



UNC
SCHOOL OF NURSING

DOCTOR OF PHILOSOPHY IN NURSING

STUDENT HANDBOOK

Academic Year
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SCHOOL OF NURSING PHD STUDENT HANDBOOK

The Doctor of Philosophy (PhD) in Nursing is conferred by The Graduate School of the University of North Carolina at Chapel Hill. **The Graduate School Handbook** contains the policies and procedures of The Graduate School, as established by the actions of the Administrative Board of The Graduate School.

The School of Nursing (SoN) PhD Handbook contains the description, objectives and curriculum requirements of the PhD program in Nursing as well as information about academic advising and expected progression through the program. Policies and procedures of the SoN for progression review, academic eligibility, and reinstatement are included, as established by the actions of the PhD Executive Committee (PhDEC) of the SoN.

Each student should become familiar with the material pertaining to the PhD degree, and, together with a faculty research advisor, make certain that the chosen program of study complies with all policies.

The SoN reserves the right to make changes to this Handbook at any time.

It is the student's responsibility to be aware of, and comply with all regulations, policies, procedures, and deadlines within **The Graduate School Handbook** as well as the SoN PhD Handbook.

DESCRIPTION OF THE PHD PROGRAM IN NURSING

The PhD program of the University of North Carolina at Chapel Hill is grounded in our commitment to enhancing the health of individuals, families and communities, increasing the effectiveness of health care systems, and furthering the translation of research into practice. Graduates of the program are prepared to advance the theoretical and empirical underpinnings of nursing science, engage in interdisciplinary inquiry, and disseminate knowledge. The PhD curriculum reflects the goals of the National Institutes of Health to foster discovery and increase the knowledge base for improving the health of all populations and to reduce health disparities. The program emphasizes the integration of the biological and behavioral sciences, the development and testing of evidence-based, theoretically grounded interventions, and the improvement of health care quality and outcomes. Faculty research addresses three areas of emphasis: enhancing health in vulnerable populations, managing chronic health problems, and strengthening health care systems. Students work closely with internationally renowned faculty from nursing and other disciplines to develop the skills and expertise needed to launch their program of research and pursue a successful career in academic and health care settings.

VISION STATEMENT OF THE PHD PROGRAM IN NURSING

To prepare a diverse group of graduates who are highly capable and driven to engage in research and scholarly scientific activities that enhance the health of individuals, families and communities; increase the effectiveness of health care systems; and further the translation of research into practice.

PHD PROGRAM TERMINAL OBJECTIVES

At the end of the PhD Program students are expected to demonstrate the following terminal objectives:

- Demonstrate substantive expertise on health care systems or an aspect of prevention and/or management of health conditions.
- Evaluate, critique, and synthesize research conducted in nursing and related disciplines.
- Understand and utilize multiple modes of inquiry in the design and conduct of nursing research.
- Use conceptual models and theories from nursing or related disciplines to design and implement nursing studies.
- Conduct research in a culturally competent manner using appropriate design and analysis techniques.
- Demonstrate scientific integrity and the protection of human subjects in the design, conduct and analysis of research studies.
- Translate research findings through multiple modes of dissemination for the purposes of improving health and health care systems.

PHD PROGRAM RESEARCH COMPETENCIES

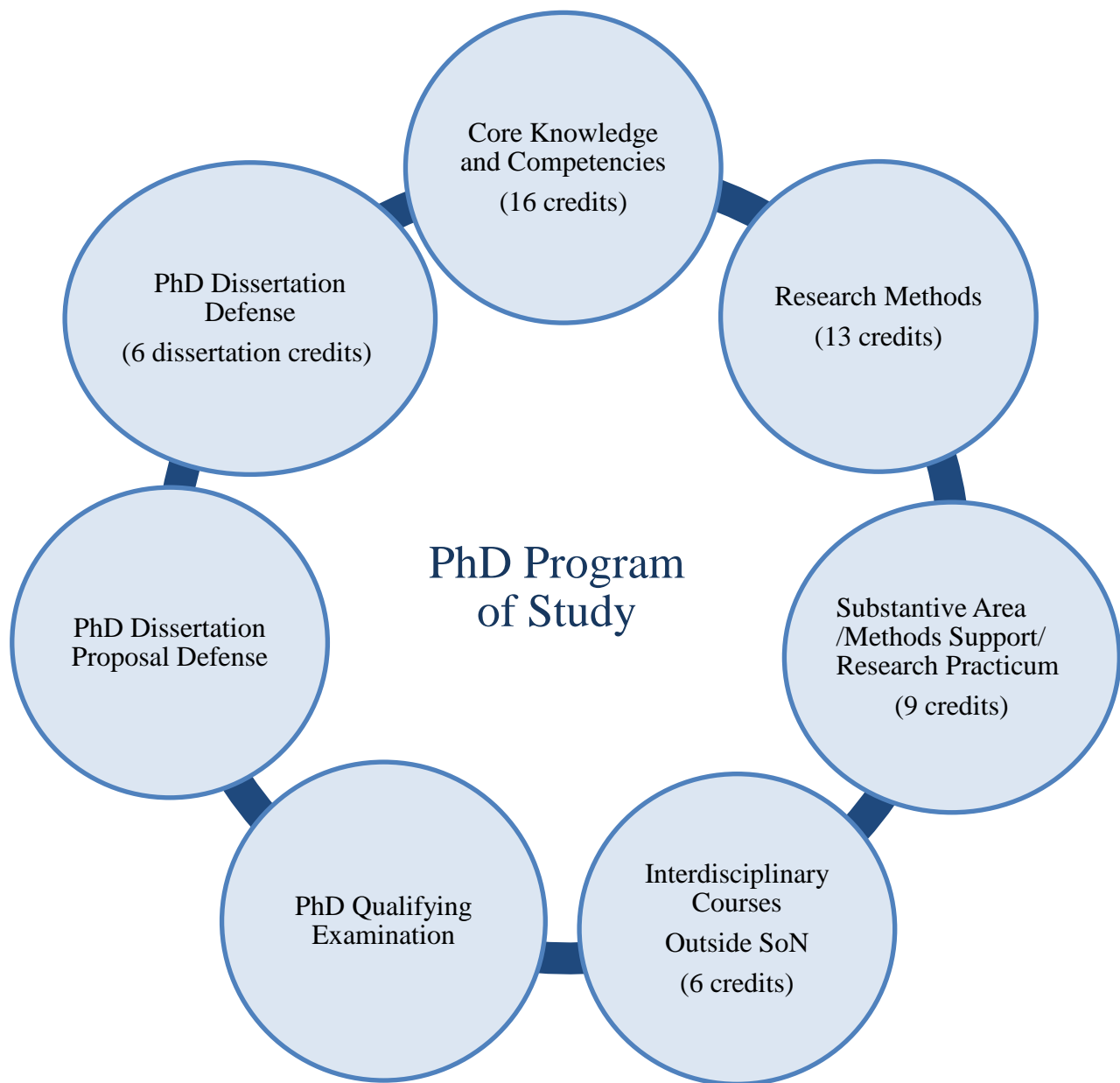
PhD students must possess the following research competencies in order to complete the dissertation and proceed toward a program of research:

- Synthesize the literature in a focused area.
- Develop a problem statement and purpose in a focused area of inquiry.
- Evaluate theoretical/conceptual frameworks for applicability in designing a study.
- Identify and critique research methods for appropriateness in a given study.
- Utilize a research design that is consistent with the problem statement, purpose, and theoretical/conceptual framework.
- Identify, critique, and apply strategies for conceptualizing and/or operationalizing research variables.
- Write a research grant proposal.
- Use sound and consistent methods to ethically conduct data gathering activities.
- Ethically conduct research and adhere to standards of scientific integrity.
- Develop a systematic approach to data management including data entry, cleaning, tracking and maintaining confidentiality.
- Utilize appropriate data analysis techniques consistent with the purpose and design of a study.
- Interpret and synthesize the findings in light of the existing literature and theoretical framework and identify relevance for practice and future research.
- Disseminate papers through selected peer-reviewed outlets including abstracts, presentations, and publications.

CURRICULUM REQUIREMENTS

- Coursework
 - Core knowledge and competencies courses
 - Research methods courses
 - Substantive area / methods support / or additional research practicum courses
 - Interdisciplinary Courses Outside the SoN
- PhD Qualifying Examination (“The Doctoral Written Examination”)¹
- Dissertation
 - Dissertation Proposal Defense (“The 1st Doctoral Oral Examination”)
 - Dissertation Defense (“The Final Doctoral Oral Examination”)

¹ Comprehensive Examination if matriculated prior to 2013



Expected Length of the PhD Program

The PhD Program can be completed in 3.5 years. PhD students can expect to take two to three years of coursework in addition to completing a major research project, the dissertation. If the student elects to take an additional 3-credit course in the first or second summer or during a fall or spring semester it is feasible to complete the PhD in 3 years. A PhD student has eight calendar years from the date of first registration in the Graduate School to complete the PhD degree (see “Time Limits” in the Graduate School Handbook). Under special circumstances an extension of time may be granted (see Graduate Student Handbook, “Extension of the Time Limit”).

Required Coursework

Students often elect to take more than the minimum required courses. Students may also elect to take other courses within the nursing graduate programs as long as they do not include clinical practicums. For example, students may elect to take additional graduate level courses in nursing education.

Students admitted after 2013 are required to take the following:

- A. Core knowledge and competencies (16 credits required of all PhD students)
 - NURS 912: Theoretical Foundations of Scientific Inquiry (3 credits)
 - NURS 959: Research Grant Writing (3 credits)
 - NURS 962: Conducting Systematic Reviews and Writing Specific Aims (4 credits)
 - NURS 963: Writing for Publication (3 credits)
 - NURS 985: Research Seminar and Practicum: Guided Individual Research Experience (3 credits required for graduation)

- B. Research methods courses (13 credits required of all PhD students)
 - NURS 972: Statistical Models for Health Research (4 credits); (approved alternative: HPM 880 Math/Stata tutorial – prerequisite; HPM 881 Categorical Data Analysis; HPM 882 Linear Regression; HPM 883 Advanced Methods in Health Policy and Administration)
 - NURS 976: Issues in Sampling and Design (3 credits)
 - NURS 977: Qualitative Approaches to Knowledge Development (3 credits)
 - NURS 978: Principles of Measurement (3 credits)

- C. Substantive area courses/methods support courses/or additional research practicum (9 credits required of all PhD students) (see “**Special requirements**”)

- D. Interdisciplinary courses outside of nursing (6 credits)

- E. Minimum of 6 dissertation credits required (NURS 994)

Minimal requirements for students who matriculated prior to 2013:

A. Core knowledge and competencies

- NURS 910: Nursing Theory (3 credits)
- NURS 915: Nursing, Health Organizations, and Policy Making (3 credits)
- NURS 923 or NURS 928: Theories of Prevention/Management of Chronic Conditions or Organizational Theories Applied to Nursing (3 credits)
- NURS 985: Research Seminar and Practicum: Guided Individual Research Experience (3 credits required for graduation)

B. Research methods courses

- NURS 970: Advanced Statistics I (3 credits) (approved alternative: HPM 880 Math/Stata tutorial – prerequisite; HPM 881 Categorical Data Analysis; HPM 882 Linear Regression; HPM 883 Advanced Methods in Health Policy and Administration)
- NURS 971: Advanced Statistics II (3 credits)
- NURS 976: Issues in Sampling and Design (3 credits)
- NURS 977: Qualitative Approaches to Knowledge Development (3 credits)
- NURS 978: Principles of Measurement (3 credits)

C. Substantive area courses/methods support courses/or additional research practicum (9 credits required of all PhD students) (see “**Special Requirements**”)

D. Interdisciplinary courses outside of nursing (6 credits)

F. Minimum of 6 dissertation credits required (NURS994)

Students must have completed a research practicum (N985) prior to defending their dissertation proposal. Equivalent knowledge gained as a research assistant or researcher may be substituted for N985 as long as this experience helps the student achieve program objectives and research competencies for the PhD program. Students receiving T32 funding must participate in a specified number of hours of their mentor’s research per week; this serves as research practicum experience. In the event N985 can be waived, another course is substituted for N985.

