COLLEGE *of* NURSING

PhD in Nursing

2026–2027 Handbook

Thomas Jefferson University

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MESSAGE FROM THE DIRECTORS OF THE PHD IN NURSING PROGRAM

We are delighted to welcome you to the PhD in Nursing program at Jefferson College of Nursing. We promise you an exciting journey through educational opportunities and experiences designed to provide you with knowledge, skills, and tools to become an exemplary nursing scientist and educator. You are here because you possess great promise to make extraordinary contributions to nursing. We pledge to give you the best educational experience and we hope that you will see yourselves as partners with us on this journey. Do not hesitate to reach out to your faculty or us for any questions or concerns. You have our best wishes for your studies here at the Jefferson College of Nursing!

Sincerely,

Vanessa Short, PhD, MPH

Associate Professor & Co-Director PhD in Nursing program

Meghan Gannon, PhD, MSPH

Associate Professor & Co-Director PhD in Nursing program

Lee Anne Estimo

Program Coordinator: PhD in Nursing Program

ABOUT THE STUDENT HANDBOOK

This student handbook provides academic information, policies, and procedures pertinent to the Jefferson College of Nursing (JCN) PhD in Nursing program and the PhD in Nursing/Masters in Public Health (PhD/MPH) joint program. It also complements resources within the Jefferson College of Nursing and across Thomas Jefferson University (Jefferson). All students are expected to understand and abide by the policies presented in the Jefferson College of Nursing Student Handbook. Students with questions about the contents of this handbook should contact the PhD in Nursing Program Director(s), faculty advisor, or Dissertation Chair. ***The PhD in Nursing program reserves the right to make changes affecting policies, fees, curriculum, or any other matters announced in this publication.***

JEFFERSON COLLEGE OF NURSING MISSION, VISION AND VALUES

The Jefferson College of Nursing Nursing PhD in Nursing program is aligned with the Mission, Vision and Values of the Jefferson College of Nursing and those of Jefferson University.

The **Mission** of the Jefferson College of Nursing PhD in Nursing program is to prepare nurse scientists and educators to make substantive contributions to the body of nursing knowledge that improves the lives of individuals, families, communities, and populations.

The **Vision** of the Jefferson College of Nursing PhD is to educate nurse scientists and educators who reimagine, transform, and disrupt the way nurses lead and impact society.

The **Values** of the Jefferson College of Nursing PhD in Nursing Program are to:

- **Put People First**
- **Do What's Right**
- **Pursue Excellence**

Graduates of this program will be prepared to work in academic, clinical, industry, and entrepreneurial research-intensive settings as nurse scientists and educators. Jefferson College of Nursing envisions a PhD in Nursing program that shares core courses with other Jefferson PhD programs and is embedded in a framework of social justice and health equity. The combination of the social justice health equity framework and shared courses is intended to spark innovative interdisciplinary solutions to promote optimal individual, family, community, and population health outcomes across the lifespan. PhD in Nursing students will learn to design, conduct, and lead research studies to launch an original and independent program of research under the guidance of a faculty mentor, and to educate future generations of nurses.

PHD IN NURSING PROGRAM OUTCOMES

At the end of this program students will:

1. Master in-depth knowledge of nursing science and a substantive area of scholarly inquiry.
2. Cultivate the knowledge, skills, and attitudes necessary as the next generation of nursing scientists and educators.
3. Apply established and novel approaches to conduct original research that advances nursing science.
4. Collaborate with other disciplines, professions, and community stakeholders to inform innovative and technology-forward solutions to new and emerging health care challenges.
5. Lead efforts to achieve health equity by applying knowledge from determinant models of health and evidence of health disparities in scientific inquiry.
6. Contribute to a global community of scholars through professional development, mentorship, scholarly productivity, and dissemination.

GUIDING PHILOSOPHY

The Jefferson College of Nursing faculty has adopted an approach to the PhD in Nursing in which the faculty encourages students to develop a spirit of scholarly inquiry and self-reflection. The faculty guides the student along a path of scholarship to develop an independent area of research driven by questions that emerge from the students' own experiences and clinical practice or from involvement in faculty research or a combination of influences.

FACULTY ADVISORS AND COMMITTEES

A ***faculty advisor*** is assigned by the Program Director(s) to each PhD student in the first year of study. The faculty advisor is identified in the student's offer letter prior to entering the PhD in Nursing program. The advisor helps the student become acquainted with faculty and other staff; gain familiarity with university, community, and professional resources; guides the student in selection of courses and scholarly opportunities and provides advisement/support for the student's transition to doctoral studies and scholarly work.

The faculty advisor collaborates with the student to develop a plan of study; identify a clinical/research area of interest and researchable question(s); and identify the Dissertation Chair (see workflows pages 8 and 9 for full-time and part-time students). In most cases, the faculty advisor will assume the role of Dissertation Chair. It should be noted that although the faculty advisor may become the student's Dissertation Chair, it is not required. When the Dissertation Chair is selected, the role of the faculty advisor ends. If the advisor leaves the University through retirement or change of position, another advisor from the department must be appointed by the Program Director(s). Students in the PhD/MPH concentration, will be assigned two advisors, one in nursing and one in public health.

Change of Advisor Procedure

Students may request a change of faculty advisor or Dissertation Chair at any time. If the student changes their faculty advisor or Dissertation Chair, the student must provide written notification to the original advisor or Chair and PhD in Nursing Program Director(s). To ease the transition, it is useful for the student to schedule a meeting with the former advisor or Chair and the new advisor or Chair to discuss future plans.

The Qualifying Examination Committee consists of a minimum of three faculty members, i.e., the faculty advisor plus two faculty. The advisor assists in preparing the student for the Qualifying Examination. All Qualifying Exam Committee members will grade the Qualifying Examination. The student is responsible for working with the faculty advisor to select the Qualifying Examination Committee, obtain necessary signatures, and submit the selection form to the Program Director(s) (Form 3).

The Dissertation Chair holds a PhD or EdD degree, or other research-based doctorate, and is a member of the faculty of Jefferson College of Nursing. The Dissertation Chair advises and mentors the PhD in Nursing student on all aspects of research, the plan of study, and the dissertation process. The dissertation chair also assists the student in choosing dissertation committee members.

The Dissertation Committee oversees the defense of both the Candidacy Examination (dissertation proposal) and completed dissertation study. The student, in consultation with the Dissertation Chair (who must be within Jefferson College of Nursing), selects at least two additional members of the Dissertation Committee (Form 4) and up to two readers. To formally establish the Dissertation Committee, Form 4 must be completed with committee signatures and submitted to the program director(s) (see workflows pages 8 and 9 for full-time and part-time students). Two members of the Dissertation Committee and the two readers may be outside of the College of Nursing but withing Thomas Jefferson University. One Dissertation Committee member may be outside of Thomas Jefferson University. Outside members' CVs and rationale for membership on the committee

should be emailed to the Dissertation Chair for consideration. Additional details about the defense of the proposal and dissertation are provided later in this handbook.

PROGRAM REQUIREMENTS AND PLANS OF STUDY

Program Requirements

- Attendance at in-person orientation
- Minimum of 47 credits including required courses (56 credits for dual PhD/MPH)
- Minimum GPA of 3.0
- Annual performance review
- Attendance at annual in-person research residency (usually in summer lasting 1-3 days)
- Complete Professional Development Activities
  - Submit an abstract to a research focused conference to presents some aspect of your own research or a research project you participated in - one time while in PhD program
  - Attend a research focused conference in person in nursing or your area of research interest — one time while in your PhD program
  - 10 hours of non-course related professional development activities each year (virtual or in-person) that can include a list of possible options:
    - Attend a research seminar
    - Attend a PhD Program scholarly meeting
    - Other research related activities suggested by advisor or chair of PhD program or dissertation chair
- Pass Qualifying Examination (see workflows pages 8 and 9)
- Pass Candidacy Examination (Dissertation Proposal) (see workflows pages 8 and 9)
- Coursework completion
- Defense of the final dissertation

Research preparation consists of both formal and informal learning opportunities including course work and mentored learning opportunities. Evidence of scholarly development is required throughout the program of study to mark the student's developing intellectual scholarly capability and breadth and depth of acquired knowledge.

Hallmarks of these accomplishments include successfully passing the Qualifying Examination, and successful and timely completion of the Candidacy Examination (dissertation proposal) and the dissertation. Core courses, statistics courses, elective courses, and non-credit requirements are required for the PhD in Nursing degree. PhD in Nursing students are required to complete a minimum of 47 credits (56 credits for the dual PhD/MPH). Sample plans of study are posted below for full-time and part-time PhD in Nursing students. In addition, specific course requirements for the PhD/public health certificate, dual PhD/MPH, and the academic nursing certificate are provided below.

The plan of study is designed by the student and faculty advisor(s) or Dissertation chair, and revised as needed. Plans of study are submitted by the student or faculty advisor or Dissertation chair for final review and approval by the PhD Program Director(s). Students in the PhD/MPH program have two advisors, one in Jefferson College of Nursing and one affiliated with the MPH program. Both have input into the plan of study and sign the document.

STUDENT WORK FLOW FULL-TIME STUDY

The following chart outlines the major expected milestones in the full-time student's progression through the PhD in Nursing program.

Year 1	Year 2	Year 3	Year 4
Student assigned faculty advisor on admission	Qualifying Examination complete after prerequisite courses completed (see qualifying examination description). (Forms 3a and 3b)	Candidacy Exam (Proposal Defense) completed end of Fall Semester (Forms 4a and 4b)	Defend Dissertation by end of Spring Semester (Forms 5 and 5a)
Student chooses plan of study by end of Fall Semester (Form 1)	Dissertation Chair chosen by end of Fall Semester (Form 1 b)	Conduct Dissertation research under the advisement of the Dissertation Chair and Dissertation Committee	2 manuscripts submitted to peer- reviewed journal by end of Summer Semester
Student chooses area of study by end of year	Dissertation Committee chosen by the end of the Spring Semester Year 2 (Form 4)		Corrected electronic copy of final dissertation completed by end of Summer Semester
Student & Advisor select the Qualifying committee by the end of the first year (Form 3)	Complete coursework by the end of the summer semester		ProQuest submission, Certificate from Survey of Earned Doctorates, and copy Application for Degree from the Registrar's office completed by end of Summer Semester
Annual Review (Form 2)	Annual Review (Form 2)	Annual Review (Form 2)	Annual Review (Form 2)

STUDENT WORK FLOW PART-TIME STUDY

The following chart outlines the major expected of average milestones in the part-time student's progression through the PhD in Nursing program.

