



# **COLLEGE OF NURSING**

## **Ph.D. DEGREE**

### **STUDENT HANDBOOK**

**B.S.N. to Ph.D.**

**M.S.N. to Ph.D.**

**B.S.N. to M.S. to Ph.D.**

**B.S.N. to Ph.D. with Concurrent M.S.N.**

**Ph.D. Dual Title Degree Nursing & Bioethics**

**Ph.D. Dual Title Degree Nursing & Clinical and  
Translational Sciences**

**2019-2020**

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## GREETINGS FROM THE DEAN

Congratulations and welcome to the graduate program of the Penn State College of Nursing! We hope that your studies will be personally rewarding and professionally challenging. This handbook was created to assist with your transition to graduate studies and provides you with a quick source of useful information.

Choosing to seek graduate study is a significant commitment and we applaud you for embarking on a journey to further your learning. We hope that you will take advantage of all that the University has to offer. The potential for seeking and learning new knowledge surrounds you. It is our hope that you will seek learning from many sources including mentors, classmates, as well as those in other disciplines across the university. Your faculty advisor stands ready to assist you with academic planning and career advice; however, all of our faculty and staff are here to serve you.

We wish you a successful journey in your program of study in our College of Nursing. Let us know how we can best help you.

Be well,



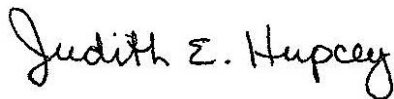
Laurie Badzek, LLM, JD, MS, RN, FNAP, FAAN  
Dean and Professor, College of Nursing.

## MESSAGE FROM THE ASSOCIATE DEAN FOR GRADUATE EDUCATION AND RESEARCH

On behalf of the graduate faculty, welcome to the Ph.D. program of the Penn State College of Nursing! We are delighted you have chosen to attend our program. This is an exciting time for the Ph.D. program. Our Ph.D. is in its 4<sup>th</sup> year and you will be able to interact with these students and learn the vital roles that students in both degree programs contribute to nursing and healthcare. We continue to have a strong M.S./M.S.N. to Ph.D. program, an increasing number of B.S.N. to Ph.D. students and two exciting dual title Ph.D. degrees one in nursing and bioethics and the other in nursing and clinical and translational science.

This handbook has been compiled to assist you as you progress through the Ph.D. program. Please become familiar with its content, as it contains answers to frequently asked questions and provides information about policies and links to help you navigate our system of graduate education. The policies in this handbook are valid for the length of a full-time program of study, which is five academic years post-qualifying examination.

The graduate faculty are prepared to help you excel in your academic program. Please feel free to contact them or me if you have any questions or concerns.



Judith E. Hupcey, Ed.D., CRNP, CNE, FAAN  
Associate Dean for Graduate Education and Research, College  
of Nursing Professor of Nursing, Medicine, and Bioethics

## COLLEGE OF NURSING GENERAL INFORMATION

The College of Nursing Graduate Program provides advanced study in human health and development throughout the life span and in nursing's role in providing health services to individuals, families, and communities. The program emphasizes the development of nursing knowledge and the translation of knowledge into practice.

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### COLLEGE OF NURSING MISSION

The mission of the College of Nursing is to improve the health for all people in the Commonwealth of Pennsylvania, the nation and the world through the development of qualified nurse leaders at all levels of practice, the development of nursing science related to health and health care and the provision of nursing care to individuals, families and communities. This mission will be accomplished through integrated programs of nursing education, research, scholarship and outreach.

Approved: 06/15/07 Revised: June 2014

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### COLLEGE OF NURSING VISION

Create a dynamic and engaged community of scholars who integrate excellence in academics, nursing research and clinical scholarship, and outreach to the community with a commitment to improving the quality of life for all people.

Revised: June 2014

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### DIVERSITY STATEMENT

The faculty and staff of the College of Nursing value and are committed to fostering diversity in the classroom, the University, and the profession. By respecting differences in culture, age, gender, gender expression, race, ethnicity, national origin, differing abilities, sexual orientation, and religious affiliation, we enrich the learning environment; improve the practice and profession of Nursing; and enhance personal creativity and professional growth.

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### PHILOSOPHY OF THE COLLEGE OF NURSING

The College of Nursing is an integral part of The Pennsylvania State University (Penn State). The faculty at the College of Nursing believe that education for nursing is best achieved under the auspices of institutions of higher education and accept accountability for the academic functions of teaching, research, and service. Beliefs shared by the faculty emphasize and support the importance of diversity and human development throughout the life span. These beliefs serve as a basis to assist individuals, families, and communities to develop desirable health patterns.

**Human Beings.** Human beings are unique and unitary. They are constantly evolving in the direction of increasing complexity as the individual accumulates experiences. Important dimensions of human beings include growth and development across the life span; communications and relationships that develop between individuals and within families, groups, and communities; and those characteristics identified with human consciousness such as values, creativity, feelings, choices, and will. The capacity for thought and emotion enables individuals to be introspective, purposeful, and self-directed. His/her learning behaviors are motivated in response to perceived needs.

**Environment.** Environment is viewed as the contextual systems in which the individual, the family, the group, and the community exist and interact. The environmental contexts include: the personal environment consisting of significant others and social support systems in the life of the individual; the group environment, consisting of characteristics which emerge and develop as he/she relates in a group situation; the supra-personal environment that represents the norm of the person's proximal environment; the social environment consisting of those societal forces impacting on the individual; and the physical environment, that portion of the person's environment that is reducible to matter. Human beings, as open systems, are in mutual, simultaneous process with the environment and continually change together during that process.

**Health.** Health, which fluctuates throughout the life span, is a gestalt of wellness and illness. Wellness and illness are coexisting and interacting phenomena. The unitary person interacts with the totality of the environment, and the unique quality of this interaction influences one's health. Health is a synthesis of dynamic patterns of energy within the individual and between the person and environment. Health patterns maintain themselves and manifest multiple configurations of individual and environmental relations. Health is self-perceived and relative to each person's or group's beliefs and values. Common approaches to the understanding of the phenomenon of health stem from theories of human development, stress, disease, adaptation, crisis, lifestyle, change, and consciousness. Because health patterns are dynamic, the recognition, identification, and facilitation require periodic assessment.

**Nursing.** Nursing is a humanistic profession, which respects the human being's dignity, integrity, and right to self-determination. The focus of nursing is the health of the person throughout the life span. Based on the assumption that the person has a responsibility for his/her own health, the goals of nursing are to utilize the nursing process in assisting clients in the recognition of health patterns and, when necessary, in the identification and facilitation of desirable alternatives. Nursing assumes a responsibility to society to develop and translate knowledge and to provide service to individuals, families, groups, and communities as clients. Nursing educators, acting as an autonomous body, accept the responsibility for the development of professionals who are able to invest of self as therapeutic agents, who utilize critical thinking and decision-making skills to provide leadership in health care, and who have defined values and ethics relating to practice and research. The nature of nursing as a professional discipline includes its history, philosophy, science, and practice.

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## BELIEFS ABOUT LEARNING/NURSING EDUCATION

**Learning.** Learning is a continuous, life-long process of self-discovery, knowledge development, evaluation, and growth. It is individualistic and proceeds in a simple to complex manner from the level of development, interests, and motivations of the learner. The teaching-learning process is reciprocal and interactive with faculty and students sharing the cooperative enterprise of learning, inquiry, teaching, and evaluation. The learner is an active participant who assumes responsibility for his/her own learning, and independent learning is fostered by encouragement and support of the learner's self-directed inquiry. The role of the faculty is to support critical thinking, facilitate the learning process, and provide and foster opportunities for life-long learning.

**Nursing Education.** Nursing is primarily an intellectual endeavor and requires that its practitioners develop critical thinking, intellectual curiosity, and disciplined modes of inquiry that are used in the practice of nursing. Nurses and nursing students should develop an understanding of the humanities, learn the fundamentals of the natural and social sciences, and acquire skills and perspectives unique to the field of nursing. One of the faculty's major responsibilities is to develop and implement a nursing curriculum that draws from other disciplines; that organizes content around the fundamental concepts of health, humankind, and environment; and develops full appreciation of nursing's special obligation to teach. The faculty is equally aware of the responsibility to students and nurses to engage actively and continuously in opportunities that will enhance nursing competence and personal awareness. Furthermore, the faculty is sensitive to variations among students that may influence how rapidly and expertly they may be able to assume adequate nursing knowledge



and related responsibilities. They encourage personal expressions of interest and preferences within the academic traditions of the University.

The faculty support the concept of educational mobility to provide opportunities for qualified students to enter new careers. The faculty recognize that students learn in many ways and their competencies may be validated by a variety of internal and external evaluative measures. Continuing education is a part of nursing education and supportive to the concept of lifelong learning.

The focus of baccalaureate education in nursing is to prepare an individual with general nursing skills, knowledge, and values, who can function as a nurse within the health care system to provide comprehensive service to individuals, families, groups, and communities. The graduate of the baccalaureate program is prepared to (1) be accountable for his/her own nursing practice, (2) accept responsibility for the provision of nursing care through others, (3) develop methods of working collaboratively with other health professionals, and (4) practice in a variety of health care settings.

The Baccalaureate Program in Nursing is characterized by a foundation in scientific and humanistic disciplines inherent in learning upon which is built the major in nursing. In addition to nursing courses, upper division studies include courses that complement the nursing component and increase the depth of general education. The structure of the Baccalaureate Program in nursing follows the same pattern as that of other baccalaureate programs at the University.

Differences may be found in practice settings and in the level of autonomy. However, the complexity of decision-making within the nursing process is a major component in the differentiation of roles and levels of nursing practice between the associate degree nurse and the baccalaureate-prepared nurse.

The focus of master's education in nursing is to prepare beginning nursing scholars, leaders, and advanced practice nurses with a specialty focus in clinical nursing. The master's degree specialties include nurse educator, nurse administrator, clinical nurse specialists, and acute and primary care nurse practitioners who serve individuals, families, and aggregate groups within diverse populations and settings.

The focus of the practice doctoral degree in nursing is on the translation of research into practice, transformational leadership, and advanced nursing practice across health care settings.

The focus of research doctoral education in nursing is to develop nurse scientists who are expert research scholars who are able to provide leadership in nursing practice, policy, research, and education.

Graduate education in nursing is characterized by a philosophy of expanding ideas and emphasis on knowledge development in nursing and health care. The primary goal of graduate nursing education is the development, transmission, and organization of nursing knowledge and the translation of that knowledge into practice in order to promote the health of individuals, families, and communities throughout society. The graduate nursing programs are an integral part of the Graduate School and graduate education at Penn State.

Approved: 01/99

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## PURPOSE AND OUTCOMES OF THE PH.D. PROGRAM

The purpose of the Ph.D. program in nursing is to develop clinical scholars, faculty and researchers who can teach and provide leadership through scientific inquiry and innovative practice. Nursing science encompasses the body of knowledge related to the personal experience of health and illness in individuals, families, groups and communities. As a practice discipline, nurse scientists are in a unique position to assess health needs and design evidence-based interventions to improve the health of groups made vulnerable by complex life

circumstances. Research emphasis includes health-related needs and responses of targeted populations, dynamics of the nurse-patient interface, evidence-based solutions for complex nursing problems, and the design and testing of innovative models of nursing care. The faculty of the College of Nursing believe that significant learning at the doctoral level occurs best within a mentor-type model. Highly individualized plans of study through which each student can develop depth of expertise and research capability within a specialized area will promote his/her career goals.

## PURPOSE OF THE PH.D. PROGRAM

The purpose of the Ph.D. program is:

1. To prepare a cadre of highly qualified nurse scientists to advance the art and science of nursing in order to improve the health of the state, nation and the world;
2. To prepare nursing faculty with doctorates to teach in baccalaureate and higher degree nursing programs in the state, nation and other countries; and
3. To fulfill the research mission of the College of Nursing as a unit within a major research I university.

## PH.D. PROGRAM OUTCOMES

The Program outcomes for the Ph.D. in nursing include the ability to:

1. Demonstrate appropriate breadth and depth of nursing knowledge, and comprehension of the major issues of the discipline of nursing;
2. Design and conduct research according to scientific principles to create new knowledge;
3. Demonstrate effective communication skills for dissemination of nursing knowledge to appropriate stakeholders;
4. Demonstrate analytical and critical thinking within nursing and through active interdisciplinary collaboration; and
5. Model leadership behaviors, including conducting themselves in accordance with the highest ethical standards, values, and practices of the discipline of nursing to influence change in practice, policy, and research.

Revised and Approved: 05-16-16

## PH.D. PROGRAMS IN NURSING

### B.S.N. TO PH.D.

This program enables highly qualified students to pursue doctoral study directly from a bachelor's degree program in nursing. Students may complete the M.S. pathway program on route to the Ph.D. or complete an M.S.N. (nurse practitioner option) concurrently with the Ph.D. The latter option is termed the [B.S.N. to Ph.D. with Concurrent M.S.N.](#)

### M.S.N. TO PH.D.

This program is for students who have already earned a master's degree in nursing or a related field.

### M.S. (B.S.N. TO M.S. TO PH.D.)

The purpose of the M.S. pathway program is to prepare students who are pursuing a M.S. on route to the Ph.D. to interpret nursing science to improve health & health care.

## M.S. PROGRAM OUTCOMES

The Program outcomes for the M.S. in nursing include the ability to:

1. Demonstrate appropriate breadth and depth of nursing knowledge, and an awareness of the major issues of the discipline of nursing.
2. Analyze and critique research according to scientific principles to identify gaps in nursing science.
3. Demonstrate effective communication skills for dissemination of nursing knowledge to appropriate stakeholders.
4. Demonstrate analytical and critical thinking within nursing.
5. Exhibit behavior in accordance with the highest ethical standards, values, and practices of the discipline of nursing.

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## DUAL-TITLE PH.D. NURSING & BIOETHICS

In addition to the above, the purpose of this dual-title degree is to provide Nursing Ph.D. students with the skills and knowledge necessary to conduct research and the perspective necessary to fully engage ethical issues within the discipline of nursing, to conduct original bioethics research, and produce bioethics-related scholarship.

## NURSING AND BIOETHICS PH.D. DEGREE PROGRAM OUTCOMES

In addition to the above outcomes for the Ph.D. in Nursing, the program outcomes of Dual-Title Ph.D. Degree in Nursing and Bioethics include the ability to:

1. Produce graduates who have the breadth of knowledge, skills and experience necessary to engage fully with scholarship from the full range of disciplines related to the interdisciplinary fields of nursing and bioethics.
2. Enhance employment opportunities for dual-title degree graduates with bioethics training that will prepare them to contribute research and analysis to a broad range of academic and policy programs.
3. Enhance interdisciplinary research and education in bioethics at Penn State.

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## DUAL-TITLE PH.D. NURSING & CLINICAL AND TRANSLATIONAL SCIENCE

In addition to the purpose and outcomes of the Ph.D. program in Nursing, the purpose of the dual-title Ph.D. program in Nursing and Clinical and Translational Sciences (CTS) is to provide Nursing Ph.D. students with the skills and knowledge necessary to pursue career paths that involve clinical trials or clinical research programs.

## NURSING AND CLINICAL AND TRANSLATIONAL SCIENCE PH.D. DEGREE PROGRAM OUTCOMES

In addition to the above outcomes for the Ph.D. in Nursing, the program outcomes of Dual-Title Ph.D. Degree in Nursing and Clinical and Translational Science include the ability to:

1. Provide value-added training and scholarship for current and future Ph.D. students in the College of Nursing;
2. Add novel course work and training not prescribed in an existing (major) graduate degree program;
3. Integrate clinical/translational research training into dissertation work (i.e., Qualifying Examination Exam, Comprehensive Exam, Final Oral Exam, and Dissertation);
4. Enhance methodological/analytical skills and training; and
5. Expand employment and career opportunities within the nursing and health sciences arenas.

## COLLEGE OF NURSING CENTERS

### CENTER OF GERIATRIC NURSING EXCELLENCE

The CGNE at Penn State provides a strategic response to the national nursing shortage – *and* the national nursing *faculty* shortage. In partnership with our renowned College of Nursing research faculty and instructors, we are preparing the next generation of nurse educators with broad expertise in the care of our country's growing population of older adults. We accomplish these goals through:

1. Distance learning technologies
2. Innovative nursing research
3. Facilitating programs of study (Ph.D., M.S./M.S.N., and Post-graduate.)
4. Informal learning forums (journal clubs, seminars, CE programs)
5. Interdisciplinary education
6. Community partnerships

To learn more about the CGNE, visit: <http://www.nursing.psu.edu/cgne/>

### PROGRAM FOR PERSON-CENTERED LIVING SYSTEMS OF CARE

The Program for Person-Centered Living Systems of Care is an academic initiative within the Center at Penn State that seeks to: develop an interprofessional theory and model for the new field of person-centered living systems of care; conduct research on topics related to person-centered care (PCC); infuse PCC health care service delivery across the spectrum of services (acute to post-acute to community based).

The goals are to:

1. Develop a new integrative model of person-centered living systems of care
2. Develop infrastructure and methodologies for conducting PCC research
3. Conduct applied research on PCC topics
4. Apply best practices to innovative health delivery systems
5. Inform curriculum to educate an interprofessional workforce of future and current care providers
6. Influence policy around delivery of health care services in rural/urban, acute, post-acute, and community-based care settings.

To learn more about the program, visit: <http://www.nursing.psu.edu/cgne/programs/>

### CENTER FOR NURSING RESEARCH

Nursing Ph.D. students are key constituents of the Center for Nursing Research (CNR). Students are encouraged to seek support in their research endeavors from the CNR. The CNR provides support in developing and conducting externally funded research projects including but not limited to funding sources, proposal preparation, and managing research awards particularly National Research Service Awards (NRSA). Please contact Jenifer Hoffman ([gzh2@psu.edu](mailto:gzh2@psu.edu) or 814-865-9337), CNR Director, for further information.

### SEMINARS

Attendance at seminars and workshops offered through the College of Nursing provides relevant information for doctoral nursing students and valuable networking contacts with professional colleagues. In collaboration with the Penn State Center of Geriatric Nursing Excellence, the CNR facilitates mandatory weekly seminars during the Fall and Spring semesters.

## MOCK REVIEWS

The CNR also facilitates Mock Reviews of grant proposals prepared by nursing faculty and students prior to submission to the funding agency. All student NRSA proposals receive a Mock Review. Please contact Jenifer Hoffman ([gzh2@psu.edu](mailto:gzh2@psu.edu) or 814-865-9337) at least 2 months prior to submission to schedule the review. During these reviews, senior faculty and consultants provide invaluable feedback to the writer. This critique is critical to enhance the quality and strength of the proposal. Attendance by doctoral students at Mock Review sessions is highly encouraged. Announcements for CNR events are advertised throughout the College of Nursing and emailed to you through the student list serv.

## CONFERENCES

Ph.D. student attendance at regional or national conferences related to their research is strongly encouraged. The CNR provides supplemental support for registration as well as poster and presentation preparation for graduate students attending conferences. A [Student Research Travel Request](#) should be completed (including mentor approval) and submitted to the Center for Nursing Research at least thirty (30) days before the travel date. Students, whose travel is sponsored by the Center for Nursing Research, are required to submit a one page [Student Conference Summary](#) and a picture of their presentation or poster before requesting travel reimbursement. The report should reflect on what you learned at the conference, talk about your presentation, your impressions, etc.

## ACCREDITATION

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post graduate APRN certificate program at The Pennsylvania State University are accredited by the Commission on Collegiate Nursing Education 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. <http://www.ccnaccreditation.org>

The Nurse Practitioner options also are approved by the Pennsylvania State Board of Nursing.

## UNIVERSITY ACCREDITATION

The Pennsylvania State University is accredited by the [Middle States Commission on Higher Education](#), 3624 Market Street, Philadelphia, PA 19104. The Middle States Commission on Higher Education (MSCHE) is a regional accrediting agency recognized by the U.S. Secretary of Education and the [Council for Higher Education Accreditation](#)

## UNIVERSITY GENERAL POLICIES

### DISABILITY STATEMENT

Penn State University welcomes students with disabilities into the University's educational programs. Students with a disability may contact the Office for Disability Services located in room 116 Boucke Building or call at 814-863-1807(V/TTY). If you have further questions regarding this announcement, please make an appointment with our office.

The Pennsylvania State University encourages academically qualified students with disabilities to achieve full participation and integration to its educational programs. It is Penn State's policy not to discriminate against

qualified persons with disabilities in its admissions policies and procedures or its educational programs, services, and activities.

University Policy

Confirmed by faculty 06/09; Modified October 9, 2006

Copyright 2009-2010 ODS; For further information regarding ODS please visit their website at <http://equity.psu.edu/ods>. Instructors should be notified as early in the semester as possible regarding the need for modification or reasonable accommodations.

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## FINANCIAL ASSISTANCE

Please complete **FAFSA** (Free Application for Federal Student Aid) on the web as soon after January 1 as possible for maximum consideration of all available student aid programs. <http://www.fafsa.ed.gov/>. For more information on loans and long-term funding, go to <http://studentaid.psu.edu/>. Notices of special funding opportunities will be emailed directly to your Penn State account. It is your responsibility to follow-up within the deadlines.

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## UNIVERSITY ASSISTANTSHIPS

A limited number of assistantships are available through the University. Assistantships cover tuition and pay a monthly stipend. In return, the recipient assists an assigned faculty mentor in various capacities for up to 20 hours per week. For additional information refer to the Graduate Degree Programs Bulletins <http://bulletins.psu.edu/bulletins/whitebook/index.cfm> or contact the graduate program staff assistant. Assistantships are reserved for full-time doctoral students but may be awarded to master's students in special circumstances.

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## PREDOCTORAL FELLOWSHIPS

During the first year of full-time study (or equivalent) students are encouraged to develop an individual application for a Pre-doctoral Fellowship. These fellowships cover tuition, research expenses and stipend during doctoral study. Please consult with your adviser.

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## SERVICE ON COLLEGE OF NURSING AND UNIVERSITY COMMITTEES

Graduate students are needed on College of Nursing committees to represent graduate student concerns. Please e-mail the Associate Dean for Graduate Education and Research to volunteer for service on College of Nursing or University Committees.

The Graduate Degree Programs Bulletin contains a wealth of information about University rules, regulations, and policies. **Liberal use of this invaluable resource will save many phone calls for information.** It is also considered your **contract** with the University. The Graduate Bulletin can be found on the following web site: <http://www.psu.edu/bulletins/whitebook>

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## ACADEMIC CALENDAR

The University academic calendar can be found at <http://student.worldcampus.psu.edu/your-courses-how-to-guide/academic-calendar>. Please refer to this calendar for important course deadlines. The registration timetable can be found at: [http://registrar.psu.edu/academic\\_calendar/calendar\\_index.cfm](http://registrar.psu.edu/academic_calendar/calendar_index.cfm)

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## LIONPATH

LionPath is the system for student information that is used to register for classes and pay bills. For complete information and directions, go to the registrar's website <http://registrar.psu.edu/lionpath/knowledge-center.cfm>.

Here are some general training videos to help you navigate the new LionPATH system for graduate students: <http://lionpathsupport.psu.edu/student-help/>.

You should be able to schedule all your courses using LionPath. If you have any trouble scheduling World Campus courses, please contact World Campus Registration at [registration@outreach.psu.edu](mailto:registration@outreach.psu.edu), 814-863-5256 or (800) 252-3592. Students can search for classes within the LionPATH Student Center via the Class Search or by using Schedule Builder.

First time students logging in to LionPATH, must sign the Consent to Do Business Electronically agreement in order to use the system. While not technically a part of enrollment, this screen will prevent all other actions until students have clicked the box to indicate their agreement. If they do not agree, students will have to conduct LionPATH business outside of the system.

Students will not be eligible to enroll in classes until they have completed their Pre-Registration Activity Guide each semester, which includes verification of emergency contact information and the new Financial Responsibility Agreement (FRA). A graduate student who is in residence at the University is expected to be properly registered. In residence means that the student (whether full- or part-time, whether commuting to campus or other instructional site or living nearby or on campus) is pursuing graduate credits and/or an advanced degree by (a) attending classes or seminars for credit or audit; (b) doing a term project, independent study, or similar research or scholarly work in a University laboratory or other research facility; (c) consulting in person or by other means of communication with one or more faculty members on scholarly matters, or projects (d) using the library, Computer Center, or other University information resources; or (e) using other University facilities provided for graduate study. The responsibility for being properly registered rests first with the student and secondarily with the student's adviser. A student may register for course work or research or a combination of the two. In the later stages of the program, the situation will determine the requirements for the student's registration.

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## REGISTRATION STATUS

A graduate student who is in residence at the University is expected to be properly registered. In residence means that the student (whether full- or part-time, whether commuting to campus or other instructional site or living nearby or on campus) is pursuing graduate credits and/or an advanced degree by (a) attending classes or seminars for credit or audit; (b) doing a term project, independent study, or similar research or scholarly work in a University laboratory or other research facility; (c) consulting in person or by other means of communication with one or more faculty members on scholarly matters, or projects (d) using the library, Computer Center, or other University information resources; or (e) using other University facilities provided for graduate study. The responsibility for being properly registered rests first with the student and secondarily with the student's adviser. A student may register for course work or research or a combination of the two. In the later stages of the program, the situation will determine the requirements for the student's registration.

