent of the academic advisor. Specifically, the student will contract for the conduct of a particular research utilization experience. The details of the contract may vary widely across students depending on the following factors:

- a. the particular clinical problem selected as a focus;
- b. the state of the art of research based knowledge regarding the topic;
- c. the structural and functional characteristics of the clinical agency; and
- d. the background of preceptor and student.

Nursing Administration: 96:480 Residency in Nursing Service Administration

The course provides the opportunity to apply knowledge and skills in administration to: forecast changes and plan long range strategies for their achievement; analyze policy development and evaluate policy; examine organizational structure and its relation to organizational theory, current policy, communication systems, and

performance evaluation; and examine the impact of economic policy and change on health care delivery systems.

The experience will be tailored to individual student needs. Each student will identify an agency and a person within the organization who can serve as preceptor. Preceptors should have a national reputation for excellence and may be executives in practice settings, directors of clinical research, or directors in national professional or research organizations. Applications for field placement must be made to the advisor the semester before the experience. Individual objectives for the experience should be determined by the student in conjunction with the preceptor and with consent of the advisor before the student begins the experience.

Parent, Child and Family: 96:445 Residency in Child and Family Nursing

The purpose of this course is to provide students with an opportunity to participate in a research or research utilization project based on relevant child and/or family nursing research under the guidance of a preceptor. The preceptor will be an established, doctorally prepared investigator who is actively involved in a program of research and/or who initiates, implements and evaluates the translation of research findings into clinical protocols.

Selection and arrangements for this residency will be made by the student, with consent of the academic advisor. Specifically, the student will contract for the conduct of a particular research or research utilization experience. The details of the contract may vary widely across students depending on the following factors:

- a. the particular clinical problem selected as a focus;
- b. the state of the art of research based knowledge regarding the topic;
- c. the structural and functional characteristics of the clinical agency; and
- d. the background of preceptor and student.

Nursing Informatics: 96:465 Residency in Nursing Informatics

The course provides students the opportunity to participate in a research project based on relevant nursing or health informatics research under the guidance of a preceptor. The preceptor will be an established, doctorally prepared (preferable) investigator who is actively involved in a program of research and/or who initiates, implements, and evaluates the translation of research findings into clinical information or knowledge management applications.

The experience will be tailored to individual student needs. Selection and arrangements for this residency will be made by the student with consent of the academic advisor. The student will contract for the conduct of a particular research or translational research experience. The details of the contract may vary across students depending on the following factors:

- a. the particular clinical problem selected as a focus;
- b. the state of the science regarding the topic;
- c. the structural and functional characteristics of the clinical agency; and
- d. the background of preceptor and student.

Individualized Option: 96:485 Research Residency for Individualized Option

The course provides students the opportunity to participate in a research or research utilization project based on an individualized plan of study under the guidance of a preceptor. The preceptor will be an established, doctorally prepared (preferable) investigator who is actively involved in a program of research and/or who initiates, implements, and evaluates the translation of research findings into nursing practice.

The experience will be tailored to individual student needs. Selection and arrangements for this residency will be made by the student with consent of the academic advisor. The student will contract for the conduct of a particular research or translational research experience. The details of the contract may vary across students depending on the following factors:

- a. the particular clinical problem selected as a focus;
- b. the state of the science regarding the topic;
- c. the structural and functional characteristics of the clinical agency; and
- d. the background of preceptor and student.

Each student will identify an agency and a person within the organization who can serve as preceptor. Preceptors should have a national reputation for excellence and may be executives in practice settings, professional organizations, or corporations. Applications for field placement must be made to the course instructor the semester before the experience. Individual objectives for the experience should be determined by the student in conjunction with the preceptor and with consent of the course instructor before the student begins the experience.

Guidelines for Arranging a Residency

Students should meet with their faculty advisor to plan their research residency. Some students decide to complete their residency locally, while others choose to work with a nurse researcher or administrator at another institution. For students planning an experience at another site, the following guidelines will help in arranging the residency experience.

- a. Students should begin thinking about this 6-12 months ahead of the time you wish to begin. Read the course description/objectives and identify a short list of possible preceptors/places. Have some ideas of what you would like to accomplish during the residency. (The NSA lab has a list of possible preceptors for 96:480; some of the people on the list who are Clinical Directors of Research might also be appropriate for 96:440.) The type of experience you select should build on your previous experience. Do not choose something that repeats a similar past experience and do not choose something for which you have no preparation. A good time to do the residency is in a summer for a 1-3 month time period or, depending on the experience, it can be spaced over one or two semesters.
- b. Approximately 6-9 months before you wish to begin, make an appointment with your advisor to discuss your ideas. With the help of your advisor, select a preceptor and place. Ask your advisor to call or write the preceptor for the

initial contact. Remind the advisor that the preceptor will have to be told about the program and course objectives even if they have previously been contacted and agreed to take a student. Busy people forget. Also, clarify whether a contract is necessary. If so, please notify the Graduate Programs Office and the Office of the Associate Executive Dean for Academic Affairs.