Year 1	Year 2	Year 3	Year 4	Year 5
Student assigned faculty advisor on admission	Student chooses area of study by end of year	(if not completed in Yr2) Qualifying Examination complete after prerequisite courses completed (see qualifying examination description). (Forms 3a and 3b)	Candidacy Exam (Proposal Defense) completed by end of Fall Semester (Forms 4a and 4b)	Defend Dissertation by end of Spring Semester (Forms 5 and 5a)
Student chooses plan of study by end of Fall Semester (Form 1)	Qualifying Examination complete after prerequisite courses completed (see qualifying examination description). (Forms 3a and 3b)	Conduct Dissertation research under the advisement of the Dissertation Chair and Dissertation Committee	Conduct Dissertation research under the advisement of the Dissertation Chair and Dissertation Committee	2 manuscripts submitted to peer-reviewed journal by end of Summer Semester
Student & Advisor select the Qualifying committee by the end of the year (Form 3)				Corrected electronic copy of final dissertation completed by the end of Summer Semester
				ProQuest submission, Certificate from Survey of Earned Doctorates, and copy Application for Degree from the Registrar's office completed by the end of Summer Semester
Annual Review (Form 2)	Annual Review (Form 2)	Annual Review (Form 2)	Annual Review (Form 2)	Annual Review (Form 2)

SAMPLE PHD FULL-TIME PLAN OF STUDY

YEAR ONE | SEMESTER ONE

NU800 Philosophy of Science in Nursing 3
PHS605 Advanced Statistical Methods for Data Analysis 3
Elective #1 3

Total Credits – Year One Semester One 9

YEAR ONE | SEMESTER TWO

NU801 Theoretical Approaches to Research 3
NU810 Quantitative Research Methods 3
NU820 Determinant Models of Human Health 3

Total Credits – Year One Semester Two 9

YEAR ONE | SEMESTER THREE

NU802 Foundations of Scientific Writing 3
NU822 Nursing Research Ethics 1

Total Credits – Year One Semester Three 4

YEAR TWO | SEMESTER ONE

PBH512 Qualitative Research Methods or PHB 622 Applied Qualitative Research 3
AHE506 Subjective Outcomes in Health Evaluation 3
NU812 Database Design and Management 3
Qualifying Examination 0

Total Credits – Year Two Semester One 9

YEAR TWO | SEMESTER TWO

NU831 Dissertation Seminar 3
PHS650 Evaluation and Outcomes Research and Design 3

Total Credits – Year Two Semester Two 6

YEAR TWO | SEMESTER THREE

Elective #2 3
Elective #3 3
NU830 Research Residency 1

Total Credits – Year One Semester Three 7

YEAR THREE | SEMESTER ONE

Defend Dissertation Proposal 0

Total Credits – Year Three Semester One 0

YEAR THREE | SEMESTER TWO

NU840 Dissertation Advisement 1

Total Credits – Year Three Semester Two 1

YEAR THREE | SEMESTER THREE

NU841 Dissertation Advisement. 1

Total Credits – Year Three Semester Three. . . 1

YEAR FOUR | SEMESTER ONE

NU842 Dissertation Advisement 1

Total Credits – Year Four Semester One 1

YEAR FOUR | SEMESTER TWO

Dissertation Defense 0

Total Credits – Year Four Semester Two 0

TOTAL PROGRAM CREDITS 47

SAMPLE PHD PART-TIME PLAN OF STUDY

YEAR ONE | SEMESTER ONE

NU800 Philosophy of Science in Nursing 3
PHS605 Advanced Statistical Methods for Data Analysis 3

Total Credits – Year One Semester One 6

YEAR ONE | SEMESTER TWO

NU801 Theoretical Approaches to Research 3
NU810 Quantitative Research Methods 3

Total Credits – Year One Semester Two 6

YEAR ONE | SEMESTER THREE

NU802 Foundations of Scientific Writing 3
NU822 Nursing Research Ethics 1

Total Credits – Year One Semester Three 4

YEAR TWO | SEMESTER ONE

PBH512 Qualitative Research Methods or PBH622 Applied Qualitative Research 3
AHE506: Subjective Outcomes in Health Evaluation 3

Total Credits – Year Two Semester One 6

YEAR TWO | SEMESTER TWO

NU820 Determinant Models of Human Health 3
PHS650 Evaluation and Outcomes Research and Design 3
Qualifying Examination 0

Total Credits – Year Two Semester Two 4

YEAR TWO | SEMESTER THREE

NU830 Research Residency 1
Elective #1 3

Total Credits – Year One Semester Three 4

YEAR THREE | SEMESTER ONE

NU812 Database Management and Design 3
Elective #2. 3

Total Credits – Year Three Semester One 6

YEAR THREE | SEMESTER TWO

NU831 Dissertation Seminar 3

Total Credits – Year Three Semester Two 3

YEAR THREE | SEMESTER THREE

Elective #3. 3

Total Credits – Year Three Semester Three. . . 3

YEAR FOUR | SEMESTER ONE

Defend Dissertation Proposal 0

Total Credits – Year Four Semester One 0

YEAR FOUR | SEMESTER TWO

NU840 Dissertation Advisement 1

Total Credits – Year Four Semester Two 1

YEAR FOUR | SEMESTER THREE

NU841 Dissertation Advisement. 1

Total Credits – Year Four Semester Three. . . . 1

YEAR FIVE | SEMESTER ONE

NU842 Dissertation Advisement 1

Total Credits – Year Five Semester One. 1

YEAR FIVE | SEMESTER TWO

Dissertation Defense 0

Total Credits – Year Five Semester Two. 0

TOTAL PROGRAM CREDITS 47

Requirements for Dual PhD/MPH

To complete the dual degree and earn a Master of Public Health (MPH), students must complete the following courses in addition to their PhD coursework:

- PBH 500 Foundations of the US Healthcare System
- POP500 Essentials of Population Health
- PBH 502 Society, Behavior & the Environment
- PBH 506 Fundamentals of Epidemiology
- PBH 513 Public Health Law & Ethics PBH
- PBH520 Program Planning, Implementation, & Evaluation
- PBH 651 Clerkship-Applied Practice Experience

Students completing the dual degree will apply 27 credits from their PhD program coursework to meet the 45 credits required for the MPH degree. Additional program requirements including ensuring that all MPH competencies are met. Students must meet regularly with the MPH Program Director. Students will be in the PhD in Nursing & Public Health concentration.

SAMPLE FULL-TIME PLAN OF STUDY DUAL PHD/MPH

YEAR ONE | SEMESTER ONE

NU800 Philosophy of Science in Nursing 3
PHS605 Advanced Statistical Methods for Data Analysis 3
PBH513 Public Health Law & Ethics. 3

Total Credits – Year One Semester One 9

YEAR ONE | SEMESTER TWO

NU801 Theoretical Approaches to Research 3
NU810 Quantitative Research Methods 3
NU820 Determinant Models of Human Health 3

Total Credits – Year One Semester Two 9

YEAR ONE | SEMESTER THREE

NU802 Foundations of Scientific Writing 3
NU822 Nursing Research Ethics 1
PBH500 Foundations of the US Healthcare System 3

Total Credits – Year One Semester Three 5

YEAR TWO | SEMESTER ONE

PBH512 Qualitative Research Methods or PBH622 Applied Qualitative Research 3
AHE506: Subjective Outcomes in Health Evaluation 3
NU812 Database Design and Management 3
Qualifying Examination 0

Total Credits – Year Two Semester One 9

YEAR TWO | SEMESTER TWO

PBH651 Clerkship-Applied Practice Experience 0
NU831 Dissertation Seminar 3
PHS650 Evaluation and Outcomes Research and Design 3
PBH502 Society, Behavior & the Environment. 3

Total Credits – Year Two Semester Two 9

YEAR TWO | SEMESTER THREE

PBH506 Fundamentals of Epidemiology 3
NU830 Research Residency 1

Total Credits – Year Two Semester Three 4

YEAR THREE | SEMESTER ONE

POP500 Essentials of Population Health 3
PBH520 Program Planning, Implementation, & Evaluation 3
Defend Dissertation Proposal 0

Total Credits – Year Three Semester One 6

YEAR THREE | SEMESTER TWO

NU840 Dissertation Advisement 1

Total Credits – Year Three Semester Two 1

YEAR THREE | SEMESTER THREE

NU841 Dissertation Advisement. 1

Total Credits – Year Three Semester Three. . . 1

YEAR FOUR | SEMESTER ONE

NU842 Dissertation Advisement 1

Total Credits – Year Four Semester One 1

YEAR FOUR | SEMESTER TWO

Dissertation Defense 0

Total Credits – Year Four Semester Two 0

TOTAL PROGRAM CREDITS 56

Requirements for Post-Masters Teaching Certificate

Students pursuing an Academic Nursing Certificate (post-masters teaching certificate will need to add NU678, NU680, and NU684 as electives to fulfill the requirements for the certificate.

SAMPLE PART-TIME PLAN OF STUDY DUAL PHD/MPH

(Suggested MPH course sequence to be discussed with MPH advisor)

YEAR ONE | SEMESTER ONE

NU800 Philosophy of Science in Nursing 3
PHS605 Advanced Statistical Methods for Data Analysis 3

Total Credits – Year One Semester One 6

YEAR ONE | SEMESTER TWO

NU801 Theoretical Approaches to Research 3
NU810 Quantitative Research Methods 3

Total Credits – Year One Semester Two 6

YEAR ONE | SEMESTER THREE

NU802 Foundations of Scientific Writing 3
NU822 Nursing Research Ethics 1

Total Credits – Year One Semester Three 4

YEAR TWO | SEMESTER ONE

PBH512 Qualitative Research Methods or PBH622 Applied Qualitative Research 3
PBH513 Public Health Law & Ethics. 3

Total Credits – Year Two Semester One 6

YEAR TWO | SEMESTER TWO

NU820 Determinant Models of Health 3
PBH502 Society, Behavior & the Environment. 3
Qualifying Examination 0

Total Credits – Year Two Semester Two 6

YEAR TWO | SEMESTER THREE

PBH506 Fundamentals of Epidemiology 3
NU830 Research Residency 1
PBH651 Clerkship-Applied Practice Experience 0

Total Credits – Year Two Semester Three 4

YEAR THREE | SEMESTER ONE

AHE506: Subjective Outcomes in Health Evaluation 3
NU812 Database Management and Design 3

Total Credits – Year Three Semester One 6

YEAR THREE | SEMESTER TWO

NU831 Dissertation Seminar 3
PHS650 Evaluation and Outcomes Research and Design 3

Total Credits – Year Three Semester Two 6

YEAR THREE | SEMESTER THREE

PBH500 Foundations of the US Healthcare System 3

Total Credits – Year Three Semester Three. . . 3

YEAR FOUR | SEMESTER ONE

POP500 Essentials of Population Health 3
PBH520 Program Planning, Implementation, & Evaluation 3
Defend Dissertation Proposal 0

Total Credits – Year Four Semester One 6

YEAR FOUR | SEMESTER TWO

NU840 Dissertation Advisement 1

Total Credits – Year Four Semester Two 1

YEAR FOUR | SEMESTER THREE

NU841 Dissertation Advisement 1

Total Credits – Year Four Semester Three 1

YEAR FIVE | SEMESTER ONE

NU842 Dissertation Advisement 1

Total Credits – Year Five Semester One 1

YEAR FIVE | SEMESTER TWO

Dissertation Defense 0

Total Credits – Year Five Semester Two 0

TOTAL PROGRAM CREDITS 56

COURSE DESCRIPTIONS

CORE COURSES (22 credits)

PBH512	Credits: 3
Qualitative Research	

Introduces philosophy, techniques, and uses of common forms of qualitative research with an emphasis on data collection and analysis. Addresses strengths and limitations of qualitative research and ethical issues surrounding its use. Students practice qualitative research methods through participant observation, fieldwork, in-depth interviewing, focus groups, and case studies.

PHS605	Credits: 3
Advanced Statistical Methods for Data Analysis	

Presents general approaches to multivariate statistical analysis, including elaboration and control of confounding, and key multivariate statistical analysis techniques, i.e., analysis of variance; bivariate linear regression and correlation; multiple linear regression; multiple and partial correlation; and binary and multinomial logistic regression. Analyzes selected datasets, i.e., 2012 Southeastern Pennsylvania Household Health Survey performed by the Public Health Management Corporation, and federal datasets, e.g., NHANES.

PHS650	Credits: 3
Evaluation and Outcomes Research	

This course provides experience in design and critical review of scientific evaluative studies applicable to evaluation of health intervention programming. The course will cover material intended to enable students to critically examine various approaches and methods developed for interventional studies. Specifically, this course will use a classical validity approach to the design and evaluation of health intervention studies. The course will present classical theories of causality and experimental design to include operationalization of variables, threats to validity, and experimental, quasi-experimental and non-experimental research designs. The culminating assignment for the course is a research proposal for a population-health relevant evaluative research study and, as such, this course serves to prepare students for future technical writing and proposal development, the cornerstones of scientific communication and funding requests.

AHE 506	Credits: 3
Subjective Outcomes in Health Evaluation	

This course focuses on concepts, theory, and methods for measuring subjective health outcomes including symptoms, functional status and well-being, health-related quality of life, and satisfaction with health. Explores appropriate tools for measuring subjective health outcomes and considers the importance of evaluating the measurement characteristics of these tools. The course also covers current requirements for Patient-Reported Outcomes endpoint in filings with US regulatory authorities, including conceptualization, validation and evidentiary standards.

NU802	Credits: 3
Foundations of Scientific Writing	

This course will develop competencies in scholarly communication through applying the micro and macrostructure of storytelling to scientific writing in health sciences research.

NU810	Credits: 3
Quantitative Research Method	

This quantitative methods course focuses on understanding and applying selected approaches to quantitative research. Practical approaches to applying quantitative methods to address health/healthcare problems will be examined including research design, sampling, measurement, data collection, data analysis, and human subject protection. Emphasis is placed on scientific principles and techniques used to minimize bias and maximize internal and external validity in quantitative inquiry.

