THE UNIVERSITY OF RHODE ISLAND COLLEGE OF NURSING

PhD Student Handbook

2022-2023

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I. Important Contacts (as of 8/2/22)

GENERAL

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SPECIFIC GRADUATE NURSING PROGRAM CONTACTS

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PhD Program: Dr. Sue DeSanto-Madeya   sdesanto-madeya@uri.edu

URI GRADUATE SCHOOL CONTACTS

Graduate School Office	401-874-2262	urigrad@etal.uri.edu
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STUDENT SERVICES

Academic Success

Help Desk	401-874-4357
Academic Advising	401-874-2993
Academic Enhancement Center	401-874-2367
Enrollment Services	401-874-9500
Career Services	401-277-5015
Office of Ombudsman	gtyler@uri.edu
Libraries: Robert L. Carothers Library & Learning Commons:	401-874-2672
Providence Campus Library:	401-277-5130
Pell Marine Science Library:	401-874-6161

Health and Wellness

Health Services	401-874-2246
Counseling Center	401-874-2288
Disability Services	401-874-5694

Student Life

Gender and Sexuality Center	401-874-2894
Women's Center	401-874-2097
Division of Student Affairs	401-874-2427
Office of International Students & Scholars	401-874-2018
Office of Affirmative Action, Equal Opportunity, and Diversity	401-874-2442

Graduate Student Associations

Graduate Assistants United	401-874-2826
Graduate Student Conference	urigradconference@uri.edu
Pay for Print Program: Kingston Campus:	401-874-4278
Providence Campus:	401-277-5290

II. College of Nursing

This College of Nursing PhD Student Handbook is provided as a guide for students enrolled in the Doctor of Philosophy (PhD) nursing program at URI, and is intended to provide PhD nursing students with:

(1) an overview of the College of Nursing and its history, vision, mission, values;
(2) a description of the competencies or expected outcomes that PhD students are expected to achieve prior to graduation; and
(3) a description of the College's academic and professional policies applicable to PhD students in the College of Nursing.

This Handbook is intended as a convenient guide to the current policies and procedures within the College of Nursing that are relevant for PhD students. CON graduate policies and procedures are consistent with those outlined in the University Manual, the Graduate School Manual and the University Graduate Catalog. In some cases, procedures and policies may be more specific or rigorous within the CON than the minimum requirements set forth in the Graduate School Manual.

All students are expected to review the CON PhD Student Handbook at the start of the academic year and as necessary throughout the academic year. Each student assumes responsibility to become familiar with the information contained in this Handbook. Students are expected to comply with all policies and curricular requirements that were in place at the time they matriculated into the College of Nursing, although students have the option to follow updated policies, curricula, etc. Procedures change periodically; all students must follow the current procedures being followed in any academic year. The CON PhD Student Handbook may be accessed electronically on the College of Nursing website. This location contains the most up-to-date version of the Handbook and supersedes all other versions. Any questions pertaining to any of the contents of this Handbook should be directed to Dr. Kathy Hutchinson, CON Associate Dean for Graduate Programs.

The College of Nursing reserves the right to add, delete, revise, or change the information, including policies and procedures set forth in this Handbook

History of the College of Nursing

In September 1945, the University began its first nursing program with nine students in the School of Home Economics. In 1947, the Division of Nursing was established and Miss Louisa White, Associate Professor, was appointed Director. The College began offering a Master's Degree in Nursing in 1970, a Doctor of Philosophy (PhD) in 1985, and a Doctor in Nurse Practice (DNP) in 2010. Until 1968, nursing students lived in Providence during the clinical portion of the program most of the faculty had offices at Rhode Island Hospital. In 1963, on the Kingston campus, Fogarty Hall was dedicated and office space was provided for the Dean, several faculty and two secretaries. Finally, a new building, White Hall, was designed specifically for the College of Nursing. White Hall, named in honor of the first director of the nursing program, was dedicated in 1977. In 2017, URI CON expanded to an additional location in Providence – the Rhode Island Nursing Education Center (RINEC). RINEC is home to the CON graduate programs and upper division undergraduate courses.