- c. Once the advisor has made the initial contact and has ascertained interest on the part of the preceptor, send a letter and then follow it with a call to the preceptor. Your letter should be enthusiastic, describing your time constraints, and be flexible. Include your CV and a copy of the course objectives. Have some areas of interest/projects in mind to offer as part of the telephone discussion according to the response of the potential preceptor. Some of the preceptors will be able to help you with financing the experience and it is acceptable to ask them about any financial assistance they can offer you. Most of the assistance will only be available if you move to the site for a period of time, and some preceptors will want you to stay longer than one month. If possible, this would make the experience more valuable for you.
- d. You should follow the phone call with a written proposal. This should be 1-2 pages in length and should include your objectives for the experience and the amount of time you will spend. A possible project will have been discussed in the phone call with the preceptor and should be included here. A letter from your advisor endorsing the experience and telling about the course expectations (e.g. evaluation letter at the end of the experience) could also be attached. Send this material within a week of your phone call. A delay does not make a good impression. Note: the proposal to your preceptor may be viewed as a contract, so make the objectives clear and measurable. Make sure your advisor gets a copy.
- e. Register for the residency with your advisor's number. Follow through as the preceptor directs with arrangements. Don't beleaguer the preceptor but take the initiative. Make sure you understand, with your advisor, the arrangements for a course grade. See grading guidelines; all modifications must be approved by the advisor. Give a copy of your project to both your preceptor and advisor. Keep your advisor informed. Two weeks before the end of the experience, remind the preceptor about writing a letter of evaluation to your advisor. While it may not be required, consider keeping a weekly journal about the experience (for your own future reference and for helping sort through what is happening at the time).

Grading Guidelines for the Residency Courses

The grade is determined by the advisor.

Criteria include:

- 50% Completion of the field experience to the satisfaction of the preceptor. It is the responsibility of the student to make sure the preceptor sends a performance evaluation to the course instructor based on the contract.

- 40% Completion of the project or paper, a copy of which will be sent to course instructor for grading. Depending on the project, some written background may have to be supplied by the student to put it in context.
- 10% Communication by student to advisor on how things are going. It is expected that the student will not overburden the advisor but will keep her/him informed once or twice during the experience about what is happening.
- 0% of grade but expected. Presentation of the experience the next semester at an appropriate forum: e.g. the NSA or Aging Research Seminar. While the advisor should encourage this, the student should seek out these opportunities to share their learning.

NOTE: Should the residency extend more than one semester, you should register for it the first semester and take a grade of incomplete until it is finished.

IX. Cognate Minor and Electives

A. Cognate Areas

Students are expected to identify, in discussion with their advisor, three courses (9 semester hours) for a cognate area of study. The cognate component provides for acquisition of essential knowledge needed to understand and master a related field. A series of designated courses in a related field provide for a broader scope of scholarship and a knowledge base that is interconnected with nursing. Seminars, independent study, research writing, observation, and participation in a related field constitute typical learning experiences. Studying the research methodologies of other disciplines and the impact of their discoveries on nursing and on society further the acquisition of new and fundamental knowledge and develop a student's ability in interdisciplinary methods of analysis. Study in a related field such as Epidemiology, Human Development, and Health Administration advance interdisciplinary relationships that not only enlarge insight into general and specialized knowledge but also could lead to collaborative research projects, seminars and field studies.

As part of the comprehensive examination system the student's mastery of basic knowledge and research methods in the related field is tested, including the student's ability to organize, synthesize, integrate and relate the ideas acquired to the discipline of nursing. This part of the comprehensive examination is designed by faculty from the related field of study. Thus, it is important that the student select a cognate advisor who is willing to assist in the selection of related courses in that cognate and which, together, form an integrated whole and reflect significant depth in an area of study. This cognate advisor will also serve as a member of the examining committee for that content area.

Examples of Cognate Areas:

- College of Business - Management, Finance, Accounting, Economics, Marketing
- College of Medicine -Anatomy, Physiology, Pharmacology, Human Genetics, Microbiology
- College of Public Health: Occupational Health, Preventive Medicine, Environmental Health, Epidemiology
- College of Liberal Arts - Anthropology, Sociology, Political Science, Religion, Psychology, Health Psychology, History, Biology
- College of Education - Educational Measurement/Statistics, Counseling Psychology, Educational Psychology, , Psychological and Quantitative Foundations

B. Electives

Students may take elective courses beyond the recommended program of study. For example, students are often interested in education courses as electives since many plan careers in academic nursing. The College of Nursing offers two nursing education courses. Both of these courses have an alternative delivery approach - primarily web-based with face-to-face contact four times throughout the semester.

96:247 Curriculum Development in Nursing Education

The major focus of this course is to develop an understanding of factors that influence curriculum development and program evaluation. Since most of the students who have enrolled in this course have had very limited (if any) experience in the educational arena, we start from the beginning - looking at institutional and program mission and philosophy and move forward from there. Students self-schedule a 40 hour field experience with a preceptor in an educational setting so that they can experience curriculum development and related processes in action! (Offered every other year - Fall 2005, 2007)

96:246 Nursing Education: Process, Roles and Strategies

This is what I call the "hands-on" course for educators. We cover a wide variety of topics that faculty need to be aware of to successfully organize the day-to-day activities associated with the management of the classroom, skills lab and clinical experiences. A 40 hour field experience is also a part of this course - provides students an opportunity to 'apply' the classroom theory as well as develop materials for a teaching portfolio. A sampling of the topics that we cover include: teacher-centered versus learner-centered environments, teaching philosophy, presentation strategies, formative and summative evaluation techniques, test item development and item analysis, grading, classroom management, lesson plans, psychomotor skills, clinical supervision, and distance education (Offered every other year Spring 2006, 2008)

X. Statistics and Methods Courses

All PhD students are expected to complete at least 9 semester hours of course work in statistics and research methods. These courses will vary depending on the students individual research needs and interests. Students should discuss with their advisor the courses most appropriate for them.