NU812	Credits: 3
Database Design & Management	

This course lays the groundwork for database design, data collection and data management. The approach focuses on identification, formalization, and verification of study data, and is appropriate for both straightforward and complex clinical research studies. Students will learn how to request information and organize it into well-defined data collection instruments.

Students completing this course will develop a fundamental facility for data collection, data organization, and data analysis for research projects, including data cleaning, coding, determining shape of distribution and outliers, and handling missing data. Students will learn to use SPSS for database design and data analysis, and to use electronic data collection platforms. Students will derive their familiarity with each application through a series of research project simulations.

NU822	Credits: 1
Nursing Research Ethics: The Responsible Conduct of Research	

This nursing research ethics course is designed to inform students on a variety of issues related to the ethical conduct of scientific research. The students will learn about their societal responsibilities as members of the scientific research community. These include integrity, honesty, objectivity, and excellence. The course is taught through reflection and discussion based upon readings from the book "On Being a Scientist" published by the National Academy of Sciences and also using selected case studies derived from a handbook published by the Association of American Medical Colleges entitled "***Teaching the Responsible Conduct of Research through a Case Study Approach.***"

NURSING SCIENCE (16-18 credits)

NU800	Credits: 3
Philosophy of Science in Nursing	

This introductory course focuses on the logic of inquiry in the natural and social sciences. Concepts for discussion include cause, determination, measurement, error, prediction, reduction, and the roles of theory and experiment. In addition to these central issues of scientific inquiry, broader questions of values in science are discussed. The distinction between natural and social science- laws, theories, methodologies, confirmation, and acceptance—is also explored. The course concludes with introductory discussions on how nursing as an applied science and discipline connects to these intellectual developments.

NU801	Credits: 3
Theoretical Approaches to Research	

This course explores the evolution and development of theories relevant to research, including grand and middle-range theories and their philosophical underpinnings and implications. The application of theory to research will be emphasized.

NU820	Credits: 3
Determinant Models of Human Health	

In this course, students will examine the intersectionality of social, political, environmental, and biological determinants of health and their combined influence on health and health outcomes.

Social and environmental conditions will be examined, such as places of birth, residence, work, leisure, and community, as they affect health, physical functioning, health risks, and quality of health outcomes The concepts of health disparities and health equity will be addressed, which are central to examination of health outcomes from both biological and sociological perspectives.

NU830	Credits: 1
Nursing Research Residency	

The focus of this course is to engage PhD in Nursing students in a team science experience within a multidisciplinary research team. Efforts will be made to align each team assignment with the student's research interest. Students will apply principles of research design and innovation to develop and implement a project that supports and/or extends the work of the research team.

NU831	Credits: 3
Dissertation Seminar	

This course provides advanced study in the student's discipline-specific research interest leading to the completion of the journal format dissertation proposal in the form of a small grant proposal. Students will develop a well-defined research question(s)/problem statement and specific aims for the proposed project that identifies the key elements/dimensions of the project. These key elements will be structured into background, significance, and innovation sections clearly articulating the healthcare context and the need for the research. In addition, Students will develop the approach section (methodology) that is in alignment with the research. The approach will include the target population, recruitment methods, data collection, procedures, analytic strategy and/or other steps. Students will be expected to draw on all their coursework as they prepare an abstract, lay summary, paper, and PowerPoint presentation describing their work.

NU840-844	Credits: 3-5, each course 1 credit × 3-5 times
Dissertation Advisement	

During dissertation advisement, students work with their Dissertation chair and committee to complete the dissertation research, further develop, and defend the dissertation proposal, complete IRB submission and approval, and successfully defend the final dissertation. The course may be repeated up to 5 times. Additional repetitions must be approved by the Dissertation chair. Students must make satisfactory progress on the dissertation work to receive course credit. The course is graded on a pass/fail basis.

ADDITIONAL REQUIRED DUAL DEGREE COURSES

PBH500	Credits: 3
Foundations of the US Healthcare System	

This course compares the organization, structure and function of health care delivery, public health, and regulatory systems across national and international settings. Discussion and analysis of the evolution of healthcare delivery since the 18th century will facilitate the exploration of public health history, philosophy, and values. The inclusion of interdisciplinary primary documents will allow for the explanation of social, political, and economic determinants of health and how they contribute to population health and health inequities. Activities and lecture material will cover the structural elements of healthcare systems including different types of providers. Discussions of their roles and trends in specialization will cover the science of primary, secondary, and tertiary prevention in population health, including health promotion and screening. The role of the primary health system stakeholders will be discussed with specific attention paid to the government.

POP500	Credits: 3
Essentials of Population Health	

Provides a foundation for population health beginning with a working definition, incorporating public health science and policy. From a health system perspective, addresses how to assess population health needs, including Community Health Needs Assessments, clinical and claims data, to develop management strategies which address clinical and social determinants of health. Confronts how to effectively address the national swing from volume-based to value-based care through a deeper understanding of payment models and use of data and technology to drive improved outcomes. Prepares for the transformational changes affecting the future by exploring emerging technologies and disruptive new care models.

PBH502	Credits: 3
Society, Behavior, and the Environment	

Addresses behavioral, social, environmental, and cultural factors related to individual and population health, and health disparities over the life span. Examines research and practice that contribute to the development, administration and evaluation of public health programs and policies that promote and sustain healthy lives and environments for individuals and populations.

PBH506	Credits: 3
Fundamentals of Epidemiology	

Introduces epidemiology and its application in public health. Addresses basic epidemiologic terminology and definitions. Presents public health problems in terms of magnitude, person, time, place, and disease frequency. Examines correlation measures between risk factors and disease outcomes; strengths and weaknesses of standard epidemiologic study designs; and ethical and legal issues related to epidemiologic data. Students calculate basic epidemiology measures, draw inferences from epidemiologic reports, and use information technology to access, evaluate, and interpret public health data.

PBH513	Credits: 3
Public Health Law & Ethics	

Law structures everyday experience in ways that profoundly influence the quality and length of life. The primary role of law is specifying the duties and powers of government. But law also regulates a wide range of activity between private individuals and groups. This course introduces legal and ethical concepts essential to the use of law and legal reform in health promotion. Using current examples, the course introduces the authority of government to act, the limits of government action, and the ethical implications when that authority and those limits collide. The course also explores the distribution of power and responsibility between levels and branches of government as well as several legal topics of specific importance.

PBH520	Credits: 3
Program Planning, Implementation & Evaluation	

Program planning, implementation, and evaluation are essential skills for a public health professional. Students will work in teams of two or three, as a hypothetical public health organization. Working as a team, students will learn to perform various roles in an organization that are associated with program planning, implementation, and evaluation, such as: assess and prioritize community needs; identify evidence-based best practices for choosing interventions; develop and practice writing SMART objectives and logic models; understand how to engage and communicate with stakeholders and community members; as well as how to organize a project budget, staffing plan and timeline. In addition, students will learn how to develop implementation and evaluation plans with a focus on summative evaluation (process, impact, and outcome evaluation).

PBH651	Credits: 0
Clerkship-Applied Practice Experience	

The MPH C-APE is a zero-credit supervised field experience, which is required by all graduate public health programs accredited by the Council on Education for Public Health (CEPH). It is integral to the preparation of an effective public health practitioner by providing the student with the opportunity to integrate newly acquired public health competencies. To successfully meet this program requirement, the student must complete a minimum of 120 hours in an approved practice setting, by attending approved community events, and submitting deliverables demonstrating competency attainment. Working in consultation with the C-APE Coordinator or Program Director, students identify an appropriate C-APE site. Students working full- or part-time may consider the possibility of their worksite serving as their C-APE site (see C-APE Site).

Electives (9 credits): Students must choose a minimum of 9 graduate credits of electives. Electives will be selected based on area of study and type of degree. A sample of graduate level courses that might be chosen as electives is presented below:

- AHE509: Epidemiology & Evidence for Outcomes Research
- GC630 Fundamentals of Clinical Trials
- GC645 Genomics and Bioinformatics
- GC660 Statistical Methods (can be taken in the fall, spring I or spring II)
- GC747 Principles of online pedagogy I
- GC747 Principles of online pedagogy II
- PBH500 Foundations of the US Healthcare System
- PBH502 Society, Behavior, and the Environment

- PBH506 Fundamentals of Epidemiology
- PBH513 Public Health Law & Ethics
- POP510 Health Economics, Risk, & Finance
- HDS538 Implementation Science
- PBH605 Advanced Statistics
- PHS700 Integrative Research Seminar
- PHS615: Advanced Regression & Multilevel Models
- POP500 Essentials of population health
- NS745: Advanced Topics in Neurodegenerative Diseases
- NU678 Academic Nursing Seminar I: Facilitating Learner Centric Development & Socialization
- NU680 Academic Nursing Seminar II: Contemporary Curriculum Design and Role Execution Practicum 2
- NU684 Academic Nursing Seminar III: Measuring Outcomes & Role Execution Synthesis – 45-hour teaching residency 2
- NU625 Epidemiology for Advanced Nursing Practice
- NU703 Theoretical Foundations for Organizational Change in Health Care Systems
- NU705 Advanced Topics in Health Informatics
- NU706 Healthcare Quality and Patient Safety
- NU707 Leadership and Inter-Professional Collaboration
- NU709 Current Issues in Health & Social Policy
- NU813 Mixed Methods Research
- TXE754 Industrial and Specialty Fabrics

ASSESSMENTS

GENERAL ASSESSMENT

At the end of the first semester, **all** students must complete a Plan of Study (Form 1) developed collaboratively by the student and advisor (advisors if in PhD/MPH). By the end of the Summer semester of each academic year, an Annual Progress and Development Plan (Form 2) must be completed that outlines student progress in completing program requirements, including a timeline for the completion of remaining program requirements. The completed form must be signed by the student's faculty advisor/(advisors if in PhD/MPH). Once a student is in candidacy and has a Dissertation committee, the Annual Progress and Development Plan form is signed by the Dissertation Chair.

The Annual Progress and Development Plan is reviewed by the Program Director(s) and PhD in Nursing faculty. The expected sequence and progression in the program includes the following:

- **Year 1-2:** Coursework, development of research question and review of literature, write qualifying examination. Pass Qualifying Examination by the end of the Fall semester in year 2 for full-time students (typically at end of the Spring Semester in year 2 part-time students or but no later than the Fall of year 3).
- **Year 3:** Defend dissertation proposal (Candidacy Examination) by the end of the Fall Semester, Year 3 after completing NU 831 for full-time students (Part-time students will defend the dissertation proposal after completing NU 831 in the Fall Year 4). Submit application to IRB, collect data.
- **Year 4:** Analyze data, write results, submit papers for publication, and defend Dissertation by the end of the Spring Semester of Year 4 (Part-time students should confer with their Dissertation Chair for timeline) or as agreed upon with the Dissertation Chair.

SCHEDULE OF ASSESSMENTS

1st Year Assessments

- Monthly meetings with faculty advisor identifying significant progression, setbacks, and milestones.
- Monthly PhD in Nursing faculty meetings to review progress, setbacks and any issues that may cause delays in the proposed project.
- Annual Progress & Development Plan Form 2 submitted to Program Director(s) by the end of the Summer semester.

2nd Year Assessments

- Monthly student- faculty advisor/Dissertation Chair meetings identifying significant progression, setbacks, and milestones.
- Monthly PhD faculty meetings to review progress, setbacks and any issues that may cause delays in the proposed project.
- Qualifying examination-Pass/Fail (full-time students – end of Fall semester, part-time students – end of Spring semester)
- Annual Progress & Development Plan Form 2 submitted to Program Director(s) by the end of the Summer semester.

3rd Year Assessments

- Monthly student- Dissertation Chair meetings identifying significant progression, setbacks, and milestones.
- Monthly PhD faculty meetings to review progress, setbacks and any issues that may cause delays in the proposed project.
    - Candidacy Examination full-time students Fall Semester - Pass/Fail
    - Annual Progress & Development Plan Form 2 submitted to the Program Director(s) by the end of the Summer semester.