Accreditation

The baccalaureate degree in nursing, master's degree in nursing, Doctor of Nursing Practice and clinical post-master's certificate programs at The University of Rhode Island College of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN) (http://www.aacn.nche.edu/ccne-accreditation). PhD programs are not accredited by AACN/CCNE; however, the PhD program follows the AACN recommendations for research focused doctoral programs in nursing (AACN, 2001; AACN, 2010). (Available at: https://www.aacnnursing.org/News-Information/Research-Data-Center/PhD)

URI College of Nursing Vision

The University of Rhode Island College of Nursing is a dynamic catalyst for improving health and transforming healthcare through innovation and excellence in education, knowledge development, discovery and professional practice to meet the needs of a global society.

URI College of Nursing Mission

To prepare nurses to excel as outstanding and compassionate clinicians, scholars and leaders who will enhance the health and health care of individuals, families, communities and populations, both locally and globally.

URI College of Nursing Values

- Social justice, diversity, inclusivity, & civic engagement
- Respectful, ethical, humanistic, & compassionate care
- Intellectual curiosity, innovation, & scholarly inquiry
- Leadership, lifelong learning, & excellence in practice

III. PhD Program Outcomes

PhD Program Outcomes include the following:

1. ***Knowledge and Inquiry:*** Expand the scientific knowledge base within and beyond the discipline through generation and dissemination of relevant theoretical knowledge and independent and/or collaborative research.

2. ***Nursing Practice:*** Produce knowledge that has relevance for nursing and health care.

3. ***Professionalism:*** Develop knowledge while upholding ethical and social responsibility.

4. ***Communication and Collaboration:*** Disseminate knowledge generated from individual and/or team science.

5. ***Societal and Global Influences:*** Provide leadership in generating and disseminating nursing knowledge to guide research and/or policy related to societal and global health and health care.

6. ***Leadership:*** Assume leadership in conducting and disseminating high impact, translational and innovative research and scholarship that addresses health and health care challenges.

Students demonstrate competency in these outcomes by meeting course objectives outlined in each course syllabus, passing a comprehensive examination and finally, completing and defending a dissertation research project. Dissertations are expected to be scientifically sound, methodologically rigorous and publishable.

IV. PhD Program Curriculum & Sequence

The PhD program includes four main components: coursework, examinations, experiential research training and the dissertation. The PhD degree requires completion of a minimum of 52-53 credits beyond the Master's Degree. The 52-53 credits include: core and advanced courses in philosophy and theory, research methods and statistics**,** elective courses and 18 credits of dissertation research.

The purpose of the core and advanced coursework is to provide the basic knowledge and skills for generating new knowledge in nursing. The first year of full-time coursework is followed by a written **Qualifying Examination**; this requirement may be waived for students who previously completed a research-focused Master's Degree with thesis. Following the second year of full-time coursework (completion of all required courses), all PhD students complete a **Comprehensive Examination** (written and oral). Successful completion of the "Comps" signal that the student is ready to enter PhD "candidacy" and undertake the dissertation. The program culminates with the completion of 18 credits of **dissertation research**. Effective since AY 2021-2022, all PhD students are also required to complete a minimum of **150 hours of mentored experiential research training** during their PhD program. This should be done prior to the dissertation.

All PhD students (full-time and part-time) have a maximum of seven (7) years to complete the PhD degree requirements including the dissertation. The 7-year limit to degree completion can only be extended under a few specific circumstances including official Leave of Absence (LOA) for serious illness and/or active-duty military service. Students should review the "Leave of Absence (LOA)" section below and/or URI Graduate School Handbook for further details.

Full-time or Part-time PhD Study

PhD students are encouraged to pursue the PhD degree on a full-time basis whenever possible, in order to allow for full engagement in coursework, scholarship, participation in brown bag colloquia, formal and informal research training and as a member of the scholarly community. A full-time program of study may outline a plan for completing required coursework within two years, two years plus some summer work or three years. "Full-time" is defined by the Graduate School as being registered for 6 or more credits per semester while enrolled in coursework. Full-time PhD students who wish to complete coursework in two years should limit outside work commitments to summers, semester breaks and weekends. An example of a two-year full-time program of study is provided on p. 9. Other examples of full-time and part-time programs of study are available from the CON Graduate Program Office.

PhD Program Curriculum

Students are required to complete the program of study that is in place at the time they matriculate. Students have the option to follow the revised curriculum with permission from the CON Graduate Program Office. Any course substitutions must be approved and listed as such on the student's individual program of study.