Three series of statistic courses are recommended. Most students find it valuable to take courses within the same series of courses from the same department. The following are the courses recommended from the College of Education, College of Public Health, and Sociology.

THE UNIVERSITY OF IOWA - COLLEGE OF NURSING
PhD IN NURSING COGNATE COURSES

College of Education
Psychological and Quantitative Foundations
Recommended Statistics and Research Methods Courses

| Course # | Course Title | S.H. | Prerequisite |
|----------|--|------|--|
| 7P:243 | Intermediate Stat Methods (Same as 22S:148) offered in spring | 3 | 7P:143 or equiv |
| 7P:244 | Correlation and Regression (Same as 22S:157) offered in spring | 4 | 7P:243 or equiv |
| 7P:246 | Design of Experiments (Same as 22S:159; includes ANOVA in greater depth) Offered in fall | 4 | 7P:243 or equiv |
| 7P:245 | Applied Multivariate Analysis | 3 | 22S:152 and 22S:158 or equivalents; and facility with matrix algebra |
| 7P:252 | Intro to Multivariate Stat Methods (MANOVA) Offered in fall | 3 | 7P:244 or consent |
| 7P:247 | Nonparametric Statistical Methods | 3 | 7P:243 or 22S:120 |
| 7P:249 | Factor Analysis and Structural Equation Models | 3 | 7P:252 or equiv, or consent |
| 7P:257 | Educational Measurement and Evaluation | 3 | |

THE UNIVERSITY OF IOWA - COLLEGE OF NURSING
PhD IN NURSING COGNATE COURSES

**College of Public Health
Recommended Statistics and Research Methods Courses**

| Course # | Course Title | S.H. | Prerequisite |
|-------------------|--|------|--|
| <u>Statistics</u> | | | |
| 171:162 | Design & Analysis of Exper in the Biomedical Sciences (Same as 22S:140; inc. regression analysis; offered spring sem) | 3 | 171:161 or equivalent |
| 171:262 | Analysis of Categorical Data (Same as 22S:220; offered spring sem) | 3 | 22S:194 or consent |
| 171:261 | Survival Data Analysis (Same as 22S:225; offered fall sem, odd years) | 3 | 22S:153, 22S:154 and 171:202 or equivalent |
| 171:241 | Statistical Methods in Epidemiology I (offered fall sem) | 3 | 171:161 and 173:140; 171:162 strongly recommended |
| 171:242 | Statistical Methods in Epidemiology II (offered spring sem, odd years) | 3 | 171:162 and 171:241 |
| 174:259 | Design Issues in Health Service Research | 3 | none |
| <u>Methods</u> | | | |
| 171:163 | Intro to the Design of Sample Surveys (offered fall sem, even years) | 3 | 171:161 or equivalent |
| 171:173 | Intermediate Design of Sample Surveys (offered spring sem, even years) | 2 | 171:163 or equivalent |

THE UNIVERSITY OF IOWA - COLLEGE OF NURSING
PhD IN NURSING COGNATE COURSES

Sociology
Recommended Statistics and Research Methods Courses

| Course # | Course Title | S.H. | Prerequisite |
|----------|---|------|-----------------------------|
| 34:214 | Introduction to Sociological Data Analysis | 3 | Intro to Stat or consent |
| 34:215 | Sampling Measurement & Observation Techniques | 3 | 34:214 or consent |
| 34:216 | Linear Models in Sociological Research | 3 | 34:214 or consent |
| 34:218 | Advanced Statistical Modeling of Data | 3 | adv grad standing & consent |
| 34:219 | Structural Equation Modeling | arr | Consent |

These courses may or may not be available in any given semester.

XI. Research Practica

96:490/491 Each student will register for two supervised research practicum in an ongoing project. The principal investigator should be an experienced researcher, preferable one with a current large project requiring a team of investigators. The investigator may or may not be a nurse, but the project should be relevant to the student's area of study. The student may or may not be paid for the experience

The research practicum serves as a system of apprenticeship by which a student is led through all aspects of scientific processes, methodologies, and analysis. Students complete two supervised practicum as research assistants in an ongoing investigative team. Research team membership will be separate from the dissertation research.

The form below can be obtained from the Graduate Programs Office.

96:490/ 96:491
Ph.D. Research Practicum
Consent to Supervise Form

Date: _____

I agree to provide _____

with a supervised research experience for _____ semester/s as part of my
(1 or 2)

study entitled _____

Researcher's Name

Advisor's signature

NOTE: This form should be completed at the time of registration for 490 or 491. Once it is signed by both parties the student registers for 0 credits, however tuition and fees will be assessed. The completed form should be returned to the Graduate Programs Office to be placed in the student's file. Reminder, although this is a zero semester hour course, tuition and fees may be assessed depending on the number of semester hours a student is registered for in that semester.

XII. Dissertation Seminars

To facilitate the dissertation process, each student will participate in two research seminars. The first seminar focuses on how to develop as a doctoral student while the second seminar focuses on research application and advanced design.

96:497 Dissertation Research Seminar I: Scholarship Development

This seminar is the first semester component of a two-semester of seminars designed to assist doctoral students to prepare for the successful completion of doctoral coursework and the dissertation, as well as establishing one's career research trajectory. The faculty-guided structure provides opportunities for students to assimilate knowledge and behavior of a scholar and the activities that facilitate development of the dissertation and optimize their socialization and success as nurse scientists. Students will be able to anticipate and explore practical problems associated with their dissertation research.