4th Year and on Assessments

- Monthly student- Dissertation Chair meetings identifying significant progression, setbacks, and milestones.
- Monthly PhD faculty meetings to review progress, setbacks and any issues that may cause delays in the proposed project.
- Candidacy Examination -part-time students Fall Semester - Pass/Fail
- Submission of dissertation depending on progression full-time students (4th year full-time, 5th year part-time)
- Oral defense of dissertation depending on progression full-time students (4th year full-time, 5th year part-time)
- Two or more journal articles from journal format dissertation is submitted to peer-reviewed journals (this is not a requirement but is highly suggested) after defense (4th year full-time, 5th year part-time).
- Annual Progress & Development Plan Form 2 submitted to Program Director(s) by the end of the Summer semester.

STUDENT EXPECTATIONS AND ACADEMIC PROBATION

PhD in Nursing students are expected to make satisfactory progress toward degree completion as indicated on their Annual Progress and Development Plans. Examples of unsatisfactory progress toward the degree are grades of No Credit, frequent grades of Incomplete, and failure to perform the assigned work for funding support.

Students must maintain a minimum GPA of 3.0. Students who do not maintain a minimum 3.0 cumulative grade point average will be placed on academic probation for one semester. If a student is enrolled in courses totaling fewer than 9 graduate credits during the subsequent semester, the probationary period will be extended to two semesters. Actions related to academic probation and dismissal must be reviewed by the advisor or dissertation chair, relevant PhD in Nursing faculty (e.g. PhD Program Progressions Committee members) and the PhD in Nursing Program Director(s) before action can be taken. If there are circumstances that preclude a student from conforming to the process by which deadlines will be met, the student must meet with the faculty advisor or Dissertation Chair and PhD in Nursing Program Director(s) to discuss alternatives.

At the end of the probationary period the following is a summary of possible student outcomes:

- The student achieves the minimum cumulative grade point average and is reinstated in good standing, or
- The student fails to achieve the minimum grade point average at the end of the probationary period and is dismissed from Jefferson College of Nursing for academic underachievement, or
- In extraordinary cases, where the student has made significant progress toward achieving the minimum grade point average, the Program Director(s) may recommend granting one additional probationary semester. If, at the conclusion of the extended probationary semester, the cumulative grade point

average is still below the minimum (3.0 in graduate programs), the student is dismissed for academic underachievement.

QUALIFYING EXAMINATION

Successful completion of the Qualifying Examination (QE) signifies the student's potential to complete doctoral study and the faculty's commitment to provide scholarly resources needed to complete continuing course work and the dissertation.

Students are eligible for and must take the QE the semester after they complete (or transfer in course equivalents to) NU 800 Philosophy of Science in Nursing, PHS 605 Advanced Statistical Methods for Data Analysis, NU 801 Theoretical Approaches to Research, NU810 Quantitative Research Methods, NU 802 Foundations of Scientific Writing, and PBH 512 Qualitative Research Methods. ***The QE cannot be taken if the student has an incomplete grade in any course. Students who do not take the QE on time and those who do not successfully pass the QE after the first attempt will be blocked from registration for further coursework until the QE is successfully passed.***

The student is responsible for working with the faculty advisor to identify the members of the QE committee. The QE Committee consists of a chair and two additional members. The chair may be the assigned faculty advisor or another member of the faculty. Once the QE committee is selected, Form 3, Qualifying Examination Committee Appointment form (located in Canvas and the Appendix), should be completed and forwarded to the PhD in Nursing Program Director(s).

FORMAT

The QE consists of an **integrative review** of the literature* and includes written and oral components. The focus of both components is a substantive exposition of the state of the science in the student's selected area of inquiry and relevant to the discipline of nursing. Students should expect to write the integrative review over a 6-month period.

*A student can request to conduct an alternate form of a literature-based evidence synthesis (such as a scoping review or systematic review, etc.) with approval of the PhD in Nursing Program Director(s).

WRITTEN COMPONENT

The written component of the examination consists of a scholarly paper that may not exceed 20-25 double-spaced typed pages of text (excluding references, tables, appendix). The paper should follow the most current American Psychological Association formatting unless the student *receives permission from the Chair to follow a different format.*

ORAL COMPONENT

The oral component of the QE consists of an oral defense of the paper by the student before the QE Committee. The oral examination is scheduled for one hour and should include an introduction of how and why the student chose the topic and a brief summary of the paper. A slide presentation is recommended and should be no longer than 15-20 minutes. At the conclusion of the oral presentation, members of the QE committee will provide comments, feedback and ask several substantive questions about the paper and presentation. The QE committee will ask the student to step outside the room (virtual or in person) while they discuss the oral presentation. Once the discussion is complete, the QE committee will invite the student back in the room and provide a verbal evaluation.

EVALUATION

All members of the QE Committee will provide a written evaluation of the written and oral components of the QE. The QE will be graded as Pass or Fail, with all three QE committee members in agreement. The criteria for grading both the written and the oral components of the QE include:

- Command of knowledge in the selected area of inquiry
- Relevance of the topic to Nursing Science
- Expertise in oral and written communication on an abstract level
- Translating ideas to higher levels of generalization
- Expertise in critical appraisal, review methods, thematic analysis, and synthesis of findings.
- Delineating conclusions that summarize ideas from the thematic analysis, explain contributions of the synthesis to the field, recommends future directions for research, reviews limitations, and provides closing remarks emphasizing the significance of the literature synthesis.
- Providing correct form and organization of the written examination.

If the grade is Pass: Students are highly encouraged to work with their QE chair to develop their QE for publication. Writing support for publications is available through the Thomas Jefferson University Student Writing Center.

If the grade is Fail for either or both parts of the examination, both portions of the QE must be retaken and a grade of Pass must be achieved, with all three QE Committee members in agreement. The QE must be retaken by the semester immediately following the semester in which the first exam was taken, unless an exception for extenuating circumstances is approved by the PhD in Nursing Program Director(s). Per procedural policy, a complete revised submission may be reviewed once by the QE chair prior to the re-examination. The re-examination must be retaken with the same QE committee unless a substitute member is approved by the PhD in Nursing Program Director. The QE may be retaken only once with no extension of the deadlines mentioned above.

In the exceptional circumstances where a new chair is appointed at the purview of the PhD in Nursing Program Director(s), the new chair may comment on no more than one draft of the revised examination.

Failure to pass both parts of the examination on the second attempt will result in the student being withdrawn from the program.

Students who do not take the QE on time and those who do not successfully pass the QE after the first attempt will be blocked from registration for further coursework until the QE is successfully passed.

Students who do not take the QE and those who do not successfully pass the QE after the second attempt may not continue in the PhD in Nursing program, subject to review by the PhD in Nursing Program Director(s).

PROCEDURE

1. Early in the PhD program, but no later than the first week of the Spring Semester of the 1st year for full-time study or the first week of the Fall Semester of the 2nd year for part-time study, the student must identify the faculty member in Jefferson College of Nursing who will chair the QE. This must be by mutual agreement between the student and the faculty member. This faculty member may or may not be the same person as the academic advisor. Once the chair is identified, the student will notify the PhD in Nursing Program Director about the selection.
2. After discussion and negotiation with the QE chair the student selects the topic to be addressed. The topic should contribute to the student's understanding of a particular area of interest that will inform the

dissertation. The student is responsible for identifying the body of literature that will be used for their integrative review in conjunction with a Thomas Jefferson University librarian.

3. The QE chair guides the student in the preparation of the written examination by discussing the relevant literature, and the general structure and specific content of the paper. Students are expected to work with a librarian at Thomas Jefferson University to conduct the literature search (see Library Resources below to prepare for and to access a librarian).

   The QE chair may review and comment on **no more than one complete draft** of the written QE. Students should allow 2 weeks for the chair to review and provide feedback. This review is at the discretion of the chair; no other person will read the paper prior to formal submission of the examination to the chair. With the chair's approval, students may receive writing assistance from one of the Thomas Jefferson University writing centers for structure but not content of the examination. The chair may also help the student to prepare for the oral examination.

4. After the written examination has been approved by the chair, the student should email the title of the paper and names of several suggested examiners (in consultation with the QE chair), in priority order, to the PhD in Nursing Program Director(s) and copy the QE Committee chair. The suggested examiners must hold a doctoral degree such as a PhD, EdD, or MD and ideally be a member of the graduate faculty at Thomas Jefferson University or an outside institution. Outside faculty will need to provide a CV for review to the PhD in Nursing Program Director(s) to be considered for membership on the QE committee. Several names of examiners should be suggested for scheduling purposes, but not contacted in advance for their availability. The chair will assist the student in choosing 2 faculty members who will serve on the QE committee in addition to the chair (total 3 faculty members on the QE committee).

5. The PhD in Nursing Program Director will review the list of suggested examiners and reply to the student and QE chair with the approved names of potential examiners to contact in order.

6. The student should consult with the QE chair for potential dates and times for the oral presentation/defense and start the scheduling process at least four weeks in advance of the potential presentation/defense date and aligned with the Jefferson College of Nursing graduate academic calendar.

7. Once the list of potential examiners is finalized the top two suggested examiners will be contacted by the PhD in Nursing Education Coordinator with the suggested date and time for the QE and move down the list until two examiners are available. [See below for email template]

Email Template

Dear Dr. X,

The PhD in Nursing Program Director, [Enter Program Director's name], has recommended you as a committee member for a PhD student's [insert student name] Qualifying Examination on [State the topic]. The instructions for the Qualifying Examination are attached to this email [contained in the JCN PhD in Nursing Handbook]. The oral component of the Qualifying Examination is scheduled for one hour.

The exam will be scheduled during [offer a 2-week window] and we will work to identify a date and time that is mutually convenient for all participants.

If you are available and willing to serve as an examiner for the Qualifying Examination, please let me know. Once I have all committee members, and date, time, and location, I will send you a scheduling confirmation email.

I will email a copy of the student's Qualifying Examination to all committee members 2 weeks before the examination. Thank you.

Sincerely,

[Enter PhD in Nursing Education Coordinator's name]

8. Once the QE committee members and the date and time for the QE are finalized, the student should contact the PhD in Nursing Education Coordinator, who will arrange
    a. Securing the location for one hour plus 15 minutes prep time and at least 15 minutes post-exam time
    b. Arranging video conferencing as needed
    c. Sending an invitation to the QE committee members for the oral defense
    d. Providing the Qualifying Examination form (Form 3a) to the QE chair, and
    e. Distributing the Qualifying Examination Individual Member Report (Form 3b) to the QE chair and all members of the QE committee. This report provides more substantive comments about the student's performance.
9. The student must distribute a copy of the QE to each member of the QE committee **at least 2 weeks prior to the scheduled oral defense**.
10. The QE chair completes Form 3a and obtain signatures from all QE committee members.
11. Each member of the QE including the QE chair completes Form 3b within 24 hours of the QE.
12. The QE chair will then forward Form 3a and all copies of Form 3b to the PhD in Nursing Program Director within one week of the QE.
13. The student will receive a copy of all forms and the QE with required changes (e.g., track changes, list of changes, verbal feedback) from the QE committee members.

RESOURCES

- PhD Coursework resources
- PhD canvas resources
- Refer to relevant materials provided in NU802.
- Thomas Jefferson University Library
- Home - Systematic Reviews - LibGuides at Thomas Jefferson University - https://jefflibraries.libguides.com/systematicreviews/additional#s-lg-box-5081502
- Sample papers (when available)

QUALIFYING EXAM FORMS (LOCATED ON CANVAS AND IN THE APPENDIX)

- Form 3 Qualifying Examination Committee Appointment form
- Form 3a Qualifying Examination Report form.
- Form 3b Qualifying Examination Individual Member Report

GUIDELINES FOR INTEGRATIVE REVIEWS

An integrative review is a research method that involves review, critical appraisal, and synthesis of the most relevant literature on a topic of interest. The integrative review is intended to provide a more comprehensive understanding on the topic of interest as well as a new perspective that pushes the boundaries of nursing knowledge.

PROCEDURE

Students will use Whittemore and Knafl's, 2005 five-step methodology to guide the integrative review for the Qualifying Examination including problem identification, literature search, data evaluation, data analysis, and presentation.

1. Problem Identification

a. Choose a topic of interest and formulate a research question (PICO or other formats for research questions are acceptable) that reflects the "state of the science." Problem identification should include the purpose of the review, the variables of interest (e.g. concepts, target population, healthcare problem) and sampling frame (e.g., types of empirical studies and theoretical literature included) that will guide the literature search.