PhD Curriculum (Pre-2020) (Minimum of 53 credits)

NUR 660 - Philosophical & Theoretical Bases of Nursing Science (4 crs)
NUR 602 - Construction of Nursing Theory I: Inductive Process (4 crs)
NUR 603 - Construction of Nursing Theory II: Deductive Process (3 crs)
NUR 611 - Theories & Research in the Nursing Domains (3 crs)
NUR 671 - Role Development in Nursing Research (3 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 Statistics (3 crs)
Methods / Statistics Electives (6 crs)
Free Elective/Independent Study/Other (3 crs)
NUR 699 - Dissertation Research (18 crs)

PhD Curriculum (2022 and thereafter) (Minimum of 52-53 credits)

NUR 600 - Philosophical Foundations of Healthcare Research (3 crs)
NUR 601 – Theoretical Foundations of Nursing Science (3 crs)
NUR 649 – Responsible Conduct of Nursing and Health Research (1 cr)
NUR 650 – Research Roles and Methods in Nursing (3 cr)
NUR 651 - Advanced Methods in Nursing Research I (Qualitative Methods) (3 crs)
NUR 652 - Advanced Methods in Nursing Research II (Quantitative Methods) (3 crs)
NUR 661 – Integrative Review in Nursing Science (3 crs)

Advanced Statistics (6 crs)
Cognates & Electives (9 crs)
NUR 699 - Dissertation Research (18 crs)

Beginning in 2023, the first 3 credits of dissertation will be taken as NUR 698 Dissertation Seminar and total dissertation credits will be reduced to 15.

An Example of a Full-Time PhD Program Plan of Study

First Year – Fall Semester		
Course #	**Course Title**	**Credits**
NUR 600	Philosophical Fdns. of Healthcare Research	3
NUR 649	Responsible Conduct of Res in Nsg & Hlth	1
NUR 650	Research Roles and Methods in Nursing	3
NUR 655 or similar	Applied Data Management & Analysis I / Statistics I	3
	Total Semester Credits:	**10**

First Year – Spring Semester		
NUR 652	Advanced Methods in Nursing Research II: Quant	3
NUR 601	Theoretical Foundations of Nursing Science	3
NUR 656 or similar	Applied Data Management & Analysis II / Statistics II	3
	Total Semester Credits:	**9**

Second Year – Fall Semester		
NUR 651	Advanced Methods in Nursing Research I: Qual	3
xxxxxx	Elective	3
xxxxxx	Elective	3
	Total Semester Credits:	**9**

Second Year – Spring Semester		
NUR 661	Integrative Review for Nursing Science	3-4
xxxxxx	Elective	3
NUR 698 or 699	Dissertation Research	3
	Total Semester Credits:	**9-10**

Third Year – Fall Semester		
NUR 699	Dissertation Research	**6-9**

Third Year – Spring Semester		
NUR 699	Dissertation Research	**6-9**

Each Semester until Graduation		
CRG 999	Continual Registration	**1**
	PhD Program Total Credits (post-Master's):	**> 52 or 53**

Qualifying Examination

The College of Nursing process is consistent with the Graduate School Manual (GSM) guidelines. Please refer to GSM Section 7.57. The Qualifying Examination is a written examination taken after the required full-time first year coursework (19 credits) is completed. This coursework includes: NUR 600, 601, 649, 650, 652 and 655 and 656 (or equivalent). The Qualifying Examination is offered in May-June of each year and may be repeated only once, and within 1 year of completing the required first year coursework. Qualifying Examinations will be coordinated by the CON Graduate Program Office.

Comprehensive Examination

The College of Nursing process is consistent with the Graduate School Manual (GSM) guidelines for the Comprehensive Examination. Please refer to GSM Section 7.57. The Comprehensive Examination is taken when all courses required for the degree (including electives) are completed and/or within one year of course completion. The CON procedures for Comprehensive Examinations were reviewed and streamlined in 2021 to ensure consistency, quality and efficiency of the process. For the Comprehensive Examination, PhD students will be asked to identify the gap in the state of the science that they plan to address in their future dissertation and document the significance and rationale for the research question they plan to address. This document (20 page maximum, double-spaced) is the written portion of the Comprehensive Examination. The student submits the written examination to the committee members for review and then answers questions and defends the document during a scheduled oral examination.

