The College of Nursing at the University of Rhode Island offers a Ph.D. program in nursing. Its purpose is to prepare nurse scholars and researchers capable of advancing nursing knowledge through the development and testing of nursing theory and the conduct of research in clinical practice. The program cultivates a sense of inquiry and stimulates collaborative relationships with professional colleagues both in nursing and other disciplines.

**CURRICULUM**

The doctoral program consists of 34 credits of course work (including core, advanced nursing and elective components) and 18 credits of dissertation research. The purpose of the core and advanced nursing component is to provide the basic knowledge and skills for generating new knowledge in nursing. It includes 22 credits of course work in nursing science, research methods (qualitative and quantitative), theory development (inductive and deductive approaches), advanced nursing and role development in nursing research; and 3 in advanced statistics. In the nursing domain course (NUR 611), the students map out a program of study in their area of interest extending across the three theoretical domains of nursing. The program culminates with written and oral comprehensive exams and the completion of dissertation research.

**CORE COURSES IN NURSING (9 credits)**

- NUR 660 Philosophical and Theoretical Foundations for Health Care Research (4 crs)
- NUR 651 Advanced Methods in Nursing Research I (Qualitative Methods) (3 crs)
- NUR 652 Advanced Methods in Nursing Research II (Quantitative Methods) (3 crs)

**ADVANCED COURSES IN NURSING (13 credits)**

- NUR 602 Construction of Nursing Theory I: Inductive Process (4 crs)
- NUR 603 Construction of Nursing Theory II: Deductive Process (3 crs)
- NUR 671 Role Development in Nursing Research (3 crs)
- NUR 611 Theories & Research in the Nursing Domains (3 crs)

**NURSING DOMAINS**

Phenomena that represent client experiences comprise the client domain. Examples include pain, anguish, fatigue, helplessness, hope, and well-being. Phenomena that arise out of the interaction between the client and the nurse are grouped in the client-nurse domain and constitute such concepts as collaborative decision making, interpersonal conflict, and patient teaching. In this domain, the client-nurse interaction often forms the medium through which nursing care is provided. The practice domain focuses on phenomena that provide understanding of the nature of nursing practice in terms of nurses’ actions, decisions, and use of knowledge. Activities manifested through expertness, decision making, nursing process, prioritization, and problem solving are examples from this domain.

An elaboration of these nursing domains is found in Hesook Suzie Kim’s 1983 book *The Nature of Theoretical Thinking in Nursing* (3rd edition 2010) and in her 1999 article “Structuring the Nursing Knowledge System: A typology of Four Domains” in *Scholarly Inquiry for Nursing Practice: An International Journal*.

**METHODS ELECTIVES (6 credits)**

**FREE ELECTIVES (3 credits)**

**ADVANCED STATISTICS (3 credits)**

**DISSERTATION RESEARCH (NUR 699 – 18 credits)**

**PART-TIME AND FULL-TIME STUDY**

Students take 1 or 2, 3 credit courses per semester for part-time and 3 courses for full-time. Students may choose to move through courses in a two-and-one-half to a five-year time frame.

**FINANCIAL AID**

A variety of traineeships, graduate assistantships and loans are available to help finance doctoral education.
ADMISSION REQUIREMENTS

Admission decisions will be based on a comprehensive review of applicant qualifications presented as a total package. The following criteria will be used as the guidelines for admission decisions:

- Baccalaureate degree from an AACN or NLN-accredited program in nursing or its equivalent. A minimum of 3.0 QPA is desirable.
- Master's degree in nursing or its equivalent. A minimum of 3.3 QPA is desirable.
- Submission of two scholarly papers (one theoretical and the other empirical) is required for review by the graduate faculty. A master's thesis or its equivalent may be submitted in lieu of two scholarly papers for review.
- Curriculum vitae.
- Eligibility for RI Licensure.
- Three letters of reference attesting to the applicant's capability for doctoral study, one of which should be by a doctorally prepared person.
- Completion of an undergraduate course in statistics that includes inferential statistics.
- Congruence of applicant goals with the objectives of the program and the goals of the College and University.