2. Literature Search

a. Work with a Thomas Jefferson University librarian to conduct a comprehensive literature search of primary studies on a topic of interest. Methods for the literature search should include at least two to three strategies including computerized databases and additional search strategies (e.g., purposive sampling, ancestry searching, journal hand searching, networking, research registries) to identify the maximum number of eligible primary sources. Worksheets such as the PICO Terms List Template, Prisma Checklist and PRISMA flowsheet from NU 802 can be used to guide the search and can be included in an appendix.

b. Be sure to use primary research articles associated with a study for the integrative review rather than review articles. The articles may include qualitative, quantitative or mixed methods studies. The student should consult with the QE chair on primary research articles associated with the same study when summarizing the findings of the integrative review.

c. The final number of primary studies reviewed should not exceed 20-25 but may be less depending on the scope of the review.

d. Include a search strategy in the integrative review including the search terms, databases, search strategies and inclusion/exclusion criteria.

3. Data Evaluation

a. Critically appraise the methods and evaluate the quality of each article considered for the integrative review and specify the rationale for inclusion and exclusion. Specify the method used to evaluate study quality that is appropriate to the topic of interest and include in the appendix. The methods to assess study quality should be approved by the chair of the Qualifying Examination.

4. Data Analysis

a. Provide a thematic analysis of findings with subheadings from the studies included in the integrative review. The thematic analysis should describe the theme, summarize key findings in the literature

related to the theme, and provide a critical analysis across the articles including similarities/differences, contradictions/discrepancies, patterns, trends, and knowledge gaps. Critique the methods under each theme as appropriate to support the analysis.

b. Provide a synthesis of literature that integrates key findings across studies from thematic analyses, identifies overarching patterns, trends, and gaps in the literature, and discusses implications for theory, practice and future research. Be sure to highlight conflicting/contradictory findings and propose explanations for these.

5. Presentation

a. Provide tables that support conclusions and show that the conclusions do not exceed the evidence. The presentation may include a diagram if applicable

b. Discuss overall conclusions, implications for research and practice, and limitations of the review.

GENERAL FORMATTING GUIDELINES

The final integrative review should be double-spaced with one-inch margins and be no longer than 20 pages excluding title page, abstract, tables, references and appendices.

Please use APA formatting as outlined at the following website: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/genera l_format.html

Components of the written integrative review should include the following headings in current APA format:

- Title Page
- Abstract with Key words
- Introduction (Brief overview of the topic)
- Background and Significance (Identifies the problem, what is known, what happens without resolution, importance of the integrative review, and purpose, research question, hypotheses, research aims/goals and the phrase to learn x we did y)
- Methods (Provides an explanation of the methods used in the integrative review)
  - Search Strategy
  - Data Evaluation
  - Data Analysis
- Results
  - Thematic analysis (as explained above)
- Discussion
  - Synthesis of findings (as explained above)
  - Implications (for research and practice)
  - Limitations (integrative review limitations)
- Conclusions (summarizes the main findings and future implications)
- References
- Appendix

CANDIDACY EXAMINATION

The purpose of the Candidacy Examination is to demonstrate an understanding of knowledge in the concentration area that supports the student's dissertation research. Upon successful completion of required PhD program coursework and this examination, the student advances to candidacy status. ***Full-time Students are expected to pass the Candidacy Examination (pass/fail) no later than the end of the Fall Semester in Year 3 (part-time students end of Fall Semester Year 4) unless the student obtains written permission of the Director(s) of the PhD in Nursing program.***

DISSERTATION PROPOSAL DEFENSE

Purpose of Dissertation Proposal Defense

The PhD Dissertation fulfills two major purposes: 1) To establish the student's competency in the conduct of scholarly research, the successful completion of which demonstrates the candidate's ability to carry out, report and analyze scholarly research at a high level of professional competency; and 2) To contribute to the knowledge of the discipline of Nursing through the results of the investigation. The student is expected to collaborate with the Dissertation Chair to select the members of the Dissertation Committee, who will guide the student in the development of the proposal. The dissertation phase involves the following: defend the dissertation proposal, submit the proposal for IRB approval, collect of data, analyze and write the results and defend the dissertation.

Components and Procedure of Dissertation Proposal Defense

The dissertation proposal defense contains a written and an oral component. The student must achieve a passing grade (pass/fail) for both the written and oral components to advance to degree candidacy status. The preparation of the dissertation proposal defense occurs under the guidance of the Dissertation Committee. The Dissertation Chair serves as the facilitator of the dissertation proposal defense. In the written dissertation proposal, the student discusses the problem to be studied, the relevant literature, and the methodology to be used in the dissertation research in a grant proposal format.

The dissertation proposal defense can be virtual or in-person. All Dissertation Committee Members must be present for the proposal defense. The student is responsible for coordinating a time for the committee to meet for the defense with the help of the PhD in Nursing Education Coordinator. The written component of the dissertation proposal must be submitted to all committee members and readers no later than 2 weeks prior to the defense.

The Dissertation Committee determines when a student is ready to schedule the oral presentation. The Dissertation Committee includes at least three Thomas Jefferson University faculty members and may include up to 2 readers. For the oral portion of the Candidacy Examination, the student provides an oral presentation of the dissertation proposal and responds to questions by the Dissertation Committee. The written and oral proposal defense are graded on a "pass", "conditional", or "fail" basis evaluated by committee members via consensus. The student is informed of their grade at the end of the Dissertation Proposal Examination. If the student receives a failing grade for either of the two components (written or oral), the student fails the defense. If the student fails or receives a conditional pass on the written or oral proposal defense, they may repeat the defense of the proposal (both oral and written components) one time within the next 60 days using the same procedure as the first exam. ***Students who fail the Candidacy Examination twice will be withdrawn from the PhD program.***

To summarize, a student must pass the Candidacy Examination to fulfill the requirements for doctoral candidacy. The examination consists of:

- The written dissertation proposal.
- Presentation of the proposal followed by questions and discussion.
- Approval of dissertation research by the Dissertation Committee.

GUIDELINES FOR PROPOSALS

1. Format

The dissertation proposal is written adapting the standard format that is used by major grant-funding agencies such as the National Institutes of Health (components include specific aims, significance, innovation, added background with comprehensive review of the literature, preliminary work (optional depending on prior work done by the student). This proposal format was selected to expose students to the organization and packaging required for submission of future proposals to major grant-funding agencies. Please refer to *The Grant Application Writer's Workbook* by Robertson, Russell, and Morrison (2021) for further information on best practices for preparing grant proposals.

The dissertation proposal should include sufficient information for evaluation of the project. The student needs to be specific and informative and avoid redundancies. The student should use 12-point font, a 1½-inch left margin and 1-inch top, bottom, and right margins on all pages.

Double spacing should be used and pages should be numbered in the upper right corner of the page, at least ¾ inch from the top. Although the recommended number of pages is provided in the guidelines below, the final number of pages contained in the proposal and its individual sections may differ from the standard format used by major grant agencies based on discussion between the student and the Dissertation Chair. The American Psychological Association format for references should be used and a reference list should be included at the end of the research plan.

a. Specific Aims

Provide a concise statement of the clinical/health problem. Summarize current knowledge, and the gap in the knowledge that will be addressed. Indicate the overall objective of the proposal, specific aims and hypotheses (if appropriate), and the anticipated impact of the research. A typical dissertation proposal has 2-3 aims. (2-4 pages are recommended.)

b. Significance

Explain the importance of the clinical/ health problem that the proposal addresses and current gaps in the field. Indicate how achievement of the aims will contribute to scientific knowledge and/or clinical practice. (1-2 pages are recommended.)

c. Innovation

Explain how the proposal challenges and seeks to shift current research or clinical practice paradigms. Describe any novel theoretical concepts/conceptual framework, approaches or methodologies, instrumentation, or interventions to be developed or used, and any advantage over existing methodologies, or interventions. (1-2 pages are recommended).

d. Background

The purpose of the Background section is to justify the specific aims, design, and approach for the proposed research. This section is heavily referenced. Appraise research relevant to the aims of the

proposal. Synthesize what is known and identify what needs to be discovered to advance science and/or practice. Indicate why addressing the gap in knowledge that the proposal will address is important. The candidate is expected to have command of all relevant literature. (12-15 pages are recommended).

e. Preliminary Work (Optional Section)

Summarize information obtained from preliminary work, if any, including pilot data that are relevant to the methods, feasibility, and hypotheses of the proposed research. (2-5 pages are recommended).

f. Approach: Research Design and Methods (10-12 pages recommended)

- **Research Design.** Describe the research design.
- **Subjects/Participants.** Describe pertinent subject/participant demographic characteristics and criteria for inclusion and exclusion. Indicate how subjects will be recruited and the plan for Institutional Review Board Approval. Indicate the sample size and how the number was determined. Comment on the feasibility of obtaining the sample size including alternative plans for recruitment. Include social determinants of health as applicable.
- **Setting.** Describe the setting in which the research study will occur.
- **Instrumentation, Tests, and Measures.** *[Note: This section includes general guidelines that are appropriate for quantitative studies. If the student is writing a dissertation with another design (e.g., qualitative study, secondary analysis, etc.), these guidelines can be adapted in consultation with the Dissertation Chair.]*

  Define all independent and dependent variables. Describe their measures and the rationale for selection. Provide evidence of reliability and validity of each measure specific to the aims of proposal as well as any previous literature citing use of the measure in similar populations. When applicable, indicate how the reliability and/or validity of measures will be determined prior to data collection. Discuss if the study instruments have been validated on the population to be studied.
- **Procedures.** Include sufficient information for evaluation and replication of the procedures for data collection. If an intervention is provided, describe the intervention, and indicate how evidence that the intervention is provided in the intended manner will be evaluated (procedural reliability or validity of independent variable). Include how you will train research staff and collaborate with participants as applicable. Discuss potential problems and alternative strategies should the problems occur.
- **Data Analysis.** Describe assumptions and provide rationale for statistical analysis for each research question/hypothesis. Indicate how each analysis will be interpreted specific to the research question/hypothesis.
- **Summary of the Approach**

g. Proposal Summary

Provide a brief summary of the proposal and the research/clinical impact of the proposed study. 1 page

2. Oral Presentation

The oral presentation evaluates the student's ability to provide a professional presentation and answer questions about the research project to the dissertation committee and up to 2 readers. Students will

prepare a 30-minute presentation followed by sufficient time for questions. After the presentation and question period, the student will leave the room while the Dissertation Committee meets and then returns to receive feedback. The student is informed of the exam grade at the end of the exam meeting.

If a student receives a conditional pass the Dissertation Committee identifies at the end of the exam what needs to occur prior to approval. The Committee decides if the changes need to be approved by all the Committee members or only the Dissertation Chair.

3. Evaluation of Student Performance

a. To be recommended for promotion to candidacy, the student must receive a unanimous vote from the Dissertation Committee. A Doctoral Candidacy Examination Report form for the dissertation proposal must be completed and filed with the PhD in Nursing Program Director (Form 4a) within one week of the Candidacy Examination. In addition, each member of the Dissertation Committee must complete a Doctoral Candidacy Examination Individual Member Report within 24 hours of the examination and send it to the Dissertation Chair. This report provides more substantive comments about the student's performance (Form 4b).

b. A student who receives a conditional pass must complete required changes within one month. The changes need to be reviewed by the Dissertation Chair or committee as determined above within 2 weeks of receiving them.

c. If a student fails to pass the Candidacy Examination, re-examination will be allowed only upon recommendation of the Dissertation Committee.

4. Approved Proposal

Any modifications in the research questions or methods recommended by the Dissertation Committee must be included in the written dissertation proposal prior to beginning data collection. Students must have an approved proposal (passing Candidacy Examination and all recommended changes accepted by the Dissertation Chair) before submitting it for IRB approval. The approved proposal represents a "contract" between the doctoral candidate and the Dissertation Committee. The student is not obligated to extend the study beyond what has been approved. Conversely, if a student experiences problems during data collection, any changes in the method must be approved by the Dissertation Committee. Each Dissertation Committee member is given a full copy of the approved proposal. The front page should include the date and indicate that the document is the approved proposal.