96:498 Dissertation Research Seminar II: Dissertation Development

During the second Dissertation Seminar, the focus of discussion is on assisting students with the development of their dissertation. Discussion is guided by the needs of the students participating in the seminar.

XIII. PhD Independent Study Policy and Procedure

Students may obtain through independent study (96:496 Doctoral Independent Study) those learning experiences which are not provided by established courses and which are related to and relevant to their educational goals. In some circumstances it may be used to meet basic degree requirements upon recommendation of the major advisor.

The identification of content, purpose, intent and plan for implementation and the faculty sponsor must be specifically identified at the beginning of the study on the Plan of Independent Study form. The faculty sponsor may or may not be the major advisor. A College of Nursing faculty member will serve as the major sponsor and other faculty may serve as co-sponsor(s). The Plan of Independent Study form is countersigned by the Faculty sponsor(s) and the major advisor. The Plan of Independent Study is a contract between student and sponsor and a copy must be placed in the student's file.

When registering for 96:496 Independent Study, the student must register the section number properly. The faculty sponsor must furnish you with an instructor number.

Enrollment in Independent Study to meet degree requirements shall be limited to the number of hours of nursing course requirements which the student was unable to meet through regular courses. For Graduate Students this requires the approval of the Dean. This does not limit the student's use of independent study in other than nursing departments.

The faculty sponsor is responsible for the quality and level of learning experience and for grading the study. The faculty member should be a full-time assistant, associate or full professor, any exceptions must have approval of the Area Study Chair. *Independent Study credit can be graded on the S-U basis at the discretion of the faculty.*

PROCEDURE

1. Student will discuss with major advisor any independent study plans before registration and prior to making arrangements with faculty sponsor.
2. Faculty sponsor or co-sponsor will provide periodic conferences with student as needed.
3. The Plan of Independent Study form shall be filled out and routed to 444NB for placement in the student file.
4. Student must register for the section number which is the same as the faculty sponsor's instructor number.

5. The faculty sponsor must complete the Report of Independent Study and forward it along with the student's grade to 444NB where it will be placed in the student record.
6. The faculty sponsor must complete the grade report form from the Registrar's office at mid-semester and upon course completion.

Plan for 96:496 PhD Independent Study

Student Name: _____ SS#: _____

for _____ semester for _____ s.h.
credit

IF CLINICAL _____, circle appropriate category:

Geriatrics Community Health Mental Health Surgical
Maternal Medical Pediatrics

Specialty _____

Agency _____

Contact Person _____

Inclusive Dates and Times at Agency _____

PURPOSE IN UNDERTAKING INDEPENDENT STUDY:

PLAN (describe in brief what is to be included, as nature and intent or clinical practicum, investigative study, written papers, conferences, seminar, etc.)

Faculty Sponsor: _____
Signature Date

Approved by Area Study Chair: _____
Signature Date

This form must be submitted to The Graduate Programs Office at the time of registration.

Grade Report of 96:496 PhD Independent Study

Student Name: _____ SS#: _____

Semester _____ Enrolled for _____ s.h.
credit

IF CLINICAL _____, circle appropriate category:

Geriatrics Community Health Mental Health Surgical
Maternal Medical Pediatrics

Specialty _____

Agency _____

Contact Person _____

Inclusive Dates and Times at Agency _____

Report what was done (Titles and brief resume of paper or papers written, practicum completed, seminars held, investigation completed)

Grade: _____ *Independent Study credit can be graded on the S-U basis at the discretion of the faculty.*

Faculty Sponsor: _____
Signature Date

Approved by Area Study Chair: _____
Signature Date

This form must be submitted to The Graduate Programs Office to become a part of the student's record.

XIV. Comprehensive Examination

A. Purpose

The purpose is to assess the student's preparation for research and scholarly activity. The exam will test the student's ability to think critically and imaginatively, and to synthesize knowledge in nursing (both core and focus areas) and in the cognate area (both content courses and research methods). Successful completion of the examination will result in the student's being admitted to candidacy for the degree.

B. Eligibility

The examination is taken after successful completion (or near completion) of the essential course work and upon recommendation of the student's advisor. This time will usually be during the fifth or sixth semester in the program. **A student must be registered in the Graduate College at the time of the comprehensive examination, which must be passed not later than the session prior to the session of graduation.**

C. Scheduling the Examination

1. The student intending to take the comprehensive examination assumes responsibility for declaring this intent to her/his advisor and the Graduate Program Office **at least four months prior to the examination.** At that time the student will advise the Graduate Program staff of the examination committee chair and members. The student will pick up the Comprehensive Exam written and oral grading sheets from the Graduate Programs Office.
2. The student immediately contacts the examination committee members and arranges the date of the exam, including when the two-week written exam will be completed and the date of the oral component.
3. The Graduate Program Office will fill out and submit the *Request for the Comprehensive Examination* which must be forwarded to the Graduate College at *least* two weeks in advance of the examination., and must include the date and time. The request will be accompanied by a *Doctoral Plan of Study Summary Sheet* which is prepared by the Graduate Program Office in consultation with the student's advisor. The Doctoral Plan of Study Summary Sheet requires the Graduate Program Office staff to perform a transcript review indicating successful completion of essential coursework in the student's focal area and indicating coursework remaining to be completed to be eligible to graduate. This is signed by the student's advisor, the Associate Executive Dean for Academic Affairs, and submitted to the Graduate College for approval/signature by the Graduate College Dean, along with the Request for Comprehensive Exam. Department and student copies of the Doctoral Plan of Study Summary Sheet are returned to the Graduate Programs Office. The student will receive a copy, and a copy will be placed in the student's file. After this point any changes to the Doctoral

Plan of Study must be requested formally through a four part request form submitted to the Graduate College through the Graduate Programs Office.