Mentored Research Experience

Beginning in the Fall 2021, all CON PhD students will be required to complete at least 150 hours of mentored research training. This is a 0 credit requirement. Students should identify a researcher within or outside of the CON with whom they can work on an ongoing research project. The goal is for students to have "hands on" experiences with research that will help them to further develop skills that will be useful for the conduct of their own research. Activities should be appropriate for PhD students. Activities that could be undertaken by an undergraduate student (e.g., filing, preparing mailings) are not appropriate. Literature reviews should be limited. Ideally, activities would include preparing manuscripts and presentations, conducting focus groups or interviews, survey development, survey administration, coding and managing qualitative and/or quantitative data, preparing IRB applications, etc. The emphasis should be on acquiring and developing skills that are necessary for a new researcher. Students should discuss opportunities with their advisor. Prior to beginning, the student must obtain approval for their proposed research experience and objectives from their advisor and the CON Associate Dean for Graduate Programs.

Doctoral Dissertation Requirements

The Graduate School Manual (GSM) Sections 11.10 – 11.29 outlines the requirements for doctoral dissertations that will be submitted in partial fulfillment of the graduate degree requirements for the PhD degree. These requirements are outlined below. Specific dissertation requirements are listed in the Graduate School document titled, "Thesis/Dissertation: From Proposal to Defense," that can be found at https://web.uri.edu/graduate-school/academics/thesis-dissertation/. A copy of this document is also provided on the CON Graduate Student Brightspace site.

Students are responsible for consulting with the CON Graduate Program Office and the URI Graduate School regarding University requirements and deadlines related to the submission, defense, and approval of theses and dissertations (see the Graduate School Deadline Calendar for listing of pertinent deadlines).**

**CON PhD students should note that some of the Graduate School and URI deadlines are final dates for all URI PhD students and may not be feasible or workable for students in nursing or social sciences (e.g., the final dissertation IRB approval deadline [August] for those anticipating May graduation and the final dissertation proposal approval deadline [October] for those anticipating May graduation. These dates may work for lab science PhD students or those who will be working with existing data, but they will probably not work for students in the CON who plan to undertake dissertation research that includes primary data collection. CON Students must have a dissertation proposal approved by their committee before they can obtain IRB approval. Proposal approval, IRB approval, data collection and data analysis often take far longer than students anticipate. The timeline should include realistic estimates of how long participant recruitment and data collection will take. If data collection can be completed in a few months, then students should plan to have proposal approval at least 10 – 12 months before the dissertation submission deadline for the desired date of graduation (e.g., June 2023 at the latest for those who wish to graduate in May 2024), with IRB approval obtained in June or July of 2023 at the latest. The steps in the dissertation process are outlined below.

Doctoral Dissertation Process – 8 Steps

Dissertation Process Step 1 – Select a Major Professor and Form a Doctoral Committee

The major professor is the PhD student's primary mentor and chair of the dissertation or doctoral committee. The major professor may or may not be the faculty advisor who was appointed to the student at the time of admission. The major professor should be an experienced scholar and knowledgeable researcher with the expertise necessary to mentor and support the PhD student as a beginning researcher. The major professor should have adequate time to devote to mentoring the PhD student; per AACN recommendations, ideally the major professor should not be mentoring any more than 2 other PhD students in various stages in the PhD program. The major professor should be

selected during the first 2 years of coursework, prior to the Comprehensive Examination. After being selected, the major professor may also take over as the faculty advisor. The CON graduate program office must be notified of who the student's major professor / chair is and whenever a change is made. **The major professor / chair must be a tenure track faculty member in the CON with graduate faculty status.** Research, adjunct and clinical faculty may not serve as chair / major professor; they may be designated as a co-chair, provided that the other co-chair is a tenure track faculty member in the CON with graduate faculty status.

The doctoral committee must include a minimum of 3 members, one of whom must be from outside of the URI College of Nursing. Outside members may be recruited from other colleges within URI or from outside of the university. Students are encouraged to discuss options with faculty, their major professor, and/or the CON Associate Dean for Graduate Programs. They may also consider and seek referrals to outside experts at other universities. Ideally all members of the doctoral committee are experts who can significantly contribute to the student's project in either the substantive area, the theory or the method the student is considering / planning. The CON graduate program office and the Graduate School must be notified of the doctoral committee formation and membership and notified whenever changes are made to the committee membership.