5. Candidacy Examination Procedure

Note: Students should start the scheduling process at least four weeks in advance of the potential examination date.

a. The student should consult the Dissertation Committee for potential date(s) and time(s) for the oral defense portion of the dissertation proposal defense. The oral dissertation proposal defense is scheduled for two hours. The dissertation proposal defense should not be scheduled during university holidays or breaks. To schedule the dissertation proposal defense, the student should contact the PhD in Nursing Education Coordinator with potential dates and times. The PhD in Nursing Education Coordinator will schedule the oral defense (see C. below).

b. The student should email 1) the title of the paper, 2) name of the Dissertation Chair and names of the members of the Dissertation Committee to the PhD in Nursing Program Director (Form 4).

c. The date, time and place for the proposal defense should be organized, communicated, and finalized by the PhD in Nursing Education Coordinator. The room will be scheduled for two hours plus 15 minutes of prep time and at least 15 minutes post-examination time in case additional discussion

is needed. The PhD in Nursing Education Coordinator will send an invitation to the event to the dissertation committee and readers.

d. The student is responsible for providing the Dissertation Committee with a copy of the dissertation proposal at least three weeks before the examination date.

e. The Dissertation Chair should bring Forms 4a and 4b to the proposal defense for committee member signatures, and then return the forms to PhD in Nursing Program Director within one week of the examination.

f. After the dissertation proposal defense, and at the conclusion of the academic year (prior to the end of the summer term), the Dissertation Chair must complete the Annual Progress & Development Plan (Form 2). The form should be filled out annually until graduation and submitted to the PhD in Nursing program director once the Dissertation Committee has reviewed the doctoral candidate's academic performance and provided their recommendation for the student's continuation or termination of the program.

g. The student should complete the IRB application upon written approval of the dissertation proposal.

DISSERTATION

The preparation of the dissertation constitutes the final phase of the PhD in Nursing program. The dissertation should demonstrate a high-level of analytical and research competence and represent an original contribution to the field of nursing science. It is expected that the formation of a topic will begin in the early phases of study in the program and grow out of experience and work in the focused area of science and scholarship. The dissertation format is described below, with an explanation of the nature and scope of work for the dissertation proposal.

1. Dissertation Format

The PhD in Nursing program has adopted a journal article style dissertation format. This section offers an outline of the construction of the dissertation.

a. Journal Article Style Dissertation

The journal article style dissertation promotes the competencies of designing and implementing a rigorous research project relevant to the student's area of interest in nursing. This type of dissertation facilitates the transferability from dissertation to publication, application, and dissemination in a more efficient manner than traditional dissertations.

The journal article style dissertation includes the writing of an actual grant proposal as in the dissertation proposal description, which serves as the dissertation proposal, and ultimately becomes first chapter of the dissertation itself. The grant proposal format develops competence and skills in writing a funded research project, which are transferable to an actual funded research project beyond the dissertation and doctoral education. Chapters II and III (and possibly more) are publication-ready manuscripts that directly result from the study aims as proposed in the proposal. The student is lead author for these manuscripts. The final chapter, as in the traditional dissertation demonstrates an integration across the previous chapters, and include the summary, discussion, changes made from the original proposal, limitations, research/clinical implications, and conclusions. Following the proposal defense, the student should finalize strategies for planning the journal article chapters, as well as timelines for data collection and analysis in consultation with the Dissertation Chair.

b. Structure of Journal Format of Dissertation

The dissertation is to be composed of 4-5 "stand alone" chapters (see ***Electronic Thesis and Dissertation Formatting Guidelines*** for full formatting guidelines in the Appendix). The intent is to include the table, figures, references, and appendices in each chapter rather than formatting them at the end. The proposed content of each chapter would be as follows:

- **CHAPTER I:** The final approved original dissertation proposal comprises Chapter 1. The dissertation proposal is not revised in the journal format dissertation. Changes to the proposal are addressed in the final dissertation discussion (described below).

- **CHAPTERS II AND III (AND IV IF APPLICABLE)**: These chapters consist of manuscripts written with the student as first author that result directly from the proposed aims. The manuscripts would be in the editorial style of the journal to which they were (or will be) submitted or in which they were published. Chapter II should be a review of the literature. Chapters III and IV should be results/data based.

  Students should consult with their Dissertation Chair regarding the specific manuscripts most relevant to their research. The data-based research manuscript is mandatory. The other manuscript(s) may be selected from the other categories, or include additional foci as determined by the student and the Dissertation Chair. Some examples of possible manuscripts that might be included are as follows:

  - **Research manuscript: (Mandatory)** One of the two (or three) manuscripts reports on the actual research results, interpretation of the results, applications, and implications.
  - **Systematic review, scoping review, meta-analysis or meta-synthesis of the literature:** In some cases, a manuscript that includes a systematic or scoping review of the literature might be warranted, if that is determined to be missing from the current scope of literature in the field.
  - **Philosophical or theoretical perspective:** Based upon the student's topic and their review of the current research in their field, it might be determined that a philosophical or theoretical paper might contribute to the body of knowledge in the field.
  - **Clinical practice paper:** Based on the student's clinical focus, this paper could describe a new clinical approach or treatment plan with detailed explanation of the rationale and clinical strategies to be used.
  - **Methodological paper:** In many cases a student may decide, with advisement, that a manuscript that focuses on their research methodology would contribute to their discipline field and perhaps other intersecting fields.

- **CHAPTER IV (OR V):** The discussion includes the summary of findings, changes from the original proposal and the rationale for any changes, limitations, clinical and research implications, recommended future studies, and conclusions. This chapter should be written in the same style as that used in Chapter I and should address each aim and tie them together to address the larger goal of the research.

2. Guidelines for Writing Dissertation Manuscripts in Journal Format

A primary competency of the PhD degree in Nursing is the ability to effectively communicate information orally through professional presentations and in writing through grant proposals and publications in

peer-reviewed journals. With this competency in mind, the dissertation research proposal is written in a grant application format, and the results of dissertation research are written as journal-length and quality research reports. Candidates orally defend their dissertation research proposal and results and address questions following formats used at professional meetings. The purpose of this document is to summarize guidelines for preparing journal length and quality research reports. The dissertation will consist of two to three manuscripts (chapters II, III and potentially IV) prepared according to these guidelines.

a. **Instructions for Authors** including format, style, word / page limitations are posted on the journal's website. Doctoral candidates are encouraged to identify the journal to which each research report will be submitted to appropriately focus the introduction and discussion. In addition, doctoral candidates should refer to the section of this handbook entitled "General Organization and Format of the Dissertation Content."

b. **Length of a Research Report**
This will vary by journal. Journals typically limit the length of the text to anywhere between 3,000 and 4,500 words.

c. **Abstract**
The abstract is a summary of the purpose, aims, methods, results, discussion, and conclusion. Journals may allow up to 350 words, but the student should check the journal for abstract word limits.

d. **Introduction**
The introduction presents the problem or issue and the rationale for the need for the study:

- State the problem or issue and relevance to Nursing.
- Identify what is known and what needs to be learned through an appraisal of theory, knowledge, and research.
- End with a paragraph that states the purpose or aim, including the research questions or hypotheses.
- The Introduction is NOT a literature review.

e. **Methods**
[Note: This section includes general guidelines that are appropriate for quantitative studies. If the student is writing a dissertation with another design (e.g., qualitative study, secondary analysis, etc.). These guidelines can be adapted in consultation with the Dissertation Chair.]

The method section describes what was done in sufficient detail to enable the reader to evaluate the design, subjects, procedures, and instrumentation, tests, and measures.

Although the "old" adage is to write the methods so that the reader can replicate the study, for most journals, word limitations prohibit providing all details. Furthermore, for clinical journals, excessive methodological detail can detract from the reader's ability to evaluate the methods.

Subsections of the Method include:

- Subjects/Participants
- Instrumentation / Measurement / Tests and Measures

- Procedures
- Data Analysis

f. **Results**

[Note: This section includes general guidelines that are appropriate for quantitative studies. If the student is writing a dissertation with another design (e.g., qualitative study, secondary analysis, etc.). These guidelines can be adapted in consultation with the Dissertation Chair.]

Descriptive and inferential statistics **specific to the research aims** are presented in the results. Tables and figures are effective for presentation of data. Information presented in tables and figures should not be repeated in the text. Rather, the text should summarize and explain information provided in tables and figures. A table is not necessary for results that can be concisely written in the text.

Description of the characteristics is presented in the Subject/Participant subsection and not the Results section. Data on the reliability among examiners who administered the tests and measures are not results. Reliability coefficients provide evidence that tests and measures were administered and scored correctly. They are reported in the Instrumentation/Measurement subsection.

g. **Discussion**

In the Discussion, the results are interpreted as specific to the research questions or hypotheses. The contribution of the study and new knowledge are appraised. Implications for practice and research are presented. Open the discussion with a clear statement of support or non-support of your hypotheses. Discuss methodological factors that might have contributed to the results (potential threats to validity or limitations in generalization of findings). Compare your findings to the research cited in the Introduction.

Discuss how your results relate to the conceptual framework for the study. When appropriate, comment on statistical significance versus clinical importance. Comment on possible explanations of the results. The explanations should reflect **your impressions of WHY** the results were obtained.

Do not list all possible limitations, but rather discuss limitations that may have influenced your results. Discuss implications for clinical practice and recommendations for further research. The key to the discussion is to communicate how the results contribute to the understanding of the problem or issue that was studied. Avoid repeating results. Rather construct topic sentences that link a result to the point for discussion.

h. **Conclusion**

The conclusion briefly summarizes the results specific to the research questions or hypotheses and implications for practice, research, or both. Do not present information that is not in the results in discussion section.

3. Dissertation Defense

When the written dissertation is completed to the satisfaction of the Dissertation Committee, an oral defense consisting of public and optional closed components will be scheduled for a two- hour time period. All members of the doctoral faculty, up to 2 readers, and doctoral students as well as other individuals whose presence is desired by the student are invited to the public component. The public component consists of a brief presentation of the findings and their implications by the student followed by a brief question and answer period by individuals, who are not members of the Dissertation Committee. The next component of the oral defense may be either open or closed depending on the preference of the Dissertation Chair. In this portion, guests may be excused when the Dissertation

Committee and up to 2 readers conduct questioning and discussion of the dissertation with the student. The dissertation defense is graded on a pass/fail basis. The final grade is decided by consensus of the Dissertation Committee.

4. Dissertation Defense Procedure

Note: The scheduling process should begin at least four weeks in advance of the potential dissertation defense date.

a. Upon notification by the student, the PhD in Nursing Education Coordinator should consult the Dissertation Chair and Dissertation Committee for potential date(s) and time(s) for the dissertation defense. The defense is scheduled for a two-hour time period.

b. At least four weeks prior to the final defense of the dissertation, the student must email the completed Form 5, the **Final oral defense Dissertation Appointment & Schedule**, to the PhD in Nursing Program Manager and carbon copy (CC) the Dissertation Chair, the Dissertation Committee, the readers, and PhD in Nursing Program Director.

c. The PhD in Nursing Education Coordinator will reserve a room and communicate the location, date and time to the student, committee, readers, and all invited guests. The student will inform the PhD in Nursing Education Coordinator if a dissertation brief reception/celebration is planned to follow the defense.

d. The student should email an abstract of the dissertation at least three weeks in advance of the defense date to the PhD in Nursing Education Coordinator. The dissertation defense date will be announced, and the dissertation abstract posted on the JCN website.

e. The Dissertation Chair and Dissertation Committee and readers shall decide upon the merits of the candidate's performance on the written manuscripts and oral dissertation defense. To be recommended for the doctoral degree, the candidate must receive unanimous approval from the dissertation committee.

f. Successfully passing the Oral Defense is formalized by the submission of Form 5a, **Report of Final Oral Defense**, to the PhD in Nursing Program Director. This is to be done by the Dissertation Chair within 48 hours of the exam. Signatures of all Dissertation Committee members and readers must appear on the completed Form 5a.

g. After successfully defending the dissertation, students should complete the **PhD Degree Completion Checklist** (Appendix).

h. ****Should a student fail the final defense of the dissertation, the student is entitled to a retake. It is expected that this retake if allowed will occur no later than 6 months after the original exam. A student who fails the retake will be dismissed from the university.**

ORCID IDS

In July, 2019 the NIH, CDC and the AHRQ (Agency for Healthcare Research and Quality) joined a growing list of organizations that have issued a policy around the use of ORCID IDs. Effective in FY2020, all researchers supported by NIH, AHRQ and CDC research training, fellowships, research education, and career development awards are required to register for an ORCID ID.

What is an ORCID ID?