## COMPLETING YOUR REGISTRATION

The Penn State registration process is not complete until tuition and fees are paid. After students schedule their courses, the [Bursar's Office](#) will send an e-mail message to the student's official University e-mail account announcing that the eBills are available. Regardless of the amount due, action is required to complete the

registration process. For detailed information concerning your tuition bill please contact the Bursar's office.

#### *Consequences of Incomplete Registration*

1. Students will not receive grades for courses attended.
2. Once classes begin, students cannot add, late add, or late drop courses for the current semester.
3. Students are ineligible to register for future semesters.
4. If receiving student loans, the student may enter a repayment status with lender.
5. If receiving student aid, some aid sources may be cancelled and unable to be reinstated at a later date.
6. If receiving a Federal Work Study award, the student cannot be hired.
7. The University reserves the right to cancel an incomplete registration for failure to pay tuition and fees.

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#### TUITION SCHEDULES/BILLS

Students can get information about pay their Tuition Bill from the [Bursar's](#) website. To view current Tuition Rates and schedules please visit Penn State's [Tuition](#) website

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#### CONTINUOUS ENROLLMENT

It is expected that all graduate students will be properly registered at a credit level appropriate to their degree of activity. **After a Ph.D. candidate has passed the comprehensive examination the student must register continuously for each fall and spring semester until the dissertation is accepted and approved by the doctoral committee.**

If a Ph.D. student will not be in residence for an extended period for compelling reasons, the Dean of the Graduate School will consider a petition for a waiver of the continuous registration requirement. The petition must come from the doctoral committee chair and carry the endorsement of the Associate Dean for Graduate Education and Research.

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#### GRADUATION DEADLINES

It is the responsibility of students to notify the University of their intention to graduate. Students will be able to apply for graduation in the LionPATH system. Once application is completed within LionPATH, students should confirm with the College of Nursing Graduate Program office that they are appropriately scheduled for graduation within the system.

After the activation period expires, graduate students must contact the College of Nursing Graduate Program Office if they wish to activate or remove their intent to graduate.

Graduating students must then fill out the necessary forms for attending commencement.



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## DEFINITION OF ACADEMIC STATUS

### FULL-TIME

Full-time status is defined as being registered for 9 or more credits during the fall or spring semester. Students carrying 5 credits in summer session also are considered full-time.

### PART-TIME

A student who in any semester or summer session is registered for study but who does not meet the criteria for full-time status is considered to be engaged in part-time academic work for that semester.

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## GRADING SYSTEM

A grade is given solely on the basis of the instructor's judgment as to the student's scholarly attainment. The following grading system applies to graduate students:

- A** (EXCELLENT) indicates exceptional achievement
- B** (GOOD) indicates substantial achievement
- C** (SATISFACTORY) indicates acceptable but substandard achievement and is a failing grade for the student
- D** (POOR) indicates inadequate achievement and is a failing grade for a graduate student – a required course in which a D has been obtained cannot be used to meet degree requirements; and
- F** (FAILURE) indicates work unworthy of any credit and suggests that the student may not be capable of succeeding in graduate study. [http://www.registrar.psu.edu/grades/grading\\_system.cfm](http://www.registrar.psu.edu/grades/grading_system.cfm)

In addition to the quality grades listed above, three additional grade designations, DF (deferred), NG (no grade), and R (research), may appear on a student's transcript. If work is incomplete at the end of a semester because of extenuating circumstances, the instructor may report DF in place of a grade, which will appear temporarily on the student's record. It is not appropriate to use the DF either casually or routinely to extend a course beyond the end of the semester or to extend a course for a student who has failed.

Required work should be completed and the deferred status (DF) resolved as soon as possible. All students should resolve their deferred status within 12 weeks after the course end date (see Academic Calendar). Extensions beyond 12 weeks must be approved by the Graduate School.

To request an extension, a memo with a justifying statement and the agreed-upon date must be submitted by the instructor to the Office of Graduate Enrollment Services. A deferred grade that is not resolved before the end of this period automatically converts to an F and cannot be changed without approval by the Graduate School. A memo with a justifying statement for changing the F grade must be submitted by the instructor to the Office of Graduate Enrollment Services in order to request a DF that has defaulted to an F grade be changed.

If an instructor does not submit a grade (including a quality grade, DF, or R) for a graduate student by the grade-reporting deadline, the designation NG (no grade) appears on the transcript. A NG that is not reconciled within 12 weeks following the posting of the NG automatically becomes an F.

A (DF) or (NG) that has converted to an F may not be changed without approval from the Graduate School. Requests for approval must be submitted by the instructor to the Office of Graduate Enrollment Services and include a justification for the change.

It is to be emphasized that no deferred (DF) or missing (NG) grades may remain on the record at those times when a student reaches an academic benchmark. Benchmarks include completion of a degree program the doctoral qualifying examination and comprehensive examinations, and final oral presentation/final performance. Graduate programs may add additional benchmarks.

Revised by Graduate Council, April 2011

## DEFINITION OF GRADES

University Faculty Senate Policy 47-60 applies to all grading in the College of Nursing Graduate Program as follows:

Grade	Grade-Point Equivalent	Percentage Equivalent
A	4.0	94—100
A-	3.67	90—93
B+	3.33	87—89
B	3.00	83—86
B-	2.67	80—82
C+	2.33	77—79
C	2.00	75—76
D	1.00	68—74
F	0	Below 68

Alternatives to letter grades are applied as defined in University Faculty Senate Policies 49-60; 42-50.2; 48-40; 48-80 and 49-40. Students are responsible for following course requirements and notifying faculty and the Graduate School Office when there is some reason, they will not be able to complete a course. Grade changes and corrections are more difficult to accomplish after the course has been completed and the semester has ended.

A graduate student who fails to maintain satisfactory scholarship or to make acceptable progress in a degree program will be dropped from the University. One or more failing grades or a cumulative grade-point average below 3.00 for any semester or session or combination of semesters and/or sessions may be considered as evidence of failure to maintain satisfactory scholarship. Action may be initiated by the department or committee in charge of the graduate major or by the chair of the student's doctoral committee (See graduate degree bulletin: <http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-800/gcac-803-procedures-termination-unsatisfactory-scholarship/>)

No deferred or missing grade may remain on the record at those times when a student reaches an academic benchmark. **Benchmarks include completion of the doctoral qualifying examination, comprehensive examination, and final oral presentation.**

There are only three circumstances under which a course grade, once assigned, can be changed:

1. If there was a calculation or recording error on the instructor's part in the original grade assignment.
2. If it is a course for which an R grade has been approved and in which an initial R can be assigned and changed within one semester to a quality grade.
3. If, as discussed above, a DF was assigned and the deadline for course completion has not yet passed.

In the case of certain courses (e.g., N590, N594, N595, N596, N597, N598, N599 and a few others) approved by the Graduate Council, the instructor may report the symbol R in place of a grade. An R does not influence the grade-point average. It indicates that the student has devoted adequate effort to the work scheduled but gives no indication of its quality. The symbol may be used, for instance, in courses that are officially designed to extend over more than one semester or in courses for which a quality grade is not appropriate. An R in an approved course need not be changed later to a quality grade but may be changed if the instructor deems it

appropriate when the course work has been completed. A quality grade must be reported no later than the end of the following semester.

### SENATE POLICY 34-89 (COURSE DROP)

A student may drop a course without academic penalty during the Course Drop period. If the duration of the course is equal to the duration of the semester, this period is the first six (6) calendar days of either the fall or spring semester, beginning midnight on the first day of class. For all other courses (those not equal in duration to a semester of which they are part and all courses offered in the summer), the duration of the Drop Period is calculated by multiplying six (6) days by the duration of the course (in weeks) divided by fifteen (15) weeks, and then rounding up to the next higher whole number of days. For example, a 6-week course would have a drop period of 3 calendar days ( $6 \text{ days} * 6 \text{ weeks} / 15 \text{ weeks} = 2.4 \text{ days}$ , rounded up to 3 days).

There is no limit to the number of courses/credits that can be dropped during this period and courses dropped during this period do not show up on the student's academic record.

The Late Drop period for a course begins with the first calendar day after the Course Drop period and ends on the day when 80 percent of the duration of the course is attained. During the Late Drop period, the student may drop a course (Late Drop), and a notation (Policy 48-20) will be entered on the student's academic record.

### SENATE POLICY 48-20 FAILURE TO COMPLETE A COURSE

1. When a student officially drops a course within the course drop period, no symbol or grade of any kind is to be reported.
2. When a student officially drops a course after the course drop period, a symbol of LD, according to the policies of Sections 34-89, is to be reported.
3. When a student registers for a course but ceases to attend class without officially dropping the course, the student is to be given a grade of F in the course.
4. When a student officially withdraws from the University in accordance with Section 56-30, the symbol W shall be reported for each course, unless an accusation of academic dishonesty has been made against the withdrawing student. In such a case, Section 49-20 supersedes the assignment of the symbol W in that course.
5. A symbol of AUU shall be recorded for unsatisfactory attendance in an audited course in accordance with Section 48-80.

### SENATE POLICY 48-50 NO GRADE (NG)

If an instructor does not submit a grade (including a quality grade, DF, or R) for a graduate student by the grade-reporting deadline, the designation NG (no grade) appears on the transcript. An NG that is not reconciled within 12 weeks following the posting of the NG automatically becomes an F. An NG grade may not remain on the record at those times when a student reaches an academic benchmark. **Benchmarks include completion of the doctoral qualifying examination, comprehensive examination, and final oral examinations and acceptance of the project.**

### SENATE POLICY 48-80 COURSE AUDIT

When a student is registered in a course as an auditor, no final grade is to be given, but the symbol AU shall be used if attendance has been regular, the symbol W if attendance has been unsatisfactory.

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## ACADEMIC INTEGRITY STATEMENT

The College of Nursing Graduate Program (<http://www.nursing.psu.edu/undergraduate/academic-integrity>) follows the guidelines and procedures stated in Faculty Senate Policy 49-20, <http://senate.psu.edu/policies-and-rules-for-undergraduate-students/47-00-48-00-and-49-00-grades/#49-20> as follows:

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. To protect the rights and maintain the trust of honest students and support appropriate behavior, faculty and administrators should regularly communicate high standards of integrity and reinforce them by taking reasonable steps to anticipate and deter acts of dishonesty in all assignments (Senate Policy 44-40: Proctoring of Examinations). At the beginning of each course, it is the responsibility of the instructor to provide students with a statement clarifying the application of University and College academic integrity policies to that course.

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## PLAGIARISM

Talking over your ideas and/or soliciting comments on your papers from faculty and students are not examples of plagiarism. Taking someone's published or unpublished work or ideas and using them or calling them your own is plagiarism (this includes work done by individuals who have previously completed a course in which you are enrolled.)

Referencing others' works is extremely important. Direct quotes need to be placed in quotation marks and the page from where the quote was taken documented. All other works used in the development of the paper need to be cited in the reference list. It is considered plagiarism if these procedures are not followed.

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## CODE OF CONDUCT

All graduate students are expected to adhere to the Code of Conduct and Academic Standards as clarified by Graduate Council in the Graduate Degree Bulletin, at the Graduate School web site: <http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-800/gcac-801-conduct/>

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## PROCEDURE FOR RESOLUTION OF PROBLEMS

Formal mechanisms are in place to resolve student problems in the classroom, outside the classroom, and regarding grade disputes. Concerns about course grades and grading should be handled between the student and his or her instructor as outlined in the University Faculty Senate Policies 47-00, 48-00, and 49-00. To view the policies, visit the University Faculty Senate home page at <http://senate.psu.edu/>. Procedures for resolution of problems can be found in the Graduate Degree Programs Bulletin: <http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-800/gcac-802-procedures-for-resolution-of-problems/>

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## TRANSFER OF CREDIT

Subject to the limitations given below, a maximum of 10 credits of high-quality graduate work done at an accredited institution may be applied toward the requirements for the Ph.D. degree. However, credits earned to complete a previous graduate degree, whether at Penn State or elsewhere, may not be applied to a second graduate degree program at Penn State.

The student should distinguish carefully between the transferability of credit and its applicability in a particular degree program. Approval to apply any transferred credits toward a degree program must be granted by the student's academic adviser or Director of the Ph.D. program in conjunction with the Associate Dean for Graduate Education and Research, and the Graduate School. Transferred academic work must have been completed within five years prior to the date of first-degree registration at the Graduate School of Penn State, must be of at least B quality (grades of B- are not transferable), and must appear on an official graduate transcript of an accredited university.

Pass-fail grades are not transferable to an advanced degree program unless the "Pass" can be substantiated by the former institution as having at least B quality.

Forms for transfer of credit can be obtained from the Office of Graduate Enrollment Services, 114 Kern Building: [http://gradschool.psu.edu/faculty-and-staff/forms/ges/#Student\\_Forms](http://gradschool.psu.edu/faculty-and-staff/forms/ges/#Student_Forms)

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## GRADUATE STUDENT POLICY FOR SAFE TRAVEL

For information regarding international travel please see <https://policy.psu.edu/policies/tr01>.

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## RECOMMENDED PRACTICES IN GRADUATE EDUCATION

*Fostering successful interactions among faculty, administrators, and graduate students*

This document presents the recommended practices in each of three core areas for all of the key participants in graduate student education. More information can be found on: <http://gradschool.psu.edu/faculty-and-staff/faculty/recommended-practices/>

## SCHOLARSHIP AND RESEARCH INTEGRITY (SARI)

The SARI program at Penn State is designed to offer graduate students comprehensive, multilevel training in the responsible conduct of research, in a way that is tailored to address the issues faced by individual disciplines. The program is implemented by PSU colleges and graduate programs in a way that meets the particular needs of students in each unit. The SARI program has two parts; both of which must be met in order for a student to graduate: All graduate students are required to complete an online IRB training program provided by the Collaborative Institutional Training Initiative (CITI).

Graduate students will also be required to engage in an additional 5 hours of discussion-based Responsible Conduct of Research (RCR) education prior to degree completion. These discussions will encompass both universal and discipline-specific material.

The College of Nursing incorporates the additional 5 hours of RCR education within NUR 587, Ethics in Nursing Research. Students will not be allowed to graduate if this requirement is not met. If a student does not complete one of these courses, alternative RCR education must be arranged.

## ACCESS THE CITI PORTAL

To access the CITI courses, go to: <http://citi.psu.edu>.

Students who are or will be doing research or Ph.D. Project at Hershey should choose the “Hershey Medical Center and College of Medicine” log in button. All other students (including Hershey campus students who will not be doing research) will choose “University Park, Commonwealth, and other non-Hershey personnel” log in button.

Log in with your Penn State credentials.

## CHOOSING THE APPROPRIATE CURRICULUM/TRAINING MODULES

Click “Add a Course”.

From the list of choices, ALL STUDENTS select “I conduct, or plan to conduct, research with humans, including samples derived from humans or data gathered from human respondents and need to satisfy IRB training requirements. NOTE that this course will also satisfy the [SARI@PSU.EDU](mailto:SARI@PSU.EDU) training requirement.”

Then click the Next button. Select “NO, I have not completed the Human Subjects Research (IRB)....” Click Next.

**Hershey students** should choose “Biomedical Research” while **non-Hershey students** should choose “Social Science Research”. Click Next. A list of several topics will appear; these are your elective choices. Choose the course of most interest to you. Click Next.

You should then see a list of 2 courses: 1) your IRB Course (Biomedical or Social Science) and 2) your elective course. Each title is a link. Click on that link to get started! You must complete all required modules AND 1 elective (of your choice). Once you have registered, you may enter and leave the course at any time, completing modules as time permits.

Once the CITI course is complete, it is the student’s responsibility to upload a copy of the completion certificate to CastleBranch for review. **All Graduate students are required to complete the online training within their first academic year and may not graduate if these courses are not completed.**

## COLLEGE OF NURSING GENERAL POLICIES

### IMPAIRED STUDENT NURSE POLICY

The intent of this Policy is to offer assistance to those who are in need, while sending a clear message that all students enrolled in the College of Nursing (“CON”) at The Pennsylvania State University (“The University”) are strictly prohibited from possessing or being under the influence of alcohol or drugs while engaged in any Clinical Activities.

### STATEMENT OF PURPOSE AND INTENTION

1. Students enrolled in the CON at the undergraduate and graduate level engage in clinical rotations and training on the campus of The University and at various types of health care facilities, including, but not limited to, University skills or simulation laboratories, hospitals, private practice offices, long-term care facilities, clinics, schools and community agencies.
2. Drug and alcohol use may adversely affect the educational process and the quality of care provided by students in the clinical setting. Drug and alcohol use may also pose serious safety and health risks to the student, patients and others.
3. The University and the CON require all nursing students engaged in Clinical Activities be free from the influence of drugs and alcohol.

4. This Policy is enacted in accordance with a position statement on the subject of substance abuse in nursing education published by the American Association of Colleges of Nursing, and the standards set forth in Pennsylvania's Professional Nursing Law (63 P.S. § 224, et. seq.).
5. This policy is not intended to apply to the use or possession of prescribed or over-the-counter drugs and/or drug paraphernalia, if legally obtained, used for the purpose for which it was prescribed or manufactured, and if taken at the prescribed or authorized dosage; provided that use of the drug and/or drug paraphernalia does not interfere with the safe and efficient performance of the Student's Clinical Activities.

## DEFINITIONS

1. "Alcohol" means beer, wine and all forms of distilled liquor containing ethyl alcohol.
2. "Clinical Activities" shall refer to those duties or activities required of CON students, whether on the campus of The Pennsylvania State University or at an outside Host Facility, which involve direct patient care or interaction with a patient or research subject for purposes of medical care, treatment, or testing, and/or as part of a Clinical Program.
3. "Clinical Program" shall refer to the assignment of CON students to health care facilities, University skills or simulation laboratories, etc., for the purpose of gaining practical experience and/or engaging in patient care, in fulfillment of degree or course requirements.
4. "Drug" means hallucinogenic or narcotic drugs or other drugs/substances which tend to impair judgment or coordination including, but not limited to, substances controlled by State or Federal laws.
5. "Drug Paraphernalia" means all equipment, products, and materials of any kind, which are used for injecting, ingesting, inhaling or otherwise introducing a drug into the human body. This includes, but is not limited to, all equipment, products and materials prohibited or controlled by State or Federal laws.
6. "Host Facility" shall mean any place other than a campus of The Pennsylvania State University where a student is engaged in Clinical Activities in fulfillment of degree or course requirements, including but not limited to health care facilities, hospitals, physician offices, long-term care facilities, clinics, schools and community agencies.
7. "Student" is an undergraduate or graduate student enrolled in the CON.
8. "Clinical Instructor/Supervisor" is the person the CON assigned to oversee a student while engaged in performance of a Clinical Program and/or while engaged in Clinical Activities. Clinical Instructors are faculty employed by Penn State CON. Supervisors are employees of the facility at which a Clinical Program takes place.

Note: Defined terms are capitalized herein.

## DRUG AND ALCOHOL POSSESSION AND USE

1. Prohibitions. Except as provided in paragraph C below:
  - a. No Student engaged in Clinical Activities shall use, consume, transport, possess or sell Alcohol, Drugs or Drug Paraphernalia while on the site of a Clinical Program, or while engaged in Clinical Activities.
  - b. No Student may report to the premises of a Clinical Program or remain on duty, or engage in any Clinical Activities, while under the influence of or impaired by Alcohol or Drugs, to any degree. This is a zero-tolerance policy.
  - c. This policy is not directly applicable to Students who are in traditional classroom/ lecture situation; however, all Students of The University are prohibited from being under the



influence of Alcohol or Drugs while taking part in on-campus activities and violations of this nature may be subject to sanctions under the Student Code of Conduct and/or other University or CON rules and regulations.

2. Exceptions. The following circumstances may constitute exceptions to this Policy:
  1. Prescribed and over-the-counter drugs. The use or possession of prescribed or over-the-counter drugs and/or drug paraphernalia is not prohibited by this Policy, if legally obtained, used for the purpose for which it was prescribed or manufactured, and if taken at the prescribed or authorized dosage; provided that use of the drug and/or drug paraphernalia does not interfere with the safe and efficient performance of the Student's Clinical Activities.
  2. Legitimate distribution of medications. The prohibitions set forth in this Policy do not apply to legitimate distribution of medication as may be an assigned duty in a clinical program.
3. Students who participate in Clinical Programs at outside facilities are subject to the rules and regulations of the Host Facility and Penn State College of Nursing. This may include drug and/or alcohol testing. Testing for illegal drugs or alcohol may be required by the Host Facility prior to commencement of a clinical program, on a random basis, following an accident, or upon observation of conduct which may be indicative of drug or alcohol use. Neither the University nor the CON has control over the manner in which testing is carried out by a Host Facility. If a test indicates the presence of illegal drugs or alcohol, and if the test results are provided to the CON, this information will be utilized in the manner set forth herein.

## PROCEDURES

1. Failure to cooperate with the procedures set forth herein may result in termination of a Student's clinical program, which will carry with it serious consequences for the Student's ability to complete his or her course of study in the CON.
2. In order to assure compliance with this Policy and as a condition of continuing to participate in Clinical Activities and/or a Clinical Program, Students are required to cooperate with the procedures outlined herein, including Drug and Alcohol testing. Such tests may be administered upon a finding of reasonable suspicion that a Student has used Drugs or Alcohol while engaged in Clinical Activities. Reasonable suspicion shall be determined by the Clinical Instructor/Supervisor, based upon various factors, including but not limited to observation of signs or symptoms commonly associated with intoxication, such as: impaired mental ability, inability to maintain balance, odor of alcohol, boisterous or slurred speech, drowsiness, dilated pupils, staggering, awkward movements or erratic behavior. In making a determination of reasonable suspicion, the Clinical Instructor/Supervisor may take into account observations of lay persons, other staff or faculty of the CON and/or health care professionals.
3. When finding of reasonable suspicion is made, the following steps will be implemented by the CON.
  - a. If the student appears to be medically unstable (i.e. is obtunded, falling down, lashing out at people, etc.), the student will be sent to the nearest emergency room. If no emergency room is in the clinical site, an ambulance will be called.
  - b. If the student appears medically stable, the Clinical Instructor/Supervisor shall instruct the student to leave the clinical area and will address the student in private to discuss the behavior(s) observed. If the supervisor is a non-PSU preceptor or supervisor, contact the course or clinical instructor assigned to the student.
  - c. If at any time during this process, the Clinical Instructor is not able to adequately manage other students in the clinical group, they should be sent home, citing an emergency situation that requires the Clinical Instructor attention.



- d. The Clinical Instructor will specifically inquire about whether the student has used drugs or alcohol and if so, the details of such use.
  - e. The Clinical Instructor shall consult with the Campus Nursing Program Coordinator for undergraduate students or the Graduate Option Coordinator, for graduate students, as practicable, and shall make a determination as to whether to refer the Student for Drug and Alcohol testing. If the program coordinator is not available, the Clinical Instructor will consult with another nursing administrative person or faculty member at the CON or campus. The decision to send the student for testing will preferably be made with consultation of at least one other administrative person who has assessed the student face to face or has consulted via phone. In the event that another person is not available, the clinical instructor will make the decision independently.
  - f. If the decision is made to send the Student for testing, the Student shall be notified that he or she will be tested for the presence of Drugs and/or Alcohol. The CON will incur costs associated with the initial testing only. A student who refuses to undergo testing shall be presumed to have violated this policy. Transportation for both the student and the faculty person to and from the location for testing (see Urine Drug Screen Clinic Sites) will be arranged and paid for by the CON. The Student will be accompanied by a CON representative and one other person at all times during transportation to the testing site.
  - g. Each location will determine appropriate safe travel arrangements keeping in mind that two responsible adults must be in the vehicle with the student.
  - h. After testing is completed, the CON will arrange for the student to be transported home or to the home of a family member or friend. The student will be counseled against driving and encouraged to arrange to be accompanied by a family member or friend. If the student is unable or unwilling to call a family member or friend to transport them home, transportation will be arranged and paid by the CON. The PSU representative will remain with the student until transportation is obtained.
  - i. Tests shall be accomplished via urine sample, or other reliable method. The testing process will be carried out pursuant to the testing protocols of the clinical agency or the University's Office of Occupational Medicine. Samples shall be collected by the clinical agency or the designated screening clinic of the University's Office of Occupational Medicine. A split sample shall be collected. Test results will be interpreted by the University's Medical Review Officer, who shall verify documentation of appropriate chain of custody and shall make the determination of whether a test is positive for the presence of Drugs or Alcohol. A negative result on a test will not necessitate further testing and no further action shall be taken. In the case of a positive test, the Student shall be contacted by the Medical Review Officer, who shall determine whether there is any legitimate explanation for the positive test. If no legitimate explanation can be verified by the Medical Review Officer, the Student shall be given the option of having the second sample tested, at the expense of the Student. If testing of the second sample yields a negative result, no further action shall be taken. The Medical Review Officer shall advise the appropriate Associate Dean of the CON of testing results. NOTE: If testing is necessary during a time that the screening clinic is closed, testing will be done at the Clinical agency, if possible, and results will be obtained by the University's Office of Occupational Medicine.
  - j. The University will make reasonable efforts to maintain confidentiality in the administrative handling of matters relating to Student Drug and Alcohol testing.
  - k. The Clinical Instructor/Supervisor will prepare a written report documenting the observed Student behaviors and submit same to the Campus Nursing Program Coordinator for undergraduate students or the Graduate Option Coordinator, for graduate students, and the appropriate Associate Dean of the CON.
4. A Student who has been sent for a Drug and Alcohol test shall be suspended from participation in Clinical Activities until the results are returned. Test results shall be provided by the Medical Review Officer to the appropriate Associate Dean of the CON. If the results are negative, the Student shall be permitted to

resume his or her regular Clinical Activities immediately. If the test results are positive for the presence of Drugs or Alcohol, or if the Student refused to submit to testing, the following steps shall be followed.