To view the University catalog please go to:  
http://www.uri.edu/catalog/

To apply please go to: http://www.uri.edu/gsadmis/ and click “Apply Online Now!”

For further information, contact:

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COLLEGE OF NURSING
MISSION STATEMENT

The mission of the College of Nursing is to educate nursing students at the bachelor's, master's, and doctoral levels; conduct, disseminate, and apply nursing research and scholarship; and contribute to the profession of nursing and to society through political, legal and professional activities that are aimed at improving health and health care of the people of Rhode Island and beyond.

Faculty are committed to promoting students' ethical development, critical thinking and motivation for life-long learning and responsible practice. The baccalaureate program prepares professional nurses to practice in multiple types of health care settings. The master's program prepares leaders who use advanced knowledge from nursing theory, research, practice, and leadership as advanced practice nurses, educators, or administrators. The doctoral program prepares nursing scholars and researchers who can contribute to the development of nursing knowledge. Students are sought from a wide range of cultural, economic, and ethnic backgrounds. The College encourages close student-faculty interaction and interdisciplinary research partnerships involving faculty, students, and practitioners from within and outside the University.

Faculty are responsive to changing health care needs and changing roles of nurses within society. Faculty respond through collaboration with professional organizations, governmental and other agencies, and other educational institutions, and with health care agencies. The College strives for excellence in teaching, research/scholarship in diverse scholarly activities, practice, and service through cooperative governance and ongoing evaluation.

GRADUATE FACULTY and THEIR RESEARCH INTERESTS

Patricia M. Burbank, D.N.Sc., R.N., Associate Dean for Academic Affairs – Gerontology; health behavior change; exercise and LGBT health.

Rebecca Carley, DNP, R.N.C., R.N.P., Assistant Clinical Professor – Primary care of women; spirituality; graduate nursing education; care for the homeless.

Denise F. Coppa, Ph.D., R.N.P., Associate Professor – Alternative health care; political action for nurses; primary health care; adolescent health care; newborn pain.

Alicia Curtin, PhD, GNP-BC, Associate Professor – Gerontology; dementia care; interdisciplinary teams; international health; gerontological nursing and medical education.

Marlene A. Dufault, Ph.D., R.N., Professor – Research utilization; evidence-based practice; competency-based evaluation; pain management; outcomes/evaluation research; translation research/research utilization.

Debra Erickson-Owens, Ph.D., CNM, Assistant Professor – Evidence-based practice at the time of fetal to neonatal transition; placental transfusion (umbilical cord milking and delayed cord clamping); nurse-midwifery.

Ginette G. Ferszt, Ph.D., R.N., PMHCNS-BC, Associate Professor – Loss, grief, bereavement; grief of women in prison; pregnant women in prison.

Kathleen Hawes, PhD., A.P.R.N., B.C., Assistant Professor – Nursing practice and patient outcomes; exemplary nursing practice; preterm infant outcomes; maternal, family and infant mental health; leadership; system and culture change.

John Kenna, MS, CEN, ACNP-BC, Assistant Clinical Professor – Critical care; trauma; neurology/neurosurgery; international health; diversity in nursing.

Mary Lavin, DNP, R.N.P., Associate Clinical Professor – Primary care; provider/patient relationships; patients experiences with physiological and social determinants of obesity; interdisciplinary education and research.

Diane Martins, Ph.D., R.N., Associate Professor – Health care access with the homeless; risk and vulnerability; resourcefulness in high risk populations; food, hunger and poverty; vulnerable older adults; nursing students, older adults and nursing education.

Donna Schwartz-Barcott, Ph.D., R.N., Professor – Pain, anxiety and central phenomenon experienced by patients across nursing care settings; community health; inductive approaches to theory development; socio-cultural influences in health and illness.

Mary C. Sullivan, Ph.D., R.N., Professor, Interim Dean – Developmental outcomes of low birth weight infants; neuroimaging (MRI/IMRI) in children with clinical problems; maternal interaction styles.