ORCID IDs are unique, persistent digital identifiers assigned to individual researchers and authors that distinguish researchers from one another. ORCID IDs connect a researcher's professional and scholarly activities, like published articles or dissertations, patents, artistic works, and data sets. These identifiers disambiguate individuals

with similar names and track their work over time (even if the author's name or affiliation changes). They also make it easier for other organizations and researchers to discover others' research output and professional activities.

How can I get an ORCID ID?

To register for an ORCID ID online, visit https://orcid.org. The registration process takes less than 30 seconds and is completely free.

APPENDIX

PHD IN NURSING FORMS

All Forms are also available at the following URL in Canvas in the Welcome to the PhD in Nursing Resources course shell:

- Form 1 Plan of Study Full-time
- Form 1 Plan of Study Part-time
- Form 1 PhD/MPH Plan of Study Full-time
- Form 1 PhD/MPH Plan of Study Part -time
- Form 1a Dissertation Chair Appointment
- Form 2 Annual Progress & Development Plan
- Form 3 Qualifying Examination Committee Appointment form
- Form 3a Qualifying Examination Report form.
- Form 3b Qualifying Examination Individual Member Report
- Form 4 Dissertation Committee Appointment
- Form 4a Doctoral Candidacy Examination Report
- Form 4b Doctoral Candidacy Examination Individual Member Report
- Form 5 Final Oral Defense Dissertation Committee Appointment and Schedule
- Form 5a Final Oral Defense Dissertation Committee Report.
- Electronic Thesis and Dissertation (ETD) Formatting Guidelines
- PhD Degree Completion Checklist
- Teaching Assistantship Hours Log

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING
NURSING PHD PROGRAM

FORM 1 FULL-TIME PLAN OF STUDY

List all courses taken or to be taken

Year/ Semester	Required Course	Credit	Planned Course	Planned Semester/year	Credit
1/Fall	NU800 Philosophy of Science in Nursing	3			
	PHS605 Advanced Statistical Methods for Data Analysis	3			
	Elective #1	3			
1/Spring	NU801 Theoretical Approaches to Research	3			
	NU810 Quantitative Research Methods	3			
	NU820 Determinant Models of Health	3			
1/Summer	NU802 Foundations of Scientific Writing	3			
	NU822 Nursing Research Ethics	1			
2/Fall	PBH512 Qualitative Research Methods or PBH622 Applied Qualitative Research	3			
	AHE506 Subjective Outcomes in Health Evaluation	3			
	NU812 Database Design and Management	3			
	Qualifying Examination				
2/Spring	NU831 Dissertation Seminar	3			
	PHS650 Evaluation and Outcomes Research and Design	3			
	Elective #2	3			
2/Summer	Elective #3	3			
	NU830 Research Residency	1			
3/Fall	***Defend Dissertation Proposal***				
3/Spring	NU840 Dissertation Advisement	1			
3/Summer	NU841 Dissertation Advisement	1			
4/Fall	NU842 Dissertation Advisement	1			
4/Spring	***Dissertation Defense***				
	Total Credits	**47**			

Student:

_____ _____ _____

Print Name Signature Date

Signature of Dissertation Chair/Advisor: _____ Date:_____

Signature of Program Director(s): _____ Date:_____

Signature of Program Director(s): _____ Date:_____

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING
NURSING PHD PROGRAM

FORM 1 PART-TIME PLAN OF STUDY

List all courses taken or to be taken

Year/ Semester	Required Course	Credit	Planned Course	Planned Semester/year	Credit
1/Fall	NU800 Philosophy of Science in Nursing	3			
	PHS605 Advanced Statistical Methods for Data Analysis	3			
1/Spring	NU801 Theoretical Approaches to Research	3			
	NU810 Quantitative Research Methods	3			
1/Summer	NU802 Foundations of Scientific Writing	3			
	NU822 Nursing Research Ethics	1			
2/Fall	PBH512 Qualitative Research Methods or PBH622 Applied Qualitative Research	3			
	AHE506 Subjective Outcomes in Health Evaluation	3			
2/Spring	NU820 Determinant Models of Health	3			
	PHS650 Evaluation and Outcomes Research and Design	3			
	Qualifying Examination				
2/Summer	NU830 Research Residency	1			
	Elective #1	3			
3/Fall	Elective #2	3			
	NU812 Database Design and Management	3			
3/Spring	NU831 Dissertation Seminar	3			
3/Summer	Elective #3	3			
4/Fall	***Defend Dissertation Proposal***				
4/Spring	NU840 Dissertation Advisement	1			
4/Summer	NU841 Dissertation Advisement	1			
5/Fall	NU842 Dissertation Advisement	1			
5/Spring	***Dissertation Defense***				
	Total Credits	**47**			

Student:

_____ _____ _____

Print Name Signature Date

Signature of Dissertation Chair/Advisor: _____ Date: _____

Signature of Program Director(s): _____ Date: _____

Signature of Program Director(s): _____ Date: _____

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING
NURSING PHD PROGRAM

FORM 1 FULL-TIME PLAN OF STUDY PHD/MPH

List all courses taken or to be taken

Year/ Semester	Required Course	Credit	Planned Course	Planned Semester/year	Credit
1/Fall	NU800 Philosophy of Science in Nursing	3			
	PHS605 Advanced Statistical Methods for Data Analysis	3			
	PBH513 Public Health Law & Ethics	3			
1/Spring	NU801 Theoretical Approaches to Research	3			
	NU810 Quantitative Research Methods	3			
	NU820 Determinant Models of Health	3			
1/Summer	NU802 Foundations of Scientific Writing	3			
	NU822 Nursing Research Ethics	1			
	PBH500 Foundations of the US Healthcare System	3			
2/Fall	PBH512 Qualitative Research Methods or PBH622 Applied Qualitative Research	3			
	AHE506 Subjective Outcomes in Health Evaluation	3			
	NU812 Database Design and Management	3			
	Qualifying Examination				
2/Spring	PBH651 Clerkship-Applied Practice Experience	0			
	NU831 Dissertation Seminar	3			
	PHS650 Evaluation and Outcomes Research and Design	3			
	PBH502 Society, Behavior & the Environment	3			
2/Summer	PBH506 Fundamentals of Epidemiology	3			
	NU830 Research Residency	1			
3/Fall	POP500 Essentials of Population Health	3			
	PBH520 Program Planning, Implementation & Evaluation	3			
	Defend Dissertation Proposal				
3/Spring	NU840 Dissertation Advisement	1			
3/Summer	NU841 Dissertation Advisement	1			
4/Fall	NU842 Dissertation Advisement	1			
4/Spring	***Dissertation Defense***				
	Total Credits	**56**			

Student:

Page 1 of 2

_____	_____	_____
Print Name	Signature	Date

Signature of Dissertation Chair/Advisor: _____ Date: _____

Signature of Program Director(s): _____ Date: _____

Signature of Program Director(s): _____ Date: _____

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THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING
NURSING PHD PROGRAM

FORM 1 PART-TIME PLAN OF STUDY PHD/MPH

List all courses taken or to be taken

Year/ Semester	Required Course	Credit	Planned Course	Planned Semester/year	Credit
1/Fall	NU800 Philosophy of Science in Nursing	3			
	PHS605 Advanced Statistical Methods for Data Analysis	3			
1/Spring	NU801 Theoretical Approaches to Research	3			
	NU810 Quantitative Research Methods	3			
1/Summer	NU802 Foundations of Scientific Writing	3			
	NU822 Nursing Research Ethics	1			
2/Fall	PBH512 Qualitative Research Methods or PBH622 Applied Qualitative Research	3			
	PBH513 Public Health Law & Ethics	3			
2/Spring	NU820 Determinant Models of Health	3			
	PBH502 Society, Behavior & the Environment	3			
	Qualifying Examination				
2/Summer	PBH506 Fundamentals of Epidemiology	3			
	NU830 Research Residency	1			
	PBH651 Clerkship-Applied Practice Experience	0			
3/Fall	AHE506 Subjective Outcomes in Health Evaluation	3			
	NU812 Database Design and Management	3			
3/Spring	NU831 Dissertation Seminar	3			
	PHS650 Evaluation and Outcomes Research and Design	3			
3/Summer	PBH500 Foundations of the US Healthcare System				
4/Fall	***Defend Dissertation Proposal***				
	POP500 Essentials of Population Health	3			
	PBH520 Program Planning, Implementation, & Evaluation	3			
4/Spring	NU840 Dissertation Advisement	1			
4/Summer	NU841 Dissertation Advisement	1			
5/Fall	NU842 Dissertation Advisement	1			
5/Spring	***Dissertation Defense***				
	Total Credits	**56**			

Page 1 of 2

Student:

_____	_____	_____
Print Name	Signature	Date

Signature of Dissertation Chair/Advisor: _____ Date: _____

Signature of Program Director(s): _____ Date: _____

Signature of Program Director(s): _____ Date: _____

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THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

FORM 1A DISSERTATION CHAIR APPOINTMENT

This form is to be completed by the student after consultation with his/her faculty advisor and should be submitted to the PhD in Nursing Program Director after the qualifying exam

Name: _____ Student ID Number: _____

Required Examinations and Anticipated Dates of Completion

Qualifying Examination (MM/DD/YYYY) _____

Candidacy Examination (MM/DD/YYYY) _____

Dissertation Defense (MM/DD/YYYY) _____

Dissertation Chair Appointment

Professor _____ has agreed to serve as my Dissertation Chair for work toward the PhD degree.

Signatures

Student: _____ Date: _____

Dissertation Chair/Advisor: _____ Date: _____

Program Director(s): _____ Date: _____

Program Director(s): _____ Date: _____

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

FORM 2 STUDENT ANNUAL REVIEW & DEVELOPMENT PLAN

The student is responsible for completion of the Annual Review and Development Plan and submission to their assigned faculty advisor or Dissertation Chair. A meeting with the faculty advisor or Dissertation Chair to review the form is to be completed annually by the end of the Spring semester. The final form must be approved and signed by the faculty advisor or Dissertation Chair and forwarded to the PhD in Nursing Program Director. The PhD in Nursing Program Director will review, approve and sign the plan and then file it in the student's formal record. Copies should also be retained by the student and faculty advisor or Dissertation Chair.

Date of Review _____

Student's Name: _____ Student ID Number: _____

Term/Year of admission: _____ Year in Program: _____

Annual Reviews*	Date	Benchmarks tor Progression	Date
Annual Review Year 1		Final Plan of Study filed with Program Director • Year 1 planned courses completed successfully • Attendance at annual in-person research residency • Professional Development Activities completed	
Annual Review Year 2		• Year 1 & 2 planned coursework completed successfully • Qualifying examination date targeted • Attendance at annual in-person research residency • Professional Development Activities completed	
Annual Review Year 3		• Qualifying examination completed • Candidacy Examination date targeted • All planned coursework completed successfully • Attendance at annual in-person research residency • Professional Development Activities completed	
Annual Review Year 4		• Candidacy Examination completed • Dissertation Defense date targeted • Article #1 and #2 submission date targeted • Attendance at annual in-person research residency • Professional Development Activities completed	
Annual Review Year 5		• Dissertation Defense Completed • Article #1 and #2 submitted for publication • PhD in Nursing Checklist completed	

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		• Attendance at annual in-person research residency • Professional Development Activities completed	
Annual Review Year 6			
Annual Review Year 7			

*Timeline may be adjusted depending on student progression

Please respond to each of the following questions

I.	What are your scholarly and professional goals for year (e.g., complete CITI training, CV, NIH Biosketch, membership to professional organizations, ENRS presentations etc.)		
II.	Please list your scholarly activities during the past year (e.g., completed citations of publications and presentations, awards or honors, receipt of fellowship or research grant, etc.)		
III.	Is your progress consistent with the Plan of Study filed? If no, described inconsistencies and reasons for inconsistencies.	Yes	No
IV.	What barriers, if any, have you experienced in completing the Plan of Study?		
V.	List your goals for the coming year (e.g., timeline for completion of courses, participate in non-course related research experiences, apply for NRSA or other fellowship, take qualifying or candidacy examinations, begin or complete dissertation, submit articles for publication, present at research conference, etc.)— Your goals should be specific		

Page 2 of 2

VI.	Additional Comments:

Signatures

Student: _____ Date: _____

Faculty Advisor or Dissertation Chair: _____ Date: _____

PhD in Nursing Program Director(s): _____ Date: _____

PhD in Nursing Program Director(s): _____ Date: _____

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

FORM 3 QUALIFYING EXAMINATION COMMITTEE APPOINTMENT

Date _____

Student Name _____ Campus Key _____

The following persons will serve on the Qualifying Examination Committee

Chair (Print Name)	Signature	Date
Faculty (Print Name)	Signature	Date
Faculty (Print Name)	Signature	Date
Program Director (Print Name)	Signature	Date
Program Director (Print Name)	Signature	Date

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

FORM 3A QUALIFYING EXAMINATION FORM

Attempt 1 Date _____

Attempt 2 Date _____

The Qualifying Examination consists of a written literature-based evidence synthesis (integrative review or alternate review type with approval) and an oral presentation. Students will have 6 months to complete the examination. Passing the examinations indicates that the student is eligible to continue with the PhD in Nursing course of study.