The requirement of six interdisciplinary credits outside the SoN is intended to strengthen students’ understanding of essential knowledge from related fields applicable to their area of study in nursing. We encourage students to think about how other disciplines approach their area of interest and to situate their work within a broader context. Because of the rich resources available on the University’s campus, courses are available in a wide range of fields; students have taken courses in psychology, sociology, management and organizational behavior, anthropology, epidemiology, history, women’s studies, health behavior, health policy and management, exercise and sports science, genetics, biomedical engineering, and physiology. All non-nursing courses must be at the graduate level (i.e. courses numbered 600 or above); preferably at the doctoral level.

A dissertation is required, with a minimum of six credit hours of dissertation (NURS 994). Three credits of NURS 994 confers full-time status as a graduate student.

A student who was registered for the immediately preceding fall and spring semesters does not need to enroll during either of the summer sessions to maintain status as a full-time matriculated student. However, students are required to be registered for a minimum of three credit hours of dissertation (994) during the semester(s) or summer term in which the dissertation proposal is defended and during the semester or summer that the final dissertation is defended and whenever University resources (including faculty time) are being used. Use of faculty resources during the summer is contingent upon the faculty member's appointment in the SoN. Many faculty have 9-month faculty appointments. You need to discuss your summer plans with your advisor to determine their availability.

Registration during a semester or summer for the proposal defense or the dissertation defense covers a student from the first day of class in the semester or summer until the day before classes begin for the next semester. For example, if a student is registered for three credit hours of 994 in the fall semester and intends to defend in the same term, s/he must defend between the first day of fall classes and the day before the first day of spring classes. Similarly, summer registration would cover a defense occurring anytime between the first day of summer session I classes until the day before the first day of fall classes. If the defense takes place during a summer, students must be registered for a minimum of three credit hours of 994 during either the first or second summer session to be covered for the entire summer term.

Special Requirements

Students with a focus in *Health Care Systems* should confer with the advisors/advisory committee about their specific course selection. HPM (Health Economics) is also required of all Health Care Systems students. School of Nursing courses include:

- NURS 928 Organization Theory and/or:
- NURS 933 Health Care Quality and Patient Outcomes: Conceptual and Methodological Approaches, and/or:
- NURS 915 Health Care Policy

Students on the T32 Research Training Grant: Interventions to Prevent and Manage Chronic Illness course requirements:

- NURS 957 From Theory to Intervention, and:
- NURS 958 Designing Intervention Studies

PHD COURSE OFFERINGS IN THE SCHOOL OF NURSING (Course number, title, description, time of offering, credits)

NURS 912 Theoretical Foundations of Scientific Inquiry

This course critically analyzes historical and current views of knowledge development and scientific development. It examines the underlying ontological and epistemological assumptions of these views and how they influence scientific inquiry. Students will learn to critically evaluate extant theories, concepts and models for use in research, including their testability and utility. Required; offered every fall semester; 3 credits.

NURS 959 Research Grant Writing

Course is designed to assist doctoral students and post-docs with preparation of Individual National Research Service Award (NRSA) or other research grant application. All steps in grant writing process will be addressed. Student should have solidified research idea prior to course. Mentor must agree to work with student throughout course. Required; offered every spring semester; 3 credits.

NURS 962 Conducting Systematic Reviews and Writing Specific Aims

Prerequisite: Graduate standing. This course is designed to develop students' skills in conducting systematic reviews of the literature in their area of research focus. In addition, students will gain proficiency in developing aims for a research study and in using findings from their systematic literature reviews to further develop and refine those aims. Required; offered every fall semester; 4 credits.

NURS 963 Writing for Publication

In this course, students apply principles and practices of writing to the preparation of manuscripts for publication. Required; offered every spring semester; 3 credits.

NURS 972 Statistical Models for Health Research

Prerequisite: Successful completion of the placement exam or NURS 777 or NURS 671. This course will examine principles of bivariate and multiple regression and correlation, as well as univariate ANOVA, multiple ANOVA, ANCOVA, and repeated measures ANOVA. Emphasis is on application of these techniques in the analysis of nursing and health-related data. Required; offered every spring semester; 4 credits.

NURS 976 Issues in Sampling and Design

Prerequisite: Graduate standing. Systematic and critical analysis of quantitative research designs including experimental, quasi-experimental, longitudinal, comparative, correlational, and descriptive. Examines sampling frameworks, types of samples, sampling errors and biases, and advantages and disadvantages of these designs for the study of nursing and healthcare issues. Required; offered every fall semester; 3 credits.

NURS 977 Qualitative Approaches to Knowledge Development

Prerequisite: Graduate standing. Examines the philosophical orientation and techniques of qualitative methodologies including qualitative description, grounded theory, ethnography, and narrative. Design issues related to sampling, data collection, data analysis, and data representation, validation, rigor, and ethical concerns are considered. Required; offered every spring semester; 3 credits.

NURS 978 Principles of Measurement

Examination of measurement and techniques for assessing validity, reliability, and structure of data collection instruments. Instrument construction and procedures for critical evaluation of instruments are included. Required; offered every fall semester; 3 credits.

NURS 985 Research Seminar & Practicum: Guided Individual Research Experience

Directs students to develop research skills related to dissertation and future research. Minimum of 3 credits required; offered every spring and fall semester and both summer sessions; 1-6 credits.

NURS 994 Dissertation

Dissertation credits. Minimum of 6 credits required; offered every spring and fall semester and both summer sessions; 3 credits.

Elective Courses

NURS 899 Special Topics

Independent study with an authority in the field. Elective; offered every spring and fall semester and both summer sessions. 1-6 credits.

NURS 901 Clinical Scholars in Nursing Innovation I

Prerequisite: Admission to the Hillman Scholars Program in Nursing Innovations; completion of the BSN; licensed as an RN in North Carolina; in good academic standing and enrolled full-time in the PhD program. The first of two courses designed to enhance scholars' understanding of nursing practice and care delivery within clinical microsystems. Students engage in individualized, precepted clinical experiences and guided scholarly reflection. Offered every fall semester; 6 credits.

NURS 902 Clinical Scholars in Nursing Innovation II

Prerequisite: Admission to Hillman Scholars in Nursing Innovation Program. 6 credits. Second sequential course for doctoral students designed to extend scholars understanding of nursing practice and develop identity as a nurse scientist within clinical microsystems. Scholars engage in individualized, precepted clinical experiences and guided scholarly reflection. Offered every spring semester; 6 credits.

NURS 915 Health Organization Policy

Examines interrelated changes in nursing, ethical and legal expectations, and the organization of health care and health policy. Ways that nurse leaders in health care organizations adapt to and challenge public policies throughout the policymaking process and consequences for organizations and for health, practice, research and education are explored. Elective; offered every spring semester; 3 credits.

NURS 928 Organizational Theories

Examines the major theoretical paradigms, perspectives, and issues in organization theory, particularly as applied to organizations providing health care services. Elective; offered every other spring semester as needed, odd years; 3 credits.

NURS 930 Children at Risk: Prenatal Period Through Emerging Young Adulthood

This course will apply ecological and developmental perspectives to research with children at risk for conditions that threaten life and quality of life, and resilience under risk. Emphasis is on critically evaluating conceptual models, designs and methods, and responsible conduct of research that aims to understand, prevent or manage risk. Elective; offered every other spring semester, even years; 3 credits.

NURS 932 Families and Health

Explores theoretical, methodological, and ethical issues related to research in families and health across the life span. Content includes family research related to health promotion, risk reduction, vulnerability, and health risk, and the family in the context of acute and chronic illness. Cultural, ethnic, and socioeconomic issues are included. Elective; offered every other year, fall semester, even years; 3 credits.

NURS 933 Health Care Quality and Patient Outcomes: Conceptual and Empirical Approaches

Prerequisite: NURS 976 or permission of instructor. Examines literature on quality of care - effectiveness, safety, efficiency, equity, timeliness and patient-centeredness. Critically evaluates conceptual frameworks, research designs, sources of data, analytic approaches, and implications for health care policy. Elective; offered every other spring semester as needed; even years; 3 credits.

NURS 950 Analysis of the Academic Role in Nursing Education

This course examines knowledge, theories and skills necessary for transition into an academic teaching role in university schools of nursing. Particular emphasis on the teaching-learning process as utilized in higher education. Elective; offered every other spring semester, odd years; 3 credits.

NURS 953 Ethics and Law in Health Care and Research

Focuses on the analysis of contemporary ethical/legal dilemmas in health care and research. Examines nurses' ethical/legal responsibilities, law and the impact of judicial precedent upon clinical practice and research, the interface of law and ethics, and comparative theories/models of ethical reasoning and decision-making. Elective; offered every other spring semester, odd years; 3 credits.

NURS 957 From Theory to Intervention

Prerequisite: NURS 912 or graduate level theory course. In-depth exploration of selected programmatic research in nursing and related fields on prevention and management of chronic conditions in order to generate and evaluate treatment theory and intervention protocol. Elective; offered every fall semester; 3 credits.

NURS 958 Designing Intervention Studies

Prerequisite: NURS 957 or permission of instructor. Examines methodological, ethical, and practical issues in the design and implementation of theory-based intervention studies. Elective; offered every spring semester; 3 credits.

NURS 965 Issues in Gerontological Research

Designed to enhance the student's knowledge of relevant issues researchers face when planning, designing, and implementing, research with an older adult population. Elective; offered every other year, fall semester, even years; 3 credits.

NURS 979 Qualitative Analysis

Prerequisite: NURS 977 or equivalent doctoral level qualitative methods course. Emphasizes the work of analysis and interpretation. Students apply relevant qualitative techniques to their own data. Elective; offered every other year, spring semester, even years; 3 credits.

NURS 980 Observational Methods

This course explores quantitative observational research techniques. Strategies for developing coding systems, determining reliability and validity, and analyzing data are included. Elective; offered every other fall semester; odd years; 3 credits.