- a. A meeting will be held, within a reasonable period of time, with the Student, the Clinical Instructor involved and the Campus Nursing Program Coordinator for undergraduate students or the Graduate Option Coordinator, for graduate students to discuss the incident, allow all parties to provide any relevant information, and to discuss sanctions and/or academic consequences related to the alleged violation. Sanctions may include suspension from all Clinical Programs, a failing grade for a given course, or for repeat offenders, dismissal from the CON.
- b. The Student will execute a written agreement to seek an initial drug and alcohol consultation at Counseling and Psychological Services (CAPS) and/or a drug and alcohol evaluation with a certified or licensed professional capable of providing this service. The Student must sign an informed consent form to allow release of the evaluation results to be provided to the appropriate Associate Dean of the CON. The Student shall be required to follow any treatment plan which may be recommended as a result of the substance abuse evaluation. Refusal to undergo substance abuse evaluation or failure to comply with any recommended treatment may result in the Student's dismissal from the CON. Following successful completion of any such treatment plan and/or upon certification by an appropriate substance abuse counselor that the Student is fit to return to Clinical Activities, the Student shall be permitted to resume full participation in the CON curriculum.
- c. The fact of a positive test result shall be conveyed by the CON to the Office of Student Conduct for evaluation of whether the behavior has violated the Student Code of Conduct. The Office of Student Conduct will investigate and process the matter in accordance with standard University procedures and the Student Code of Conduct. The Designee or staff from the Office of Student Conduct will investigate the allegation and when it appears that a violation may have occurred, the Student will be subject to the University's disciplinary process. The CON will be notified of the outcome of this process.
- d. Any student who has a positive drug screen confirmed must contact the Pennsylvania Nurse Peer Assistance Program (PNAP) as part of the evaluation process. If the student is diagnosed with abuse or dependence of a substance, the student must enroll with PNAP monitoring.

## APPEALS

1. A Student may appeal sanctions by sending a written statement of the basis for the appeal to the appropriate Associate Dean of the CON, within ten (10) days after the action which is being appealed. The Student's written appeal shall succinctly set forth the basis for the appeal, with supporting documentation, as appropriate.
2. Within a reasonable period of time after the filing of an appeal, the appropriate Associate Dean of the CON shall convene a meeting with the Student in an attempt to amicably resolve the matter. If no resolution can be reached, the appropriate Associate Dean of the CON shall convene a hearing committee, consisting of three (3) faculty members from the CON, one of whom shall serve as committee chair. The hearing shall be convened as soon as practicable. The following rules shall apply to the hearing:
  - a. The purpose of the hearing is one of fact finding.
  - b. The committee shall have full authority to conduct the hearing in a manner that is fair, efficient, and respectful.

- c. Formal rules of evidence do not apply, but irrelevant, immaterial or unduly repetitious evidence may be excluded at the discretion of the committee.
- d. In light of the nature and spirit of the proceeding, representation by legal counsel is prohibited.
- e. The hearing shall be closed, meaning that no one beyond the persons involved in the hearing will be admitted.
- f. Participants shall include the Student and the Clinical Instructor who observed or was involved in the incident in question. Others with knowledge of the circumstances in question may be permitted to participate, with the permission of the chair of the committee.
- g. The Clinical Instructor will address the committee first, followed by the Student. The committee may ask questions of the Clinical Instructor and the Student. The Clinical Instructor or faculty member and the Student may also ask questions of each other, in a polite and respectful manner.
- h. Requests for additional information may be made by the committee to the faculty member and the Student.
- i. At the conclusion of the hearing, the committee shall dismiss the participants and deliberate in private. The committee members shall then vote on the outcome of the hearing, with each member having one vote. The chair of the committee will inform the Student of committee's decision within one business day after the hearing.
- j. The decision of the committee shall be final.

#### REINSTATEMENT TO CLINICAL PROGRAM/ACTIVITIES

1. As a condition for being considered for reinstatement to a Clinical Program and/or participation in Clinical Activities, Students must consent to release to the CON the findings, reports and/or recommendations of any drug and alcohol counselors, physicians, psychiatrists, psychologist, etc. as well as the outcome of any actions undertaken by the Office of Student Conduct.
2. A Student who has been removed from a Clinical Program for a violation of this Policy shall be permitted to return to the Clinical Program upon fulfillment of the following conditions:
  - a. Expiration of any academic suspension or disciplinary suspension.
  - b. Written documentation of successful completion of all drug and alcohol services recommended or any recommendations by the Office of Student Conduct.
  - c. Agreement to voluntarily participate in random Drug or Alcohol screening, the cost of which must be paid by the Student.
3. A Student's return to any Clinical Program at a non-Penn State Host Facility will be contingent upon re-acceptance by the Host Facility.

#### ASSISTANCE TO STUDENTS WITH DRUG OR ALCOHOL PROBLEMS

Students with drug or alcohol problems, whether or not engaged in Clinical Activities, are encouraged to voluntarily seek assistance through University's Center for Counseling & Psychological Services. Professors, instructors and advisers in the CON will assist Students with referrals, as requested.

**NOTE:** Any situation that may arise that does not fall within the policy guidelines will be addressed on a case by case basis, in consultation with the College of Nursing, University Occupational Medicine and University Risk Management.

Approved Fall 2005; Revised Fall 2009; Revised Spring 2013; Revised Spring 2018

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## SOCIAL MEDIA POLICY

The Social Media policy provides Penn State College of Nursing (CON) students with rules to participate in social media, including Penn State College of Nursing social media and in non-Penn State CON social media.

Definition: Social Media is a conventional term of electronic communication through which users create online communities to share information, ideas, personal messages, email, or video hosting sites.

First and foremost, all nursing students must recognize their ethical and legal obligation to maintain patient privacy and confidentiality at all times. As a nursing student, it is important to represent Penn State College of Nursing in a fair, accurate and legal manner while protecting the College's reputation.

1. Students may be held personally liable for proprietary, defamatory or libelous material posted on any form of social media.
2. Students will face sanctions for posting of materials that is defamatory, profane, threatening, harassing, hateful or humiliating to patient, students, hospital staff, mentors, nurses, Penn State faculty and staff, employers and co-workers included. Sanction will be determined by the University Office of Student Conduct, the College of Nursing Academic Integrity Committee, or the appropriate College of Nursing Academic Administrator.
3. Improper use of social media may result in being sued for defamation, invasion of privacy or harassment.
4. Occurrences of inappropriate use of social and electronic media may be submitted to the State Board of Nursing, which may affect licensure or eligibility for licensure.
5. The use of pseudonymous email addresses or online identities can be investigated and traced, so their use does not protect the student from responsibility and any liabilities related to posting online materials and or social media.
6. Students must promptly report any identifiable breach of confidentiality of privacy in regard to self, other nurses and /or other nursing students.
7. Students must be knowledgeable of hospital and health care institution policies, relevant state and federal laws and professional standards regarding patient privacy and confidentiality and their application to social and electronic media.
8. The College of Nursing may take action to dismiss any student from the Nursing program who violates the Social Media Policy.
9. Students may not transmit any electronic media of any patient-related information or image that violates patient rights to confidentiality or privacy or to otherwise degrade or embarrass the patient and/or families.
10. Students must not share, post or otherwise disseminate any information (including images) about a patient or information gained in the nurse-patient relationship with anyone, unless there is care-related need to disclose the information or other legal obligation to do so.
11. Students must not use social media during clinical hours or at any time on the clinical agency's equipment or property.

University Policy; Approved by Administration 06/13

### References

ANA, (2011). Principles for social networking and the nurse.

ANA (2011). Six tips for nurses using social media.

Carlow University College of Nursing, Social Media Policy (with permission)

National Council State Board of Nursing (2011). White paper: A nurse's guide to the use of social media.

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## INFECTIOUS DISEASE POLICY

### CLINICAL AGENCIES

- A. Clinical agencies utilized by the College of Nursing for clinical practice experiences are to have written infection control plans designed to minimize or eliminate exposure to infectious disease.
- B. The clinical agency's infection control plan shall include:
  - 1. A schedule and method of implementing the infection control plan.
  - 2. A schedule for reviewing and updating the plan to reflect significant changes in tasks, policies, and procedures.
  - 3. A method of dealing with and documenting occupational exposure.
- C. Clinical agencies are required to make the infection control plan available to the College of Nursing administration for examination and copying.

### STANDARD PRECAUTIONS AND ISOLATION PRACTICES

All students will follow standard precautions and second tier isolation practices as defined by the Centers for Disease Control (CDC) and the agency policy and procedures to minimize exposure to infectious disease.

### ACCIDENTAL EXPOSURE, POST EXPOSURE, AND FOLLOW-UP

- A. Clinical agencies utilized by the College of Nursing for clinical practice experiences are to have written post-exposure plans including follow-up of the exposed faculty or student including antibody or antigen testing, testing of the source patient, counseling, illness reporting, and safe and effective post-exposure prophylaxis according to standard CDC recommendations and Pennsylvania State Law.
- B. In the event of significant exposure to blood or body fluid, defined by the CDC as: "a percutaneous injury (e.g., needle stick or cut with a sharp object) or contact of mucous membrane or non-intact skin (e.g., exposed skin that is chapped, abraded, or with dermatitis) with blood, saliva, tissue, or other body fluids that are potentially infectious."

The nursing student will:

- 1. Immediately and thoroughly wash or rinse (if mucous membrane) the exposed area
- 2. Report the incident to the clinical instructor

The clinical instructor will:

- 1. Report the incident immediately to the appropriate representative at the clinical facility
- 2. Facilitate completion of the steps for follow up as outlined by the policies and procedures at the clinical facility.

**Note:** All testing and/or treatment after exposure will be at the student's expense.

Revised: 11/06

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## ACADEMIC PROGRESSION GUIDELINES

Progression in the doctoral program is based on satisfactory scholarship in required and support courses and adequate progress in the project. The policy related to academic progression in the doctoral program in nursing is based on the Graduate School's policy stating that one or more failing grades or a cumulative grade point average below 3.0 for any semester or combination of semesters may be considered as evidence of failure to maintain satisfactory scholarship and may result in the student being dropped from the University. Beyond a failing grade and/or the cumulative/semester GPA, the College of Nursing considers all quality grades (including grades in required core courses and other courses) as indicators of satisfactory academic progress in the Ph.D. program in Nursing. When a student drops a course after the regular drop/add period, it is considered a late drop. This action will be reflected on his/her record with the symbol [WN](#).

## REQUIRED CORE COURSES

Required core courses include prescribed courses in the Nursing Science and Research Methodology/Statistics cores (as defined by the Ph.D. Program Curriculum). The academic standards adopted by the College of Nursing for all students apply to students enrolled in the doctoral program:

1. Successful completion of prerequisite courses is defined as a grade of “B” (83%) or better according to the University grading scale.
2. Successful completion of required nursing courses is defined as a grade of “B” (83%) or better according to the College of Nursing grading scale.
3. All prerequisite courses and required Nursing courses may only be repeated one time.
4. A student who earns a “B-” or lower in any two required nursing courses will be dismissed from the nursing program.
5. Ph.D. degree candidates are limited throughout their degree program to 6 credits of late drop that occur while the student is in academic jeopardy and/or after 50% of the semester has been completed.
6. A combination of 6 credits of late drop that occur while the student is in academic jeopardy and/or after 50% of the semester has been completed and one “B-” will result in dismissal from the nursing program.
7. Students who wish to return to the University after a leave of absence or to re-enroll after withdrawing will apply to resume study, and if accepted, re-enter under the curricular requirements at the time of re-enrollment. If a significant amount of time has lapsed, additional coursework may be required. Scheduling of both didactic and clinical courses may depend on availability of space.
8. Students enrolled in courses with a practicum are required to complete at least half of their practicum hours by the semester mid-point or be deemed in academic jeopardy.

(Approved by Graduate Affairs Committee, 09/26/2016)

## OTHER COURSES

All other courses included in a doctoral student’s program of study contribute evidence of successful academic progression. The designation of “other courses” includes statistics courses that are allocated to the core requirements; support courses; and any other course in the program of study (typically designated as electives). Evidence of successful progression in these courses is evidenced by a quality grade of B or higher. Achievement of a B- or lower in any course is considered unsatisfactory and results in a formal review of academic progress (regardless of cumulative/semester GPA).

## REVIEW OF ACADEMIC PROGRESS

Advisers complete a formal annual review of academic progress. Students are required to update their Individual Development Plan (IDP) annually in conjunction with their academic adviser. The adviser determines whether adequate progress has been made and makes recommendations to the Director of the Ph.D. Program. A student who fails to make satisfactory progress toward program completion will receive a letter from the Director of the Ph.D. Program with these recommendations. If the student does not follow the recommendations, the student may be dismissed from the program.

A formal review is also initiated when a student fails to meet The Graduate School’s GPA requirements; achieves a quality grade of B- or lower in any course. In these cases, the academic adviser or the Director of the Ph.D. Program counsels the student and a remediation plan is developed with guidance of the Graduate Admissions and Standards Committee, if needed. The remediation plan will be addressed in subsequent

annual IDP review meeting to describe the student's progress until the remediation has been successfully addressed.

(Updated by the Graduate Affairs Committee: April 6, 2009)

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## COLLEGE OF NURSING EXPECTATION FOR EXCELLENT WRITING AT THE GRADUATE LEVEL

All written work will be graded based on assignment content criteria. However, all writing assignments are expected to demonstrate excellent graduate level writing, which includes writing that is free of typographical errors, misspellings, and punctuation errors. Excellent writing also contains proper grammar and correct APA formatting (when applicable). Writing should be concise, include relevant content and support, as well as meet assignment requirements in a well presented, easy to read format. No points will be assigned for completing these requirements, but up to 10% of your assignment total grade may be deducted for not demonstrating excellent writing skills. We strongly encourage you to complete the study tutorial and utilize the APA resources if you need support. Students are encouraged to access the various resources available through The Graduate Writing Center at <https://gwc.psu.edu/>.

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## WITHDRAWAL POLICY

Withdrawal from the University is defined as dropping all registered courses for the current semester or session or non-registration for one or more semesters. Officially withdrawing from the University will also cause a cancellation of scheduled and registered courses for any future semester. In the case of a "summer-only" withdrawal, fall registration will be maintained and re-enrollment/readmission is not necessary. Anyone who has withdrawn from the University and now plans to register for coursework is required to apply for re-enrollment (see resume study information: <http://www.gradschool.psu.edu/current-students/changing-academic-status>)

Matriculated students who need to drop all courses and wish to register in future semesters or who plan to take a semester off from graduate studies, are required to discuss their plans for withdrawal with their Ph.D. Advising Team at least four weeks prior to the semester in which they intend to withdraw. Following this discussion, the Associate Dean for Graduate Education will be notified, and a letter placed into the student's academic file.

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## RE-ENROLLMENT POLICY

The process of re-enrollment is required of all students who have withdrawn from the University. Withdrawn status is defined as a graduate student dropping all registered courses during the fall or spring semester or not registering for more than one semester with plans to enroll in a subsequent semester. If space is available, approval for re-enrollment will normally be given to students who were in good academic standing in the College of Nursing prior to their withdrawal. Students initiate this procedure by completing the graduate resume study form (<http://gradschool.psu.edu/prospective-students/how-to-apply/current-students/>) and submitting it to Office of Graduate Enrollment Services; The Pennsylvania State University; 114 Kern Building, University Park, PA 16802-3396.

Only students in degree status and in good academic standing are eligible for re-enrollment in the College of Nursing. Re-enrollment is a two-step process in which the student submits a formal request to the Associate Dean for Graduate Education and Research in the College of Nursing and completes the Graduate School's resume study form. The Associate Dean for Graduate Education and Research must approve the resume study prior to re-enrolling.

The Graduate Program in the College of Nursing requires the student to have had a 3.0 GPA when last enrolled. Students who resume study in the Graduate Program must meet with their Ph.D. Advising Team to determine the plan of study. Additional coursework may be required for students who have withdrawn from graduate studies. This will be determined based on the period of time the student has been away from the University and prior course work completed. The plan of study may include a requirement of demonstrating continued competence.

(Approved, Graduate Affairs 5/2011)

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## DEFERRAL OF ADMISSION

Students may defer enrollment (admission) into the Ph.D. program for up to three continuous semesters (including the summer) after the semester of admission. Any student wishing to defer enrollment should contact the Graduate Adviser with their intent to defer and their proposed semester of return.

If the student wishes to return *after* two continuous semesters have passed from the initial semester of admission, the student must submit a new application by the prescribed application deadlines of February 1 for Fall re-admission and October 1 for Spring re-admission.

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## INCLEMENT WEATHER POLICY

### RESIDENTIAL COURSE (ON CAMPUS) CANCELLATION POLICY

In case of inclement weather, faculty will notify students in the event of class cancellation. Please check your Penn State email for cancellation notices. At times, faculty may determine to deliver the course online when they are not able to attend class. Students may also check their campus website for cancellations and closures or sign up for PSU Alert (<https://psualert.psu.edu/psualert/>)

Because weather conditions will vary among campuses, do not assume that class is cancelled at all campuses if your local campus is closed.

### ONLINE COURSE CANCELLATION POLICY

Classes delivered online will not be cancelled due to inclement weather. If a student is unable to access the internet due to weather conditions (e.g. power outage), please contact your instructor as soon as possible.

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## COLLEGE OF NURSING LOGO

Use of the official Penn State (University Mark) and/or College of Nursing logo is restricted to College of Nursing faculty and students. All students who use official logos for posters and oral presentations must have their presentation approved by their academic adviser. Once a student has graduated, official Penn State logos may only be used when a Penn State faculty person is listed as a co-presenter and has approved the presentation.

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## COLLEGE OF NURSING BUSINESS CARDS

A Ph.D. student wishing to purchase business cards will do so at their own financial responsibility. Business cards can be ordered by contacting Kori Johnsonbaugh at 814-863-0245 or [kkj10@psu.edu](mailto:kkj10@psu.edu). The University offers a variety of styles; however, the following example is the information that is required by the College of Nursing.



Student Name, Credentials

203 Nursing Sciences Building

The Pennsylvania State University

University Park, PA 16802-6509

[www.nursing.psu.edu](http://www.nursing.psu.edu)

Official PSU logo to appear here

Cell Number:

Email Address:

Credentials: You may not use Ph.D.(c), but instead should use the highest degree that you have earned to date. For example, Ph.D. Student College of Nursing

Cell Number: Please make certain voicemail message is professional

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## ACADEMIC & ADVISEMENT FORMS

### GRADUATE PROGRAM FORMS

Here is a summary of available forms. For a complete listing, please visit the Forms page at the College of Nursing website: <https://www.nursing.psu.edu/student-forms/>. You will need the free Adobe Acrobat Reader program to view these forms. Submit completed forms to the Graduate Program Office at 203 Nursing Sciences Building.

#### **DROP/ADD FORM**

#### **RESUME STUDY FORM**

Submit one month prior to the start of the semester

#### **WITHDRAWAL FORM**

Consult your adviser prior to withdrawing

#### **ADDRESS/CORRECTION FORM**

#### **NAME CHANGE FORM**

Completed Forms must be submitted (along with two forms of identification) directly to the Graduate School at 112 Shields Building, University Park, PA 16802

#### **CHANGE OF ADVISER FORM**

Requests to change adviser must be made in writing to the Associate Dean for Graduate Education & Research

#### **N596 INDEPENDENT STUDY FORM**

A Variable Credit Form must accompany this form

### OTHER FORMS

#### **CURRICULUM VITAE TEMPLATE**

#### **VARIABLE CREDIT FORM**

Submit when registered for NURS 596, NURS 600, NURS 601, NURS 610 or NURS 611

#### **GRADUATE RESEARCH CONFERENCE TRAVEL REQUEST FORM**

### PH.D. FORMS

#### **APPROVAL OF PH.D. DISSERTATION**

#### **RESEARCH PROPOSAL FUNDING REQUEST FOR DISSERTATION FUNDING**

## PH.D. INDIVIDUAL DEVELOPMENT PLAN

### REQUIRED PROFESSIONAL COMPLIANCES

All graduate nursing students are required to meet minimum compliance requirements. These requirements ensure the safety of both you as a student and the various populations that you may encounter during your educational experience at The Pennsylvania State University. This is a requirement that you must fulfill annually while enrolled in the program. You must use your @psu.edu email for this process. As a graduate student, you represent the College of Nursing and The Pennsylvania State University. Incomplete compliances may result in an inability to register for the upcoming semester. Students may not attend any clinical/practicum courses unless all of the requirements are completed and approved.

The College of Nursing utilizes a third-party service called CastleBranch to monitor and track your compliances. You will be charged a fee to utilize this service. This does not include fees paid to the Department of Public Welfare for your Child Abuse and Cogent Fingerprints. CastleBranch, our partnered certification service, provides several payment options to ease financial burden. Students will receive notification via email from the College of Nursing about the process to register with Castle Branch.

Compliance documents can be uploaded to CastleBranch electronically, via fax or by mail. It is the student's responsibility to upload documents to CastleBranch. The College of Nursing cannot accept or maintain any hard copies of compliance records. Please note that certain background clearances may take at least four weeks for processing, so please plan ahead and allow a sufficient amount of time.

### NON-CLINICAL STUDENT COMPLIANCE REQUIREMENTS

*(no clinical/practicum course 2019-2020)*

<b>PENNSYLVANIA RESIDENTS</b>	<b>NON-PENNSYLVANIA RESIDENTS</b>
1. Evidence of current PA RN licensure 2. Information Release Form 3. CITI Training Verification Certificate: (Social and Behavioral Human Subjects Research (IRB) Course)* <i>*student has one year to complete the training. For instance, Fall 2019 student's due date is August 1<sup>st</sup> 2020.</i>	

## COMPLIANCE REQUIREMENTS FOR STUDENTS IN CLINICAL SETTINGS

*(clinical/practicum courses or research with direct patient care component)*

Completed in August prior to enrolling in NURS 872/873/874/876 or beginning research with a direct patient care component. (other compliances may be required by the clinical agency)	
<u>PENNSYLVANIA RESIDENTS</u>	<u>NON-PENNSYLVANIA RESIDENTS</u>
<ol style="list-style-type: none"> <li>1. Drug Screen</li> <li>2. Background Check</li> <li>3. PA Child Abuse History Clearance</li> <li>4. FBI Fingerprint – DHS</li> <li>5. Measles, Mumps, &amp; Rubella (MMR) Titer</li> <li>6. Varicella Titer</li> <li>7. Hepatitis B Titer</li> <li>8. Tetanus, Diphtheria, &amp; Pertussis (Tdap) Vaccine</li> <li>9. Tuberculosis Screening</li> <li>10. CPR Certification</li> <li>11. Influenza Vaccination</li> <li>12. Collaborative Institutional Training Initiative (CITI)*</li> <li>13. Professional Liability Insurance</li> <li>14. Information Release Form</li> <li>15. Nursing License</li> </ol>	<ol style="list-style-type: none"> <li>1. Drug Screen</li> <li>2. Background Check</li> <li>3. FBI Fingerprint – Ink Card</li> <li>4. Measles, Mumps, &amp; Rubella (MMR) Titer</li> <li>5. Varicella Titer</li> <li>6. Hepatitis B Titer</li> <li>7. Tetanus, Diphtheria, &amp; Pertussis (Tdap) Vaccine</li> <li>8. Tuberculosis Screening</li> <li>9. CPR Certification</li> <li>10. Influenza Vaccination</li> <li>11. Collaborative Institutional Training Initiative (CITI)*</li> <li>12. Professional Liability Insurance</li> <li>13. Information Release Form</li> <li>14. Nursing License</li> </ol>
All professional requirements <b>except</b> Measles, Mumps, & Rubella (MMR) Titer, Varicella Titer, Hepatitis B Titer, & Tetanus, Diphtheria, & Pertussis (Tdap) Vaccine will be <u>annually</u> renewed.	
*student has one year to complete the training. For instance, Fall 2019 student's due date is August 1 <sup>st</sup> 2020.	

## COMPLIANCE DUE DATES

All compliances **except** Influenza are due on August 1<sup>st</sup> each academic year. This ensures that the student is compliant throughout the entire academic year with no interruption in their clinical/practicum rotation time.

## EVIDENCE OF CURRENT NURSING LICENSE

All students are required to present a valid RN license in their home state or country.

## UNSUCCESSFUL CLEARANCE PROCEDURES

Any unsuccessful compliance requirement will be addressed by the Program Director.