Dissertation Process Step 2 - Complete Requirements for Training in the Responsible Conduct of Research

All PhD students must meet the university and CON requirements for training in the ethical and responsible conduct of research **prior to** conducting dissertation research. This requirement is met by completing 3 components: (1) completing CITI training; (2) completing the 1 credit course NUR 649 *Responsible Conduct of Research in Nursing & Health* (required for students admitted in 2020 and later); and (3) obtaining approval for the dissertation study from the URI IRB. Parts 1 and 2 are completed early in the PhD program. Part 3 of this requirement, IRB approval, is completed after the dissertation proposal is approved by the student's committee and prior to submitting the proposal to the CON Associate Dean for Graduate Programs for approval and prior to submitting the approved proposal to the Graduate School.

Dissertation Process Step 3 – Prepare and Defend the Dissertation Proposal

The completion of a dissertation is a major requirement for the PhD degree. It is an independent research study and scholarly work that addresses a significant issue of relevance to nursing, utilizes rigorous research methods, is well-written and makes a meaningful contribution to the existing literature. Dissertation proposals at URI follow a very specific format. Although students may need to develop a more lengthy proposal for submission to their committee and for proposal defense, the dissertation proposal that is submitted to the URI Graduate School is limited to 15 or

fewer double-spaced pages and must adhere to requirements for font size, length of title, and formatting. The specific requirements for the dissertation proposal are listed in the Graduate School document titled, "Thesis/Dissertation: From Proposal to Defense," that can be found at https://web.uri.edu/graduate-school/academics/thesis-dissertation/. A copy of this document is also provided on the CON Graduate Student Brightspace site.

Dissertation Process Step 4 – Obtain IRB Approval for the Dissertation Research

After the dissertation proposal is approved by the student's committee, they must obtain approval for the dissertation study from the URI IRB. Once the dissertation proposal is approved by the student's committee and after approval is obtained from the URI IRB, it is forwarded to the CON Associate Dean for Graduate Programs for approval and sign-off. After the CON Associate Dean signs off, the proposal is sent to the Graduate School for final approval. The dissertation proposal is considered a piece of scholarly work and should be well-written, meticulously edited for grammar and syntax, and should adhere to APA format 7th edition (2020). The proposal that is submitted to the Graduate School is limited to 15 or fewer double-spaced pages as is described under Step 3.

Dissertation Process Step 5 – Conduct the Dissertation Research and Analyze the Data

No dissertation data collection may occur until after: (1) the dissertation proposal has been approved by the doctoral committee; (2) IRB approval has been granted; (3) the CON Associate Dean for Graduate Programs has reviewed and signed-off; and (4) the Graduate School has approved the proposal. The dissertation research is conducted in keeping with the dissertation proposal that was approved. Any substantive changes to the research plan that was approved (e.g., site, study participants, sample size, instruments, or procedures) must be approved by the IRB, the committee and the CON Associate Dean for Graduate Programs. Data should be analyzed using rigorous means of analysis that are appropriate to the type and level of data and the method being used.

Dissertation Process Step 6 – Write up the Results and the Dissertation

The final dissertation is developed and written under the direct supervision of the major professor and often with input from other committee members. The process for development and review shall be at the discretion of the major professor in concert with the other committee members and the student. The dissertation should be written in accordance with APA format 7th edition (APA, 2020). Grammar, syntax, writing style, etc. should be scholarly and consistent with doctoral standards. Students should allow plenty of time to write the dissertation. It is to be expected that candidates will submit multiple drafts and complete numerous revisions while writing the dissertation.

Dissertations written in the standard format often include the dissertation proposal elements (Introduction, Review of the Literature and Methods) as Chapters 1, 2 and 3 in the final dissertation.

Chapter 4 is often used for Results and Chapter 5 for Discussion (please see Dissertation Formats). All text, tables, levels of headings and references should be formatted according to the APA manual 7th edition (APA, 2019). Templates for dissertation title pages, signature pages, etc. are provided in the Graduate School document titled, "Thesis/Dissertation: From Proposal to Defense," that can be found at https://web.uri.edu/graduate-school/academics/thesis-dissertation/. A copy of this document is also provided on the CON Graduate Student Brightspace site. The exact format may vary if qualitative or mixed methods are employed; the final format is up to the dissertation chair / major professor and the committee.

Dissertation Process Step 7 – Submit the Dissertation, Schedule and Hold the Dissertation Defense

The specific requirements for the dissertation are listed in the Graduate School document titled, "Thesis/Dissertation: From Proposal to Defense," that can be found at https://web.uri.edu/graduate-school/academics/thesis-dissertation/. A copy of this document is also provided on the CON Graduate Student Brightspace site. Please read this document carefully.