NURS 981 Longitudinal Methods and Analysis

Prerequisite: NURS 972, or permission of the instructor. Examines longitudinal research methods, including conceptualization, design, and analysis. Assumptions and limitations of longitudinal statistics, relationship between design and analyses, and strategies to maintain scientific integrity are covered. Elective; offered every other spring semester, odd years; 3 credits.

Sequencing of PhD Course Offerings in the SoN
(subject to change; refer to **Graduate Course Listing**)

Courses offered every year: Fall

NURS 899 Special Topics
NURS 901 Clinical Scholars in Nursing Innovation I
NURS 912 Theoretical Foundations of Scientific Inquiry
NURS 957 From Theory to Intervention
NURS 962 Conducting Systematic Reviews and Writing Specific Aims
NURS 976 Issues in Sampling and Design
NURS 978 Principles of Measurement
NURS 985 Research Seminar & Practicum: Guided Individual Research Experience
NURS 994 Dissertation

Courses offered every year: Spring

NURS 899 Special Topics
NURS 902 Clinical Scholars in Nursing Innovation II
NURS 915 Health Organization Policy
NURS 958 Designing Intervention Studies
NURS 959 Research Grant Writing
NURS 963 Writing for Publication
NURS 972 Statistical Models for Health Research
NURS 977 Qualitative Approaches to Knowledge Development
NURS 985 Research Seminar & Practicum: Guided Individual Research Experience
NURS 994 Dissertation

Courses offered every other year: Fall Semester, Odd Years

NURS 980 Observational Methods

Courses offered every other year: Fall Semester, Even Years

NURS 932 Families and Health
NURS 965 Issues in Gerontological Research

Courses offered every other year: Spring Semester, Odd Years

NURS 928 Organizational Theories
NURS 950 Analysis of the Academic Role in Nursing Education
NURS 953 Ethics and Law in Health Care and Research
NURS 981 Longitudinal Methods and Analysis

Courses offered every other year: Spring Semester, Even Years

NURS 930 Children at Risk: Prenatal Period Through Emerging Young Adulthood
NURS 933 Health Care Quality and Patient Outcomes: Conceptual and Empirical Approaches
NURS 979 Qualitative Analysis

PhD PROGRAM PLANS

Standard PhD Full Time Plan of Study		
<u>Year 1</u>		
Fall		10 credits
NURS 912	Theoretical Foundations of Scientific Inquiry (3 credits)	
NURS 962	Conducting Systematic Reviews and Writing Specific Aims (4 credits)	
NURS 976	Issues in Sampling and Design (3 credits)	
Spring		10 credits
NURS 959	Research Grant Writing (3 credits)	
NURS 972	Statistical Models for Health Research (4 credits)	
NURS 977	Qualitative Methods (3 credits)	
QUALIFYING EXAM		
<u>Year 2</u>		
Fall		9 credits
NURS 978	Principles of Measurement (3 credits)	
XX XXX	Substantive area/methods support course or research practicum (3 credits)	
XX XXX	Substantive area/methods support course or research practicum course (3 credits)	
Spring		9 credits
NURS 963	Writing for Publication (new course 3 credits)	
NURS 985	Research practicum (3 credits)	
XX XXX	Interdisciplinary courses outside of nursing (3 credits)	
<u>Year 3</u>		
Fall		9 credits
XX XXX	Substantive area/methods support course or research practicum (3 credits)	
XX XXX	Interdisciplinary courses outside of nursing (3 credits)	
NURS 994	Dissertation (3 credits)	
DISSERTATION PROPOSAL DEFENSE		
Spring		3 credits
NURS 994	Dissertation (3 credits)	
<u>Year 4</u>		
Fall		3 credits
NURS 994	Dissertation (3 credits)	
DISSERTATION DEFENSE		

RWJ Future of Nursing Scholars Plan of Study		
<u>Year 1</u>		
Fall		10 credits
NURS 912	Theoretical Foundations of Scientific Inquiry (3 credits)	
NURS 962	Conducting Systematic Reviews and Writing Specific Aims (4 credits)	
NURS 976	Issues in Sampling and Design (3 credits)	
Spring		10 credits
NURS 959	Research Grant Writing (3 credits)	
NURS 972	Statistical Models for Health Research (4 credits)	
NURS 977	Qualitative Methods (3 credits)	
QUALIFYING EXAM		
Summer		
NURS 985	Research Practicum (3 credits)	
XXX	Interdisciplinary course (3 credits)	
<u>Year 2</u>		
Fall		9 credits
NURS 978	Principles of Measurement (3 credits)	
XX XXX	Interdisciplinary course (3 credits)	
XX XXX	Substantive area/methods support course or research practicum course (3 credits)	
Spring		9 credits
NURS 963	Writing for Publication (new course 3 credits)	
NURS 985	Research practicum (3 credits)	
XX XXX	Interdisciplinary courses outside of nursing (3 credits)	
DISSERTATION PROPOSAL DEFENSE		
Summer		
NURS 994	Dissertation (3 credits, full time)	3 credits
<u>Year 3</u>		
Fall		3 credits
NURS 994	Dissertation (3 credits, full time)	
Spring		3 credits
NURS 994	Dissertation (3 credits, full time)	
DISSERTATION DEFENSE		

PhD Plan of Study for Hillman Scholars with Clinical Scholars Course		
<u>Year 1</u>		
Fall		10 credits
NURS 675	Hillman Seminar (1 credit)	
NURS 901	Clinical Scholars in Nursing Innovation I (6 credits)	
NURS 976	Issues in Sampling and Design (3 credits)	
Spring		10 credits
NURS 675	Hillman Seminar (1 credit)	
NURS 902	Clinical Scholars in Nursing Innovation II (6 credits)	
NURS 972	Statistical Models for Health Research (4 credits)	
Summer		6 credits
NURS 985	Research Practicum (3 credits) (3 credits, full time)	
XXXX	Elective/interdisciplinary course (3 credits)	
<hr/>		
<u>Year 2</u>		
Fall		11 credits
NURS 675	Hillman Seminar (1 credit)	
NURS 912	Theoretical Foundations of Scientific Inquiry (3 credits)	
NURS 962	Conducting Systematic Reviews and Writing Specific Aims (4 credits)	
NURS 978	Principles of Measurement (3 credits)	
Spring		10 credits
NURS 675	Hillman Seminar (1 credit)	
NURS 959	Grant Writing (3 credits)	
NURS 963	Writing for Publication (3 credits)	
NURS 977	Qualitative Methods (3 credits)	
QUALIFYING EXAM		
Summer		1 credit
N960	Writing the Training Plan (1 credit)	
<hr/>		
<u>Year 3</u>		
Fall		10 credits
NURS 675	Hillman Seminar (1 credit)	
XXXX	Elective/interdisciplinary course (3 credits)	
XXXX	Elective/interdisciplinary course (3 credits)	
NURS 994	Dissertation (3 credits)	
Spring		10 credits
NURS 675	Hillman Seminar (1 credit)	
XXXX	Elective/interdisciplinary course (3 credits)	
XXXX	Elective/interdisciplinary course (3 credits)	
NURS 994	Dissertation (3 credits)	
DISSERTATION PROPOSAL DEFENSE		
<hr/>		
<u>Year 4</u>		
Fall		3 credits
NURS 994	Dissertation (3 credits)	
Spring		3 credits
NURS 994	Dissertation (3 credits)	
DISSERTATION DEFENSE		

PhD Plan of Study for Hillman Scholars without Clinical Scholars Course

Year 1

Fall 11 credits

NURS 675 Hillman Seminar (1 credit)
 NURS 912 Theoretical Foundations of Scientific Inquiry (3 credits)
 NURS 962 Conducting Systematic Reviews and Writing Specific Aims (4 credits)
 NURS 976 Issues in Sampling and Design (3 credits)

Spring 11 credits

NURS 675 Hillman Seminar (1 credit)
 NURS 959 Research Grant Writing (3 credits)
 NURS 972 Statistical Models for Health Research (4 credits)
 NURS 977 Qualitative Methods (3 credits)

QUALIFYING EXAMINATION

Summer

N960 Writing the Training Plan (1 credit)

Year 2

Fall 10 credits

NURS 675 Hillman Seminar (1 credit)
 NURS 978 Principles of Measurement (3 credits)
 XX XXX Substantive area/methods support course or research practicum (3 credits)
 XX XXX Substantive area/methods support course or research practicum course (3 credits)

Spring 10 credits

NURS 675 Hillman Seminar (1 credit)
 NURS 963 Writing for Publication (new course 3 credits)
 NURS 985 Research practicum (3 credits)
 XX XXX Interdisciplinary courses outside of nursing (3 credits)

DISSERTATION PROPOSAL DEFENSE

Summer

NURS 994 Dissertation (3 credits)

Year 3

Fall 4 credits

NURS 675 Hillman Seminar (1 credit)
 NURS 994 Dissertation (3 credits)

Spring 4 credits

NURS 675 Hillman Seminar (1 credit)
 NURS 994 Dissertation (3 credits)

DISSERTATION DEFENSE

SCHOLARLY EXPECTATIONS

Scholarly Expectations for a Full-Time PhD Program Student	
Fall semester, 1 st year	<p>Estimated Plan of Study completed Individual Development Plan completed Mentoring Agreement completed Selection of 3-person Advisory Committee Report of initial meeting with 3-person Advisory Committee submitted to Program Director Formative mock review on research topic to be conducted by 3-person Advisory Committee Draft of Paper #1 completed</p>
Spring semester, 1 st year	<p>Draft of research plan for NRSA F31 (or other appropriate grant) Report of meeting with 3-person Advisory Committee submitted to Program Director Submission of poster/presentation to scientific meeting Formative mock review of aims and research plan by 3-person Advisory Committee Qualifying Examination Completed</p>
Fall semester, 2 nd year	<p>Paper #1 submitted for publication Report of meeting with 3-person Advisory Committee submitted to Program Director 5-person Dissertation Committee selected and paperwork completed Mock review of close to final version of NRSA or other appropriate grant application NRSA or other appropriate grant application submitted Draft of Paper #2 completed</p>
Spring semester, 2 nd year	<p>Report of meeting with Dissertation Committee submitted to Program Director Paper #2 submitted for publication Submission of poster/presentation to scientific meeting</p>
Fall semester, 3 rd year	<p>Coursework completed Dissertation proposal defense successfully passed Draft of paper #3 completed</p>
Spring semester, 3 rd year	<p>Dissertation study approved by IRB Paper #3 submitted Submission of poster/presentation to scientific meeting</p>
Fall semester, 4 th year	<p>Final defense of dissertation Submission of poster/presentation to scientific meeting</p>