4. It is the student's obligation to make arrangements for a meeting time for the oral portion of the examination, as well as make arrangements for the room, and notify the members of the committee and the Graduate Program Office of the date, hour, and place.

D. Examination Committee

The examination committee will be composed of five members and is typically chaired by the student's advisor. The committee will be selected by the student with approval of the advisor and will consist of at least one person outside of the College of Nursing. The committee membership should reflect the student's focal and cognate areas. At least 4 of the faculty members must be members of the University of Iowa tenure-track faculty. At least two of the faculty members are from the College of Nursing. For most students, the comprehensive examination committee will be the same as the dissertation committee.

E. Exam Structure

The examination will consist of both a written and oral part.

1. Written Part

The written part will be a take-home exam in which the student responds to questions covering knowledge in three areas:

- nursing core (theory development, health economics, classics, informatics, health care policy)
- nursing specialty (either aging, administration, child and family, or nursing informatics)
- cognate area (content and methods)

The student's PhD examining committee will compose the examination. The chair will solicit questions from each of the members or from other specialists in the relevant areas. It is the responsibility of the Chair to edit the questions and provide a copy of the final questions to committee members and the student. The student's examination shall consist of 3 questions, each of which may represent a single area or more than one of the above areas.

Each student has two weeks in which to complete the written examination. During this period of time the student should not consult with faculty, students, or outside individuals. It is expected that the work is solely that of the student.

Written answers to each of the questions should be typewritten and no more than 10 pages per question, 1.5 spaced, minimum of Ariel 11 font. The 10 pages are exclusive of tables and appendices. At the end of the two weeks, it is the student's responsibility to copy and disseminate the exam to each committee member.

In most cases, every member will read and grade the answers; however, a committee member may, after seeing the questions, disqualify her/himself with respect to grading an area or areas. If a member disqualifies her/himself, the student is informed as to who will not be grading.

2. Oral Part

The oral examination is scheduled for two weeks after the completion of the written examination. The purposes of the oral are: a) to clarify and validate the answers to the written examination, and b) to engage in preliminary discussion of the dissertation. It is the responsibility of the chair of the committee to provide instructions to the committee on the format for the oral examination. In general, the following guidelines will be adhered to: time limitation of 2 hours; focus on content (not editing) in written exam; use of questions/discussion that validates the student understands what she/he wrote on the written exam; ask for preliminary information on dissertation direction but does not substitute for dissertation proposal meeting. It is the student's responsibility to pickup the Report of Doctoral Comprehensive Exam form from the Graduate Programs Office prior to the oral examination and returning the copy with the Committee signatures to the Graduate Programs Office following the exam.

F. Grading

Each examination question on the written area shall be read and graded by all committee members. (In the case of disqualifications, each question must be read at minimum by two faculty members on the Committee.)

Each member assigns a grade to each question of either superior, pass, conditional pass, or fail and substantiates the grade with a written evaluation. These evaluations with the grade indicated are given to the committee chair at the oral exam. During or just following the oral exam any member may add comments to her/his written evaluation. All of the written evaluations will be given to the student (without the individual grades) with the final grade decision.

In the interim between the written and oral exams the student shall not be provided with evaluative feedback. The oral exam is viewed as an integral part of the process, and judgment as to overall performance and the final outcome should be withheld until the completion of the oral exam.

Immediately following the oral examination, the committee decides on an overall grade. All committee members at the oral will grade the oral even though they did not grade all or part of the written. The final grade will reflect performance on each of the three written questions and on the oral.

Final grades will be one of the following:

- a. Superior: The student receives grades of superior in all or most written parts and on the oral. Such a decision is to be recorded as "Satisfactory" on the Graduate College Report form.
- b. Pass: The student receives grades of pass or better in all written and oral parts. This decision is to be recorded as "Satisfactory" on the Graduate College Report form.

In both of the above cases the student is not required to take any more comprehensive examinations and is advanced to candidacy.

- c. Conditional Pass: The student fails one part or is borderline in several. The decision is to be recorded as "Reservation" on the Graduate College Report form and a copy of the letter sent to the student specifying reservations to be met and the deadline for removal must be attached. The student does not necessarily have to take the examination again, but must make up the deficiency in a manner and within a time specified by the exam committee in order to be advanced to candidacy. The student may be required to make up deficiencies through another examination, additional course work, and/or readings or assigned research papers. The chair of the student's committee will place in the student's file the determination as to whether or not the student has satisfactorily removed the reservations. If the student does not remove the reservations within the specified time, the grade will be changed to fail. Note, a conditional pass may not be used if this is a second exam for the student. A copy of all correspondence will be sent to the Graduate College.
- d. Fail: The student fails two or more parts. This decision is to be recorded as "Unsatisfactory" on the Graduate College Report form. The student receiving a failing grade may retake the examination the next semester. The committee will decide whether all parts or just the failed parts should be reexamined. The time and manner of the second examination will be determined by the committee and will be stated in writing and given to the student.

The student who twice fails the examination or who declines to take it a second time after failing once, or who fails to take it within four months after completing any necessary preparatory coursework or other requirements shall be dismissed from the program.

G. Feedback to the Student

Following the oral exam, the student shall be notified by the committee chair as to the decision, and the student will receive in writing a statement of the decision and the reservations, if there are any. The student is told in exact terms in which of the four decision categories she/he has been placed. Written comments by each of the committee members will be given to the student.