## POLICY FOR NON-COMPLIANT STUDENTS

All students are expected to meet compliance requirements by their assigned due date. Students who fail to complete their compliances by their assigned due date will not be permitted to begin or resume their clinical/practicum rotation(s). It is the student's responsibility to monitor and upload any compliances before they expire so that there is no interruption. Starting or continuing in a clinical/practicum rotation when non-complaint, is a *violation of academic integrity*. **The student may be dismissed from the program as a result of this violation.**

## PH.D. PROGRAM IN NURSING

### M.S.N. TO PH.D.

Students entering with a M.S. degree in Nursing will complete a minimum of 45 credits plus thesis credits. Reflecting the interdisciplinary intent of the program at least 12 credits *must* be taken in other departments. The curriculum is composed of 3 components:

1. Nursing Science Core: minimum of 16 credits, consisting of NURS 580 (3), NURS 582 (4), NURS 583 (3), NURS 587 (1), NURS 588 (3), and NURS 590 (2). In addition, NURS 596 (3) will also be required of students who are not research assistants on an active faculty research study.
2. Research Methodology and Statistics: minimum of 15 credits approved by the student's adviser and/or doctoral committee.
3. Courses for Individual Specialty: minimum of 12 credits; minimum of 15 credits for a minor.

### DUAL-TITLE PH.D. IN NURSING AND BIOETHICS

To qualify for a dual-title degree, students must satisfy the requirements of the Ph.D. program in Nursing. In addition, they must satisfy the requirements established by the Bioethics program committee. The dual-title Ph.D. in Nursing and Bioethics requires a minimum of additional 2 credit hours to 11 additional credit hours of course work depending on the student's area of specialization.

### DUAL-TITLE PH.D. IN NURSING AND CLINICAL AND TRANSLATIONAL SCIENCE (CTS)

To qualify for a dual-title degree, students must satisfy the requirements of the Ph.D. program in Nursing. In addition, they must satisfy the requirements established by the CTS program committee. The dual-title Ph.D. in Nursing and Clinical and Transitional Science requires a minimum of additional 2 credit hours to 11 additional credit hours of course work depending on the student's area of specialization.

### B.S.N. TO M.S. TO PH.D.

The B.S.N. to M.S. to Ph.D. program is a pathway to the PhD. Students will complete a minimum of 30 credits to earn a M.S. with a major in nursing. This program includes clinical practice and a capstone paper or the development of an NRSA application. While completing the master's coursework, Ph.D. courses can also be taken. Estimated program completion for a full-time student is five years. Students will complete a minimum of 72 credits. Plans of study are individually developed in consultation with the Director of the Ph.D. Program and/or the academic adviser.

### B.S.N. TO PH.D.

The B.S.N. to Ph.D. program enables highly qualified students to pursue doctoral study directly from their B.S. program in nursing. Students will complete a minimum of 74 credits. Estimated program completion for a full-time student is five years. Plans of study are individually developed in consultation with the Director of the Ph.D. Program and/or the academic adviser.

### B.S.N. TO PH.D. WITH CONCURRENT M.S.N.

The B.S.N. to Ph.D. with a concurrent M.S.N. enables highly qualified students to pursue doctoral study directly from their B.S.N. program and obtain an M.S.N. concurrently (nurse practitioner, nurse educator, or nurse administrator). Estimated program completion for a full-time student is five years including summers. Plans of

study are individually developed in consultation with the Director of the Ph.D. Program, the academic adviser and the Director of the chosen M.S.N. option.

## NURSING SCIENCE CORE (19 CREDITS; ALL PRESCRIBED)

The core of required nursing courses is designed to address the philosophical base and the essence of nursing science to provide students with the requisite knowledge to conceptualize and operationalize nursing science and practice. Courses are designed to develop skill in critical thinking, synthesis, technical writing and mastery of nursing science.

- NURS 580**     *The Epistemology of Nursing Science (3 credits)*. This course focuses on the structural components and processes necessary for theory building in nursing. The historical, theoretical and philosophical contexts within which nursing science has developed are examined for meaning and congruence with contemporary thinking. The nature of theory, theory development as a process, theory development specific to nursing, and the organization of knowledge as nursing science are addressed.
- NURS 582**     *Scientific Basis for Nursing Practice (4 credits)*. Students critically appraise the scientific basis of selected concerns of nursing practice; e.g., the interactive effects of stress and social support on immune function expressed as susceptibility to infection. Focus is on evaluation of theories and methodological approaches to health and illness and on integration of current relevant research findings into nursing practice. Students examine investigations that define practice phenomena and applied research that focuses on interventions and outcomes.
- NURS 583**     *Advanced Seminar in Nursing Science (3 credits, repeatable)*. This is the final course of the nursing science core courses. Students participate in an intense interactive seminar for synthesizing prior content into the dissertation proposal, which is developed during this course.
- NURS 587**     *Ethics in Nursing Research (1 credit)*. This seminar provides the theoretical and practical knowledge needed to design and conduct ethically responsible social and behavioral health research.
- NURS 588**     *Healthcare Policy for Nurse and Healthcare Scholars (3 credits)*. This course prepares scholars to influence healthcare and related policies. Theories of social justice and other scholarly perspectives are used to explore the interrelationships among health policy and the social, political, and economic determinants of health. Strategies for developing, initiating, analyzing and evaluating health policies are proposed using students' areas of foci as a basis. The course provides the foundation for leadership in interdisciplinary collaborative endeavors to address health policy at the regional, national and global levels.
- NURS 596**     *Independent Study: Research with Faculty (variable credit; 3 credit minimum for students who are not research assistants on an active faculty research study, 1 credit = minimum of 45 hours)*. Students work on a faculty-mentored research project in order to gain a deeper understanding of how to plan, manage, and disseminate nursing research. **Note:** This requirement may be met through course work completed with a faculty researcher in a related discipline; however, such an approach should be coordinated with the academic adviser.
- NURS 590**     *Colloquium (Variable credit; 2 credit minimum)*. A colloquium is a seminar, which consists of a series of individual lectures by faculty, students, or outside speakers. Nursing offers a first-

year colloquium designed to socialize new doctoral students to program expectations and nursing research and a second colloquium is focused on an emerging topic of interest to the nurse scientist.

## RESEARCH METHODOLOGY AND STATISTICS CORE (15 CREDITS MINIMUM)

The research methods component is designed to enable graduates to critically evaluate published research reports and to conduct independent research within a well-defined specialty area. Competency is expected in qualitative and quantitative research methods, as well as in-depth knowledge about specific research methods that are most relevant for pursuing the student's selected research program. A minimum of 15 credits approved by the student's adviser and/or doctoral committee is required to meet this component.

**NURS 585**      *Qualitative Methods in Health Research (3 credits)*. In this course, students examine the qualitative paradigm as an approach to research in health care and the social and behavioral sciences. Selected qualitative methodologies are analyzed. Study design, collection, analysis and interpretation of data are emphasized and discussed. Approaches for integrating qualitative and quantitative methods are explicated. Writing skills will be developed and refined.

**NURS 586**      *Quantitative Methods in Health Research (3 credits)*. This course provides an overview of methodological considerations specific to quantitative health research. In addition to the required core research courses, students must select a minimum of nine elective research/statistics credits that support formal inquiry in the area of interest. At least six of these nine credits must be in a related discipline (i.e., non-nursing). It is expected that these courses will address advanced quantitative and/or qualitative methods or specific analytic techniques that will be applied in the dissertation research.

### STATISTICS

**STAT 500:** Applied Statistics (3 credits) AND **NURS 851:** General Linear Modeling in Health Research (4 credits) or **STAT 501:** Regression Methods (3 credits)

or

**PHS 520:** Principles of Biostatistics (3 -4 credits) AND **PHS 521:** Applied Biostatistics (3 credits)

**Research Methods** or **Statistics Elective** (3 credit minimum)

## COURSES FOR INDIVIDUAL SPECIALTY (MINIMUM OF 12 CREDITS; MINIMUM OF 15 CREDITS FOR A MINOR)

The courses for individual specialty are intended to build the student's knowledge base about the specific domain that they will study. The student is expected to develop in-depth knowledge of the area of specialization through relevant course work and independent study in nursing and/or other Colleges of the University. In order to build an interdisciplinary perspective, a *minimum of six credits* from other disciplines (non-nursing) are required.

In order to satisfy this requirement, students have two options:

**Complete an interdisciplinary graduate minor** (e.g., gerontology). A minor is not required by the College of Nursing. Students choosing to complete a graduate minor should carefully adhere to programmatic requirements and required documentation with the sponsoring unit. When a graduate minor is completed, one doctoral committee member must represent the minor area. The committee member representing the minor may serve as the outside member if his or her budgetary appointment satisfies the criteria set by the Graduate

School. The Chair of the dissertation committee *cannot* serve as the student's minor adviser.

[<https://bulletins.psu.edu/graduate/programs/minors/> for a listing of approved graduate minors; and <http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-602-Ph.D.-committee-formation/> for committee specifications.]

**Select courses from a mix of interdisciplinary areas** to build a coherent program of study in support of the planned dissertation work. It is not necessary to include nursing courses in the mix; all 15 credits may be taken from academic units other than nursing. If nursing courses are integrated into the plan of study, a maximum of 9 credits are applicable (since at least 6 credits must be non-nursing).

It is critical to note that courses designated as *Individual specialty courses for Specialty Area* on the plan of study must be meaningfully integrated into a coherent program of study; this is not a simple credit count. All course selections should be discussed with the academic adviser. Once a dissertation chair is named, the chair assumes responsibility for ensuring that the plan of study for individual specialty courses is appropriate and adequately supports the dissertation plan. The Chair (in collaboration with the Doctoral Committee) may recommend additional courses prior to dissertation.

### **Dissertation (2 credits minimum)**

The Graduate School defines the dissertation as *“the ability to do independent research and competence in scholarly exposition must be demonstrated by the preparation of a dissertation on some topic related to the major subject. It should represent a significant contribution to knowledge, be presented in a scholarly manner, reveal an ability on the part of the candidate to do independent research of high quality, and indicate considerable experience in using a variety of research techniques. The contents and conclusions of the theses must be defended at the time of the final oral examination.”*

<https://bulletins.psu.edu/graduate/programs/majors/nursing/>

The dissertation focuses on a well-defined, researchable problem relevant to the knowledge domain of nursing. The research topic originates from the student who writes a research proposal and presents it to the doctoral committee in a formal hearing. The doctoral committee also designs and grades the oral and written comprehensive examination and evaluates the oral defense and the written doctoral dissertation.

A minimum of 2 credits in dissertation\* are required, but in special circumstances, may be completed by post-comprehensive by registering for non-credit NURS 601. It is anticipated that most students will take additional credits to become well-grounded in their research area prior to completing the doctoral dissertation.

### **Supervised Experience in College Teaching (3 credits minimum\*)**

Students who do not have teaching experience in the United States are required to take a minimum of 3 credits in NURS 602. The NURS 602 has the following restrictions:

1. NURS 602 will not be counted in fulfilling any specific credit requirement for an advanced degree.
2. NURS 602 will be graded (A, B, C, D, F). The grade will appear on the student's transcript.
3. NURS 602 will not be used in calculating grade-point averages.

Students are also encouraged to pursue a Graduate School Teaching Certificate or a Certificate in Online Teaching (information about these certificates are listed in the section, University Resources, in this handbook).

**Doctor of Philosophy | Full-Time Study | 45-49 Credits (Thesis included) + NURS 602**

**Year 1**

Fall

**STAT 500:** Applied Statistics (3 credits) **or** **PHS 520:** Principles of Biostatistics (3 credits)  
**NURS 580:** Epistemology of Nursing Science (3 credits)  
**NURS 585:** Qualitative Methods in Health Research (3 credits)  
**NURS 590:** Colloquium (1 credit)

**Total: 10 credits**

Spring

**NURS 851:** General Linear Modeling in Health Research (4 credits) **or** **PHS 521:** Applied Biostatistics (3 credits)  
**NURS 586:** Quantitative Methods in Health Research (3 credits)  
**NURS 587:** Ethics in Nursing Research (1 credit)  
**NURS 590:** Colloquium (1 credit)  
**Individual specialty course** (3 credits)

**Total: 11 - 12 credits [Qualifying Exam]**

**Year 2**

Fall

**NURS 582:** Scientific Basis for Nursing Practice (4 credits)  
**NURS 596:** Individual Studies and Research with Faculty (2 credits) *if have not completed Research Assistantship*  
**Individual specialty course** (3 credits)  
**Research Methods or Statistics Elective** (3 credits)

**Total: 10 - 12 credits**

Spring

**NURS 583:** Dissertation Seminar (3 credits)  
**NURS 588:** Healthcare Policy for Nurse and Healthcare Scholars (3 credits)  
**Individual specialty course** (3 credits)  
**Individual specialty course** (3 credits)

**Total: 12 credits [Comprehensive/Proposal Defense]**

**Year 3**

Fall

**NURS 596** Individual Studies and Research with Faculty (1 credit) *if have not completed Research Assistantship*  
**NURS 600:** Dissertation Research (1 credit) **or** **NURS 601:** Dissertation Preparation (1 credit)  
**NURS 602:** Supervised College Teaching (3 credits)

**Total: 1 - 4 credits**

Spring

**NURS 600:** Dissertation Research (1 credit) **or** **NURS 601:** Dissertation Preparation (1 credit)

**Total: 1 credit [Graduate with Ph.D.]**

**Year 4 (IF NEEDED)**

Fall

**NURS 600:** Dissertation Research (1 credit) **or** **NURS 601:** Dissertation Preparation (1 credit)

**Total: 1 credit**

Spring

**NURS 600:** Dissertation Research (1 credit) **or** **NURS 601:** Dissertation Preparation (1 credit)

**Total: 1 credit [Graduate with Ph.D.]**



**Doctor of Philosophy | Full-Time Study (with a Minor) | 45-49 Credits (Thesis included) + NURS 602**

Year 1	
<u>Fall</u>	<u>Spring</u>
<p><b>STAT 500:</b> Applied Statistics (3 credits) <b>or</b> <b>PHS 520:</b> Principles of Biostatistics (3 credits)</p> <p><b>NURS 580:</b> Epistemology of Nursing Science (3 credits)</p> <p><b>NURS 585:</b> Qualitative Methods in Health Research (3 credits)</p> <p><b>NURS 590:</b> Colloquium (1 credit)</p> <p style="text-align: right;"><b>Total: 10 credits</b></p>	<p><b>NURS 851:</b> General Linear Modeling in Health Research (4 credits) <b>or</b> <b>PHS 521:</b> Applied Biostatistics (3 credits)</p> <p><b>NURS 586:</b> Quantitative Methods in Health Research (3 credits)</p> <p><b>NURS 587:</b> Ethics in Nursing Research (1 credit)</p> <p><b>NURS 590:</b> Colloquium (1 credit)</p> <p><b>Support (Minor) Course</b> (3 credits)</p> <p style="text-align: right;"><b>Total: 11 - 12 credits [Qualifying Exam]</b></p>
Year 2	
<u>Fall</u>	<u>Spring</u>
<p><b>NURS 582:</b> Scientific Basis for Nursing Practice (4 credits)</p> <p><b>Research Methods or Statistics Elective</b> (3 credits)</p> <p><b>Support (Minor) Course</b> (3 credits)</p> <p style="text-align: right;"><b>Total: 10 credits</b></p>	<p><b>NURS 583:</b> Dissertation Seminar (3 credits)</p> <p><b>NURS 588:</b> Healthcare Policy for Nurse and Healthcare Scholars (3 credits)</p> <p><b>NURS 596:</b> Individual Studies and Research with Faculty (3 credits) <i>if have not completed Research Assistantship otherwise enroll in NURS 602: Supervised Experience in College Teaching</i> (3 credits)</p> <p style="text-align: right;"><b>Total: 6 - 9 credits</b></p>
Year 3	
<u>Fall</u>	<u>Spring</u>
<p><b>Support (Minor) Course</b> (3 credits)</p> <p><b>Support (Minor) Course</b> (3 credits)</p> <p><b>Support (Minor) Course</b> (3 credits)</p> <p style="text-align: right;"><b>Total: 9 credits [Comprehensive/Proposal Defense]</b></p>	<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p style="text-align: right;"><b>Total: 1 credit</b></p>
Year 4	
<u>Fall</u>	<u>Spring (IF NEEDED)</u>
<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p style="text-align: right;"><b>Total: 1 credit [Graduate with Ph.D.]</b></p>	<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p style="text-align: right;"><b>Total: 1 credit</b></p>

**Doctor of Philosophy | Part-Time Study | 48-49 Credits (Thesis included) + NURS 602**

Year 1	
<u>Fall</u>	<u>Spring</u>
<p><b>STAT 500:</b> Applied Statistics (3 credits) <b>or</b> <b>PHS 520:</b> Principles of Biostatistics (3 credits)</p> <p><b>NURS 580:</b> Epistemology of Nursing Science (3 credits)</p> <p><b>NURS 590:</b> Colloquium (1 credit)</p> <p align="center"><b>Total: 7 credits</b></p>	<p><b>NURS 851:</b> General Linear Modeling in Health Research (4 credits) <b>or</b> <b>PHS 521:</b> Applied Biostatistics (3 credits)</p> <p><b>NURS 586:</b> Quantitative Methods in Health Research (3 credits)</p> <p><b>NURS 590:</b> Colloquium (1 credit)</p> <p align="center"><b>Total: 7 – 8 credits</b></p>
Year 2	
<u>Fall</u>	<u>Spring</u>
<p><b>NURS 585:</b> Qualitative Methods in Health Research (3 credits)</p> <p><b>Individual specialty course</b> (3 credits)</p> <p align="center"><b>Total: 6 credits [Qualifying Exam]</b></p>	<p><b>NURS 587:</b> Ethics in Nursing Research (1 credit)</p> <p><b>NURS 588:</b> Healthcare Policy for Nurse and Healthcare Scholars (3 credits)</p> <p><b>Individual specialty course</b> (3 credits)</p> <p align="center"><b>Total: 7 credits</b></p>
Year 3	
<u>Fall</u>	<u>Spring</u>
<p><b>NURS 582:</b> Scientific Basis for Nursing Practice (4 credits)</p> <p><b>Research Methods or Statistics Elective</b> (3 credits)</p> <p><b>Individual specialty course</b> (3 credits)</p> <p align="center"><b>Total: 10 credits [Residency]</b></p>	<p><b>NURS 583:</b> Dissertation Seminar (3 credits)</p> <p><b>NURS 596</b> Individual Studies and Research with Faculty (1 credit)</p> <p><b>Individual specialty course</b> (3 credits)</p> <p align="center"><b>Total: 9 credit [Comprehensive/Proposal Defense]</b></p>
Year 4	
<u>Fall</u>	<u>Spring</u>
<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p><b>NURS 602:</b> Supervised College Teaching (3 credits)</p> <p align="center"><b>Total: 1 credit</b></p>	<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p align="center"><b>Total: 1 credit [Graduate with Ph.D.]</b></p>
Year 5 (IF NEEDED)	
<u>Fall</u>	<u>Spring</u>
<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p align="center"><b>Total: 1 credit</b></p>	<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p align="center"><b>Total: 1 credit</b></p>

**Doctor of Philosophy | Part-Time Study (with Minor) | 52-53 Credits (Thesis included) + NURS 602**

Year 1	
<u>Fall</u>	<u>Spring</u>
<p><b>STAT 500:</b> Applied Statistics (3 credits) <b>or</b> <b>PHS 520:</b> Principles of Biostatistics (3 credits)</p> <p><b>NURS 580:</b> Epistemology of Nursing Science (3 credits)</p> <p><b>NURS 590:</b> Colloquium (1 credit)</p> <p style="text-align: right;"><b>Total: 7 credits</b></p>	<p><b>NURS 851:</b> General Linear Modeling in Health Research (4 credits) <b>Methods or</b> <b>PHS 521:</b> Applied Biostatistics (3 credits)</p> <p><b>NURS 586:</b> Quantitative Methods in Health Research (3 credits)</p> <p><b>NURS 587:</b> Ethics in Nursing Research (1 credit)</p> <p style="text-align: right;"><b>Total: 7 – 8 credits</b></p>
Year 2	
<u>Fall</u>	<u>Spring</u>
<p><b>NURS 585:</b> Qualitative Methods in Health Research (3 credits)</p> <p><b>Support (Minor) Course</b> (3 credits)</p> <p style="text-align: right;"><b>Total: 6 credits [Qualifying Exam]</b></p>	<p><b>NURS 588:</b> Healthcare Policy for Nurse and Healthcare Scholars (3 credits)</p> <p><b>NURS 587:</b> Ethics in Nursing Research (1 credit)</p> <p><b>NURS 590:</b> Colloquium (1 credit)</p> <p><b>Support (Minor) Course</b> (3 credits)</p> <p style="text-align: right;"><b>Total: 8 credits</b></p>
Year 3	
<u>Fall</u>	<u>Spring</u>
<p><b>NURS 582:</b> Scientific Basis for Nursing Practice (4 credits)</p> <p><b>Research Methods or Statistics Elective</b> (3 credits)</p> <p><b>Support (Minor) Course</b> (3 credits)</p> <p style="text-align: right;"><b>Total: 10 credits [Residency]</b></p>	<p><b>NURS 583:</b> Dissertation Seminar (3 credits)</p> <p><b>NURS 596</b> Individual Studies and Research with Faculty (3 credit)</p> <p><b>Support (Minor) Course</b> (3 credits)</p> <p style="text-align: right;"><b>Total: 9 credit [Residency]</b></p>
Year 4	
<u>Fall</u>	<u>Spring</u>
<p><b>NURS 602:</b> Supervised College Teaching (3 credits)</p> <p><b>Support (Minor) Course</b> (3 credits)</p> <p style="text-align: right;"><b>Total: 3 credit [Comprehensive/Proposal Defense]</b></p>	<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p style="text-align: right;"><b>Total: 1 credit</b></p>
Year 5	
<u>Fall</u>	<u>Spring (IF NEEDED)</u>
<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p style="text-align: right;"><b>Total: 1 credit [Graduate with Ph.D.]</b></p>	<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p style="text-align: right;"><b>Total: 1 credit</b></p>

**Dual Title Doctor of Philosophy – Nursing & Bioethics | Full-Time Study | 47-48 Credits (Thesis included) + NURS 602**

**Year 1**

<u>Fall</u>	<u>Spring</u>
<p><b>STAT 500:</b> Applied Statistics (3 credits) <b>or</b> <b>PHS 520:</b> Principles of Biostatistics (3 credits)</p> <p><b>NURS 580:</b> Epistemology of Nursing Science (3 credits)</p> <p><b>NURS 585:</b> Qualitative Methods in Health Research (3 credits)</p> <p><b>NURS 590:</b> Colloquium (1 credit)</p> <p align="center"><b>Total: 10 credits</b></p>	<p><b>BIOET 501:</b> Perspectives and Methods in Bioethics (3 credits)</p> <p><b>NURS 851:</b> General Linear Modeling in Health Research (4 credits) <b>or</b> <b>PHS 521:</b> Applied Biostatistics (3 credits) <b>or</b></p> <p><b>NURS 586:</b> Quantitative Methods in Health Research (3 credits)</p> <p><b>NURS 587:</b> Ethics in Nursing Research (1 credit)</p> <p><b>NURS 590:</b> Colloquium (1 credit)</p> <p align="center"><b>Total: 11 - 12 credits [Qualifying Exam]</b></p>

**Year 2**

<u>Fall</u>	<u>Spring</u>
<p><b>BIOET 502:</b> Perspectives in Macro-bioethics (3 credits)</p> <p><b>BIOET 590:</b> Bioethics Colloquium (1 credit)</p> <p><b>NURS 582:</b> Scientific Basis for Nursing Practice (4 credits)</p> <p><b>NURS 596:</b> Individual Studies and Research with Faculty (1 credit)</p> <p align="center"><b>Total: 9 credits</b></p>	<p><b>BIOET 590:</b> Bioethics Colloquium (1 credit)</p> <p><b>NURS 583:</b> Dissertation Seminar (3 credits)</p> <p><b>NURS 588:</b> Healthcare Policy for Nurse and Healthcare Scholars (3 credits)</p> <p><b>NURS 596:</b> Individual Studies and Research with Faculty (2 credits)</p> <p align="center"><b>Total: 9 credits</b></p>

**Year 3**

<u>Fall</u>	<u>Spring</u>
<p><b>BIOET 503:</b> Ethics and The Responsible Conduct of Biomedical Research (3 credits)</p> <p><b>NURS 602:</b> Supervised College Teaching (3 credits)</p> <p><b>Research Methods or Statistics Elective</b> (3 credits)</p> <p align="center"><b>Total: 6 credits [Comprehensive/Proposal Defense]</b></p>	<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p align="center"><b>Total: 1 credit [Graduate with Ph.D.]</b></p>

**Year 4**

<u>Fall</u>	<u>Spring (IF NEEDED)</u>
<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p align="center"><b>Total: 1 credit [Graduate with Ph.D.]</b></p>	<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p align="center"><b>Total: 1 credit</b></p>