Scholarly Expectations for RWJ Future of Nursing Scholars	
Fall, 1 st year	Estimated Plan of Study completed Individual Development Plan completed Mentoring Agreement completed Selection of 3-person Advisory Committee Report of initial meeting with 3-person Advisory Committee submitted to Program Director Formative mock review on research topic to be conducted by 3-person Advisory Committee Draft of Paper #1 completed
Spring semester, 1 st year	Draft of research plan for NRSA F31 (or other appropriate grant) Report of meeting with 3-person Advisory Committee submitted to Program Director Submission of poster/presentation to scientific meeting Formative mock review of aims and research plan by 3-person Advisory Committee Submit paper #1 Selection of 5-person Dissertation Committee Qualifying Examination Completed
Summer session, 1 st year	Complete research practicum Draft of paper #2 from research practicum Complete training plan for NRSA F31 Mock review by Dissertation Committee and submission of NRSA F31
Fall semester, 2 nd year	Paper #2 submitted First draft of dissertation proposal to committee
Spring semester, 2 nd year	Submission of poster/presentation to scientific meeting Coursework completed Dissertation proposal defense IRB approval
Summer session, 2 nd year	Full engagement in dissertation work
Fall semester, 3 rd year	Draft of paper #3 completed Full engagement in dissertation work First full draft of dissertation presented to committee
Spring semester, 3 rd year	Paper #3 submitted Submission of poster/presentation to scientific meeting Final defense of dissertation

Scholarly Expectations for a Hillman Scholar <i>with</i> the Clinical Scholars Courses	
Fall semester, 1 st year	Estimated Plan of Study completed Individual Development Plan completed Mentoring Agreement completed Begin Clinical Fellowship Draft of Undergraduate Honor's Paper completed
Spring semester, 1 st year	Undergraduate Honor's Paper submitted for publication Submission of poster/presentation to scientific meeting Completion of Clinical Fellowship
Fall semester, 2 nd year	Selection of 3-person Advisory Committee Report of initial meeting with 3-person Advisory Committee submitted to Program Director Formative mock review on research topic to be conducted by 3-person Advisory Committee
Spring semester, 2 nd year	Draft of research plan for NRSA F31 (or other appropriate grant) Report of meeting with 3-person Advisory Committee submitted to Program Director Submission of poster/presentation to scientific meeting Formative mock review of aims and research plan by 3-person Advisory Committee Selection of 5-person Dissertation Committee, paperwork submitted and report of first meeting submitted to Program Director Qualifying Examination Completed
Summer, 2 nd year	Complete research practicum Draft of paper #1 from research practicum Complete training plan for NRSA F31 Mock review of F31 by Dissertation Committee
Fall semester, 3 rd year	NRSA or other appropriate grant application submitted Paper #1 submitted for publication First draft of dissertation proposal to committee
Spring semester, 3 rd year	Coursework completed Dissertation proposal defense successfully passed Draft of paper #2 completed and submitted Dissertation study approved by IRB Submission of poster/presentation to scientific meeting
Summer semester, 3 rd year	Full engagement in dissertation work Draft of paper #2 completed and submitted
Fall semester, 4 th year	Draft of paper #3 completed and submitted Final defense of dissertation Submission of poster/presentation to scientific meeting

Scholarly Expectations for a Hillman Scholar <i>without</i> the Clinical Scholars Courses	
Fall semester, 1 st year	Estimated Plan of Study completed Individual Development Plan completed Mentoring Agreement completed Selection of 3-person Advisory Committee Report of initial meeting with 3-person Advisory Committee submitted to Program Director Formative mock review on research topic to be conducted by 3-person Advisory Committee Draft of Paper #1 completed
Spring semester, 1 st year	Draft of research plan for NRSA F31 (or other appropriate grant) Report of meeting with 3-person Advisory Committee submitted to Program Director Submission of poster/presentation to scientific meeting Formative mock review of aims and research plan by 3-person Advisory Committee Qualifying Examination Completed
Fall semester, 2 nd year	Paper #1 submitted for publication Report of meeting with 3-person Advisory Committee submitted to Program Director 5-person Dissertation Committee selected and paperwork completed Mock review of close to final version of NRSA or other appropriate grant application NRSA or other appropriate grant application submitted Draft of Paper #2 completed
Spring semester, 2 nd year	Report of meeting with Dissertation Committee submitted to Program Director Paper #2 submitted for publication Submission of poster/presentation to scientific meeting
Fall semester, 3 rd year	Coursework completed Dissertation proposal defense successfully passed Draft of paper #3 completed
Spring semester, 3 rd year	Dissertation study approved by IRB Paper #3 submitted Submission of poster/presentation to scientific meeting
Fall semester, 4 th year	Final defense of dissertation Submission of poster/presentation to scientific meeting

THE ROLE OF THE FACULTY RESEARCH ADVISOR/MENTOR

Consistent with the requirements of the Graduate School, upon admission to the program, students are assigned a faculty research advisor by the Director of the PhD program. The assignment of the advisor is based closely on the description of the proposed area of research in the student's application to the program and the faculty match identified during the admission process. The advisor typically oversees the student's research progress and serves as the primary mentor. For incoming students, we encourage the faculty research advisor to be in frequent communication with the student even prior to matriculation.

The advisor is responsible for and instrumental in guiding the student to plan and pursue a program of study that meets all School of Nursing and University requirements for graduation as well as focusing on the student's scholarly goals. This is accomplished through the development of a strong mentorship relationship in which both the student and the advisor commit to a set of collaborative activities to enhance the scholarly, professional and personal development of the student. The advisor can serve as a source of support and encouragement to the student by sharing their knowledge, experience, and advice. Thus, the advisor is more than a source of information about registration; s/he is a coordinator of a student's entire educational experience. The advisor makes sure that the student receives relevant notices, meets with the student on a regular and consistent basis (ideally weekly or bi-weekly) for questions or consultation and helps the student manage problems that interfere with the student's educational progress. The advisor also provides the student with assistance in identifying courses and helps with any problems affecting the student's relationships with faculty, colleagues, or the PhD program as a whole.

In many cases, the faculty research advisor becomes the chair of the student's dissertation committee. However, there are circumstances, e.g., a change in the student's research focus, the exposure of the student to other faculty who might be a more appropriate faculty research advisor, where the student elects to request a change in advisor. The student should discuss the decision to change advisors with both the current and future advisor. If the situation is one in which the student has any discomfort about making such a change, the student should seek consultation from the Program Director. At the time of the proposed change, a written request should be submitted to the Program Director for her approval.

PhD Plan of Study (POS)

The **POS** outlines projected coursework for the student's entire course of study, including specific courses, research practica and dissertation work. First semester students are expected to submit a completed POS at the time they register for second semester courses, immediately after their meeting with their advisors. Continuing students are expected to update the POS every semester. Note that the POS is an **estimate** of the student's plan and is likely to change as his/her focus of study becomes clearer. It is essential that current plans of study are available to the Program Director as they provide information for planning course offerings in future academic years. Students are expected to review their POS once each semester prior to registering for courses for the subsequent semester. Prior to registration, the POS and detailed instructions are sent by email to faculty research advisors and students prior to registration.

Students may substitute equivalent courses for required courses with approval of the student's 3-person advisory committee, the PhD Executive Committee and the Director of the PhD and Post-doctoral Programs (see **course transfer policy**). Students must have 2 years in residence before the dissertation proposal is approved, and they must meet a language requirement. In the SoN,

taking two PhD level research courses fulfills the language requirement (e.g., N972, N976, N977, N978).

Individual Development Plan (IDP)

To assist in planning the course of study and completing the POS, the advisor and the student will complete the *Individual Development Plan* that outlines both long- and short-term goals as well as any aids the student perceives s/he will need to meet the identified scholarly goals. Knowledge of the student's goals will help the advisor make recommendations of electives or courses to support the student's goals. In addition, based on the student's goals, the advisor can link the student with campus resources, including faculty in other schools and departments that might be of assistance. For first year students, the IDP should be completed at the first meeting with the faculty research advisor and for continuing students, the IDP should be updated each semester. The updated IDP should be electronically submitted to the Office of Academic Affairs at the same time as the updated POS.

Mentoring Agreement

The time commitment for PhD level study is substantial and the academic rigor of the program is expected to be challenging. Thus, the investment of time needed for the program should be addressed so the student can make necessary adjustments to work or personal schedules to accommodate any unanticipated demands. The Mentoring Agreement lays out some common commitments expected of faculty research mentors and their PhD students. First year students should complete the mentoring plan during their orientation to the program when they meet with their advisors; continuing students, should update the mentoring agreement at least annually.

The Three-Person Committee

The advisor for the PhD student along with an advisory committee will coordinate the student's academic activities until the student selects a chair for her or his dissertation committee. In the first semester of course work, the student selects two other faculty who, together with the faculty research advisor, advise the student. Two of these faculty must be from the SON; the third person may be (but is not required to be) external to the SON. The *three person committee* assists both the student and advisor in formally reviewing the student's progress in the PhD program. The committee guides the student in developing a plan of study, reviews the need for transfer of equivalent courses, and facilitates the student's development of research competencies. Until the full 5 member dissertation committee is appointed, students are expected to meet each semester with their three person committee and to submit a report of that meeting to the Program Director.

Registering For Classes

Each semester students will be notified electronically about the dates of the upcoming registration period. Class registration is completed through ConnectCarolina.

Class lists, course schedules, and the course map are posted on the SoN website. Each student will schedule an appointment with her or his faculty research advisor during the advisement period to plan the next semester's course(s) and update the POS, IDP and mentoring agreement if applicable).

Students are responsible for knowing the University deadlines for adding and dropping classes, <http://handbook.unc.edu/registration.html>, for requesting withdrawals <http://handbook.unc.edu/withdrawal.html>, and leaves of absence. <http://handbook.unc.edu/phd.html#leave>

Annual Review

The Graduate School requires each program to conduct an annual review of all PhD students. In the SoN, this is accomplished with a report of the student's current status in the program and accomplishments in the past year (e.g., funding, presentations, publications). To facilitate this record keeping, at the time of spring registration, students turn in to the Office of Academic Affairs an updated curriculum vitae and their plan of study. The faculty research mentor will review the updated CV to assure that it is in the correct format and that the expected information is included.

Summary of Paperwork Required Each Semester Prior to Registration

Prior to registration for the subsequent semester, the faculty research advisor submits to the Office of Academic Affairs the following documents:

1. Plan of Study (each semester)
2. Individual Development Plan (each semester)
3. Mentoring Agreement (annually)
4. Student curriculum vitae (Spring)

THE PhD DOCTORAL WRITTEN EXAMINATION: THE QUALIFYING EXAM

Statement of Purpose

All PhD students will take a uniform Qualifying Exam (QE) to ensure they are progressing in their ability to think critically, and analyze and synthesize content from the core areas of philosophical, theoretical, and scientific knowledge. This content is covered in the five required courses commonly taken in students' first year.

NURS 912: Theoretical Foundations of Scientific Inquiry

NURS 962: Conducting Systematic Reviews and Writing Specific Aims.

NURS 972: Statistical Models for Health Research

NURS 976: Issues in Sampling and Design

NURS 977: Qualitative Approaches to Knowledge Development

The QE is a written exam. The exam process will be one in which students respond to a common set of exam questions that focus on broad doctoral course content, rather than on specific content of individual research interest. This approach will promote consistency in the process used to assess students' knowledge.