H. Change in Procedure

Any part of the rules stipulated above may be waived or modified for a given student through an appeals procedure. Only very unusual circumstances should prompt a proposed modification. The following procedures shall be followed to modify the PhD comprehensive exam system. (Note: this refers to major modifications, such as not having an oral examination. Small modifications are up to the committee chair.)

Procedure to appeal the process: The student shall propose the modification in writing with a rationale and submit to the Chair of the Comprehensive Examination Committee, who will be responsible for circulating the proposed modification to the Graduate Faculty at least one week before a graduate faculty meeting. Acceptance of the proposed modification requires a majority vote of the faculty present.

I. Comprehensive Exam Advisor/Chair

Often the student's academic advisor is also the chair of the student's comprehensive examination committee and chair of the dissertation committee. The student should discuss with his or her advisor the most appropriate faculty member to chair the Comprehensive Exam. If the student and/or advisor feel that the student's Comprehensive Exam chair should be changed, the student should discuss this with Director of the Doctoral Program.

XV. Timeline from Comprehensive Exam to Dissertation Defense

A. Continuous Registration Policy

The Continuous Registration Policy became effective as of Fall, 2003. It is available on the Graduate College website at:

<http://www.grad.uiowa.edu/Students/AcademicPolicies/ContinuousRegistration.asp>.

The Continuous Registration after Completion of the Comprehensive Examination Policy is as follows:

The student is required to register each semester after passing the doctoral comprehensive examination until the degree is awarded. If a student fails to register, he or she may not be readmitted to doctoral candidacy unless the readmission is approved by the advisor, the departmental executive, and the Graduate College dean.

All registrations should accurately reflect the amount and type of work undertaken, the use of University facilities, and the amount of consultation with the faculty. In order to maintain continuous registration, a doctoral student may register (1) for required and/or elective courses, research, and thesis hours to complete the plan of study, or (2) for Doctoral Continuous Registration (000:002). Doctoral Continuous Registration requires a 2.s.h. tuition and fees payment. If a temporary lapse in a student's academic program is required due to military service, medical leave, maternity leave, or a personal/family leave, a student may petition the Graduate College to be

allowed to register for PhD Postcomprehensive Registration (000:000) which allows for the assessment of a special minimum fee. If a petition is granted, it is to be understood that a student will not make significant use of university resources, or engage in significant consultation with the faculty. Registration in a Guided Independent Study course or in a course for which tuition and fees are not assessed (Cooperative Education Internship, for example) will not satisfy the continuous registration requirement.

B. Final Exam (Dissertation Defense) timeline

The final exam (Dissertation Defense) may not be held until the session after passing the comprehensive exam nor until the dissertation is accepted for first deposit by the Graduate College; however, a student must pass the final exam no later than five years after passing the comprehensive exam. Failure to meet this deadline will result in reexamination of the student to determine his or her qualifications for taking the final exam. In the final semester, doctoral students may register for Doctoral Final Registration (000:003), which requires a 2 s.h. tuition and fees payment, or appropriate course work.

XVI. Dissertation Research and Defense

The dissertation process includes a proposal meeting, the student completing the research project agreed on in the proposal meeting, and an oral defense of the completed, written dissertation.

A. Prospectus/Proposal Meeting

The student should work closely with his or her advisor to begin developing a research project for the dissertation. The first issue to clarify is whether the student's advisor or a different graduate faculty member will be the Chair of the student's dissertation committee. Prior to beginning the dissertation, students should review the Graduate College requirements related to the dissertation at: <http://www.grad.uiowa.edu/students/ThesisResources/Index.htm>

1. PhD Examination Committee

In consultation with the Chair, the student needs to identify the members of the student's Dissertation Committee. The committee that guides and evaluates the student's dissertation is comprised of five graduate faculty members holding professorial rank (Assistant Professor or above). One member must be from a discipline other than nursing and relevant to the student's area of study. The membership of the committee is selected by the student and committee Chair. At least 4 of the faculty members must be members of the University of Iowa tenure-track faculty. At least two of the faculty members are from the College of Nursing. If a proposed committee member is outside the University of Iowa or is not a graduate faculty member at the University of Iowa, please obtain the individual's curriculum vitae and meet with the Graduate Programs Office as soon as possible. The student should invite the identified faculty to participate on the Dissertation committee.

2. Proposal Meeting

The Proposal Meeting, which includes the student and the dissertation committee, is held to approve the student's proposed research project. Prior to this meeting, the student consults with the Chair and other appropriate faculty members on the development of the dissertation proposal. The proposal typically includes the first three chapters of the dissertation as outlined by the Graduate College.

It is the student's responsibility to contact members of the committee and arrange the date, time and location of the proposal meeting.

During the meeting, the student presents the proposal. The outcome of the Proposal Meeting is agreement among the committee members and the student on the proposed dissertation research. This meeting should be documented by the Chair and placed in the student's folder. If the committee members do not agree on the proposed research, another Proposal Meeting may be necessary.

Once the proposal is agreed on, the student typically begins registering for dissertation hours. A completed Dissertation Chair Approval form is due in the Graduate Programs Office prior to enrollment in dissertation hours.

B. Oral PhD Defense

The PhD Final Examination is an oral defense of the dissertation. The examination includes critical questions about the purpose, method, and results presented in the dissertation and intense questioning on areas of knowledge consistent with the context of the dissertation. An oral defense of the dissertation will evaluate the candidate's ability to communicate the specific research project and the implications of the research.