**B.S.N. to M.S. to Ph.D. | Full-Time Study | 30 Credits-M.S. 72 Credits + NURS 602**

Year 1		
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
<p><b>STAT 500:</b> Applied Statistics (3 credits) <b>or</b>  <b>PHS 520:</b> Principles of Biostatistics (3 credits)</p> <p><b>NURS 590:</b> Colloquium (1 credit)</p> <p><b>NURS 510:</b> Theoretical and Scientific Foundations of Advanced Nursing Practice (3 credits)</p> <p><b>NURS 808:</b> Population Health Perspectives (3 credits)</p> <p align="center"><b>Total: 10 credits</b></p>	<p><b>NURS 588:</b> Healthcare Policy for Nurse and Healthcare Scholars (3 credits)</p> <p><b>NURS 587:</b> Ethics in Nursing Research (1 credit)</p> <p><b>NURS 590:</b> Colloquium: Emerging Topics (1 credit)</p> <p><b>NURS 830:</b> Evidence-Based Practice I: Theory and Research Methods (3 credits)</p> <p><b>NURS 836:</b> Healthcare Informatics (3 credits)</p> <p align="center"><b>Total: 11 credits</b></p>	<p><b>NURS 596:</b> Independent Study (Clinical Practicum) (3 credits)</p> <p align="center"><b>Total: 3 credits</b></p>
Year 2		
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
<p><b>NURS 580:</b> The Epistemology of Nursing Science (3 credits)</p> <p><b>NURS 585:</b> Qualitative Methods in Health Research (3 credits)</p> <p><b>NURS 596:</b> Independent Study (Pre-doctoral fellowship proposal or other capstone writing project) (3 credits)</p> <p align="center"><b>Total: 9 credits [M.S. Degree conferred]</b></p>	<p><b>NURS 586:</b> Quantitative Methods in Health Research (3 credits)</p> <p><b>NURS 851:</b> General Linear Modeling in Health Research (4 credits) <b>or</b> <b>PHS 521:</b> Applied Biostatistics (3 credits)</p> <p><b>Individual specialty course</b> (3 credits)</p> <p align="center"><b>Total: 9-10 credits [Qualifying Exam]</b></p>	<p><b>NURS 596:</b> Individual Studies or Research with Faculty (3 credit)</p> <p align="center"><b>Total: 3 credits</b></p>
Year 3		
<u>Fall</u>	<u>Spring</u>	<u>Summer (OPTIONAL)</u>
<p><b>NURS 582:</b> Scientific Basis for Nursing Practice (4 credits)</p> <p><b>NURS 596</b> Research with Faculty (3 credit) <b>or</b> <b>Individual specialty course</b> (3 credits)</p> <p><b>Research Methods or Statistics Elective</b> (3 credits)</p> <p align="center"><b>Total: 10 credits</b></p>	<p><b>NURS 583:</b> Dissertation Seminar (3 credits)</p> <p><b>NURS 596</b> Research with Faculty (3 credit) <b>or</b> <b>Individual specialty course</b> (3 credits)</p> <p><b>Individual specialty course</b> (3 credits)</p> <p align="center"><b>Total: 9 credits</b></p>	<p><b>NURS XXX:</b> Elective in specialty area (3 credits)</p> <p align="center"><b>Total: 3 credits</b></p>
Year 4		
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
<p><b>NURS 602:</b> Supervised College Teaching (3 credits)</p> <p><b>Support Course or Statistics Course</b> (3 credits)</p> <p align="center"><b>Total: 6 credits [Comprehensive/Proposal Defense]</b></p>	<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p align="center"><b>Total: 1 credit</b></p>	<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p align="center"><b>Total: 1 credit</b></p>
Year 5		
<u>Fall (IF NEEDED)</u>	<u>Spring (IF NEEDED)</u>	
<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b></p> <p align="center"><b>Total: 1 credit</b></p>	<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b></p> <p align="center"><b>Total: 1 credit</b></p>	

**B.S.N. - Ph.D. Concurrent M.S.N. - FNP | Full-Time Study | 75 Credits + NURS 602**

Year 1		
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
<p><b>STAT 500:</b> Applied Statistics (3 credits) <b>or PHS 520:</b> Principles of Biostatistics (3 credits)</p> <p><b>NURS 803:</b> Pathophysiology (3 credits)</p> <p><b>NURS 585:</b> Qualitative Methods in Health Research (3 credits)</p> <p><b>NURS 590:</b> Colloquium (1 credit)</p> <p align="center"><b>Total: 10 credits</b></p>	<p><b>NURS 851:</b> General Linear Modeling in Health Research (4 credits) <b>or PHS 521:</b> Applied Biostatistics (3 credits)</p> <p><b>NURS 586:</b> Quantitative Methods in Health Research (3 credits)</p> <p><b>NURS 587:</b> Ethics in Nursing Research (1 credit)</p> <p><b>Individual specialty course</b> (3 credits)</p> <p align="center"><b>Total: 10– 11 credits</b></p>	<p><b>NURS 802:</b> Advanced Health Assessment of Adult Populations (3 credits)</p> <p><b>NURS 804:</b> Pharmacologic Therapy (3 credits)</p> <p align="center"><b>Total: 6 credits</b></p>
Year 2		
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
<p><b>NURS 580:</b> Epistemology of Nursing Science (3 credits)</p> <p><b>NURS 802A:</b> Advanced Health Assessment of Pediatric Populations (1 credit)</p> <p><b>Individual specialty course</b> (3 credits)</p> <p><b>Individual specialty course</b> (3 credits)</p> <p align="center"><b>Total: 10 credits [Qualifying Exam]</b></p>	<p><b>NURS 588:</b> Healthcare Policy for Nurse and Healthcare Scholars (3 credits)</p> <p><b>NURS 870:</b> Nurse Practitioner Role with Healthy Individuals &amp; Families (3 credits)</p> <p><b>NURS 872:</b> Family Nurse Practitioner Practicum I (3 credits)</p> <p><b>NURS 875:</b> Nurse Practitioner Role with Children &amp; Families (2 credits)</p> <p align="center"><b>Total: 11 credits</b></p>	<p><b>NURS 876:</b> Nurse Practitioner Practicum in Child Health (2 credits)</p> <p><b>Individual specialty course</b> (3 credits)</p> <p align="center"><b>Total: 5 credits</b></p>
Year 3		
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
<p><b>NURS 582:</b> Scientific Basis for Nursing Practice (4 credits)</p> <p><b>NURS 871:</b> Nurse Practitioner Role with Individuals and Families with Complex and/or Chronic Health Problems (3 credits)</p> <p><b>NURS 873:</b> Family Nurse Practitioner Practicum II (4 credits)</p> <p align="center"><b>Total: 11 credits</b></p>	<p><b>NURS 583:</b> Dissertation Seminar (3 credits)</p> <p><b>NURS 590:</b> Colloquium (1 credit)</p> <p><b>NURS 602:</b> Supervised College Teaching (3 credits)</p> <p><b>NURS 874:</b> Family Nurse Practitioner Integrative Practicum (3 credits)</p> <p><b>Individual specialty course</b> (3 credits)</p> <p align="center"><b>Total: 10 credits</b></p>	<p><b>NURS 874:</b> Family Nurse Practitioner Integrative Practicum (3 credits)</p> <p><b>NURS 600:</b> Dissertation Research (1 credit)</p> <p align="center"><b>Total: 4 credits</b></p>
Year 4		
<u>Fall</u>	<u>Spring (IF NEEDED)</u>	
<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or NURS 601:</b> Dissertation Preparation (1 credit)</p> <p align="center"><b>Total: 1 credit [Graduate with Ph.D.]</b></p>	<p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or NURS 601:</b> Dissertation Preparation (1 credit)</p> <p align="center"><b>Total: 1 credit</b></p>	

## Dual Title Doctor of Philosophy – Nursing & CTS | Full-Time Study | 60 Credits + NURS 602

Year 1		
<p style="text-align: center;"><u>Fall</u></p> <p><b>STAT 500:</b> Applied Statistics (3 credits) <b>or</b> <b>PHS 520:</b> Principles of Biostatistics (3 credits)</p> <p><b>NURS 803:</b> Pathophysiology (3 credits)</p> <p><b>NURS 585:</b> Qualitative Methods in Health Research (3 credits)</p> <p><b>NURS 590:</b> Colloquium (1 credit)</p> <p style="text-align: right;"><b>Total: 10 credits</b></p>	<p style="text-align: center;"><u>Spring</u></p> <p><b>CTS 590:</b> Colloquium (1 credit)</p> <p><b>CTS Regulatory Environment Group 5 Elective</b> (3 credits)</p> <p><b>NURS 851:</b> General Linear Modeling in Health Research (4 credits) <b>or</b> <b>PHS 521:</b> Applied Biostatistics (3 credits)</p> <p><b>NURS 586:</b> Quantitative Methods in Health Research (3 credits)</p> <p><b>NURS 587:</b> Ethics in Nursing Research (1 credit)</p> <p><b>NURS 590:</b> Colloquium (1 credit)</p> <p style="text-align: right;"><b>Total: 12 credits [Qualifying Exam]</b></p>	<p style="text-align: center;"><u>Summer</u></p> <p><b>CTS 595A:</b> Clinical Research Internship (3 credits)</p> <p style="text-align: right;"><b>Total: 3 credits</b></p>
Year 2		
<p style="text-align: center;"><u>Fall</u></p> <p><b>NURS 582:</b> Scientific Basis for Nursing Practice (4 credits)</p> <p><b>Research Methods or Statistics Elective</b> (3 credits)</p> <p><b>CTS Epidemiology Elective Group 2</b> (3 credits)</p> <p><b>CTS 590:</b> Colloquium (1 credit)</p> <p style="text-align: right;"><b>Total: 11 credits</b></p>	<p style="text-align: center;"><u>Spring</u></p> <p><b>NURS 583:</b> Dissertation Seminar (3 credits)</p> <p><b>NURS 588:</b> Healthcare Policy for Nurse and Healthcare Scholars (3 credits)</p> <p><b>NURS 596</b> Individual Studies and Research with Faculty (3 credit)</p> <p><b>CTS Scientific Writing Group 6 Elective</b> (3 credits)</p> <p style="text-align: right;"><b>Total: 9 – 12 credits</b></p>	<p style="text-align: center;"><u>Summer</u></p> <p><b>CTS 595B:</b> Clinical Research Internship (3 credits)</p> <p style="text-align: right;"><b>Total: 3 credits</b></p>
Year 3		
<p style="text-align: center;"><u>Fall</u></p> <p><b>CTS Bioinformatics Group 3 Elective</b> (3 credits)</p> <p><b>CTS Experimental Design &amp; Interpretation Group 4 Elective</b> (3 credits)</p> <p><b>NURS 602:</b> Supervised College Teaching (3 credits)</p> <p style="text-align: right;"><b>Total: 6 credits</b></p>	<p style="text-align: center;"><u>Spring</u></p> <p><b>NURS 600:</b> Dissertation Research (1 credit)</p> <p style="text-align: right;"><b>Total: 1 credit</b></p>	<p style="text-align: center;"><u>Summer</u></p> <p><b>NURS 600:</b> Dissertation Research (1 credit)</p> <p style="text-align: right;"><b>Total: 1 credit</b></p>
Year 4		
<p style="text-align: center;"><u>Fall</u></p> <p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p style="text-align: right;"><b>Total: 1 credit [Graduate with Ph.D.]</b></p>	<p style="text-align: center;"><u>Spring (IF NEEDED)</u></p> <p><b>NURS 600:</b> Dissertation Research (1 credit) <b>or</b> <b>NURS 601:</b> Dissertation Preparation (1 credit)</p> <p style="text-align: right;"><b>Total: 1 credit</b></p>	

## GRADUATE PH.D. NURSING COURSES

- NURS 580**      *Epistemology of Nursing Science (3 credits)*. Examines the development and organization of nursing knowledge. Nursing theories are critically analyzed in relationship to the substantive structure of nursing science. Prerequisite: N510, MS degree in nursing, or instructor's permission.
- NURS 582**      *Scientific Basis for Nursing Practice (4 credits)*. Critical appraisal of the scientific basis of selected areas of nursing practice.
- NURS 583**      *Advanced Seminar in Nursing Science 3 SH Repeatable (3 credits)*. Intense interactive seminar for synthesizing prior content into the design of dissertation research. Prerequisite: N582, N585, N586.
- NURS 585**      *Qualitative Methods in Health Research (3 credits)*. Provides an overview of qualitative research methodologies useful in the conduct of social and behavioral health research.
- NURS 586**      *Quantitative Methods in Health Research (3 credits)*. An overview of methodological considerations specific to quantitative health research. Prerequisite: Stat 500 or PHS 520.
- NURS 587**      *Ethics in Nursing Research (1 credit)*. Provides the theoretical and practical knowledge needed to design and conduct ethically responsible behavioral and health sciences research.
- NURS 588**      *Healthcare Policy for Nurse and Healthcare Scholars (3 credits)*. Provides the foundation for leadership in interdisciplinary collaborative endeavors to address health policy at the regional, national, and global levels.
- NURS 590**      *Colloquium* (Variable credit, 1-3 credits).
- NURS 594**      *Research Topics* (Variable credit, 1-18 credits).
- NURS 596**      *Individual Studies and Research with Faculty* (Variable credit, 1-9 credits).
- NURS 597**      *Special Topics* (Variable credit, 1-9 credits).
- NURS 602**      *Supervised Experience in College Teaching* (Variable credit, 1-3 per semester, does not count toward degree requirement).
- NURS 600** (on campus) or **NURS 610** (off campus) **Dissertation Research** (variable credit).
- NURS 601** (full-time) or **NURS 611** (part-time) **Dissertation Preparation** (non-credit; special registration for dissertation preparation; special fees apply).
- NURS 851**      *General Linear Modeling in Health Research (4 credits)*. An overview of the process of developing and testing hypotheses including hypotheses testing mediation and moderation. Prerequisite: Stat 500 or PHS 520 or HDFS 519 or EDPSY 406.

For more information see: <https://bulletins.psu.edu/graduate/programs/majors/nursing/>



## NURSING COURSES LISTED BY SEMESTER

Fall		Spring	
Course #	Course Title	Course #	Course Title
NURS 580	Epistemology	NURS 586	Quantitative Methods in Health Research
NURS 583	Advanced Seminar in Nursing Science	NURS 587	Ethics
NURS 585	Qualitative Methods in Health Research	NURS 594	Research Topics
NURS 590	Colloquium	NURS 588	Healthcare Policy for Nurse and Healthcare Scholars
NURS 594	Research Topics	NURS 596	Individual Studies and Research with Faculty
NURS 596	Individual Studies and Research with Faculty	NURS 600	Dissertation Research
NURS 600	Dissertation Research	NURS 590	Colloquium
NURS 601	Dissertation Prep (full-time)	NURS 601	Dissertation Prep (full-time)
NURS 602	Supervised Experience in College Teaching	NURS 602	Supervised Experience in College Teaching
NURS 610	Dissertation Research (off campus)	NURS 610	Dissertation Research Off Campus
NURS 611	Dissertation prep (part-time)	NURS 611	Dissertation prep (part-time)
		NURS 851	General Linear Modeling in Health Research

## GENERAL REQUIREMENTS OF DOCTORAL DEGREE

Requirements listed here are in addition to Graduate School requirements stated in the *Graduate Bulletin*.  
<https://bulletins.psu.edu/graduate/programs/majors/nursing/>

### MINIMUM CREDITS REQUIRED

The Ph.D. degree in Nursing requires a minimum of 45 - 48 semester credits beyond the master's degree or minimum 72 credits beyond the B.S.N. Graduate credits earned at other institutions may be offered in partial fulfillment of the requirements for the doctoral degree in nursing. The Director of the Ph.D. Program evaluates courses offered for transfer credit individually relative to the program requirements and the student's plan of study. Students admitted without a master's in nursing will be advised about additional required courses to achieve the M.S. in Nursing on route to the Ph.D. degree.

### ENGLISH COMPETENCE

Candidates for all doctoral degrees are required to demonstrate high-level competence in the use of the English language, including reading, writing, and speaking, as part of the language and communication requirements for the doctorate. In addition, all students are required to be computer literate in word processing and in the use of statistical packages as determined by their dissertation committee. Students will be assessed for communication skills during core nursing courses.

Assessments should include pieces of original writing. Programs and **advisers should identify any deficiencies prior to their qualifying examination and direct students into appropriate remedial activities.** The program must formally attest competence before the doctoral comprehensive examination is scheduled. (International students should note that passage of the minimal TOEFL/IELTS requirement do not demonstrate the level of competence expected of a Ph.D. from Penn State.)

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## TIME LIMITATIONS

The Graduate Faculty of the College of Nursing adopted a policy to ensure that doctoral studies are based on current science and are completed in a timely fashion (Graduate Affairs; May 19, 2008). Under this policy, a doctoral student is required to complete the program, including acceptance of the doctoral dissertation, within five years from the date of successful completion of the qualifying examination. All coursework must be completed within 8 years of admission to the doctoral program. Students must carefully monitor progression in order to meet this limitation.

Annual reviews provide ongoing assessment of the student's progress. In order to assure compliance with policy, the Dissertation Committee will review the candidate's transcripts, noting the dates of course completion, at the time of proposal defense. The Dissertation Chair will summarize the course audit/ recommendations for updating course work prior to graduation and will forward the summary to the Director of the Ph.D. Program. Since this review is based on a projected timeline for completion of degree requirements, a final audit of the transcript will be conducted by the Dissertation Chair prior to scheduling the Final Oral Examination. Should any coursework exceed the maximum time for completion (8 years), the Chair will consult with the Director of the Ph.D. Program and Dissertation Committee to clarify requirements for graduation prior to scheduling the final defense.

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## RESIDENCY REQUIREMENTS

Each doctoral candidate must spend **at least two semesters registered as a full-time student** engaged in academic work either **at the University Park or Hershey campus** over a twelve-month period, excluding summer sessions, during the interval between admission to the Ph.D. program and completion of the Ph.D. program.

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## DISSERTATION

All candidates for the Ph.D. in Nursing are required to complete a dissertation. Development of the dissertation proposal is augmented by coursework; however, students should work closely with the dissertation adviser throughout the process.

The Graduate School, the University Libraries and the graduate faculty of Penn State have established format standards that a dissertation must meet before receiving final approval as fulfillment of a graduate requirement. The Thesis Office is the unit of the Graduate School responsible for certifying that theses and dissertations have been prepared in accordance with these established regulations. Every dissertation must be reviewed for format only and are not edited for spelling, grammar or punctuation.

When a dissertation is submitted to the Thesis Office, it must meet the formatting and deadline requirements set forth in the latest edition of the Thesis Guide. All doctoral dissertations must be submitted electronically. For more information on electronic theses and dissertations (eTDs), visit the eTD Web site.

Thesis Information can be found at <http://www.gradschool.psu.edu/current-students/etd/>

The following Thesis Office forms and information are available on-line:

[Thesis Guide \(PDF\)](#)

[Thesis Office Calendar](#)

[Thesis Copying and Binding](#)

[Thesis Style Sheet](#)

[How to Submit a Doctoral Dissertation](#)

[How to Submit a Master's Thesis](#)

[Format Review Instructions](#)

[Doctoral Approval Page \(PDF\)](#) [Doctoral Approval Page \(WORD\)](#)

[Survey of Earned Doctorates \(PDF\)](#)

[ProQuest/UMI Agreement \(PDF\)](#)

[ProQuest/UMI Instructions \(PDF\)](#)

[Pay dissertation fee \(\\$95\) here](#)

## ALTERNATE DISSERTATION FORMAT

*Approved by the College of Nursing Graduate Faculty December 16, 2014*

Students, in consultation with the chair of their dissertation committee, may opt for the manuscript format of the dissertation. The student completes the first three chapters in the traditional format. The traditional fourth chapter is replaced by three data-based manuscripts suitable for publication. Chapter 5 will consist of a brief summary of the research. This includes a discussion of findings, conclusions, and implications for practice and future research. These manuscripts should come from the implementation of the methodology or the theoretical framework supported with findings from the research. The manuscripts are to be submitted for publication in peer reviewed research journals agreed to by all authors. Evidence of submission is to be presented to the chair of the dissertation committee before approval for graduation.

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## DESCRIPTION OF EXAMINATIONS

A series of examinations are required in the doctoral program: Qualifying; Comprehensives (written and oral components); Dissertation Proposal Defense; and Final Oral Examination. The over-arching criteria for these benchmarks of progression are set by the Graduate School. The procedures are devised and implemented by the graduate faculty in the College of Nursing. (Please refer to the Course Sequence tables to note the timing of the examinations within the program of study.) For additional requirement for the Dual-title degree in Nursing and Bioethics- see the section below.

## QUALIFYING EXAMINATION

A student who has been admitted to the Graduate School and has been accepted by the department or committee in charge of a major program in which the doctorate is offered may begin working toward a doctoral degree. The qualifying examination is administered by the major department or graduate program and is given early in the student's program. The dissertation committee must be formed by the academic year semester following the qualifying examination.

Successful completion of the Qualifying Examination indicates the student's potential for successfully completing Ph.D. study though it does not ensure that a Doctor of Philosophy degree will be granted.

### **Criteria set by the Graduate School:**

<http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-700/gcac-700-d-qualifying-examination-professional-doctorates/>

1. All students must complete qualifying examination administered by the Graduate Faculty in the graduate major program.

2. The purpose of the qualifying examination is to: assess whether the student is capable of conducting doctoral work based on evidence of critical thinking or other measures that the graduate faculty of the program view as important to a successful doctoral student.
3. The decision passes the student on the qualifying examination must be made by the graduate faculty or a designated committee of graduate faculty in the program.
4. The qualifying examination must be taken within three semesters (summer sessions do not count) of entry into the doctoral program.
5. The student must be registered as a full-time or part-time degree student for the semester (excluding summer session) in which the qualifying examination is taken.

### **College of Nursing Procedure: Qualifying Examination**

*Approved by the College of Nursing Graduate Faculty: April 2012*

*Modified and approved by the College of Nursing, Ph.D. Council: November 30, 2015; Revised 5/24/2018 by Ph.D. Qualifying Committee and 05/27/2018 by Director, Ph.D. Program.*

In the College of Nursing, the Qualifying Examination is used to evaluate the student's past performance, potential for future performance, and fit with the College's doctoral program and faculty.

**Timing:** Full-time students in the nursing major, Ph.D. program, must complete the qualifying examination prior to their third semester of study (summer semesters are not counted). Matriculated part-time students in the Ph.D. program must complete the qualifying examination by the end of their 3<sup>rd</sup> academic year semester. The timing of the examination of matriculated full-time and part-time students in M.S.N. to Ph.D. program will be set by the Director, Ph.D. Program. B.S. (nursing) to Ph.D. students must complete the qualifying examination no more than one semester (excluding summer) after completion of the M.S. degree. Concurrent Degree Students (i.e., M.S.N. and Ph.D.) must complete the examination within three academic year semesters of full-time study. The qualifying examination will be offered prior to the end of spring semester; re-examination and off cycle examinations will be offered as needed prior to the end of fall semester.

**Pre-requisites:** The Director of the Ph.D. program determines those students who are eligible for examination based on an annual individual development plan review of academic progression in consultation with students' Academic Advisers. The examination is administered by the appointed Qualifying Examination Committee (3 members). Due to the nature of the oral exam, ad hoc committee members will be assigned to serve on the oral examination committee for advisees of the Qualifying Examination Committee members.

**Portfolio:** The portfolio is a scholarly product that demonstrates the student's capacity to express original ideas in a logical, coherent style. The writing style employed in the portfolio should demonstrate the student's command of written communications for the purpose of scientific review. Page limitations purposefully direct a concise presentation of each section of the portfolio. Please adhere to page limits. All materials should be combined into one pdf. The portfolio must be submitted at least two weeks before the oral examination.

Components of the portfolio include:

1. Narrative Statement/Career Goals

Evaluative Criteria: The student will articulate his/her area of interest and career goals clearly and concisely in narrative format (Maximum length: one page, single spaced with at least one-inch margins)

2. Unofficial transcripts of all graduate courses from all institutions completed prior to examination

Evaluative Criteria: Performance in all courses will meet or exceed the minimum quality grade requirements of the CON (i.e., "B" or better). For any course in which the student fails to meet minimum criteria, an explanation and plan for remediation is required.

3. Annual IDP Review (\*Note that part-time students may have more than one review)

Evaluative Criteria: The IDP Review will be used to assess the adviser's evaluation of the student's progress, strengths, and areas for development related to the 5 "end of program" goals for the Ph.D. program. (If the identified primary adviser did not complete the most recent annual review, an evaluation of the student's strengths and weaknesses must be submitted by the identified adviser using the Individual Development Plan form). The Candidate is responsible for obtaining reviews from additional advisors-GA supervisor or RA supervisor.

#### 4. Research Training Plan

Evaluative Criteria: The standardized CON format for the POS is complete; the selection of a coherent and rigorous set of courses in Research Methodology/ Statistics and Specialization is supported by a narrative for each section clearly describing the skills and techniques that the student will learn and the relationship of these skills/techniques to the dissertation/career goals; supplemental educational opportunities will be described (e.g., research assistantship or experience; attendance at CGNE series, CNR series, ORP Brown Bags or other standard offerings that augment the didactic POS; participation in relevant professional organizations).

#### 5. Research Strategy

##### Section 1: Dissertation Topic

Evaluative Criteria: Identification of a gap in understanding of a phenomenon that is significant to nursing science is clearly articulated and supported with relevant literature and theoretical or conceptual framework guiding the topic.

Preliminary thinking regarding the initial formulation of research question(s) and potential approaches to addressing those questions in your area (e.g., population, data sources, study design and analytical approaches). At least one primary mentor will be identified; a mentoring team is recommended to provide expert advice in the area identified as relevant to the planned research.

The description of the proposed research will be appropriate to the student's level of career development (Maximum length: 2 pages, single spaced with at least one-inch margins)

##### Section 2: Relevance of dissertation research topic to career goals

Evaluative Criteria: The relevance of proposed area of inquiry to the career goals is clearly articulated and demonstrates a thoughtful progression toward career goal achievement (Maximum length: 1 page, single spaced with at least one-inch margins)

#### 6. Curriculum Vitae

Evaluative Criteria: CVs should utilize the format specified in NURS 590. Student creates a professional CV that clearly delineates progress to date in each template category. No space limitations.