Qualifying Exam Committee (QEC)

Responsibilities of the Committee. The QEC is responsible for writing QE questions, administering the exam at the scheduled time (to be determined annually by PhD Executive Committee (PhDEC) in consultation with students), and evaluating student responses to exam questions using a grading rubric.

Constitution of the Committee. The QEC is comprised of three SoN faculty members meeting the following criteria: a) actively mentoring PhD student(s) as an academic advisor; b) serving as a PhD Committee chair or member; or c) actively engaged in the PhD Program (e.g., serving on PhDEC, PhDAC, etc.). As long as the QE remains an anonymous exam, faculty who taught any of the first year courses will be eligible to be members of the QEC. The QEC will consult with faculty teaching the first year required courses to assure that the QE questions are consistent with content in those courses.

- The Program Director (PD) will solicit faculty volunteers whose names will be considered during a PhDEC meeting, and the QEC members will be selected by PhDEC from this pool. If there are insufficient volunteers, the PD and/or members of PhDEC will make personal appeals to individuals meeting the criteria. PhDEC will make the final decision on QEC membership.
- QEC members' terms of service. QEC members will serve staggered 3-year terms. The first year on the committee will provide an orientation to the QE process, the second year will be in a mentored leadership role, and the third year will be as chair of the QEC. The name of the Chair will be communicated to the PhDEC and the PD.

QE Structure

- The QE will be offered annually at the end of the spring semester, in the interim between final exam week and the start of Summer Session I. All students must be registered during the spring semester in which the examination is taken, in accordance with the Graduate School Handbook. The date of the August administration of the exam will be announced at the same time as students are informed of the specific dates for the May administration of the exam.
- Each question will be constructed so that students must synthesize and integrate knowledge/content across the first year required courses, and develop a logical, defensible argument.
- A general grading rubric is described later in this policy.
- Any student who encounters extenuating circumstances that would prevent him or her from taking the exam as scheduled or from completing the exam in the allotted time will have/receive an individualized plan for completing the exam developed by the QEC, in collaboration with the PD, and the PhDEC Chair.

Administration of the QE

- The QE will be emailed to each student. Students will have 48 hours from the time the QE is distributed to complete the examination and submit their responses.
- The QEC will have 2 weeks to grade and submit results to the PD, who will then inform students of the outcome of the exam.
- Exams will be blinded with regard to student names. Each qualifying exam question will be evaluated as "passing" or "failing." At least two-thirds of the members must rate a student's response to each question as "passing" in order for the student to pass a question.
- The QE as a whole will be scored on a pass/fail basis. Students who pass all QE questions

will pass the QE. Students who fail one or more questions will fail the QE.

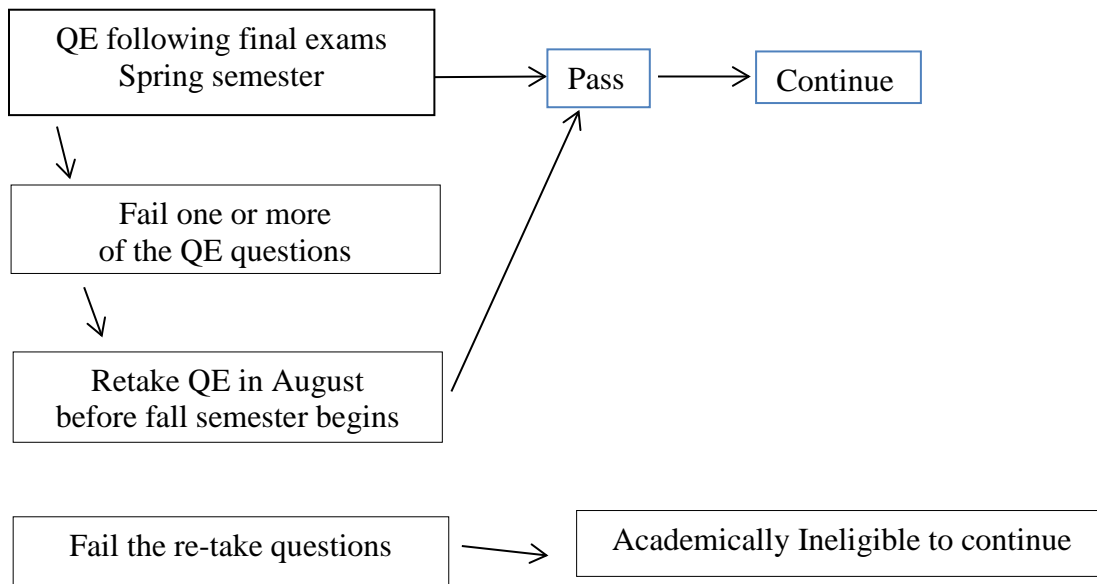
- If a student fails the QE, the exam and QEC comments will be sent to the student and their academic advisor by the PD (copies of all exams will be stored electronically in the PhD program files on the S:drive). The QEC will provide comments that will serve as a guide to students to prepare for a re-take of the exam.

Re-take of the QE

Students who fail the QE will re-take the exam prior to the beginning of the fall semester in August immediately following the spring semester in which the QE was initially taken. They will be required to retake only the question(s) failed on the initial QE. Students will not be required to register for summer session.

- Students who re-take the QE will be allowed to enroll in courses during the summer semester only. Students must pre-register, but will not be able to complete enrollment in courses for the fall semester until they pass the QE.
- The QEC will have one week to grade and submit the results of the re-take QE to the PD. The re-take QE will be graded by the same QEC, using the procedures outlined above. Students and their academic advisors will be notified via email by the PD of their outcome on the re-take exam.
- Students who fail the re-take QE will be academically ineligible to continue in the PhD program. Those students who seek reinstatement into the PhD program must follow the procedures in accordance with the Graduate School Handbook.

The overall process for the QE is shown below:



Example Instructions for PhD Qualifying Examination

- The Qualifying Examination will be emailed to you by [insert name] at [insert time] on [insert date].
- Your QE responses must be submitted via email to [insert name and email address] not later than [insert time and date].
- Place your name and the UNC Honor Pledge on the first page of the exam (do not place your name on any other page). That page will be deleted before the Qualifying Examination Committee receives your exam, so our review will be blinded.
- Follow this formatting: a) single Microsoft Word document, with pages numbered, b) 12 point font, in either ARIAL or TIMES NEW ROMAN, c) double-space, and d) 1-inch margins. For each question, limit your response to approximately 5 – 7 pages, exclusive of citations. Use appropriate citations and place references at the conclusion of each question, or at the end of the document in some semblance of APA format (grading is not based on strict adherence to that format).
- Use of textbooks, publications, the Internet, and/or class notes is allowed.
- Discussing the exam with any other student or any faculty member is NOT allowed.
- If you do not understand a question (which is different from not being able to figure out how to answer it), please contact [insert name and email address]. She will be available to respond to emails of a clarifying nature on [insert date(s) and time(s)]. You may also contact [insert name and email address] with your questions. Dr. [insert name] will be available to respond to clarifying questions on [insert date(s) and times(s)].
- If you become ill or there is an emergency and you are unable to complete the exam, contact [insert name] immediately. If you do not receive an email response from [insert name] within an hour, please contact the Director of the PhD program [insert email address].

Your response to all questions will be evaluated using the following criteria:

- (1) Does the response answer the question? Here, we are looking to determine whether your responses address the questions posed, including any related components of the question. When a question includes multiple components, focus on achieving an appropriate balance in your response to the components, so that attention to each component is adequate (without some areas getting too much or too little attention).
- (2) Does the response demonstrate synthesis across courses?
- (3) Is the response thoughtful? Your response should reflect an analysis and careful consideration of relevant issues so that it is obvious to readers how you reached your conclusions. For example, if you select one approach over another, we will expect to see a justification of your position. Your response should also read as if it received the appropriate time and attention, and not like it was written in haste.
- (4) Is the response logical, and is there logic in the presentation of your response? In other words, we will evaluate the flow of your response, and the “fit” between all parts of your response. For example, in a question about research design, we would expect there to be a “fit” between your research question(s), hypotheses, data collection procedures and analysis strategies.

(5) Is the response well organized, well written, and understandable? Effective written communication allows the reader to logically progress from sentence to sentence and section to section. Section headings to address sub-parts of the questions would be a helpful. Perfect English grammar is not required to effectively communicate, so do not let English language challenges undermine your confidence in answering the questions.

Reviewed/modified: February 10, 2014, June 2, 2015

Adopted by PhDEC: March 16, 2015; revised April 25, 2016; June 15, 2016

PhD DISSERTATION

Forming the PhD Dissertation Committee

Consistent with the timeline for Scholarly Expectations, students must choose a five-member *dissertation committee*. First, the student selects a chair who may or may not be the academic advisor. The chair should be a nursing faculty member who has been approved to chair dissertations. If the student selects someone other than the academic advisor, a Graduate Advisor Change form must be submitted to the Office of Academic Affairs and be signed by the student and the proposed chair (see **PhD Program Documents**). No signature or permission from the current academic advisor is needed, but the new advisor's signature is required and must be approved by the PhD Program Director. When the dissertation chair is selected, s/he and the committee will take the place of the academic advisor and advisory committee. At that time, all aspects of the doctoral program, including dissertation research, the written comprehensive examination and the oral defense of the proposal will become the responsibility of the chair and the committee. A committee chair who leaves the University prior to the student's graduation, may, with permission from the PD, continue as the dissertation chair. The "in-absentia" chair must be approved as a special fixed-term appointee by the Graduate School. If the student continues with an "in-absentia chair" the student must also have an academic advisor, who will be responsible for all required School of Nursing and Graduate School paperwork.

With the advice of the chair, the committee members are chosen. A committee of at least five members is required. A majority of the members of a doctoral committee (and a majority of the people passing the student on an examination or approving a doctoral dissertation) must be regular members of the UNC-Chapel Hill Graduate Faculty from the SoN. Other members may be special appointees to the Graduate Faculty. At least one member must be from a substantive area outside the SoN; in the case of a student with an approved minor program, from the minor department. The outside members may be selected from among scholars from other academic programs or from other institutions where scholarly work is conducted. All must be approved for the functions they provide (directing or serving on dissertation committees). It is the student's responsibility to submit the names of the committee members and chair to the director of the PhD program for approval, using the [Report of Doctoral Committee Composition form](#) (first part of linked document). Usually the dissertation committee membership remains the same through the dissertation defense, but sometimes the membership changes because of changes in a student's research focus.

All tenured and tenure-track faculty at the ranks of Assistant, Associate and Full Professor are automatically members of the Graduate Faculty. Clinical or research professors (non-tenure track) in the SoN can receive fixed-term appointments or, in special cases, regular appointments to the Graduate Faculty. Other individuals can receive special, fixed-term appointments, which may include: faculty emeriti, scholars from other institutions, independent scholars and practitioners. They shall be appointed for terms no greater than five years in length, though such terms may be renewed indefinitely. If a student wants to include such an individual on the dissertation committee, the individual's curriculum vitae should be submitted to the director of the PhD program at the time the [Report of Doctoral Committee Composition](#) is submitted. The director of the PhD program will review the prospective appointee to ensure that he or she meets the high qualifications necessary for serving on a dissertation committee. If the prospective appointee does not have a doctoral degree, the committee chair needs to write a letter to the director of the PhD program justifying the unique qualifications of the individual for serving on a dissertation committee. The Associate Dean for Academic Affairs will forward nominations for fixed-term appointments to the Dean of the Graduate School who makes the final decisions on Graduate Faculty Appointments.