1. Scheduling the PhD Oral Defense/Final Exam

A student is scheduled for the PhD final exam by the Chair of the student's PhD committee. The final examination may not be held until the session after satisfactorily completing the comprehensive examination. The student must pass the final examination no later than five years after satisfactorily completing the comprehensive examination. The final examination may not be held until after the thesis is accepted for first deposit by the Graduate College. A formal request for the PhD final exam will be submitted by the Graduate Programs Office to the Graduate College. The request for the PhD final exam must be submitted at least three weeks in advance of the date set for the examination; therefore, the student should contact the Graduate Programs Office four to five weeks prior to the date. This is to allow for public notice of the examination.

The PhD final examination must be scheduled during the academic year, i.e., between the beginning of regular registration for the fall semester and the close of examination week in the spring semester. Only in very unusual circumstances will requests for exceptions to this rule be considered by the faculty. The final exam is administered on campus.

It is the responsibility of the student and the PhD Chair to see that the request for the PhD final exam is submitted in accordance with deadlines established by the Graduate College.

The student is responsible for getting a copy of the dissertation to the committee members at least **two weeks in advance of the examination**, and for informing members of the time, date, and place of the examination.

2. Grading and Reporting of the Oral Defense/Final Exam

The PhD Final Exam is evaluated by the committee, with each member of the committee indicating a Satisfactory or Unsatisfactory rating. The overall report will be regarded as Unsatisfactory if there are two unsatisfactory ratings. A brief written evaluation of the candidate's performance is prepared by the Chair of the committee and is placed in the student's file. The general nature of the evaluation is conveyed to the student by the committee Chair. The PhD supervisor is responsible for reporting to the faculty the results of each PhD final. The report of the examination is due in the Graduate College within 48 hours after the examination. The final examination will be evaluated as satisfactory or unsatisfactory. Two unsatisfactory votes will make the committee report unsatisfactory. In case of a report of unsatisfactory in the final examination, the candidate may not present herself/himself for reexamination until the next session. The

examination may be repeated only once, at the option of the major department. Submission of the report to the Graduate Programs Office within 24 hours is the responsibility of the committee Chair.

In the case of a report of unsatisfactory in the final examination, the candidate may not present himself or herself for reexamination until the next session. The examination may be repeated only once.

An abstract of the dissertation is to be forwarded to the Office of Research, College of Nursing, in addition to being included in the dissertation.

C. Written Dissertation

The final written report of the dissertation must meet the standards defined by the Graduate College and expected by the dissertation committee. Graduate College guidelines for the written dissertation can be found at:

<http://www.grad.uiowa.edu/students/ThesisResources/Index.htm>. There are additional resources for thesis and dissertation information for graduate students at the links below:

D. Three-Paper Option for PhD Dissertation

At the discretion of a student's Dissertation Committee, the student may fulfill the PhD dissertation requirement with the Three-Paper Option. This option integrates three publishable papers into the standard Graduate College five chapter dissertation format. Papers must be submitted to a scholarly, peer reviewed journal approved by the student's Dissertation Committee. (see the following pages for details related to the Three-Paper Option for PhD Dissertation.)

Three-Paper Option for PhD Dissertation

At the discretion of a student's Dissertation Committee, the student may fulfill the PhD dissertation requirement by writing three papers. Each must be submitted to a scholarly, peer reviewed journal approved by the student's Dissertation Committee, subject to the following conditions;

1. The dissertation must form a coherent body of research in a particular scholarly area. Thus, the three papers must represent a single coherent research topic, not a series of unconnected topics.
2. The three papers must be distinct. They may either address three separate research aims, or if they address only one, they must differ in some significant fashion, such as in theoretical perspective, approach, methodology, sample, and/or dataset.
3. At the discretion of the Dissertation Committee, up to two of the three papers may have been previously written, submitted, and/or published by the student if: 1) the student is first author on the paper; 2) all co-authors attest that the student did most of the work and most of the writing of the paper; 3) the work was completed while the student was enrolled in the Ph.D. program; and 4) the Dissertation Committee agrees that the papers are consistent with the criteria for a three-paper dissertation. The Committee is under no obligation to accept previously published, accepted, or submitted papers as meeting the requirement of the dissertation.
4. The format of the dissertation must adhere to the requirements of the Graduate College. Graduate college guidelines can be found at: <http://www.grad.uiowa.edu/students/ThesisResources/Index.htm>
5. Thus, the dissertation will typically include five chapters. The first chapter is an introduction, the next three core chapters are the three papers, and the fifth chapter is a conclusion.
 - a. The *introductory chapter* (Chapter 1) should present an introduction to the study, background and literature review, theoretical or conceptual framework, discussion of the problem, aims of the study, significance and justification for the focus of the proposed research, and an overview of the three papers. The overview of the papers should include purpose and scope of the papers, methodologies to be employed, and discussion of how the papers are integrated to represent a coherent body of research.
A theoretical or conceptual framework may not be appropriate for a qualitative dissertation. If included, the framework could be provided through discussion of a general conceptual framework in the introductory chapter, or each paper could contain a section providing the conceptual basis for the analysis presented in that paper
 - b. The *three papers* (Chapter 2, 3, & 4) may include an analytical review of the literature or a meta-analysis, a methodology paper, and a data based paper or multiple data based articles with the literature review integrated into each paper. At the discretion of the Dissertation Committee, one of the three papers may be a detailed discussion of the

conceptual model for the dissertation research. All three papers must be submitted to journals approved by the Dissertation Committee prior to the student's graduation.