Establishment of a Dissertation Defense Committee. Per the URI Graduate Manual, section 11.21:   An oral examination in defense of a thesis/dissertation is required in all thesis-based master's degree programs, and in all PhD programs. In addition to the student's program committee, the defense committee will include members of the graduate faculty outside of their program committee who are competent and willing to be nominated as the additional member(s) of their defense committee. For a PhD dissertation defense, one member of the graduate faculty is needed, from a department other than the one in which the student is enrolled. The outside member will normally be designated as chair of the oral defense committee. The student should inform the additional faculty member that their name is being submitted in nomination to the Dean of the Graduate School who is not restricted in the choice to the name submitted.

Scheduling a Dissertation Defense. Once the full defense committee has been chosen, the next step is to secure approval to proceed with the defense. The major professor must first sign the defense request form to signify that the dissertation is in a form acceptable for defense and that it is, in fact, defendable. The requirement that the document be acceptable and defendable means that it:

1) is complete and contains all text, data, tables, charts, maps, photographs, appendices, full references, citations, and/or bibliographies as required by accepted standards of academic integrity;
2) represents a finished scholarly product of the student's research in the format required for binding; and
3) is free of obvious fatal flaws.

When the major professor has thoroughly reviewed the final draft and determined that it is defendable, the student will present the major professor with the Request for Oral Examination in Defense of Thesis/Dissertation form for their signature. This form will include a proposed date, time, and location of the defense. The form signed by the major professor is then circulated to the remaining members of the program committee and the additional member(s) of the defense committee. Their signatures signify that they agree to participate in the defense at the time, date, and location specified on the defense request form. When a fully signed Request for Oral Examination in Defense of Thesis/Dissertation form is in hand, it can then be submitted to the Graduate School, with a copy to the CON Graduate Program Office. The CON Graduate Program Office will send out and post announcements of the upcoming defense to CON faculty and graduate students.

Note: All dissertation defenses are open for faculty and graduate students of this university to attend. Faculty and PhD students from the CON are invited to attend. As such, dissertation defenses are not scheduled during periods when the University is in recess or during summer months. Students must be registered for any semester in which they take an examination or defend a dissertation. Defenses may only be closed or held in the summer under exceptional circumstances and only with advanced permission from the CON Associate Dean for Graduate Programs.

At least 20 calendar days before the date on which the defense is proposed to be held, the student shall submit to the Graduate School enough unbound copies of the dissertation for members of the oral defense committee in a form acceptable for examination purposes. A minimum of one paper copy must be submitted for the chair of the defense committee, along with additional copies for those committee members who have requested a paper copy. Paper copies are not required for members of the defense committee who have indicated that they only require an electronic version of the defense copy. The Request to Schedule an Oral Defense of a Master's Thesis/Doctoral Dissertation signed by every member of the defense committee must also be submitted to the Graduate School at this time, with a copy to the CON Graduate Program Office. Copies of the thesis/dissertation submitted for defense may contain a reasonable number of clearly legible corrections (printed rather than handwritten), may be printed on paper of lesser quality than that required for the final copies, and may contain pages with only one or two paragraphs. Each copy of the dissertation must have a copy of the title page attached to it. In the final copies, type size, paper quality, margins and typed pagination must all conform to Graduate School standards (see Graduate School web document titled 'Thesis/Dissertation: From Proposal to Defense' that can be found at https://web.uri.edu/graduate-school/files/ThesisDissertationProcess.pdf).

Upon receipt of the copy or copies of the thesis/dissertation, and the request for the oral defense, the Dean of the Graduate School will be responsible for reviewing the student's entire record to ascertain that they have completed all other degree requirements, and that all copies of the

thesis/dissertation are in a form acceptable for examination. If the review is satisfactory, the oral examination in defense of the dissertation will be scheduled.

Not fewer than 15 calendar days prior to the date set for their oral defense, students shall distribute copies of the dissertation to the members of their oral defense committee who have requested a paper copy. Each copy will bear the official notice of the time and place of the oral defense. Members of the defense committee who have requested one or more electronic versions of the defense copy must also have those electronic copies delivered no fewer than 15 calendar days prior to the date of the oral defense. The chair of the oral defense committee will also be supplied with a copy of the student's dissertation proposal. The members of the oral defense committee shall examine the dissertation for evidence of sound scholarship and shall bring to the oral defense written suggestions for changes or corrections in the manuscript.