Each PhD student is expected to consult with members of the dissertation committee at frequent intervals throughout the progress of his or her research.

Program Approval/Readiness for the PhD Dissertation Proposal Defense

Students must meet one or more times with their Dissertation Committee to have them approve the plan of study and begin preliminary planning for the dissertation. Prior to dissertation approval any transfer coursework and exceptions to course requirements must be approved by the Advisory/Dissertation Committee. Exceptions to the Plan of Study must be approved by the PhD Executive Committee and the Director of the PhD program.

To help the committee determine readiness for proposal defense, the student needs to present a summary of the content taken in courses. Often, at the request of the chair, students do this by giving the committee members a portfolio that includes representative syllabus pages, papers directly related to the dissertation and research proposals. The exact format of this portfolio depends on chair and student preferences.

Before the proposal defense is completed, the student must have fulfilled, or will have fulfilled by the end of the semester in which the defense is to be completed, the qualifying exam (or comprehensive exam if matriculated prior to 2013), all required coursework (including no incomplete grades), and the minimum residence requirement for the doctorate (see *Graduate School Handbook*, Residence Credit Requirement).

In addition, the student must be judged by his or her committee to have made significant progress in achieving the [PhD Program Research Competencies](#).

The PhD Dissertation Proposal Defense (“The Doctoral Oral Exam”)

When a student is ready for the PhD dissertation proposal defense, it is his or her responsibility to request their [Doctoral Exam Report Form](#) from the Office of Academic Affairs.

As per the [Graduate Student Handbook](#), the dissertation proposal is successfully defended if it is approved by the majority of the dissertation committee members. The Graduate School considers the dissertation committee's vote to be final. A student who fails the dissertation proposal defense may not schedule a second defense until at least three months have elapsed. A student who fails the dissertation proposal defense for the second time becomes ineligible for further graduate work. No student may continue in the SoN's PhD program without approval by the Administrative Board of the Graduate School.

When the dissertation proposal is successfully defended, the student's committee members sign **Part II of the Proposal Defense/Report of Dissertation Committee Composition Form** and the dissertation chair completes the **Part II of the Doctoral Exam Report Form**.

Dissertations from SoN students are done in one of two formats: (a) a traditional monograph format or (b) a collection of manuscripts. These formats differ only in organization; the extent of the dissertation research is the same for both formats. The choice of the format is made by the student and their dissertation committee. In either case, the text must conform to the *Theses and Dissertation Guide* of the Graduate School with respect to font size, line spacing, margin sizes, paper type, binding, number of copies, etc.

PhD Dissertation Format

Dissertations are usually done in APA format (except where this format differs from the *Theses and Dissertation Guide*), but occasionally the dissertation committee may approve an alternate format if more appropriate to the student's area of research. Dissertation proposals are temporary documents and, as such, may be done in any format that the committee approves. However, it is generally to the student's advantage to write the proposal in a format that can be folded into the final dissertation.

The purpose of the dissertation is to demonstrate research competence as a culminating product of the graduate program. Working under the supervision of the Dissertation Committee, the student's work must be original and rigorous and approved by the student's Committee in order to graduate.

Publishing research is an important element of the scientific research process. In order to encourage publication of the dissertation research findings, the PhD Program will accept either a publishable/published manuscript dissertation format or a traditional monograph dissertation format and consider them equivalent. The Graduate School *Theses and Dissertation Guide* must be followed with either option. All other dissertation requirements of the SoN apply.

While the work of the dissertation is the same for either option, students may use the publishable manuscript format as a way to enhance dissemination of their scholarship and further peer review of their research. Either way, the student will select the format in consultation with their Committee prior to the Proposal Defense; the committee chair will provide direction for the proposal development. Using the manuscript option, at least three manuscripts are required for the dissertation (at least one of which must present original data based findings) in a five chapter dissertation. The first chapter of the dissertation is the proposal, chapters 2-4 are publishable manuscripts agreed upon with the Committee, and chapter 5 is a synthesis and discussion of the findings with implications for research and practice (see table). Chapter 1 for the manuscript option will include the background and significance of the problem, study aims, proposed methods, and description of each of the three manuscript topics and proposed journals for submission. If the dissertation format changes (from monograph to manuscript options or vice versa), the student must obtain approval from the Committee for the change.

For PhD dissertations submitted in the form of publishable manuscripts (e.g. ready for submission), the three publishable/published manuscripts addressing the dissertation aims are typically related, either by their substantive content or methodology, and constitute a cohesive whole. Each manuscript should be accompanied by its own abstract, references and appendices, if needed. It is strongly encouraged that at least one of the three publishable manuscripts is submitted for publication by the time of the student's Dissertation Defense. All committee members must approve each manuscript prior to submission to any journal if that occurs before the final defense and all of the manuscripts for the final dissertation.

Journal Publication: Two to three high-quality peer reviewed journals must be identified for each planned manuscript in the initial proposal and approved by the Dissertation Committee. Students who wish to change the focus of the manuscripts must do so in consultation with their committee, and must obtain approval for the changes. On occasion, a paper may have been published prior to submission of the final dissertation, in which case the published version may be included in lieu of a typescript if it meets the UNC Graduate School formatting requirements. If a manuscript has been published prior to completing the dissertation, the student

must obtain a signed waiver from the copyright owner (usually the publisher) and submit this to the Graduate **School with the final dissertation.**

Authorship: The dissertation must be the intellectual work and primary responsibility of the student. The student will be responsible for writing of the manuscript(s) and be either sole author or first author if co-authors are included for all the manuscripts. If the publication option will include co-authors, the student should discuss publication order and credit prior to submission with co-authors and Dissertation Committee. According to the International Committee of Medical Journal Editors, the Authorship credit should be based on 1) substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data; 2) drafting the article or revising it critically for important intellectual content; and 3) final approval of the version to be published. All authors should meet conditions 1, 2, and 3 to be included. Since the relative contributions of co-authors may change over the course of a project and across manuscripts, this can be revisited as appropriate prior to actual manuscript submission. All authors must review and approve the manuscript prior to submission.

Format: The organization of this format is described in the Table below. While publishability is not necessary for acceptance of the dissertation, the fact that a paper has been published in a peer-reviewed publication does not, in itself, make it acceptable for the purposes of the dissertation. The committee may require expanded content to be included in the appendices (e.g. expanded literature review, methodology, results, any tools or techniques such as decision models, data collection forms, code books, etc.), if not fully described in the manuscript. The second format alternative is a traditional monograph-style dissertation. The organization for this format is described below and must follow the requirements of the UNC Graduate School (see **Thesis and Dissertation Guide**).

PhD Dissertation Format Summary

	Published/Publishable Manuscript(s)	Monograph
Title page, including graduation month	Yes	Yes
Copyright page for dissertation as a whole	Optional	Optional
Copyright permission for use of all copyrighted material ⁸	Yes	Yes
Abstract (350 word max)	Yes	Yes
Dissertation committee approval page	Yes	Yes
Dedication, Acknowledgements, Preface	Optional	Optional
Table of Contents, with page references	Yes	Yes
List of Tables, with titles and page references	If applicable; each chapter may have its own list	If applicable; one list following table of contents
List of Figures or Illustrations, with titles and page references	If applicable; each chapter may have its own list and is identified in the dissertation's table of contents	If applicable; one list following table of contents
List of Abbreviations [and Symbols]	If used extensively; each chapter may have its own list and is identified in the dissertation's table of contents	If used extensively; one list following table of contents

Introduction or Background Aims Methods Results Discussion Tables Figures or Illustrations	Chapter 1: Proposal ^b Chapters 2-4: Published reprint or publishable manuscripts following Grad School formatting requirements. If publishable manuscript, tables and figures should follow text and references Chapter 5: Synthesis of dissertation	An initial 1-3 chapters presenting the introduction, literature review, purpose statement, and research questions or hypotheses A methods chapter One or more results chapters A discussion and conclusions chapter
Appendices (if applicable)	At the request of the Committee, expanded content or appendices may be required for manuscript chapters	Additional materials, including tools such as surveys, decision trees, case report forms, data tables, etc.
Bibliography/References	At the end of each chapter and is identified in the dissertation's table of contents	At the end of each chapter or at the end of the dissertation

^a includes manuscript chapters that have been published; file copies of all copyright permissions with the Graduate School and with the SoN PhD Program

^b The proposal for the manuscript option includes the background and significance of the problem, study aims, proposed methods, and description of each of the three manuscript topics and proposed journals for submission.

References

Baggs, J. The dissertation manuscript option, internet posting, and publication. *Research in Nursing Health*; 2011: 34, 89-90.

Robinson, S. & Dracup, K. Innovative options for the doctoral dissertation in nursing. *Nursing Outlook*; 2008: 56(4): 174-178.

The PhD Dissertation Defense (“The Final Oral Examination”)

The final oral examination shall be a defense of the dissertation. It may be open to the public, limited in attendance to the candidate and the committee, or a combination of the two. Dissertation defenses typically are 2 hours in length, with the public portion (if any) of approximately 45 minutes and a closed session of the dissertation committee immediately to follow. The dissertation defense must be registered with the Office of Academic Affairs to prevent overlapping public dissertation presentations and to enable the Office of Academic Affairs to assist with reservation of rooms, and the design and posting of announcements of presentations. The defense should be registered at least three weeks in advance. If a defense is postponed, the subsequent date also must be approved by the student’s committee.

The final oral examination shall be held only after all members of the committee have had adequate opportunity to review a final draft of the PhD dissertation. The dissertation chair is responsible to the members of the student’s committee for determining that the draft is in an appropriate form for their evaluation. A student passes the final oral examination only upon approval of at least two thirds of the members of the dissertation committee. All dissertation committee members sign **Parts III and IV of the Doctoral Exam Report Form** to document successful defense of the dissertation. The committee may, at the time of the final oral examination but no later, require alterations and corrections. The dissertation chair is responsible for verifying that the changes required by the committee have been made and may delegate this responsibility to the committee member(s) who imposed the requirements. In addition, students must give the raw data to the dissertation chair for storage [[data storage policy](#)].

Once a date for the defense has been agreed upon (*at minimum, two weeks out from the final submission date is strongly encouraged*) send a request to the Graduate Program Specialist with the following information – two preferred room locations, time of public defense (an hour will be added prior to the defense to allow for audiovisual set up and practice). Confirmation will be emailed to you along with details for the flyers inviting SoN members to your presentation.

Prior to the Dissertation Defense date, please pick up the Doctoral Exam Report Form. This form is in your file in Office of Academic Affairs (OAA) Suite 1300.