On _____ _____

Date Student Name

_____ Successfully passed the Qualifying Examination

_____ Conditionally passed the Qualifying Examination and will need to make the following revisions to successfully pass (to the satisfaction of the QE chair in consultation with the QE committee as needed):

_____

_____

_____ Did not pass the Qualifying Examination

Authorizing Signatures

Chair (Print Name)	Signature	Date
Faculty (Print Name)	Signature	Date
Faculty (Print Name)	Signature	Date
Student (Print Name)	Signature	Date

Committee Comments

*Please keep of a copy of this form for your records and send one to the PhD Program Director

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

FORM 3B QUALIFYING EXAMINATION
INDIVIDUAL MEMBER REPORT

One copy of this report is to be completed by each member of the Qualifying Examination Committee and returned to the Committee Chair within 24 hours of examination. The Committee Chair will forward all reports to the PhD in Nursing Program Director.

**Committee Members: Please retain a copy of this report for your files*

Student Information

Date Examination _____

Student Name _____ Student ID Number _____

Qualifying Examination Report

_____ _____

Committee Member (Print Name) Signature

_____

Department

Please provide a brief substantive report on the performance of the student

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

FORM 4 DISSERTATION COMMITTEE APPOINTMENT

The Dissertation Committee oversees the dissertation research proposal defense and ultimately, the dissertation defense. The Dissertation Committee is comprised of no less than three members including the chair. Additional members may be permitted depending on the student's area of interest or other factors. Members of the Dissertation Committee may be outside of the student's department. Outside members' CVs and rationale for membership on the committee should be emailed to the Dissertation Chair for consideration. The student, in consultation with the Dissertation Chair, selects at least two members of the Dissertation Committee. At least two of the members of the Committee should be faculty who teach in the PhD in Nursing program. To formally establish the Dissertation Committee, this form with committee signatures must be submitted to PhD in Nursing Program Director.

Date _____

Student Name: _____ Student ID Number _____

The following persons will serve on the Dissertation Committee

Chair (Print Name)	Signature	Date
Faculty (Print Name)	Signature	Date
Faculty (Print Name)	Signature	Date
Additional Faculty (Print Name)	Signature	Date
Additional Faculty (Print Name)	Signature	Date
Program Director(Print Name)	Signature	Date

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

FORM 4A DOCTORAL CANDIDACY EXAMINATION REPORT

Date/Time/Location of Examination _____

Student Name: _____ Student ID Number _____

Dissertation Proposal Title _____

_____

Doctoral Candidacy Examination Committee

_____ _____
Dissertation Chair (Print Name) Department

_____ _____
Dissertation Committee Member (Print Name) Department

_____ _____
Dissertation Committee Member (Print Name) Department

Candidacy Examination Results

Based on the student's demonstrated knowledge level and ability (check appropriate box):

☐ The student has passed the examination, and we recommend that the student be admitted to doctoral candidacy.

☐ The student conditionally passed the examination, and we recommend the following corrections to pass and be admitted to doctoral candidacy:

_____

_____

☐ We do not recommend the student for doctoral candidacy at this time and suggest the following course of action on their part:

_____

_____

Authorization Signatures

Each committee member must sign here to show either agreement or dissent from the overall result

Chair ☐ Agree ☐ Dissent

Member ☐ Agree ☐ Dissent

Member ☐ Agree ☐ Dissent

_____ _____ _____
Program Director(Print Name) Signature Date

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

FORM 4B DOCTORAL CANDIDACY EXAMINATION INDIVIDUAL MEMBER REPORT

One copy of this report is to be completed by each member of the Dissertation Committee and returned to the Dissertation Chair within 24 hours of examination. The Committee Chair will forward all reports to the PhD in Nursing Program Director.

**Committee Members: Please retain a copy of this report for your files*

Date of Examination _____

Student Name: _____ Student ID Number _____

Candidacy Examination Report

_____ _____

Committee Member (Print Name) Signature

_____

Department

Please provide a brief substantive report on the performance of the student

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

FORM 5 ORAL DEFENSE DISSERTATION COMMITTEE APPOINTMENT & SCHEDULE FORM

Student Name: _____ Student ID Number _____

Appointment of the following persons to serve on the Final Oral Defense Committee is hereby requested. If the committee is different from the original Form 4, please state the reason(s) for the change.

_____

_____ _____
Dissertation Chair (Print Name) Department

_____ _____
Dissertation Committee Member (Print Name) Department

_____ _____
Dissertation Committee Member (Print Name) Department

_____ _____
Additional Dissertation Committee Member (Print Name) Department

_____ _____
Additional Dissertation Committee Member (Print Name) Department

Date/Time/Location of Oral Defense _____

Dissertation Thesis Title _____

_____

Authorization Signatures

_____ _____
Student Date

_____ _____
Chair Date

_____ _____
Program Director Date

_____ _____
Associate Dean for Research & Global Engagement Date

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

FORM 5A REPORT OF DOCTORAL DISSERTATION FINAL ORAL DEFENSE

This form must be filed with the PhD in Nursing Program Director ***within 48 hours of the oral defense***. In case of disagreement within the Defense Committee, the Chair should consult with the PhD in Nursing Program Director.

We have examined the following student who is pursuing a PhD in Nursing:

Student Name: _____ Student ID Number _____

The result of the defense on _____
Date (MM/DD/YYY)

_____ Were or

_____ Were not satisfactory

Authorizing Signatures

Each committee member must sign this form to show either agreement with or dissent from the overall result.

Chair (Print Name)	Agree Signature	Dissent Signature
Member (Print Name)	Agree Signature	Dissent Signature
Member (Print Name)	Agree Signature	Dissent Signature
Member (Print Name)	Agree Signature	Dissent Signature
Member (Print Name)	Agree Signature	Dissent Signature
Program Director (Print Name)	Agree Signature	Dissent Signature

*Please keep of a copy of this form for your records and send one to the PhD Program Director

ELECTRONIC THESIS AND DISSERTATION (ETD) FORMATTING GUIDELINES

1. Formatting

The student should use 12-point font, a 1½-inch left margin and 1-inch top, bottom, and right margins on all pages. Double spacing should be used and pages should be numbered in the upper right corner of the page, at least ¾ inch from the top. Although the recommended number of pages is provided in the guidelines below, the final number of pages contained in the proposal and its individual sections may differ from the standard format used by major grant agencies based on discussion between the student and the Dissertation Chair. The American Psychological Association format for references should be used and a reference list should be included at the end of the research plan.

2. Front Matter

- Title [See Dissertation Title Page Template next page]
- Abstract
- Dedication (optional)
- Acknowledgments (optional)
- Table of contents
- List of figures (if tables are included in the thesis/ dissertation)
- List of tables (if tables are included in the thesis/ dissertation)
- List of abbreviations (optional)
- Preface/ Attribution (required only if the manuscripts are co-authored)

3. Body Matter

Usually, the chapters are organized in a logical manner, which may include the following titles:

- **Chapter 1 – Dissertation Proposal**
- **Chapter 2 Title for Manuscript**
  - Title
  - Abstract,
  - Introduction
  - Materials and methods
  - Results
  - Discussion
  - References
- **Chapter 3 Title for Manuscript 2**
  - Title
  - Abstract
  - Introduction
  - Materials and methods
  - Results

  - Discussion
  - References

- **Chapter 4 Discussion**
  - Include changes in significance, innovation, and approach from the dissertation proposal with rationale for changes
  - Summary of findings
  - Clinical and research implications
  - Recommended future studies
  - Conclusions including next steps
  - Overall model if appropriate (text or illustration if appropriate)

4. Back Matter

References, appendices, and other back matter are placed after the dissertation narrative. Each manuscript should have its own reference section.

Dissertation Title Page

(Title) (Full Name)

Dissertation submitted to the faculty of the Jefferson College of Nursing at Thomas Jefferson University in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

In

Nursing

(Dissertation Chair)

(Dissertation Committee Member)

(Dissertation Committee Member)

(Date of Defense)

(City and State where you defended)

Keywords: (keywords)

Copyright (Optional)

(Title)

(Name)

ABSTRACT

(Enter abstract here)

PHD DEGREE COMPLETION CHECKLIST

All of the requirements noted below must be completed for the degree to be awarded and for Jefferson College of Nursing to be able to verify information to potential employers. The items below must be emailed to the PhD in Nursing Program Director(s), as part of the requirements for completion of the PhD degree.

- ☐ **Corrected copy of the Dissertation** as a PDF file emailed (please do not use DropBox) to PhD in Nursing Program Director(s).

- ☐ **Preparing your Thesis.**
  See ProQuest submission guidelines for additional details: (https://about.proquest.com/globalassets/proquest/files/pdf-files/preparing-your- manuscript.pdf)
  - ○ Embed all fonts
  - ○ Make sure there is no password protection on the PDF
  - ○ Ensure that security settings allow printing
  - ○ Format as individual, single pages
  - ○ Your degree year should be on the title page

- ☐ **The Report of Doctoral Final Oral Defense (Form 5A)** page is used as a record of acceptance of the student's final corrected dissertation. The Form 5a final thesis and dissertation signature page goes into your thesis.

- ☐ **Uploading your thesis to ProQuest:**
  https://www.etdadmin.com/login?request_uri=%2Fstudent%2Fmylist.
  - ○ You may be asked to establish an account in order to begin to access certain information. However, only upon completion of **ALL** requirements on this checklist, should you upload your thesis digitally. Uploading to this site is the **FINAL** step. If you have any questions regarding this site, please contact the PhD in Nursing Program Manager.

- ☐ **Submitting final copy of the dissertation to the Jefferson Digital Commons (JDC)**
  - ○ *The Jefferson Digital Commons is Jefferson's open access institutional repository, a free service that helps you share your scholarly work with the world.*
  - ○ Please e-mail the PhD in Nursing Education Coordinator or the student both a PDF copy of your dissertation and a signed Jefferson Digital Commons release form. Please use the following naming convention for your files.
    - **Dissertation:** YYYYMMDD_Last name_first name_dissertation (ex. 20220725_Lai_Anita_dissertation.pdf)
    - **Release Form:** YYYYMMDD_Last name_first name_release (ex. 20220725_Lai_Anita_release.pdf)

- ☐ **Completed Graduation Application for Degree.** You will receive an email from the Registrar's office informing you when the Graduation Application for Degree will be accessible through the banner system. This email typically goes out in the fall.

- ☐ **Completed Survey of Earned Doctorates (SED).** This is completed online and may be accessed at: https://sed-ncses.org. Once you have completed the questionnaire, please send the certificate via e-mail to the PhD in Nursing Program Director(s).

- ☐ **Completed Jefferson College of Nursing PhD Exit Survey**

Note: Additional items may be requested by the Office of Financial Aid, Office of the Registrar, or other university offices.

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

PHD IN NURSING TEACHING ASSISTANTSHIP HOURS LOG

Student Name: _____ Term/Year in Program _____

_____ OR _____

Faculty Advisor Dissertation Chair

Week of Term	Date	Time In	Time Out	Hours Worked	Project/Activity
1					
2					
3					
4					
5					
6					
7					
8					

Page 1 of 2

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

PHD IN NURSING TEACHING ASSISTANTSHIP HOURS LOG

Week of Term	Date	Time In	Time Out	Hours Worked	Project/Activity
9					
10					
11					
12					
13					
14					
15					

Faculty Signature indicating approval of hours _____ Date:_____

Page 2 of 2

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Philadelphia, PA 19107
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Jefferson.edu/JCN

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