It is usually the responsibility of the chair of the oral examining committee to conduct the examination and to provide for changes and corrections to be made in a successfully defended dissertation before it is given committee approval. A unanimous vote of approval is required for a student to pass the defense. All members of the oral examining committee also sign the form provided for certifying the student's successful defense of the dissertation. When a student's performance is unsatisfactory, one re-examination may be recommended and the conditions under which it is to be given will be stated by the committee.

Approval of the dissertation will be certified by the signatures of the major professor and the remainder of the dissertation committee on the formal dissertation signature page. Original, handwritten signatures are required. These signatures confirm that any changes and corrections to the dissertation have been made. Only the members of the dissertation committee, not the additional members of the defense committee, sign the formal signature page of the dissertation.

Dissertation Process Step 8 – Make and Corrections / Edits and Submit Final Version

If a student passes the oral examination in defense of the dissertation but is required to make changes or edits to the dissertation, then the major professor or defense chair must obtain the signatures of the appropriate committee members on the form titled "Certification that Mandatory Corrections were Made to a Successfully Defended Thesis/Dissertation." The form can be found at https://web.uri.edu/graduate-school/files/certification_mandatory_corrections_dissertation.pdf for doctoral dissertations. This form serves to verify that the required changes were made and that the revised thesis/dissertation meets the approval of the appropriate faculty members. The completed form is then submitted to the Graduate School. Final approval of all theses/dissertations rests with the Dean of the Graduate School.

Dissertation Formats

When preparing the dissertation, students are expected to consult with the major professor and members of the dissertation committee. The student's major professor will be the principal supervisor of the dissertation and will decide, in consultation with the student, which structure will be used. URI allows for two different formats / structures for preparation of dissertations: the **Standard Format** and the **Manuscript Format**. Regardless of the format used, all dissertations (as well as all course papers, reports, etc.) must be prepared in accordance with the accepted standards of academic integrity, including proper citation and attribution of all material that is not the original product of the writer.

Standard Format

The Standard Format consists of one of several formats for which electronic templates have been prepared. Theses templates are available in the Graduate School web document titled 'Thesis/Dissertation: From Proposal to Defense' that can be found at https://web.uri.edu/graduate-school/academics/thisis-dissertation/. Each of these templates contains the same universal formatting rules referred to in Section 11.14 of the Graduate School Manual. All dissertations, regardless of format, must adhere to University guidelines regarding features such as pagination and margin size. These guidelines may be found in the Graduate School document titled 'Thesis/Dissertation: From Proposal to Defense' that can be found at https://web.uri.edu/graduate-school/academics/Thesis-Dissertation/.

The style and formatting for all aspects of the dissertation should adhere to APA manual 7th edition (2020) and the Graduate School guidelines. The methods and results sections of the final dissertation are usually written in the past tense in the final dissertation because the study has been completed. (e.g., the final study sample included. . .; the participants were. . .). A generic outline is provided below, although the content outline will be modified for dissertations that employ qualitative approaches or mixed methods and as deemed appropriate by the major professor and/or committee members.

ABSTRACT

CHAPTER ONE: INTRODUCTION / STATEMENT OF THE PROBLEM
    Statement of Problem
    Significance of Problem
    Purpose of the Study
    Definitions and Assumptions Based on Existing Knowledge
    Overview of the Theoretical Foundation (sometimes goes here)
    Aims, Research Questions and/or Hypotheses

CHAPTER TWO: REVIEW OF THE LITERATURE
> Theoretical foundation or framework (sometimes goes here unless qualitative methods
>> requiring inductive theory development are proposed)
>
> Background / Synthesized Review of Literature
>
> Other information deemed relevant by the committee

CHAPTER THREE: DESIGN & METHODS
> Study design / Methodology
>
> Site and Sampling
>
> Procedures
>
> Measures / Instruments
>
> Data Analysis Plan

CHAPTER FOUR: RESULTS

CHAPTER FIVE: DISCUSSION

APPENDICES
> Instruments / Consent forms / Letters of support or approvals from agencies and/or IRBs.

Manuscript Format

In April, 2020, the CON PhD Committee approved the following guidelines related to the use of the manuscript format option for dissertations in the College of Nursing. Students electing the manuscript option must follow the guidelines from the Graduate School (https://web.uri.edu/graduate-school/academics/thesis-dissertation) and the following CON guidelines. In the CON, students are expected to work closely with their major professor and their doctoral committee.