PhD Dissertation Submission. Dissertations must be submitted to the Graduate School according to the schedule listed in the [Graduate School Calendar](#). The Graduate School accepts only dissertations produced and submitted according to the standards in the *Theses and Dissertation Guide*.

APPLYING FOR GRADUATION:

Students must notify The Graduate School of their plan to graduate by submitting an Application for Graduation no later than the deadline shown in the [University Registrar's Calendar](#) for the semester in which they expect to graduate. Applications should only be submitted when the student realistically intends to graduate that semester and are valid for one semester only. If a student does not graduate in the semester expected, s/he must submit another application for graduation in a future semester. In order to participate in either the University commencement or the School of Nursing commencement, all Graduate School deadlines for submission of the approved dissertation must be met.

Complete the Graduation check-out page in ConnectCarolina's Self Service area:
Log in to [ConnectCarolina](#) → In the Student Center, under the "Academic" tab, choose "Apply for Graduation" in the drop-down box, and then click the double arrows.

ACADEMIC PERFORMANCE AND PROGRESSION FOR PhD PROGRAM STUDENTS

The academic performance and progression of each student enrolled in the SoN PhD program is regularly reviewed by the academic advisor, the advisory committee (a three-person advisory committee or dissertation committee), course faculty, the Office of Academic Affairs, and the Office of Student Affairs. The purpose of progression review is to make certain each student is making satisfactory progress in her/his program of study based upon stated criteria established by the SoN and the University. This review also provides an opportunity for students who are having difficulties to be directed toward the help and support they need.

The PhD Progression Review Committee (“Committee”) is the subcommittee of the PhDEC responsible for monitoring academic performance and progression of students. The Committee is composed of five voting members: a chair and four additional members. The chair of the Committee is nominated and selected from the existing membership of the PhDEC. The chair serves a three-year term. Chair responsibilities include: oversight of the process of constituting and maintaining the Committee’s membership, administration of the Committee’s meetings; and biannual reports of the Committee’s activities to the PhDEC. Committee members are appointed by the PhDEC based upon the chair’s recommendations.

Members serve 3-year staggered terms. Initial appointments include two 3-year terms, two 2-year terms, and one 1-year term, with at least one new member annually. All members must have experience advising PhD students. The Director of the PhD Programs and the Assistant Dean of the Office of Student Affairs (OSA) serve as ex officio (non-voting) members of the Committee.

The Committee meets to conduct progression review shortly following receipt of the grades by the SoN Registrar at the end of each semester. The Committee reviews all students who:

- Are on academic probation
- Receive an “F” or an “L” during the past semester
- Have unresolved temporary grades for more than one semester (IN, AB, or NG)
- Withdrew from a required course in the past semester
- Are non-compliant with health and safety requirements at any point in an academic term
- Have raised research ethics concerns
- Have been recommended by their academic advisor based upon one or more of the following circumstances:
 - Student ending third year of full time study without a scheduled dissertation proposal defense
 - Student ending fourth year of full time study without a scheduled dissertation defense
 - Other; academic advisor requests progression review

Additional meetings of the Committee will occur under special circumstances during the semester, for instance, to address a student’s non-compliance with health and safety requirements.

At the end of each semester, the Assistant Dean of the OSA forwards the names of all PhD students who warrant review to the Chair of the Committee. In addition, near the end of each fall and spring semester, academic advisors will be queried by the PhD Program Director to identify students who will require progression review. The PhD Program Director will forward these names to the Chair.

The Chair of the Committee will notify the PhD Program Director regarding all students who will be reviewed as soon as the Committee's meeting agenda is assembled. The Program Director will, in turn, notify by email all students who will be reviewed prior to the Committee's meeting. The student being reviewed will not be present during the meeting but may submit a written statement to the Committee.

During the Committee meeting, the Assistant Dean of the OSA will present the academic record of all students who are being reviewed by the Committee. The Director of the PhD Program will also present relevant information received from the student, course faculty, and/or academic advisors. In addition, the Committee may request information from other individuals who may have pertinent information regarding a student's academic performance. During the review of an individual student, the Committee may be joined by the SoN academic advisor of the individual student being reviewed.

Any member of the PhD Progression Committee who has a conflict of interest with a specific progression case under review (e.g., involved in teaching the course where the issue arose) may present information to the Committee but must recuse himself or herself from the decision portion of the meeting.

After receiving all of the information described above, the Committee will discuss the student's performance and vote upon any decision to be made with respect to the student. A simple majority of the voting members of the Committee is required for any decision regarding a student's progression in the program. The student may be warned that he or she is progressing at a rate that will negatively impact his or her time to graduation or be required to perform specific remedial work or to repeat coursework. The student may also be placed on academic probation or dismissed from the SoN PhD program.

Shortly after the meeting of the Committee, the chair of the Committee will send a letter to the student describing the Committee's decisions with copies sent to the OSA for placement in the student's academic file and to the Director of PhD Program. In cases in which the Committee has dismissed a student from the program, the letter also will contain the Committee-specific requirements for readmission and the process of appeal. The PhD Program Director will then notify the student's academic advisor, and the Graduate School (if applicable) of the determination. The student may appeal the Progression Review Committee's decision to the Dean. All appeals must be in writing and signed by the student. They must contain a summary of the evidence and arguments that the student believes supports his or her position in the appeal. Appeals should be submitted no later than the end of the first week of classes in the subsequent semester.

*Academic Performance and Progression Policy last reviewed/modified: September 23, 2013
Adopted by PhDEC: September 23, 2013; June 15, 2016*

Academic Eligibility

A student may become ineligible to continue studies at UNC-Chapel Hill and The Graduate School for academic reasons and/or student code violations. For more information, please refer to **Academic Eligibility in the Graduate School Handbook**.

Under certain circumstances a student will not be allowed to continue in The Graduate School. Registration in following semesters for academically ineligible students will be canceled automatically.

A student becomes academically ineligible to continue in The Graduate School for the following reasons:

1. S/he receives a grade of F, F*, or nine or more hours of L.
 - The computation of hours taken will include courses for which the student has received a grade of H, P, L, or F, as well as equivalent grades for courses taken through inter-institutional registration where other permanent letter grades may be assigned.
 - Undergraduate courses taken as a graduate student will not be included in this computation.
 - If a student completes or withdraws from one academic program and begins study in another academic program, all grades remain part of his or her permanent record. The grades for any courses to be credited toward the new program will be included in the calculation of academic eligibility.
 - Students may refer to **Graduate Grading** for a more detailed description of grading policies.
2. S/he fails a written or oral examination for the second time.
 - Once a student is notified of failing a written or oral exam for the second time, s/he automatically becomes ineligible for further graduate work.
 - See **Failure of Examinations for Doctoral degree**.

Student Code Violations

Students are subject to the regulations of student government under the Honor Code and the Campus Code. Students may become ineligible to continue studies at UNC-Chapel Hill for student code violations. See Student Code Violations in the Graduate School Handbook. Instances of suspected plagiarism, cheating on examinations, or other violations of the Honor Code or Campus Code should be reported either to the Office of the Graduate Student Attorney General or the Office of the Dean of Students.

Honor Code: It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or involving academic processes or interactions with University, student, or academic personnel acting in an official capacity.

Campus Code: It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

The Graduate School Reinstatement Policy

When special circumstances warrant, a student made academically ineligible under the conditions stated above may be reinstated upon petition initiated through the student's academic program. See **Reinstatement in the Graduate School Handbook**. Students and academic program representatives must develop an appropriate academic plan as part of the Request for Reinstatement to Graduate School Form.

The Program Director must submit the petition together with a statement endorsing or declining to endorse the student's request to The Graduate School. Final approval rests with The Graduate School. Graduate School staff are authorized to consider routine, first instances of reinstatement requests. If there is a disagreement between the student and his/her academic program, or for any subsequent reinstatement requests, the Academic Policy Committee of the Administrative Board of The Graduate School will hear and vote on the situation. Decisions are final and cannot be appealed.

After academic eligibility reinstatement, any subsequent grade below P or failure of the third attempt of written or oral examinations will result in the student becoming academically ineligible again.

Reinstatement Policy in the SoN PhD Program

Upon student petition for reinstatement, the director of the PhD program will convene a Reinstatement Meeting and chair the proceedings. The Reinstatement Meeting includes the following participants: the student, the student's advisor, the SoN faculty who are members of the student's advisory or dissertation committee, and at least two uninvolved faculty who have not taught or advised the student. The Director of the Office of Student Affairs is present as an ex officio member of the committee.

Procedures of the PhD Reinstatement Meeting

1. The Graduate School deems the student ineligible to proceed for academic reasons and/or student code violations (see above from The Graduate School Student Handbook).
2. Students are strongly encouraged to discuss with their advisors their future plans and determine if reinstatement is the most appropriate option, and if so, when the student should apply. Should the student decide to petition for reinstatement the student submits a letter to the Director of the PhD Program stating their explanation for academic ineligibility and their plan for remediation.
3. The Director of the PhD Program convenes a Reinstatement Meeting within one week of receiving the letter. It is critical to honor this time frame as much as possible because students cannot attend classes when they are academically ineligible and international students' VISA status will be in jeopardy.
4. All members of the Reinstatement Meeting receive the student's letter in advance.
5. At the Reinstatement Meeting:
 - a. Faculty meet without the student to discuss the student's request for reinstatement and to
 - b. Identify specific issues for the student to address during the reinstatement meeting.
 - c. The student is given the opportunity to present their case for reinstatement
 - d. The committee can ask questions of the student and/or request additional information of the PhD Program Director and/or Director of the Office of Student Affairs (e.g., further

- grades may be requested, a request to speak with a former advisor can be made)
- e. The student leaves the room while the committee deliberates
 - f. If the committee has the information they need to make a decision, a decision is determined by a majority vote of the members of the Reinstatement Meeting.
 - g. The student re-joins the committee to receive the decision.
 - h. If the decision is to support reinstatement, the committee develops a plan for remediation with the student.
6. Following the meeting, the PhD Program Director completes the reinstatement form, has the student sign the form, and the form is delivered to the Graduate School.

Reinstatement Policy in the SoN PhD Program *last reviewed/modified: May 29, 2014*
Adopted by PhDEC: May 29, 2014; revised by PhDEC April 25, 2016

PHD PROGRAM DOCUMENTS

<i>Required Forms: PhD</i>	<i>Description</i>
Mentoring Agreement	This document outlines the expectations and responsibilities of the student and the mentor.
Individual Development Plan	This document codifies semester by semester goals for scholarly achievements.
Plan of Study (POS)	The plan of study is used by the student and the advisor to document and plan the program of study. It is updated each registration period by the student and advisor. The advisor also documents student progression. The POS is submitted to the Office of Academic Affairs to anticipate course needs.
Report of Dissertation Committee Composition and Proposal Defense	Part I: Report of Doctoral Committee Composition. Committee members and their faculty status are listed; the director of the PhD program approves the committee and signs. Part II Report of Approved Dissertation Project. All dissertation committee members sign to document approval of the dissertation proposal.
Application for Admission to Candidacy	[Optional] Following proposal defense and completion of all coursework students may apply for admission to candidacy through the Graduate School.
Doctoral Exam Report Form	Part I: Report of Preliminary Written Examination. The exam or dissertation committee chair signs to document successful completion of the Qualifying or Comprehensive Exam. Part II: Report of Oral Examination. The dissertation committee chair signs to document approval by the committee of the dissertation proposal. Part III: Report of the Final Oral Examination. Part IV: Report of the Final Dissertation. All dissertation committee members sign parts III and IV to document successful defense of the dissertation.