**Oral examination format:** Based on the information presented in the portfolio, questions will be posed by the Qualifying Examination Committee (n=3 appointed members) to meet the stated expectations of the CON. A standard approach to the exam will be utilized for all candidates in the cohort; however, the questions will not be tightly formatted to allow latitude in evaluating individual student performance.

Committee questions will be driven by the overarching expectations set for the examination:

**Past performance:** questions targeting individual achievements in the pre-qualifying examination phase of study based on transcript of course work and annual reviews.

**Potential for future performance:** focused questions on Research Training and Research Strategy sections of the portfolio, including fit with career goals; defense of proposed area of research; and articulation of the rationale for and robustness of the proposed program of study.

**Fit with the CON program/faculty:** identification of mentor(s) to build needed expertise; long-range career goals;

planned strategies for goal attainment

**Student preparation:** No slides or formal presentation will be permitted. Emphasis will be placed on the student's capacity to articulate responses to committee inquiries. Students are encouraged to prepare a brief reflection (e.g., 2-3 minutes) of their preparation for this benchmark as it pertains to their progress and growth thus far in the program.

**Total length of oral examination:** 30 minutes

**Evaluation process:** Members of the Qualifying Examination Committee (or ad hoc appointees) will review the portfolio and participate in the oral examination. Following the oral examination, the committee will convene to evaluate the student's performance on the Qualifying examination and to formulate recommendations. The final recommendation of the Committee will take the form of a) Pass or b) Fail.

Pass: The portfolio and oral examination meets or exceeds evaluative criteria for a student at this phase of development: recommendations for continued development may be offered.

Fail: The portfolio and/or the oral examination fail to demonstrate the student's capacity or potential for doctoral research. This recommendation results in dismissal from the doctoral program in nursing; however, the student may be permitted to repeat the examination one time at the discretion of the Ph.D. Council.

**Decision-making process:** The Qualifying Examination Committee will submit a confidential report to the Director of the Ph.D. Program within two weeks of the oral examination. The Director of the Ph.D. program may request additional information from the Qualifying Examination Committee, student, or adviser prior to making a final decision. Following the Director of the Ph.D. program review and final decision, the responsibility for supervising the implementation of recommendations/remediation reverts to the adviser in collaboration with the Director of the Ph.D. Program.

**Student Feedback:** Within one week of the decision, the Director of the Ph.D. Program and the student's adviser will meet with the student to discuss the decision and any recommendations. Students will be provided a written summary of the Qualifying Examination Committee's evaluation to support their continued development toward achieving career goals.

## COMPREHENSIVE EXAMINATION

*Approved by the College of Nursing Graduate Faculty: March 2002*

A doctoral student becomes a doctoral candidate upon successful completion of the comprehensive examination. Successful completion of the comprehensive examination marks the candidate's progression into dissertation research after the completion of course work. The format of the examination is determined by the doctoral committee with respect to the Graduate School criteria.

*Criteria set by the Graduate School: (excerpted from: <http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-700/gcac-700-f-comprehensive-examination-professional-doctorates/>)*

1. The examination is intended to evaluate the candidate's mastery of the major (and if appropriate, minor) field.
2. The exam is administered when the student "has substantially completed coursework."
3. A candidate for a doctoral degree must have satisfied the English competence and the communication and foreign language requirement before taking the comprehensive examination.
4. All candidates are required to have a minimum grade-point average of 3.00 for work done at the University at the time the comprehensive examination is given and may not have deferred or missing grades.
5. The student must be registered as a full-time or part-time student for the semester in which the comprehensive examination is taken.
6. The examination is scheduled and announced officially by the Office of Graduate

7. Enrollment Services upon recommendation of the department or program head. Two weeks' notice is required by the Office of Graduate Enrollment Services for scheduling this examination.
8. A favorable vote of at least two-thirds of the members of the committee is required for passing. In case of failure, it is the responsibility of the doctoral committee to determine whether the candidate may take another examination. Students who are provided an opportunity to take the examination a second time but who fail the examination on the second attempt are terminated from the program.
9. The results are reported to the Office of Graduate Enrollment Services.
10. At least three members of the doctoral committee (including the adviser or chair) must be physically present at the comprehensive examination. The graduate student must also be physically present at the exam. No more than one member may participate via Videoconference. (Requests for exceptions must be submitted to the director of Graduate Enrollment Services for approval at least two weeks prior to the date of the exam.)
11. Special arrangements, i.e., requirements for meeting participation via distance, should be communicated to the student and the doctoral committee members well in advance of the examination.

### **College of Nursing Procedure: Comprehensive Examination**

In the College of Nursing, the purpose of **Comprehensive Examination** is to evaluate the candidate's:

1. Mastery of knowledge of their specialty within the doctoral program.
2. Knowledge and competency essential for conducting scholarly, scientific inquiry in nursing.
3. Ability to integrate nursing and interdisciplinary knowledge within their specialty area.
4. Ability to appropriately select, apply and evaluate the tools of scientific inquiry in nursing.

### **Related Policies**

1. The comprehensive examination is designed, administered, and evaluated for each individual by the student's doctoral committee.
2. The comprehensive examination is taken at the completion of a substantial portion of coursework and may be taken before, concurrent with or after the completion of the dissertation proposal.
3. The student's doctoral committee must adhere to all policies of the Graduate School (See Graduate Bulletin at: <https://bulletins.psu.edu/graduate/programs/majors/nursing/>)
4. The comprehensive examination is developed for an individual by his/her doctoral committee and consists of both written and oral components.
5. The Comprehensive Examination consists of oral and written components that address broad areas of study, methodologies and the phenomenon of interest. The student is provided with a set of questions generated by the committee. The student has 72 hours in which to provide written answers to the questions. The exam is typically written off-site with full access to reference resources.
6. Following submission of written responses and the passing of an appropriate time interval for evaluation of responses (minimally 2 weeks), the student and committee members meet to conduct an oral defense during which time the student is provided the opportunity to respond to questions. Oral examination may include follow-up to the written work or other areas (at the discretion of the committee).

### **Outcome**

1. The examination process results in a pass-fail determination.
2. The examination results must be approved by a two-thirds vote of the doctoral committee.
3. Students who fail the examination on the first attempt may repeat it once.
4. Students who fail the examination the second time are terminated from the program.

The Chair (or Adviser) of the Dissertation Committee will have the Graduate Staff Assistant forward a scanned copy of the signed Comprehensive Examination form to the Director of the Ph.D. Program and the Associate Dean for Graduate Education and Research so that they are aware of the outcome of the examination.

## DISSERTATION PROPOSAL DEFENSE

*Approved by the College of Nursing Graduate Faculty: April 2002*

In the College of Nursing, each student is required to conduct an original and independent research project, which adds to nursing's body of knowledge, and to communicate the research report in a written dissertation. A written dissertation proposal is required and must be approved at a proposal hearing by a two-thirds vote of the student's dissertation committee. This hearing is called the Dissertation Proposal Defense. (The defense is required for both the traditional and alternate dissertation format.)

The purpose of the dissertation proposal defense is to structure a time during which the candidate may address questions raised by committee members in response to their research plan. The coming together of student and committee members provides an ideal opportunity for scholarly dialogue and clarification of the candidate's dissertation.

**Timing of the defense:** The Dissertation Proposal Defense occurs after the student has successfully passed his or her comprehensive examination. The defense is scheduled at the discretion of the Dissertation Committee and may occur immediately following the oral comprehensive examination or at a later date.

**Procedure for the scheduling the defense:** The following activities are closely coordinated with the Dissertation Chair:

1. Submit a copy of a well-developed proposal to the dissertation chairperson, and to the other members of the committee.
2. Schedule an approval meeting (approximate time 2 hours). Allow at least two weeks from submission of the proposal to date of approval meeting.
3. There are no Graduate School forms to complete; however, a College of Nursing proposal or defense form should be completed. (See the Staff Assistant for the Graduate Programs.)

**Evaluation:** The defense is graded by the committee as pass or fail. It is not uncommon to pass with specified major or minor revisions. In the event of failure, the committee (under the guidance of the Chair) determines the appropriate course of action for re-writing and defending a revised proposal.

## FINAL ORAL EXAMINATION

*(Defense of Completed Dissertation)*

The **Final Oral Examination** marks the student's completion of the program and is administered and evaluated by the doctoral committee. It consists of an oral presentation of the dissertation by the candidate and a period of questions and responses. These questions will relate in large part to the dissertation, but may cover the candidate's whole program of study, since one of the purposes of the examination is to assess the general scholarly attainments of the candidate. The portion of the examination in which the dissertation is presented is open to the public; an additional closed session (including only the candidate and committee) may be held at the discretion of the chair/committee. A two-thirds vote is also required for approval of the final oral defense. The written dissertation must also receive final approval from the committee and the Director of the Ph.D. Program (see doctoral approval page: <http://www.gradsch.psu.edu/current/thesis.html>).

The Graduate School notes that: Both the dissertation adviser and the student are responsible for ensuring the completion of a draft of the dissertation and for adequate consultation with members of the dissertation committee well in advance of the oral examination. Major revisions to the dissertation should be completed before this examination. The dissertation should be in its final draft, with appropriate notes, bibliography, tables, etc., at the time of the oral examination; both the content and style should be correct and polished by the time this final draft of the dissertation is in the hands of the committee.

The dissertation adviser, as well as the chair of the doctoral committee (if not the same individual as the dissertation adviser), along with additional members of the committee to total a minimum of three (3), must by



physically present at the final oral examination. The graduate student must also be physically present at the exam. (Thus, for a five-person committee, two members are eligible to participate via distance.) No more than one member may participate via telephone; a second member could participate via videoconference.

The student must be registered as a full-time or part-time degree student for the semester in which the final oral examination is taken. **Students should allow at least 2 weeks for the committee to read and comment the dissertation whenever it is sent out for review.**

Completion of the requirements of a doctoral degree program entails acceptance of the dissertation, as indicated by the signatures of at least two-thirds of the doctoral committee, including the dissertation adviser, committee chair and the Associate Dean for Graduate Education and Research on the doctoral approval page. The dissertation must also satisfy the editorial standards of the Graduate School, so that it constitutes a suitable archival document for inclusion in the University Libraries. **Thus, it is to be noted that passage of the final oral examination is necessary but not sufficient for award of the degree; the dissertation must be accepted, as the ultimate step.** The student is required to download the doctoral approval form and secure signatures from the committee and Associate Dean for Graduate Education and Research. The Graduate School requires the form with original signatures to be submitted with the approved dissertation.

## DUAL TITLE PH.D. IN NURSING AND BIOETHICS

To qualify for a dual-title degree, students must satisfy the requirements of the Ph.D. program in Nursing. In addition, they must satisfy the requirements described below, as established by the Bioethics program committee. Some courses may satisfy both the Nursing and Bioethics requirements. Within this framework, final course selection is determined by the student, their Nursing adviser and their Bioethics adviser.

Current Nursing Coursework	Bioethics Program Dual-title Ph.D. Proposed Additional Coursework
<p>Sixteen to nineteen required credits in core nursing courses (NURS 580, NURS 582, NURS 583, NURS 587, NURS 588, NURS 590, NURS 596).</p> <p>Fifteen credits of research methods courses, of which NURS 585 and NURS 586 are required.</p> <p>Nine to fifteen credits of specialty electives (nine of these may come from the bioethics required courses, if appropriate to the course of study).</p>	<p>(18 credits total, minimum)</p> <p>Seven required credits (BIOET 501, BIOET 502, and BIOET 590). And at least three additional BIOET credits at the 500 level (10 credits total).</p> <p>Eight additional credits from a list of approved electives at the 400 or 500 level, at least two of which must be at the 500 level.</p> <p>(NURS 580; 582, and 587, required core courses in nursing, will contribute seven credits of the 8 credits toward the elective course requirements for Bioethics).</p>

## QUALIFYING EXAMINATION

Students in the dual-title degree program must meet the Ph.D. qualifying examination requirements specified by Nursing; a single qualifying examination will be administered that includes assessment of both Nursing and Bioethics. At least one member of the qualifying examination committee must have a graduate faculty appointment in Bioethics. Because students must first be admitted to a graduate major program of study before they may apply to and be considered for admission into a dual-title graduate degree program, dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the qualifying examination may be delayed one semester beyond the normal period allowable.

## COMMITTEE COMPOSITION

In accordance with the Graduate Council's requirements, the doctoral committee shall contain at least four members. At least one of the committee members must be a faculty-member affiliated with the Bioethics Program who is not a member of the Nursing faculty. If the committee chair is not affiliated with the Bioethics Program, the faculty member representing the Bioethics Program must be designated as co-chair of the committee. The Bioethics program representative(s) will be expected to participate in constructing and grading comprehensive examination questions that cover the secondary area of study. The Bioethics program faculty member may serve the joint position of out of the unit and out of field member, in accordance with the Graduate School's Graduate Student Committee Procedures.

## COMPREHENSIVE EXAMINATION

The faculty member (or members) affiliated with the Bioethics Program will be responsible for administering a portion of the comprehensive exam that will require the student to demonstrate an understanding of various theoretical and methodological approaches to bioethics, and an ability to apply them to issues and problems (including, where appropriate, practical problems) in their primary discipline of nursing.

## DISSERTATION AND DISSERTATION DEFENSE

A dissertation on a bioethics-related topic or with a substantial bioethics' component is required of students in the dual-title Ph.D. program. The bioethics-related topic of the dissertation or the bioethics component will be approved by the student's committee.

## COURSES AVAILABLE TO FULFILL REQUIREMENTS

### BIOETHICS COURSES WITH THE BIOET PREFIX

1. **BIOET 501:** PERSPECTIVES AND METHODS IN BIOETHICS (3)
2. **BIOET 502:** PERSPECTIVES IN MACRO-BIOETHICS (3)
3. **BIOET 503:** ETHICS AND THE RESPONSIBLE CONDUCT OF BIOMEDICAL RESEARCH (3)
4. **BIOET 590:** BIOETHICS COLLOQUIUM (1)
5. **BIOET 594:** RESEARCH TOPICS (1 – 15)
6. **BIOET 595:** INTERNSHIP (1 – 3)
7. **BIOET 596:** INDEPENDENT STUDY (1 – 9)
8. **BIOET 597:** SPECIAL TOPICS IN BIOETHICS (1 – 9)

### ELECTIVE COURSES

The list of elective courses will be maintained by the Director of the Bioethics Graduate Program in consultation with the Bioethics Program Committee. The list currently includes the following courses (Courses that are starred are required Ph.D. Nursing courses):

1. **ANTH/BIOL 460:** HUMAN GENETICS (3)
2. **ANTH/BIOL 460H:** HUMAN GENETICS (4)
3. **ANTH 471H:** BIOLOGY, EVOLUTION AND SOCIETY (3)
4. **BB H 501:** BIOBEHAVIORAL SYSTEMS IN HEALTH AND DEVELOPMENT: THEORY AND PROCESSES (3)
5. **BB H 504:** BEHAVIORAL HEALTH INTERVENTION STRATEGIES (3)
6. **BB H 551:** WORLD HEALTH PROMOTION (3)
7. **BMH 490:** BIOETHICS AND MEDICAL HUMANITIES CAPSTONE (3)
8. **BMMB 509:** ETHICS IN BIOMEDICAL SCIENCE (1)
9. **CAS 453:** HEALTH COMMUNICATION THEORY AND RESEARCH (3)
10. **CAS 557:** HEALTH COMMUNICATION (3)
11. **CAS 562:** QUALITATIVE METHODS (3)

12. **FRNSC 561:** ETHICS IN FORENSIC SCIENCE (1)
13. **H ADM 539:** HEALTH SYSTEMS ORGANIZATION (3)
14. **H ADM 540:** HEALTH ADMINISTRATIVE POLICY FORMULATION (3)
15. **H ADM 541:** HEALTH ECONOMICS AND POLICY (3)
16. **H ADM 542:** HEALTH CARE POLITICS AND POLICY (3)
17. **H ADM 543:** LONG-TERM CARE ADMINISTRATION AND POLICY (3)
18. **H ADM 551:** HEALTH CARE LAW (3)
19. **HPA 401 (IL):** COMPARATIVE HEALTH SYSTEMS (3)
20. **HPA 510:** HEALTH SERVICES FINANCING AND POLICY (3)
21. **HPA 511:** RESEARCH SEMINAR ON HEALTH SERVICES FINANCING AND POLICY (3)
22. **HPA 520:** INTRODUCTION TO HEALTH SERVICES ORGANIZATION AND DELIVERY (3)
23. **HPA 521:** RESEARCH SEMINAR ON HEALTH SERVICES ORGANIZATION AND DELIVERY (3)
24. **HPA 540:** EPIDEMIOLOGICAL APPLICATIONS IN HEALTH SERVICES RESEARCH (3)
25. **HPA 541:** POVERTY, RACE, ETHNICITY AND CHILD HEALTH (3)
26. **HPA 545:** INTRODUCTION TO HEALTH ECONOMICS (3)
27. **HPA 822:** CLINICAL ISSUES FOR HEALTH SERVICES MANAGEMENT (3)
28. **HPA 836:** HEALTH LAW (3)
29. **HLHED 516:** EVALUATION OF HEALTH EDUCATION AND PROMOTION PROGRAMS (3)
30. **HLHED 552:** CURRENT HEALTH EDUCATION ISSUES (3)
31. **HLHED 553:** MULTICULTURAL HEALTH ISSUES (3)
32. **IBIOS 591:** ETHICS IN THE LIFE SCIENCES (1)
33. **NURS 464:** (US; IL) DYING AND DEATH (3)
34. **NURS 501:** ISSUES IN NURSING AND HEALTH CARE (3)
35. **NURS 580:** EPISTEMOLOGY OF NURSING SCIENCE (3)
36. **NURS 587:** ETHICS IN NURSING RESEARCH (1)
37. **NUTR/STS 430 (IL):** GLOBAL FOOD STRATEGIES: PROBLEMS AND PROSPECTS FOR REDUCING WORLD HUNGER (3)
38. **PHIL 403:** ENVIRONMENTAL ETHICS (3)
39. **PHIL 418:** ETHICS (3)
40. **PHIL/STS 432:** MEDICAL AND HEALTH CARE ETHICS (3)
41. **PHS 570:** HEALTH ECONOMICS AND ECONOMIC EVALUATION (3)
42. **STS 555:** HUMAN DIMENSIONS OF NATURAL RESOURCES (3)
43. **STS 589:** ETHICS AND VALUES IN SCIENCE AND TECHNOLOGY (3)
44. **WMNST/BBH 458:** CRITICAL ISSUES IN REPRODUCTION (3)

## DUAL TITLE PH.D. IN NURSING AND CLINICAL AND TRANSLATIONAL SCIENCE

To qualify for a dual-title degree, students must satisfy the requirements of the Ph.D. program in Nursing. In addition, they must satisfy the requirements described below, as established by the CTS program committee. Some courses may satisfy both the Nursing and CTS adviser.

Current Nursing Coursework	CTS Program Dual-title Ph.D. Proposed Additional Coursework
<p>Sixteen to nineteen required credits in core nursing courses (NURS 580, NURS 582, NURS 583, NURS 587, NURS 588, NURS 590, NURS 596)</p> <p>Fifteen credits of research methods courses, of which NURS 585 and NURS 586 are required.</p> <p>Twelve to fifteen credits of specialty electives.</p>	<p>(26 credits total, minimum, including: 18 credits of electives; 2 credits of seminar; and 6 credits of internship).</p> <p>18 credits of Basic and Clinical Science elective course work from a list of approved electives at the 400 or 500 level (at least half of which must be at the 500 level or above) in each of the following areas are required: *</p> <ul style="list-style-type: none"> <li>• Statistics (3 credits);</li> <li>• Epidemiology (3 credits);</li> <li>• Bioinformatics (3 credits);</li> <li>• Experimental design and interpretation (3 credits);</li> <li>• The regulatory environment (3 credits);</li> <li>• Scientific communication (3 credits).</li> </ul> <p>Two semesters (i.e., CTS 590 Seminar in Clinical and Translational Sciences [1 credit/semester= 2 credits] must be completed.</p> <p>6 credits of clinical or translational internship, laboratory rotation, or practicum that is approved by the Directors of the CTS Graduate Program (CTS 595 A/B or BMS 571)</p>

\*Substitutions and additions will be considered by the CTS Pre-doctoral Program Co-Directors on a case-by-case basis, which allows for some flexibility as graduate course offerings evolve. The CTS program maintains a list of approved electives and plans biennial updates to its list of elective courses.

### QUALIFYING EXAMINATION

Typically, candidates to the program will be accepted during their first year of study. In some circumstance's candidates may be considered during the second year. Students in the CTS dual-title graduate degree program must meet the Ph.D. qualifying examination requirements in both their major area of study and the dual-title area. The qualifying exam will include both elements. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the qualifying examination may be delayed one semester beyond the normal period allowable.

The qualifying examination committee for the dual-title Ph.D. degree must include at least one Graduate Faculty member from the CTS program. Faculty members who hold appointments in both programs' Graduate Faculty may serve in a combined role.

### COMMITTEE COMPOSITION

In addition to the general Graduate Council requirements for doctoral committees, the doctoral committee of a CTS dual-title doctoral degree student must include at least one member of the CTS Graduate Faculty. Faculty

members who hold appointments in both programs' Graduate Faculty may serve in a combined role. If the chair of the doctoral committee is not also a member of the Graduate Faculty in CTS, the member of the committee representing CTS must be appointed as co-chair.

## COMPREHENSIVE EXAM

The CTS representative on the student's doctoral committee will develop questions for and participate in the evaluation of the comprehensive examination. The comprehensive exam will require the student to demonstrate an understanding of the methods of translational sciences and an ability to apply them to problems in the student's major field of study. When appropriate, the student will be expected to demonstrate a working knowledge of methods to evaluate and compare the outcomes of his/her research to related approaches already in existence.