- c. The *concluding chapter* (Chapter 5) should summarize and integrate the major findings. This concluding chapter should synthesize the knowledge that has been gained by the research as presented in the three papers, discuss the limitations of the body of research, and enumerate future research plans.
6. Given that one objective of the 3-paper format for dissertations is to increase the opportunity for students to publish papers from their dissertation work, the core chapters should, to the extent possible, conform to page-length constraints required by the specific scholarly journal(s) identified by the student and approved by the Dissertation Committee as appropriate for publication. Therefore, the core chapters may be expanded or supplemented by appendices, as necessary.
7. The Graduate College requires that the dissertation follow their formatting rules. Thus, pagination must be continuous, there must be a common table of contents, and one integrated bibliography must serve for the whole document. Students must follow all Graduate College rules for dissertations and it is the student's responsibility to do so.
8. At the time of the dissertation proposal, the student and Dissertation Committee should discuss the expectations for each chapter and paper. Agreement should be documented in a signed memo that spells out any substantive points or issues that differ from the proposal document. The memo and approved dissertation proposal must be submitted to the Director of the PhD Program. If questions concerning Dissertation Committee discretion arise, the Committee should consult with the Director of the PhD Program.
9. Eventual authorship on papers to be submitted should be negotiated between the student, his/her advisor, and the Dissertation Committee. Dissertation Committee members may be named as co-authors on submitted papers if they have made a substantial contribution to the paper consistent with academic standards and journal submission requirements. Journal requirements vary, but at a minimum, all authors must have contributed substantially to conception and design or analysis and interpretation of the data, contributed to drafting or revision of content, and approved the final version. There must be no presumption that serving on a Dissertation Committee constitutes grounds for co-authorship of a student's paper, even if the committee member provides significant feedback on a paper.

Student Name: _____

THE UNIVERSITY OF IOWA
COLLEGE OF NURSING
DOCTORAL DISSERTATION CHAIR APPROVAL

This form is to be signed by the advisor and submitted to the Office of Graduate Student Services at least one week prior to initial registration for Dissertation hours (96:499). Committee members need not be chosen at this time, but if they have been, be sure to include their names. It is very important to add the committee member names at a later date so that your graduation forms may be processed by Graduate College deadline dates. You may stop in to the Graduate Program Associate's Office at any time to update this form. Please take the responsibility to keep this form up to date.

_____ has agreed to serve as my
dissertation advisor.
Print Name

TITLE: _____

COMMITTEE MEMBERS:

Note: The committee consists of a minimum of five faculty holding professorial rank (Asst. Professor or above). One member of the committee must be a member of the graduate faculty from outside the major department.

| Name Chair: | Rank | Dept (if not Nursing) |
|----------------|-------|-----------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Anticipated date of proposal meeting: _____

Anticipated date of completion: _____

APPROVED:

Dissertation Adviser

Academic Adviser

Student Name

Date

The University of Iowa requests personally identifiable information for the purpose of maintaining student records. No persons outside the University are routinely provided this information, except for items of directory information such as name and local address. Responses to all appropriate items are required. If you fail to provide the required information, the University may not be able to advise you properly.

The Doctoral Dissertation Chair Approval Form is available in the Graduate Programs Office.

XVII. Graduation Information

In order to facilitate your graduation we have listed the pertinent paperwork below. This information is available in the Graduate Programs Offices. The forms requiring departmental executive signature should be processed through the Graduate Program Associate.

All forms must be completed by the deadlines posted each semester. Final responsibility for meeting graduation requirements resides with the student. If you have filed these forms previously, all must be refiled by the deadline listed except the Plan of Study; a Graduate College Plan of Study should be refiled only if it has changed.

NOTE: The student must be enrolled in the Graduate College during the session in which the degree is to be conferred. In the final semester, doctoral students may register for Doctoral Final Registration (000:003), which requires a 2 s.h. tuition and fees payment, or appropriate course work. *Guided Independent Study course work, Ph.D. Postcomprehensive Registration (000:000) and courses for which tuition and fees are not assessed may not be used to satisfy the final registration requirement of the Graduate College.*

Graduation Forms
Graduate College Academic Calendar is available at
<http://www.grad.uiowa.edu/EventsDeadlines/CurrentAC.asp>

APPLICATION FOR DEGREE - submitted to the Registrar, 1 Jessup Hall. This form must be signed by your advisor and logged in to the Graduate Programs Office.
<http://www.registrar.uiowa.edu/forms/gradapplication.pdf>

CHANGE IN PLAN OF STUDY - Submit this form if you have made any changes in your plan of study since the comprehensive examination. See Graduate Program Associate for information.

REQUEST FOR FINAL EXAMINATION (request for dissertation defense) - submitted to the Graduate College, 205 Gilmore Hall by this deadline and at least 3 weeks prior to defense. Submit names of committee members; official thesis title; and date, time, and place of defense **to the Graduate Program Associate one month prior to your defense.**

The student is responsible for reserving a room for the defense.

REPORT OF FINAL EXAMINATION (report of defense) - signed form submitted to the Graduate College, 205 Gilmore Hall upon completion of defense and by the deadline. This form remains in your student file in 30 NB until the day of defense.

RETURN SIGNED FORM TO GRADUATE PROGRAM OFFICE IMMEDIATELY AFTER COMPLETION OF DEFENSE, WHO WILL THEN FORWARD TO GRADUATE COLLEGE.