See Graduate Student Handbook for additional forms.

University of North Carolina at Chapel Hill
School of Nursing
Individual Development Plan (IDP) 2015-2016 AY

Student Name: _____ **Implementation Date:** _____

An **Individual Development Plan (IDP)** describes a planning process that identifies both professional development needs and career objectives for the student. The IDP also serves as a communication tool between students and their mentors. An IDP can be considered one component of a broader mentoring program for the student.

Goals of the IDP:

Help the student identify:

- Long-term career options he or she wishes to pursue and the necessary tools to meet these; and
- Short-term needs for improving current performance.

Benefits of the IDP:

The IDP provides the student with a process that assists in developing long-term goals. Identifying short-term goals will give students a clearer sense of expectations and help identify milestones along the way to achieving specific objectives.

Outline of IDP Process:

The development, implementation and revision of the IDP require a series of steps to be conducted by the student and her or his mentor. These steps are an interactive effort; both the student and the mentor must participate fully in the process.

<u>Steps</u>		
	<i>...for the student:</i>	<i>...for the mentor:</i>
Step 1:	Consider your research skills relative to program competencies (see last page) & your research interests. Identify areas in need of development. Formulate your goals.	Become familiar with available opportunities.
Step 2:	With your mentor, discuss your goals and opportunities that can help you achieve them.	Discuss goals and opportunities with the trainee
Step 3:	Address each question to write your IDP, share with your mentor and revise, if needed.	Review the student's IDP and offer advice.
Step 4:	Implement the IDP. Revise the IDP as needed.	Establish regular times to review progress and help revise the IDP as needed.

Long-term Goals

1. What type of career does the student intend to pursue (faculty position in a research institution, research scientist in health care organization, etc.):
2. What will the student need to achieve/accomplish to pursue the career goals?
3. When does the student anticipate starting his/her search for the next position (this may include research training beyond the PhD)?
4. Are there issues/concerns that will impact this search?

Short-term Goals and Specific Objectives

- 1.** Research Skills the student trainee will develop this academic year:
- 2.** Mentored Research Activities the student will undertake and independent research projects s/he will pursue this academic year:
- 3.** Manuscripts the student will submit this academic year. Please note any goals to be first author, which journals, writing collaborations, etc.
- 4.** Abstracts the student will submit for presentation at research conferences or other professional meetings:
- 5.** Proposal writing the student will undertake this academic year such as individual NRSA (F31); foundation or institutional grant to support dissertation:
- 6.** Mentoring or supervision of others (e.g., research assistants or student research-related activities) for which the student would like to have responsibility:
- 7.** Service Activities of interest (serving on School of Nursing, University Research Center or professional organization committees, etc.):
- 8.** Other Professional Development Opportunities the student will engage in such as research-related seminars/workshops/intensives; strengthening presentation skills, etc. (include summer months):
- 9.** Other Goals and Concerns:
- 10.** PhD Program Competencies:
 - Synthesize the literature in a focused area
 - Develop a problem statement and purpose in a focused area of inquiry.
 - Evaluate theoretical/conceptual frameworks for applicability in designing a study.
 - Identify and critique research methods for appropriateness in a given study.
 - Utilize a research design that is consistent with the problem statement, purpose, and theoretical/conceptual framework.
 - Identify, critique, and apply strategies for conceptualizing and/or operationalizing research variables.
 - Write a research grant proposal.
 - Use sound and consistent methods to ethically conduct data gathering activities.
 - Ethically conduct research and adhere to standards of scientific integrity.
 - Develop a systematic approach to data management including data entry, cleaning, tracking, and maintaining confidentiality.
 - Utilize appropriate data analysis techniques consistent with the purpose and design of a study.
 - Interpret and synthesize the findings in light of the existing literature and theoretical framework, and identify relevance for practice and future research.
 - Disseminate papers through selected peer-reviewed outlets including abstracts, presentations, and publications.

This Individual Development Plan (IDP) was reviewed and discussed by both the student and the faculty mentor. They will use it as a working document to assist with achievement of the overall goals, endeavors and expectations associated with the School of Nursing PhD Program.

Date Reviewed: _____

Name of Student

Name of Faculty Mentor

Signature of Student

Signature of Faculty Mentor

University of North Carolina at Chapel Hill
School of Nursing
Mentoring Agreement
2016-2017AY

PhD training at the University of North Carolina at Chapel Hill School of Nursing relies heavily on a mentoring relationship between the PhD student and one or more members of the faculty who share a research interest (theory, method, population, clinical or policy phenomenon). Both the mentor and the PhD student will have expectations of each other, and it is important to try to assure that there is a shared understanding of those expectations.

This document lays out some common commitments that we expect faculty mentors and PhD students to make to each other. It is a fluid document; that is, we expect some changes as students progress through the program. We ask you to review this document with your faculty mentor each semester to assure you are all working most effectively together.

Commitments of the PhD student:

- I recognize that it is my responsibility to identify a focus for my research. My mentors will provide guidance and help me get clarity; but I recognize that if I am to have a satisfying research career, I must choose a focus driven by my own interests. I will meet with my mentor on a weekly or bi-weekly basis to accomplish this.
- I will be an engaged and active participant in my primary mentor's ongoing research throughout my doctoral training. In the event that exposure to the work of other researchers (either in the School of Nursing or another school on campus) is likely to be more beneficial for meeting my research-oriented educational or specific dissertation needs, I will shift my engagement and active participation to the team negotiated with my mentor.
- I recognize that I have the primary responsibility for the development of my own career and commitment to "lifelong learning". I will stay abreast of the latest developments in my area of research through reading the literature, regular attendance at relevant seminars, and attendance at scientific meetings. I will actively seek out opportunities outside of the classroom (e.g. professional development seminars and workshops in scientific writing, preparation of grant proposals, oral communication skills, teaching etc.,...) to help meet my learning goals.
- I will develop a timeline to achieve my educational and research goals (including benchmarks noted in the PhD student Progression document) and will review it with my mentors each semester.
- I will be honest and respect all ethical standards when I conduct my research and engage in scholarly activity. This includes compliance with all institutional and federal regulations for human subjects research as well as responsibility for copyright, permissions, and avoiding plagiarism.
- I will strive to be increasingly independent in my training activities including writing for publication, designing and conducting research, mentoring undergraduate and less experienced doctoral students.
- I will seek regular feedback on my performance, including any challenges that I am facing, through open and timely discussions with my mentors.

- I will be responsive to advice and constructive criticism. I acknowledge that the feedback I receive is intended to improve my scientific work.
- I will be knowledgeable of the policies, deadlines, and requirements of the PhD program, the graduate school and the university.

Commitment of Mentors

- Acknowledge that it is my responsibility to facilitate the training and professional development of the PhD student. I will meet with the PhD student on a weekly or bi-weekly basis as well as work with other faculty to develop a program plan that best prepares the student to achieve his/her training and career goals.
- I will be responsive if my input is requested from other faculty about scholarly development of the PhD student.
- I will use personal abilities as well as the assistance of other faculty and department resources to assure that the PhD student has sufficient opportunity to become an expert in the agreed upon area of nursing science.
- I will encourage PhD student interaction with fellow scientists and encourage his/her attendance at professional meetings to network and present research findings.
- I will maintain a relationship with the PhD student that is based on trust and mutual respect. I acknowledge that open communication and periodic formal performance reviews will help ensure that the expectations of both parties are met.
- I will encourage a progressive level of independence and increased responsibility as the PhD student progresses, to facilitate the student's transition to an independent researcher.
- I will promote all ethical standards for conducting research and engaging in scholarly activity. This includes compliance with all institutional and federal regulations for human subjects research as well as responsibility for copyright, permissions, and avoiding plagiarism. I will clearly define expectations for conduct of research within my team and make myself available to discuss ethical concerns as they arise.
- I will commit to being a supportive colleague as the PhD graduate transitions to the next stage in his/her scientific career, and, to the extent possible, throughout their professional life. I recognize that the role of a mentor continues after formal training ends.

Items for Discussion

- Who decides when we should meet and how often the meetings should be? Who will be responsible for establishing the agenda?
- What is our preferred method of communication? Within what time frame can a response be expected?
- How much lead time do the mentors need to review materials prior to discussion/feedback?
- What are the policies for work hours (being at school or in the research office), sick time, and vacation? Does our team work over semester, spring and summer breaks?
- What are the policies or manuscript authorship? Research presentations? Ownership of data?
- What additional expectations does the mentor have of the PhD student?
- What additional expectations does the PhD student have of the mentor?

- What if expectations are not being met? How will differences be decided?

We have both read the above document and there is a shared understanding of the expectations.

_____ _____
PhD student Date

_____ _____
Mentor Date

Initial and date annual reviews and updates.

_____ _____
PhD student Date

_____ _____
Mentor Date

_____ _____
PhD student Date

_____ _____
Mentor Date

_____ _____
PhD student Date

_____ _____
Mentor Date

_____ _____
PhD student Date

_____ _____
Mentor Date

PhD Program Course Plan of Study and Program Milestones

Student:
Student E-mail:

Date of Matriculation: _____ **Must graduate (clock):** _____
Health Care Systems: [] yes [] no
T32: [] **Chronic Illness** (years) _____
 [] **Health Care Quality** (years) _____

Advisor:

PhD Program Student Milestones	
3 – Person Advisory Committee (end of first year) Chair: Member: Member:	Dissertation Committee Chair (SON): Member (SON): Member (SON): Member (SON or External 1): Member (SON or External 2):
Qualifying Exam passed (date): _____	Dissertation Proposal Defense passed (date): _____

Advising and Progression											
Advising (Initials & Date)	Faculty advisor initials and dates for each semester advising is completed.										
<u>Progression</u> [A,B,or C]	Progression: Faculty advisor indicates the progression status: ‘A’ <i>Progressing as expected</i> ‘B’ <i>Concern - requesting review with Program Director</i> ‘C’ <i>Requesting review with Progression Review Committee.</i>										
Academic Year 1											
	Course No.	Credits	Advising Initials & Date		Course No.	Credits	Advising Initials & Date		Course No.	Credits	Advising Initials & Date
FALL 20			<u>Progression</u>	SPRING 20			<u>Progression</u>	SSI&II 20			<u>Progression</u>
	Total Credits				Total Credits				Total Credits		
Academic Year 2											
	Course No.	Credits	Advising Initials & Date		Course No.	Credits	Advising Initials & Date		Course No.	Credits	Advising Initials & Date
FALL 20			<u>Progression</u>	SPRING 20			<u>Progression</u>	SSI&II 20			<u>Progression</u>
	Total Credits				Total Credits				Total Credits		