## DISSERTATION AND DISSERTATION DEFENSE

Students in the dual-title program are required to write and orally defend a dissertation on a topic that is approved in advance by their doctoral committee and reflects their original research and education in both their primary graduate program and CTS. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

## ELECTIVE COURSES AVAILABLE TO FULFILL REQUIREMENTS

*Elective Courses (Select at least 3 credits from each group below. At least half must be at the 500 level or above. This list includes only courses with permanent course numbers that have been approved by the Graduate School. However, the graduate curriculum evolves constantly. Provisional or experimental courses (typically 597 or 598) or other courses not listed here may be substituted for credit if prior approval is received from the Directors of the CTS Program. Consideration will be given to the extent that a request meets the spirit and intent of education in the curriculum area).*

### GROUP 1: STATISTICS

1. **HPA 564:** RESEARCH METHODS IN HEALTH SERVICES RESEARCH (3)
2. **HPA 566:** ADVANCED METHODS IN HEALTH SERVICES RESEARCH I (3)
3. **HD FS 516:** METHODS OF RESEARCH IN HUMAN DEVELOPMENT (3)
4. **HD FS 518:** APPLIED STATISTICS LABORATORY (1)
5. **HD FS 519:** METHODS OF STATISTICAL ANALYSIS IN HUMAN DEVELOPMENT (3)
6. **PHS 520:** PRINCIPLES OF BIOSTATISTICS (3)
7. **PHS 521:** APPLIED BIOSTATISTICS (3)
8. **PHS 522:** MULTIVARIATE BIOSTATISTICS (3)
9. **PHS 523:** MULTIVARIATE ANALYSIS (3)
10. **PHS 524:** LONGITUDINAL DATA ANALYSIS (3)
11. **PHS 525:** BIOSTATISTICS FOR LAB SCIENTISTS (3) PHS 527 SURVIVAL ANALYSIS (3)
12. **PHS 528:** BAYESIAN METHODS (3)
13. **STAT 500:** APPLIED STATISTICS (3)
14. **STAT 501:** REGRESSION METHODS (3)
15. **STAT 502:** ANALYSIS OF VARIANCE AND DESIGN OF EXPERIMENTS (3)
16. **STAT 504:** ANALYSIS OF DISCRETE DATA (3)
17. **STAT 505:** APPLIED MULTIVARIATE STATISTICAL ANALYSIS (3)
18. **STAT 506:** SAMPLING THEORY AND METHODS (3)
19. **STAT 525:** SURVIVAL ANALYSIS I (3)

### GROUP 2: EPIDEMIOLOGY

1. **BBH 440 (HPA 440):** PRINCIPLES OF EPIDEMIOLOGY (3)

2. **HPA 440 (BBH 440):** PRINCIPLES OF EPIDEMIOLOGY (3)
3. **HPA 540:** EPIDEMIOLOGICAL APPLICATIONS IN HEALTH SERVICES RESEARCH (3)
4. **HD FS 527:** SOCIAL EPIDEMIOLOGY (3)
5. **NUTR 583:** NUTRITIONAL EPIDEMIOLOGY (3)
6. **PHS 550:** PRINCIPLES OF EPIDEMIOLOGY (3)
7. **PHS 551:** ADVANCED EPIDEMIOLOGICAL METHODS (3)
8. **PHS 552:** MOLECULAR EPIDEMIOLOGY OF CHRONIC DISEASE (3)
9. **PHS 553:** INFECTIOUS DISEASE EPIDEMIOLOGY (3)
10. **STAT 507:** EPIDEMIOLOGIC RESEARCH METHODS (3)
11. **VBSC 444:** EPIDEMIOLOGY OF INFECTIOUS DISEASES (3)
12. **VBSC 445:** MOLECULAR EPIDEMIOLOGY OF INFECTIOUS DISEASES (3)

### **GROUP 3: BIOINFORMATICS**

1. **ANSC 543:** ANIMAL GENOMICS (3)
2. **BMB 484:** FUNCTIONAL GENOMICS (3)
3. **BMB 485:** HUMAN GENOMICS AND BIOMEDICAL INFORMATICS (3)
4. **BIOL 555 (MCIBS 555, STAT 555):** STATISTICAL ANALYSIS OF GENOMICS DATA (3)
5. **BMMB 551 (MCIBS 551):** GENOMICS (3)
6. **BMMB 554 (MCIBS 554):** FOUNDATIONS IN DATA DRIVEN LIFE SCIENCES (3)
7. **BMMB 852:** APPLIED BIOINFORMATICS (2)
8. **HPA 528:** HEALTH DATA ANALYSIS FOR RESEARCH (3)
9. **MCIBS 551 (BMMB 551):** GENOMICS (3)
10. **MCIBS 554 (BMMB 554):** FOUNDATIONS IN DATA DRIVEN LIFE SCIENCES (3)
11. **MCIBS 555 (BIOL 555, STAT 555):** STATISTICAL ANALYSIS OF GENOMICS DATA(3)
12. **STAT 555 (BIOL 555, MCIBS 555):** STATISTICAL ANALYSIS OF GENOMICS DATA(3)
13. **PHS 516:** STATISTICAL GENETICS (3)

### **GROUP 4: EXPERIMENTAL DESIGN AND INTERPRETATION**

1. **ABE 500 (BRS 500):** RESEARCH METHODS (3)
2. **BB H 502 (PSY 502):** HEALTH: BIOBEHAVIORAL PERSPECTIVES (3)
3. **BB H 505:** BEHAVIORAL HEALTH RESEARCH STRATEGIES (3)
4. **BMS 568:** CURRENT TOPICS IN TRANSLATIONAL CANCER RESEARCH (3)
5. **BMS 581:** MOLECULAR AND TRANSLATIONAL APPROACHES TO HUMAN DISEASE (3)
6. **CAS 561:** QUANTITATIVE RESEARCH METHODS (3)
7. **H P A 561:** INTRODUCTION TO RESEARCH DESIGN IN HEALTH SERVICES RESEARCH (3)
8. **HD FS 506 (HPA 506):** DESIGN AND EVALUATION OF PREVENTION AND HEALTH PROMOTION PROGRAMS ACROSS THE LIFE SPAN (3)
9. **HD FS 508:** BEST PRACTICES IN PREVENTIVE INTERVENTION (1-6)
10. **HD FS 534:** PERSON-SPECIFIC DATA ANALYSIS (3)
11. **NURS 585:** QUALITATIVE METHODS IN HEALTH RESEARCH (3)
12. **NURS 586:** QUANTITATIVE METHODS IN HEALTH RESEARCH (3)
13. **PHARM 520:** PRINCIPLES OF DRUG ACTION (2)
14. **PHS 504:** BEHAVIORAL HEALTH INTERVENTION STRATEGIES (3)
15. **PHS 510:** CLINICAL RESEARCH METHODS (3)
16. **PHS 511:** METHODS USED IN TRANSLATIONAL RESEARCH (1)
17. **PHS 519:** PATIENT CENTERED RESEARCH (3)
18. **PHS 535:** QUALITY OF CARE MEASUREMENT (3)
19. **PHS 536:** HEALTH SURVEY RESEARCH METHODS (3)
20. **PHS 540:** DECISION ANALYSIS I (1)
21. **PHS 580:** CLINICAL TRIALS: DESIGN AND ANALYSIS (3)
22. **PSY 502:** (BB H 502) HEALTH: BIOBEHAVIORAL PERSPECTIVES (3)
23. **PSY 583:** DESIGNING RESEARCH IN SOCIAL PSYCHOLOGY (3)

24. **SOC 518:** (PL SC 518) SURVEY METHODS I: SURVEY DESIGN (3)
25. **SOC 532:** GLOBAL HEALTH AND MORTALITY (3)
26. **STAT 503:** DESIGN OF EXPERIMENTS (3)
27. **STAT 509:** DESIGN AND ANALYSIS OF CLINICAL TRIALS (3)

#### **GROUP 5: THE REGULATORY ENVIRONMENT**

1. **BBH 551:** WORLD HEALTH PROMOTION (3)
2. **BIOE 591:** BIOENGINEERING ETHICS AND PROFESSIONAL DEVELOPMENT (1)
3. **BIOET 501 (PHIL 571):** PERSPECTIVES AND METHODS IN BIOETHICS (3)
4. **BIOET 502 (PHIL 572):** PERSPECTIVES IN MACRO-BIOETHICS (3)
5. **BIOET 503 (PHIL 573):** ETHICS AND THE RESPONSIBLE CONDUCT OF BIOMEDICAL RESEARCH (3)
6. **BIOET 504:** RESEARCH INTEGRITY IN SCIENCE AND ENGINEERING (2)
7. **BMS 591:** BIOMEDICAL RESEARCH ETHICS (1)
8. **CAS 453:** HEALTH COMMUNICATION THEORY AND RESEARCH (3)
9. **CAS 567:** HEALTH CAMPAIGNS: DESIGN AND EVALUATION (3)
10. **HPA 420:** PRINCIPLES OF MANAGED CARE (3)
11. **HPA 520:** INTRODUCTION TO HEALTH SERVICES ORGANIZATIONS AND DELIVERY (3)
12. **HPA 551:** QUALITY IMPROVEMENT IN HEALTHCARE (3)
13. **HPA 822:** CLINICAL ISSUES FOR HEALTH SERVICES MANAGEMENT (3)
14. **HPA 836:** HEALTH LAW (3)
15. **HLTHL 961:** BIOETHICS AND PUBLIC HEALTH LAW (3)
16. **HLTHL 971:** LAW AND MEDICINE (3)
17. **MCIBS 571:** CURRENT ISSUES IN BIOTECHNOLOGY (2)
18. **MCIBS 591:** ETHICS IN THE LIFE SCIENCES (1)
19. **NURS 458:** ETHICAL CHALLENGES IN HEALTHCARE INFORMATICS (3)
20. **PHIL 432 (STS 432):** MEDICAL AND HEALTH CARE ETHICS (3)
21. **PHS 500:** RESEARCH ETHICS FOR CLINICAL INVESTIGATORS (1)
22. **PHS 537:** HEALTH POLICY AND LAW (3)
23. **STS 432 (PHIL 432):** MEDICAL AND HEALTH CARE ETHICS (3)

#### **GROUP 6: SCIENTIFIC COMMUNICATION**

1. **AN SC 502:** SCIENTIFIC SCHOLARSHIP (2)
2. **BMS 504:** ART OF SCIENTIFIC COMMUNICATION I (1)
3. **BMS 505:** ART OF SCIENTIFIC COMMUNICATION II (1)
4. **KINES 588:** SCIENTIFIC WRITING IN KINESIOLOGY (3)
5. **PHS 518:** SCIENTIFIC COMMUNICATION (2)
6. **PSIO 501:** SCIENTIFIC ANALYSIS AND PRESENTATION (1)

## ADVISEMENT

### INTRODUCTION

The decision to pursue doctoral study is a serious one. It is important for the student to know what to expect from the program and for the College of Nursing to know as much as possible about the prospective student. At the start of the doctoral program, the Director of the Ph.D. Program assigns students to a faculty member who assumes the traditional responsibilities of an academic adviser. These early advising assignments are treated by both students and faculty as temporary arrangements. This relationship helps get a student started in his or her studies, but there is no reason for either party to assume that this temporary advising connection will become permanent.

Once students start taking courses, meeting faculty, and exploring their interests, it is normal that they begin developing relationships with a variety of faculty members. As soon as students find someone with whom they

would like to work with in developing their program plan, they initiate a formal change of adviser. This change merely formalizes a shift in advising roles that has already taken place. For a student to make such a choice is neither surprising nor insulting to the temporary academic adviser, because the assumption from the start is that students are likely to move on once they become more familiar with the program faculty. To make the change official, the student needs to have both old and new advisers sign a **change-of-adviser form**.

Students are ultimately responsible for learning about and planning to fulfill degree requirements, but an adviser can help. Academic advisers provide information about the academic requirements of the program, choice of electives, development of a balanced program, and availability of university resources. Students are urged to talk with an adviser each semester about program plans. Students are free to change advisers whenever such a change leads to a better match between the student's interest and the expertise of the adviser.

As soon as possible (usually before the end of the first year or early in the second full year of study) the student selects a research adviser who will replace the academic adviser. In some cases, the academic adviser may simply assume the new role. A good match of skills, interests, and personality between the student and the research adviser is critical to a successful performance of the research. A well-informed student is more likely to make a good decision. Discussions with individual faculty, careful review of recent publications, participation in research seminars, advice from the academic adviser and the Director of the Ph.D. Program are several avenues for information about choosing a research adviser. The research adviser will ultimately chair the dissertation committee.

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## DEVELOPING A PROGRAM PLAN

The student and the academic adviser/research adviser share the responsibility for planning a program of coursework that provides the student appropriate academic knowledge, scholarly perspectives, skills, and satisfies the curricular requirements of the program. The plan, also known as the Ph.D. program progress record, should be organized to conform to the requirements of the program. The program plan is always subject to future additions, deletions, or substitutions, as long as the revisions satisfy program requirements. The earliest course on the plan can be no more than eight years old; all courses, therefore, must be taken within the eight-year period of time.

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## TYPES OF ADVISERS

Qualifications of faculty who may serve as advisers are specified by the Graduate School and doctoral program policy.

### ACADEMIC ADVISER

Academic advisers must be College of Nursing faculty who are members of the Graduate School faculty. They usually have expertise in the general area of the student's anticipated research interests. The Academic Adviser is assigned to the student by Director of the Ph.D. Program in collaboration with the College of Nursing faculty who make admission decisions.

### RESEARCH ADVISERS

Research advisers must be College of Nursing faculty who hold membership on the Graduate School faculty. The Research Adviser must have sufficient expertise to guide the student's proposed area of research. The Research Adviser is selected by the student with input from the Academic Adviser. Ideally, the student makes this choice following discussion with several qualified faculty members. Ordinarily the student will choose a Research Adviser by the end of the second semester of full-time study (or the equivalent). The Academic Adviser, if qualified, may serve as the Research Adviser as well. The choice of a Research Adviser is based on mutual agreement between faculty member and student. The Director of the Ph.D. Program is informed of the



student's selection in writing. **The Research Adviser chairs the Dissertation Committee.**

## DISSERTATION COMMITTEE

This committee, selected on the basis of expertise relevant to the dissertation research, serves in an advisory capacity to the student and assures that the dissertation research and written dissertation are of sufficiently high quality to demonstrate to the scientific community at large the student's competence as an independent researcher. The **Graduate Student Committee Procedures & Doctoral Committee Appointment Signature Form** is obtained from the College of Nursing Graduate Program office.

General guidance of a doctoral candidate is the responsibility of a doctoral committee consisting of four or more active members of the Graduate Faculty, which includes at least two faculty members in the major field. The dissertation/performance adviser must be a member of the doctoral committee. The dissertation/performance adviser usually serves as chair, but this is not required. If the candidate is also pursuing a dual-title field of study, a co-chair representing the dual-title field must be appointed. In most cases, the same individual (e.g., dissertation/performance adviser) is a member of the Graduate Faculty in both the major and dual-title fields, and in such cases may serve as sole chair.

At least one regular member of the doctoral committee must represent a field outside the candidate's major field of study in order to provide a broader range of disciplinary perspectives and expertise. This committee member is referred to as the "Outside Field Member." In cases where the candidate is also pursuing a dual-title field of study, the dual-title representative to the committee may serve as the Outside Field Member. Additionally, in order to avoid potential conflicts of interest, the primary appointment of at least one regular member of the doctoral committee must be in an administrative unit that is outside the unit in which the dissertation/performance adviser's primary appointment is held (i.e., the adviser's administrative home; in the case of tenure-line faculty, this is the individual's tenure home). This committee member is referred to as the "Outside Unit Member."

In the case of co-advisers, the Outside Unit Member must be from outside the administrative home(s) of both co-advisers. In some cases, an individual may have a primary appointment outside the administrative home of the student's dissertation/performance adviser and also represent a field outside the student's major field of study; in such cases, the same individual may serve as both the Outside Field Member and the Outside Unit Member. If the candidate has a minor, that field must be represented on the committee by a "Minor Field Member."

The doctoral committee is appointed by the director of Graduate Enrollment Services, upon recommendation of the head of the major program, soon after the student passes the qualifying examination. The dean of the Graduate School may, on occasion, appoint one or more members of the committee in addition to those recommended by the head of the program.

A person who is not a member of the Graduate Faculty (and may not be affiliated with Penn State) who is otherwise qualified and has particular expertise in the candidate's research area may be added as a "Special Member," upon recommendation by the head of the program and approval of the director of Graduate Enrollment Services. A Special Member is expected to participate fully in the functions of the doctoral committee. If the Special Member is asked only to read and approve the doctoral dissertation or to evaluate the final performance, that person is designated a Special Signatory. Occasionally, Special Signatories may be drawn from within the Penn State faculty in particular situations.

Graduate Faculty officially appointed by the Graduate School to a doctoral committee who then leave Penn State may maintain that committee appointment for up to one year if the student's graduate program and the dean of the Graduate School, through the Office of Graduate Enrollment Services, approve the request for this exception. A retired or emeritus faculty member may serve as a doctoral committee chair if, and only if, he/she was officially appointed and began chairing the committee prior to retirement and has the continuing approval

of the program head and the dean of the Graduate School, through the Office of Graduate Enrollment Services. Requests must be sent by the program head to the director of Graduate Enrollment Services. Otherwise, the committee must be revised to either remove the faculty member from the committee or change the individual's appointment to a Special Member.

**Chair** — The chair or at least one co-chair must be a member of the specific graduate faculty of the doctoral program in which the candidate is enrolled. A retired or emeritus faculty member may chair a doctoral committee if he/she began chairing the committee prior to retirement and has the continuing approval of the department head or program chair. The primary duties of the chair are: (1) to maintain the academic standards of the doctoral program and the Graduate School, (2) to ensure that the comprehensive and final examinations are conducted in a timely fashion, (3) to arrange and conduct all meetings, and (4) to ensure that requirements set forth by the committee are implemented in the final version of the dissertation.

The membership of doctoral committees should be periodically reviewed by the program chair to ensure that its members continue to qualify for service on the committee in their designated roles. For example, if budgetary appointments, employment at the University, etc., have changed since initial appointment to the committee, changes to the committee membership may be necessary. If changes are warranted, they should be made as soon as possible to prevent future problems that may delay academic progress for the student (e.g., ability to conduct the comprehensive or final examinations).

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## RESPONSIBILITIES OF DOCTORAL COMMITTEES

To advise and ultimately approve (when appropriate) the dissertation research plans and the written dissertation proposal. Approval must be based upon two-thirds positive vote.

1. To be available to the student for consultation regarding the research and the dissertation.
2. To serve on the student's comprehensive committee (developing and selecting questions; grading written and oral component).
3. To read the dissertation and, when appropriate, to designate the dissertation as complete and acceptable (must be based on two-thirds positive vote).
4. To communicate all committee decisions in writing to the student and the Director of the Ph.D. Program (Chairperson is responsible for this activity).
5. Conduct the final oral defense of the dissertation and determine acceptability of written dissertation for graduation. The entire committee must participate in the final oral defense. If a member is unable to attend, a replacement must be appointed. At least three members must be physically present for comprehensive, proposal hearing and final defense. (A maximum of two of five members may participate via distance, but only one by telephone). The student must be physically present.

**Doctoral Examination** — The (entire) committee will prepare and administer the examination and evaluate the candidate's performance on the examination. If a committee member is unable to attend the final oral defense, the member may sign as a special signatory. A revised committee appointment form will need to be sent to the Office of Graduate Enrollment Services, 114 Kern Building, removing the faculty member as a regular committee member and moving the member to a special signatory. If there are then not enough members serving on the committee (i.e., four or more active members of the Graduate Faculty) another Penn State faculty member will need to replace that member to constitute a legitimate doctoral committee. (Substitutes are not permitted.) These changes and approvals shall occur before the actual examination takes place. The department or program head will notify the Office of Graduate Enrollment Services when the candidate is ready to have the comprehensive and the final oral examinations scheduled and will report the results of these examinations to that office.

It is expected that doctoral examinations will take place at the campus location of the graduate center offering the program (University Park or the Hershey Medical Center), and the graduate student must be physically

present at any doctoral examination.

The dissertation adviser, as well as the chair of the doctoral committee (if not the same individual as the dissertation adviser), along with additional members of the committee to total a minimum of three, also must be physically present at the comprehensive/final examinations. (Thus, for a five-person committee, two members could participate via distance.) Requests for exceptions to allow participation of any committee member via distance must accompany the Examination Request Form and must be submitted to the director of Graduate Enrollment Services for approval at least two weeks prior to the date of the examination. Of those approved to participate via distance, no more than one member may participate via telephone; any or all of those approved to participate via distance may participate via interactive videoconferencing. Special arrangements, i.e., requirements for meeting participation via distance, must be communicated to the student and all doctoral committee members well in advance of the examination.

A favorable vote of at least two-thirds of the members of the committee is required for passing a comprehensive or a final oral examination. If a candidate fails an examination, it is the responsibility of the doctoral committee to determine whether another examination may be taken.

The committee examines the dissertation, administers the final oral examination, and signs the doctoral approval. At least two-thirds of the committee and the Associate Dean for Graduate Education and Research must approve the dissertation.

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## RESPONSIBILITIES OF ADVISERS

### GENERAL

Typical advisers:

1. Make themselves familiar with the curriculum and courses necessary to meet the program requirements within the college.
2. Become acquainted with the various resources available under Student Services and elsewhere within the University organizations.
3. Maintain and post reasonable office hours during which students may meet with them, as and when required, discussing any aspect of their scholastic career, especially issues related to the student's progress and plans for subsequent work.
4. Familiarize themselves with administrative, University, and departmental regulations, procedures, and scheduled activities relating to the advising process.

### ACADEMIC

The Academic Adviser represents a vital linkage between the entering student and the doctoral program. The Academic Adviser plays an important role in orienting the student to the College and the program, assisting with clarification of goals, helping the student to structure a meaningful and integrated learning experience and monitoring the student's progress in and adjustment to doctoral study. The specific responsibilities of the Academic Adviser are to:

1. Interpret the doctoral program design, requirements and policies to the student.
2. Assist the student in planning objectives for doctoral study and clarifying career goals.
3. Assist the student in completing the Program Plan in accordance with program requirements, individual research interests and career goals.
4. Assist the student with registration procedures.
5. Approve and sign all registration materials, drop-add forms and other records.
6. Monitor the student's academic progress through communication and discussion with faculty teaching doctoral courses, checking grades and meeting with the student.

7. Assist student in meeting deadline for qualifying examination.
8. Evaluation of the student's academic progress by completing the Annual Evaluation in collaboration with the student.
9. Maintain student record to include:
  - a. Program plan
  - b. Annual evaluation of student progress
  - c. Notation of special advisement consultations, phone calls, etc.
10. Assist the student in selecting a dissertation research topic (general area for the research) and Research Adviser.
11. Assist the student in completion of a Predoctoral HRSA Fellowship application to NINR, if appropriate or refer for assistance to Research Adviser.
12. Forward the student's file to the Research Adviser.

## RESEARCH

The Research Adviser (chair of Dissertation committee) assumes the responsibilities of academic advisement of the student as soon as the student has made the selection. In addition, the Research Adviser has the following responsibilities:

1. Assist the student with the selection of specialty and elective courses for pursuing a unified program of study supportive of the student's interests and career goals.
2. Ensure the plan of study has been completed and submitted to the Director of the Ph.D. Program for approval before the student registers for elective/specialty credits.
3. Assist the student in completion of a Predoctoral HRSA Fellowship application to NINR.
4. Serve as Chairperson of the student's Dissertation and Comprehensive Committees.
5. Assist the student in selecting a Dissertation Committee.
6. Assume primary responsibility for guiding the student throughout the dissertation research process and completion of the dissertation, to include assistance with:
  - a. Selecting and delimiting a research topic;
  - b. Developing a written proposal for the research project;
  - c. Carrying out the research as proposed (and approved); and
  - d. Developing the dissertation.
7. Notify the Director of the Ph.D. Program and the Associate Dean for Graduate Education and Research in writing of the proposed dissertation topic and proposed Dissertation Committee membership so approval can be obtained from the Graduate School Dean prior to the student's defense of the research proposal.
8. Notify the Director of the Ph.D. Program and the Associate Dean for Graduate Education and Research in writing when the student has successfully passed the comprehensive examinations and defended the dissertation research proposal.
9. Forward a copy of the approved dissertation proposal form to the Director of the Ph.D. Program and Associate Dean for Graduate Education and Research.
10. In conjunction with the student, determine his/her readiness to take the comprehensive examinations, subject to approval by the Associate Dean for Graduate Education and Research.
11. Serve as a member of the committee, which administers the comprehensive examination to the student.
12. Recommend to the Dean of the Graduate School via the Associate Dean for Graduate Education and Research, the membership for the student's Dissertation Committee.
13. Once the dissertation has been approved for defense by the student's Dissertation Committee, notify the Director of the Ph.D. Program and send the appropriate forms to the Associate Dean for Graduate Education and Research for signature and forwarding to the Graduate School. A minimum of three weeks is required for Graduate School scheduling.
14. Serve as the chairperson of the student's Final Oral Examination Committee.
15. Complete and forward to the Graduate School via the Associate Dean for Graduate Education and

Research, the results of the examination.

16. Approve and sign the final version of the dissertation.

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## STUDENT RESPONSIBILITIES

### **The Student is Responsible For:**

1. Communicating regularly with his/her adviser regarding programs, goals and plans.
2. Initiating contact with faculty members whom she/he is considering as Research Adviser.
3. Selecting a Research Adviser, in consultation with the Academic Adviser.
4. Registering for the Qualifying examination following consultation with Adviser and Director of the Ph.D. Program
5. Initiating contact with faculty members being considered as members of the Dissertation Committee/comprehensive examination committee.
6. Selecting in collaboration with the Research Adviser and subject to approval by the Director of the Ph.D. Program or members of his/her Dissertation Committee prior to registering for elective/specialty courses.
7. Communicating with Dissertation Committee members on a regular basis regarding progress, scheduling meetings, including proposal hearing, comprehensives and dissertations.
8. Communicating to the Adviser and the Director of the Ph.D. Program a desire to change advisers.
9. Becoming familiar with and complying with all relevant policies and procedures as set forth by the Graduate School and Graduate Program of the College of Nursing.
10. Reporting problems that delay progress in completing the degree requirements to the Associate Dean for Graduate Education and Research, and when appropriate, the Dean of the Graduate School.

### **Changing Advisers:**

1. All requests should be forwarded to the Director of the Ph.D. Program who coordinates the reassignment.
2. A change in Research Adviser (and if appropriate, Advisory Committee membership) is indicated if the substantive area of the student's research changes remarkably.
3. A change of adviser may be initiated by the Adviser or the Advisee without prejudice to himself or herself.
4. A change of membership on the Dissertation Advisory Committee must be recommended by the student's Research Adviser, subject to approval by the student, the Associate Dean for Graduate Education and Research, and (following approval of the original Committee) to the Dean of the Graduate School.

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## RECOMMENDED TIMELINE OF ACTIVITIES

### *Year One (up to 23 credits)*

1. Development of preliminary program plan in consultation with adviser.
2. Selection of external interdisciplinary adviser (if relevant).
3. Regular attendance at research colloquia as class schedule permits.
4. Successful progression of coursework as outlined in student's program plan.
5. Successful progression in guided research experiences as contracted with adviser.
6. Submission of NRSA application to NINR.

### *Second Year (or 22 to 41 credits)*

1. Pass qualifying examination prior to third semester of full-time or part-time study.
2. Successful completion of coursework as outlined in program plan.

3. Successful performance in guided research experiences as contracted with adviser.

#### *Third Year (or post 44 credits)*

1. Successful completion of remaining coursework as outlined in program plan
2. Completion of comprehensive examinations.
3. Development and defense of dissertation proposal.
4. Manuscript submitted for publication.
5. Presentation of some aspect of research in a peer reviewed outlet, including papers and conferences.
6. Supervised teaching experience.
7. Regular attendance at research seminars and other presentations.

#### *Fourth Year (or after achieving dissertation status)*

1. Development of written plan for completion of dissertation (with timeline).
2. Publication and presentation of research in peer reviewed outlets.
3. Regular attendance at research seminars and other presentations.
4. Successful defense of dissertation.

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## ANNUAL STUDENT EVALUATION: UPDATE INDIVIDUAL DEVELOPMENT PLAN (IDP)

The individual development plan is used for both planning and evaluative purposes. The initial IDP is completed during the first doctoral intensive (NURS 590). In this phase, the student sets both short term and long terms educational and career goals, using the Ph.D. end-of-program outcomes as a guide. Once the initial plan is developed, the student and academic adviser review and update the plan. At the end of each academic year, the student provides an update of accomplishments, achievement of goals, plans to meet unachieved goals and new goals for the upcoming year.

Academic advisers are responsible for evaluating the progress of their advisees each spring. This evaluation provides an opportunity for students to communicate their accomplishments, express concerns about their growth and development, and discuss potential opportunities for teaching, research, and other professional activities that the adviser and student believe are important to pursue. Director of the Ph.D. Program will send a list of advisees and the IDP form to each adviser and to each student in the program.

The annual evaluation process must be completed prior to April 30 of each academic year. All Ph.D. students should complete an updated IDP form, submit the form to their adviser, and make an appointment to discuss their progress. Advisers should complete the adviser's section of the form prior to meeting with the student. At the end of the conference, both student and adviser should receive a copy of the updated IDP form. The adviser will keep a copy of the IDP in the Advising Folder in Box.

## REVIEW FOR THE PROTECTION OF HUMAN RESEARCH SUBJECTS

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### IMPORTANT INFORMATION

Any use of human subjects, animals, biohazardous materials, or radioisotopes for research purposes **must** be reviewed and approved by the Office for Research Protections **before** the research is conducted. **This approval cannot be obtained retroactively and cannot be granted by dissertation advisers or doctoral committees.**

This review is part of the University's policy on ethics in research. It provides legal assurance for the commitment that the University has made to the federal government regarding the protection of human and animal subjects. Violations of the University's policies on these matters are a serious breach of the trust placed in researchers by the scholarly community and society.

If you have questions regarding this requirement or how to obtain the necessary approvals, please contact:

**Office for Research Protections**

212 Kern Building  
University Park, PA 16802  
Tel #: 814.865.1775  
Fax #: 814.863.8699  
E-Mail: [ORProtections@psu.edu](mailto:ORProtections@psu.edu)

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**HUMAN SUBJECTS REVIEW**

According to Title 45 Code of Federal Regulations (CFR) Part 46.102(d), research is defined as a systematic investigation designed to develop or contribute to generalizable knowledge (*Federal Register*, 56, p. 28013). All research proposals involving human subjects, including the secondary use of previously collected data, must be submitted to the Office for Research Protections (ORP), via CATS (Centralized Application Tracking System) for review. See <http://www.research.psu.edu/orp/humans/cats-centralized-application-tracking-system-1> for complete instructions.

Dissemination of findings to a scientific audience is a sufficient, but not a necessary, criterion for defining research. Dissemination includes, but is not limited to, doctoral theses; paper or poster presentation at a scientific meeting, conference, or competition; submission to or publication, paper or electronic, in a scientific journal; and Internet postings. If the proposed project falls under this definition of research, review and approval of a human subject's research protocol by ORP is required. Information about human subject's proposal submissions are available at: <http://www.research.psu.edu/orp>.

The materials to be submitted for review to the ORP committee should be prepared according to established University guidelines. The application requires the approval of the dissertation committee chair and the Associate Dean for Graduate Programs and Research in the College of Nursing. When approval has been granted by the ORP, the student may commence gathering data or conducting the project. A copy of the approval letter received from the Office for Research Protections should be forwarded to the Chair of the student's committee.

Research involving utilization of other facilities may require approval from that institution as well as PSU. **Please be sure to obtain approval from all institutions involved before proceeding with any aspect of your research or project.**

**CLASS GUIDELINES WHEN USING VIDEOCONFERENCE TECHNOLOGY**

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**DESCRIPTION**

Using a closed-circuit network, two (or more) sites communicate with each other through video cameras and microphones, allowing the instructor and students at the originating site to fully interact with the students at the receiving site(s). At first, you will be conscious of the technology, but after a short while, you'll forget it is there.

Each classroom is equipped with video cameras that allow participants at different sites to see one another. One camera in the room shows students at the other site a view of your classroom. A second camera is focused on the front of the room and the person who is presenting material. A third camera, the document camera, takes the place of the traditional overhead projector and focuses on any information the presenter wishes to share with the class. You may notice that the quality of the video, while excellent, is not exactly the same quality you see on your television screen at home. This is because the network is using "compressed video" technology. The only noticeable difference you may detect will be a slight "strobe" effect when someone



makes a quick movement in front of the camera.

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## USING VIDEOCONFERENCING

The classrooms are equipped with voice-activated microphones. These microphones allow you to communicate with other participants. The microphones are extremely sensitive. Therefore, any pencil tapping, paper shuffling, or side comments to a friend may cause the microphone to activate. To decrease distractions, you will want to keep background noise to a minimum and/or mute the microphones when you are not speaking to the group. The most noticeable effect of the compressed video technology is a short delay in verbal transmissions. This time period will have to be accommodated for interactive communications. **Therefore, if you pose a question to the participants on the other end of the telecommunications link, you should expect to “wait” a few seconds for their responses.** Hand gestures are also helpful to get the attention of the speaker and let them know that you have something to contribute. It is also helpful if the speaker makes hand gestures to “yield the floor” to someone else.

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## ADDITIONAL POINTERS

1. Maintain eye contact with the camera when you are speaking.
2. Speak clearly and loudly - project your voice.
3. Avoid quick/sudden movements.
4. Use the “mute” function when not participating.
5. Don't be afraid of camera “close-ups”.
6. If you are presenting, try not to pace in front of the camera.
7. If presenting, avoid white or cream colors, busy patterns, and shiny jewelry in your attire.
8. If you are presenting, remember that the average attention span is 12 to 20 minutes. Don't be afraid to use various forms of visual aids and teaching techniques.
9. Announce your name each time you speak.

## UNIVERSITY RESOURCES

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### GRADUATE SCHOOL TEACHING CERTIFICATE

Penn State graduate students wanting recognition of their commitment to college teaching may now earn the Graduate School Teaching Certificate. The Graduate School Teaching Certificate was developed to provide graduate students with an avenue to enhance their teaching skills. The certificate is self-directed and available to all Penn State graduate students who fulfill the following requirements:

Attend the [Schreyer Institute New Instructor Orientation](#) or an equivalent teaching orientation that includes lesson planning, teaching methods and strategies to encourage student participation.

Complete one semester of NURS 602 Supervised Experience in College Teaching under the direction of a mentor. A grade of B or higher is required.

Complete the Schreyer Institute Penn State [Course in College Teaching](#) or HI ED 546 College Teaching.

Complete another semester of NURS 602, to include either a block of lectures prepared and presented by the student, or total responsibility for a lab or recitation section. A grade of B or higher is required.

Develop a Web site that includes a statement of teaching philosophy and demonstration of the ability to



develop a PowerPoint presentation. To help students complete this requirement, Quick Skills courses are available through [Information Technology Services' Web-Based Training Web site](#). These free courses are not required for the Teaching Certificate but are available if needed.

It is recommended that the Penn State [Course in College Teaching](#) precede the second semester of NURS 602.

In order for the certificate to be issued, the program chair or department head, in consultation with the student's adviser, must verify completion of the requirements in a letter, [along with a completed checklist](#). Please send documents to the Dean's Office, Graduate School, 114 Kern. Notice of completion of the Graduate School Teaching Certificate will not appear on the student's transcript.

Graduate students wanting recognition of their commitment to college teaching are encouraged to speak to their advisers about this opportunity. Questions about the program should be directed to Dr. Suzanne Adair, at [sca917@psu.edu](mailto:sca917@psu.edu). Please note that this is not a teacher certification program.

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## CERTIFICATE FOR ONLINE TEACHING

The Certificate for Online Teaching is a professional development program to prepare for online teaching success. This five, fully online course, series provides faculty an “online student experience” while exploring a rich variety of critical topics necessary for mastery in the online classroom. Anyone interested in learning more about excellence in online teaching and learning are welcome to participate in the certificate. The Certificate for Online Teaching is comprised of both self-directed and instructor led online courses.

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## LIBRARIES

All Penn State campuses provide full service libraries on site. The Penn State ID card serves as the library card and provides access to the electronic and print media needed to support your graduate studies.

Complete information on all University Library locations may be found at:  
<http://www.libraries.psu.edu/psul/home.html>

A series of FAQ's and useful “how to” instructions may be found at: <https://psu.libanswers.com/search/>

Campus-specific libraries often host basic seminars to help navigate the system. Please consult the campus library for further information.

Most importantly, if you have difficulty locating or retrieving information, please discuss the issue with your course instructor *as soon as possible* so that you may be guided toward appropriate resources.

Important Notes regarding the Library include:

1. All changes to your postal and/or email address must be reported directly to the University Libraries. The Libraries are not notified of any address changes reported to the Registrar, Bursar, or any other Penn State office.
2. Notices for materials on hold, recalled and overdue materials, overdue and replacement fees, will be sent by email, unless requested otherwise.
3. The University Libraries remain open through all semester breaks and intersessions, with the exception of official University holidays. Please consult <http://www.libraries.psu.edu/psul/hours.html> for the Libraries schedule during these times.
4. Librarians are available to assist you in navigating the system or in locating specific materials. Use the ASK! Page to contact a librarian in real time or via email: <http://ask.libraries.psu.edu/?stream=8>

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## INFORMATION TECHNOLOGY SERVICES

In order to access the necessary information technology services needed in graduate studies, students must first secure a Penn State ID (questions should be directed to the Graduate Staff Assistant at UP or Hershey).

**It is required that all students obtain an Access Account.** An Access Account is a user ID and password that enables Penn State students, faculty, and staff to use the full range of Internet services on or off campus, at computer labs or on personal computers. You will need an Access Account to use Information Technology Services (ITS) labs, send e-mail, use dial-up services, and obtain your academic records with OASIS. Access accounts are available at all campus locations, see <http://ait.its.psu.edu/services/identity-access-management/identity/accounts/sigstations.html>.

**Information Technology Services (ITS)** located at 2 Willard Building, 814.863.1035, Toll-free 1.888.778.4010 within PA) ensures that faculty, students, and staff have the information technology tools and infrastructure necessary to carry out the University's mission. ITS provides the infrastructure that enables members of the Penn State family to make maximum use of the appropriate information technology tools in their learning, teaching, research, outreach, administration, and support activities, and the cost-effective information technology resources required to support continuous improvement in the University's ability to fulfill its diverse mission. For more information on ITS go to <http://its.psu.edu>.

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## PENN STATE ACCESS ACCOUNT

It is required that all students activate their access account. An [Access Account](#) is a user ID (xxx123) and password that enables Penn State students, faculty, and staff to use the full range of Internet services on or off campus, at computer labs or on personal computers. In order to access the necessary information technology services needed in for your graduate studies, students must first activate their [Penn State Access Account](#).

To activate your Access account, you can activate electronically or in person. You will receive an email, addressed to the email you used to apply for graduate school, with links and directions on Access account activation. If you did not receive this email, check your spam or junk mail folders to make sure it wasn't filtered. If you are on campus you can activate your account at a signature station. If you need support in getting your access account working, refer to this webpage for appropriate location for help: <http://identity.psu.edu/services/authentication-services/access-accounts/getting-support/>

When you applied to our program, you also applied for a Friends of Penn State account. This is the account you used to fill out and check on the application. Your access account may look similar to your Friends of Penn State account, but is not linked in any way. **MAKE SURE TO USE A COMPLETELY NEW PASSWORD** when setting up access account to ensure you do not have any trouble with login.

Also, when verifying your information to complete the Access account process, you will be asked your birthday and zip code. **USE THE ZIP CODE YOU USED WHEN FILLING OUT YOUR APPLICATION.**

Please make sure you have read and understand Penn State Policies regarding computer and network security: <http://guru.psu.edu/policies/Ad20.html>. This includes important information such as not sharing your account and/or password with anyone.

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## PENN STATE EMAIL (OFFICE365)

All students should check their Penn State email accounts regularly for bursar account notifications, course information, campus events and more. Once your Penn State Access Account has been activated, use [Penn State Office365](#) (<http://office365.psu.edu/>) to login and view your email. Students can also find a link to

Office365 at the top. You can set up preferences to have your Penn State email forwarded to a personal email account. Faculty and Staff will use the Penn State (@psu.edu) email account address for communications to students throughout the academic program. It is the student responsibility to routinely monitor this account and not use personal email accounts for communications related to academic activities.

You can find more information about your Penn State email accounts by visiting the IT electronic mail website. (<https://ais.its.psu.edu/services/email/>).

Email in Canvas can be created in Canvas using the Inbox, but responded to with your PSU email. You can also receive notifications as a text message. Refer to the Canvas Support page for students (<http://canvas.psu.edu>) for more information and setting up your devices.

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## PARKING

### *University Park*

All graduate students *must* register their motor vehicle with the University Parking Office. Information on parking permits and student lots at UP is available at <http://www.fleet.psu.edu/transportation/parking/students/student-permits.cfm>.

There are several city owned parking lots and garages within walking distance of the University:

1. Beaver Avenue, just West of Allen Street
2. Frazer Street, 3/4 of a block South of College Avenue
3. Garner Street, 1/2 block South of College Avenue
4. McAllister Street, 1/2 block South of College Avenue

***Hershey Medical Center and other campuses: consult College of Nursing office staff.***

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## PENN STATE ID+ CARD

The [Penn State id+ Card](#) is the official University identification card. It provides easy access to Penn State resources including student discounts and library materials. All students should obtain an id+ card. Hours and office locations vary by [campus](#).

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## TUITION SCHEDULES/BILLS

Students can view and pay their Tuition Bill from LionPath. You will not receive a paper copy of your bill in the mail. To view current Tuition Rates and schedules please visit Penn State's [Tuition](#) website.

You can also visit the [Bursar's](#) website for more information about viewing and paying your bill.

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## THE GRADUATE AND PROFESSIONAL STUDENT ASSOCIATION

The primary goals of the Graduate and Professional Student Association are to represent and support the interests of the University's current and future graduate and professional student community. GPISA accomplishes this goal by:

1. Providing unified and informed voice representing graduate and professional students to the University's administration, Board of Trustees, academic units, and other external organizations that make decisions on behalf of students;
2. Creating a forum to address the ideas and concerns of graduate and professional students;
3. Supporting scholarship activities and professional development;
4. Promoting leadership, social, and service opportunities to the graduate and professional student body; and,

5. Planning events and activities to promote a sense of community among graduate and professional students and their families.

The GPSA is officially recognized by the University as the collective voice of the graduate and professional student body under the Standing Orders of the Board of Trustees 7(4).

The Graduate and Professional Student Association is available to help you with any questions you may have. Members and officers of GPSA can help you become more involved (academically or socially) in university life. If you need help finding resources around campus or connecting with other organizations, we can help you. The GPSA also welcomes volunteers to help with various GPSA projects and we look forward to your suggestions to help us better serve Penn State graduate and professional students. If you would like to get involved in GPSA, please send an email to [gpsaoffice@gmail.com](mailto:gpsaoffice@gmail.com), and feel free to provide any details about any specific projects or initiatives you want to participate in. Take a look at <http://gpsa.psu.edu> for further information on the GSA.

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## DOCTORAL STUDENT ASSOCIATION IN THE COLLEGE OF NURSING

**Purpose:** The overall purpose of a doctoral student organization is to provide a formal organization for all College of Nursing doctoral students to meet on a regular basis to address the objectives of the organization. There are two sub-organizations, the Ph.D. student organization (Ph.D.-SO) and the D.N.P student organization (D.N.P.-SO). The leaders of both groups will meet to determine which activities will be jointly sponsored.

**Objectives:**

1. To engage doctoral students in regular dialogue about their scholarly experiences, academic progression, professional development, and programmatic evaluation;
2. To provide doctoral students with an outlet for socialization with scholarly peers;
3. To promote collegial relationships among doctoral students across cohort groups (i.e., YR1, YR2, etc.)

**Organizational Structure:** The Ph.D.-SO will be led, overseen, and administered by a two-person leadership structure, inclusive of one tenure line faculty member of the College of Nursing and one second or third year doctoral student. The leadership of the Ph.D.-SO by a two-person structure, including a tenure line faculty member and a doctoral student, permits fair distribution of leadership/administrative tasks associated with the Ph.D.-SO and permits both student and faculty needs/wishes to be addressed by the Ph.D.-SO.

1. The first year of the organization, a doctoral student was selected for the leadership role by the Ph.D.-SO faculty chairperson.
2. In all subsequent years, a second or third year doctoral student will be elected by the doctoral students.
3. Doctoral student chairperson term will be one (1) year in duration, with term defined as August 1 – June 1.
4. Election of a doctoral student chairperson will occur each year during the Spring semester for the subsequent year.
5. Faculty chairperson term will be for three (3) years.
6. In all subsequent three year periods, a tenure line faculty member of the College of Nursing will be appointed by the Associate Dean for Graduate Programs and Research as faculty chairperson of the Ph.D.-SO.
7. All active and current doctoral students are members of the Ph.D.-SO.

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## BETA SIGMA CHAPTER, SIGMA THETA TAU INTERNATIONAL RESOURCES FOR WRITING SUPPORT

Sigma Theta Tau International now known as Sigma, is the international honor society for nursing. The purposes of Sigma Theta Tau are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the

ideals and purposes of the profession.

The Pennsylvania State University's Beta Sigma Chapter was chartered in 1974. For acceptance of into Beta Sigma Chapter, graduate students must have a 3.5 GPA and demonstrated superior scholastic achievement and potential for professional leadership. Invitations for membership are given out during the year of graduation. The induction ceremony into Sigma Theta Tau is held during the **Spring** Semester.

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## RESOURCES FOR WRITING SUPPORT

Several types of resources are available to develop and strengthen the writing skills of graduate students.

1. **Credit Courses:** Each semester two courses in writing are offered specifically for graduate students – no undergraduates can enroll in these courses. In order to enroll, a student must be working on current projects, such as summaries, critiques, and proposals required in class.
  - English 497G - Thesis and Dissertation Writing Workshop - is a three-credit graduate course designed for students whose native language is English.
  - SpCom 497G - Thesis and Dissertation Writing for Non-Native Speakers of English - is a three- credit graduate course designed for non-native English students.
2. In both of these courses, you will receive individual help throughout the semester with your nursing program writing assignments. For the times and registration numbers of these courses each semester, check the listing of courses on the Web at <http://www.registrar.psu.edu/>.
3. **Non-credit Workshops:** The Graduate School offers a number of workshops each semester on aspects of writing, such as developing effective sentence structure, reducing wordiness, organizing ideas, understanding grammar, and using documentation. Most of these workshops are offered in the evening or on Saturdays; some are on one day and others include several sessions. Flyers on fall and spring workshops will be sent to the various graduate programs.
4. **Writing Centers:** Some support is available through the writing centers on the University Park campus in 219 Boucke Building. The center is staffed primarily by undergraduates who have been trained in basic grammar and style concepts.
5. **Graduate Writing Center:** The Graduate Communication Enhancement Program, in cooperation with the Graduate Student Association, provides a Graduate Writing Center in the Graduate Commons, 111-L Kern Building. The Graduate Writing Center provides trained, friendly, and free peer consulting for graduate students of all disciplines and all levels of writing ability.
6. Writers are invited to schedule appointments for one-to-one collaborative discussions about theses, dissertations, seminar papers, proposal, or whatever writing projects students are currently undertaking. These discussions of writing seek both to generate productive feedback about specific projects and to improve students' writing and critical thinking abilities in general.

Appointments may be made in advance by calling the Graduate Student Association staff desk at 865-4211 or by coming to the desk to schedule the appointment in person.

The thesis office in 115 Kern Building maintains a list of freelance editors, some of who are also available for individual tutoring in writing. For a current copy of this list, contact Pauletta Leathers at [pml3@psu.edu](mailto:pml3@psu.edu) or at 814-865-5448.

*The following is a recommended text that you may find useful.*

Schall, J. (1995). *Style for students: Effective writing in science and engineering*. Burgess International Group, Burgess Publishing.

## RESEARCH FUNDING AND CONSULTATION RESOURCES

### GRANTS FOR CONDUCTING DISSERTATION RESEARCH

Small grants are available through Sigma Theta Tau, Beta Sigma Chapter and the College to help defray costs of conducting research for theses. The graduate program office frequently receives announcements from other agencies regarding grants; contact the graduate program staff assistant for information.

### BETA SIGMA CHAPTER, SIGMA THETA TAU INTERNATIONAL

Sigma Theta Tau offers financial assistance to Graduate Nursing students; please ask your adviser for more information.

### CENTER FOR NURSING RESEARCH STATISTICAL CONSULTATION

Dr. Diane Berish is available to provide consultative services on quantitative design and analytic approaches. This service is available to faculty, graduate students, and honors students in the College of Nursing. For example, think of Dr. Berish if you need assistance with:

1. Initial design and/or analytic plan for project proposal for submission to funding agency
2. Design and/or analysis plan of preliminary studies with intent to pursue subsequent funding
3. Tutorial assistance in quantitative methods/statistics
4. Thesis: proposal development/analysis plan/reporting results

Request service via [https://pennstate.qualtrics.com/jfe/form/SV\\_6M7hQBldGsiP5C5](https://pennstate.qualtrics.com/jfe/form/SV_6M7hQBldGsiP5C5).

### THE STATISTICAL CONSULTING CENTER (UNIVERSITY PARK)

The Statistical Consulting Center (SCC) is a team of faculty, staff and graduate students in the Department of Statistics at Penn State. The Statistical Consulting Center was created to offer the University a statistical support service for new research in various disciplines. Their consultants are statistical graduate students, professors and professionals trained in classical and new statistical techniques that will guide you in developing strong hypotheses and sound decisions. The SCC invites you to visit their web site <http://stat.psu.edu/consulting/statistical-consulting-center> to learn more about the SCC's activities in research collaboration, training and short-term consulting.

### GRADUATE STUDENT RESEARCH SERVICES

During fall and spring semesters, the SCC can provide 2 FREE consulting sessions to students working on Ph.D. research. You will meet with a statistics graduate student who is taking a practicum in statistical consulting.

There is no charge for this assistance and the sessions are supervised.

**NOTE: They do not offer consulting services for classroom assignments.**

For all of the above services, a **Request for Statistical Consulting** form must be filled out and submitted to the SCC. To obtain a **Request for Statistical Consulting** form, you may do any of the following:

1. Telephone the SCC at 814.863.0281 and we will mail or FAX a form to you.
2. Go to the SCC at 326 Thomas Building anytime Monday through Friday, 9:00 a.m. - 4:00 p.m. and pick up a form.

3. Visit their web site (<http://www.stat.psu.edu/~scc/>) and download a form. E-mail: [scc@stat.psu.edu](mailto:scc@stat.psu.edu)

## COAUTHORSHIP OF SCHOLARLY REPORTS, PAPERS & PUBLICATIONS

It is the policy of The Pennsylvania State University that proper credit is given to those individuals who make material contributions to activities, which lead to scholarly reports, papers and publications.

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### GUIDELINES

Rigid prescriptive requirements in this area are considered unwise, because the situation with respect to coauthorship varies from one discipline to another and from one publication to another. Nevertheless, it is recommended that the authors of scholarly reports, papers and publications abide by the following principles regarding coauthorship.

Coauthorship should be offered to anyone who has clearly made a material contribution to the work. Moreover, each coauthor should be furnished with a copy of the manuscript before it is submitted and allowed an opportunity to review it prior to submission. An author submitting a paper, report or publication should never include the name of a coauthor without the person's consent. Exceptional circumstances, such as death or inability to locate a coauthor, should be handled on a case-by-case basis. In cases where the contribution may have been marginal, an acknowledgment of the contribution in the public action might be more appropriate than coauthorship.

In the case of theses for advanced degrees, if the dissertation or paper based upon it is not published with the degree recipient as sole author, then that person should normally be listed as the first author. In no instance should theses, or papers based upon them, be published under the sole authorship of the dissertation adviser.

Anyone accepting coauthorship of a paper must realize that this action implies a responsibility as well as a privilege. As a general rule, each coauthor should understand the content of the publication well enough to be able to take responsibility for all of it; otherwise the publication should clearly indicate the parts of which each coauthor has responsibility. If a potential coauthor has doubts concerning the correctness of the content or conclusions of a publication, and if these doubts cannot be dispelled by consultation with the other coauthors, the individual should decline coauthorship. Reference: Penn State Research Administration <https://guru.psu.edu/policies/IP02.html>.



## GRADUATE FACULTY: COLLEGE OF NURSING

### [OLUWAMUYIWA WINIFRIED ADEBAYO \(WINNIE\), PH.D., B.S.N., RN](#)

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- Professor of Nursing
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- Research Interests: Interventions to promote functional health and cognition in older adults; caregiving efficacy and coping with dementia and delirium; complex aging related care issues; transitional and health services research
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#### ANNE-MARIE CHANG, PH.D.

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- Research interests: behavioral endocrinology, puberty, reproductive and stress hormones, vulnerability of adolescence for physical health (bone density, menstrual cycles) and mental health problems
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#### CHRISTOPHER ENGELAND, PH.D.

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- Research Interest: assessment, care environments, and non-pharmacological interventions for neurobehavioral symptoms in dementia; apathy in dementia; measures of physical activity
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- Research Interests: Utilizing administrative databases to improve predictive risk tools to identify families at risk of recurrent subsequent serious maltreatment; use of telehealth to improve forensic care for children in rural communities; development of tools to support positive parent-child relationships and the promotion of healthy dating relationship choices using mobile health and gaming interventions.
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