The dissertation must consist of at least six chapters, of which three will be manuscripts: at a minimum, two must be submitted to a peer reviewed journal and one may be in manuscript form. All journal selections and submissions must be approved by the doctoral committee. The student must be the first author on all manuscripts. At least one manuscript must report findings from a data-based research study conducted by the student. The first manuscript (e.g. literature review, concept analysis, preliminary work, or pilot study) may be submitted or published prior to formation of the doctoral committee with the approval of the major professor and subsequent approval from the doctoral committee, providing that the content is relevant to the dissertation research. All dissertation manuscripts must be approved by the doctoral committee. An introductory chapter

containing an overview of the problem and significance, a methodological chapter, and a final chapter including discussion, limitations, conclusions, and implications are required. Substantive review of the literature must be provided either in one of the manuscripts, as an additional chapter, or in the introductory chapter. Evidence of theoretical thinking and a theoretical framework, where appropriate for guiding research and understanding results, must be included. Some examples for organizing the chapters in a dissertation using the manuscript option include:

Example A:
1. Introductory chapter
2. PUB#1: literature review/concept analysis
3. Methods chapter
4. PUB#2: methods paper
5. PUB#3: data based study
6. Final chapter

Example B:
1. Introductory chapter
2. PUB#1: literature review/concept analysis
3. Methods chapter
4. PUB#2: data based study
5. PUB#3: data based study
6. Final chapter

Example C:
1. Introductory chapter
2. Literature review
3. Methods chapter
4. PUB#1: data based study
5. PUB#2: data based study
6. PUB#3: data based study
7. Final chapter

Example D:
1. Introductory chapter (including literature review)
2. Methods chapter
3. PUB#1: data based study
4. PUB#2: data based study
5. PUB#3: data based study
6. Final chapter

V. PhD Funding & Research Grants

PhD Student Funding

Full-time PhD students are eligible for graduate assistantships (GAs), which include teaching assistantships, research assistantships, and/or other types of fellowships and awards through the College of Nursing and the university. Assistantships include tuition, a stipend, health insurance and partial credit towards fees in exchange for 20 hours per week of GA work. Most assistantships are teaching assistantships in which the GA is assigned to assist a faculty member who is teaching a large undergraduate nursing course. Part-time teaching assistantships are also available and provide half tuition in exchange for 10 hours per week of GA work. Research assistantships may be available through faculty research grants.

In addition to the above sources of funding, one or two outstanding PhD students per year will be nominated to receive supplemental funding as a *Sculco Graduate Nursing Research Scholar (GNRS)*. Each GNRS receives additional funding of approximately $48,000 over 3 years, in tandem with the assistantship (described above), GNRS awards provide summer funding and research training and enhancement funds to advance nursing research and scholarship. GNRS awards are made possible by a generous donation from URI CON alumna, Dr. Cynthia Sculco, and her husband, Dr. Thomas Sculco.

Another opportunity is the *Barcott-Kim Fellowships*. Named for nursing scholars Drs. Donna Schwartz-Barcott and Hesook Suzie Kim, these awards provide 3 years of continuous funding in tandem with a part-time teaching assistantship (10 hours/week). The Barcott-Kim Fellowships are made possible through the generosity of a group of anonymous donors.

The CON may also have available other scholarships and/or supplemental Dean's awards through Dean Wolfe's office or other donors. Dean's Awards are typically supplemental awards in the range of $1,000 - $5,000.

In addition to the graduate assistantships described above, the URI Graduate School Dean awards fellowships for graduate students through a variety of mechanisms: Scholarships, Dean's Fellowships, Diversity Fellowships and Presidential Fellowships. "Fellowships are competitive awards given to graduate students in recognition of achievement and promise as scholars. They are intended to enable students to pursue graduate studies and research without their rendering any service to the University." Students are nominated by their college

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in January – February and awards are announced in April for the following year. Funding opportunities and the selection process are described on the Graduate School website (https://web.uri.edu/graduate-school/funding/).

Extramural Research Grants

CON full-time PhD students are encouraged to apply for the Ruth L. Kirschstein National Research Service Award (NRSA) Individual Predoctoral Fellowship (Parent F31) awards (See: https://grants.nih.gov/grants/guide/pa-files/PA-21-051.html) and/or the Ruth L. Kirschstein NRSA Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research (Parent F31-Diversity)(See: https://grants.nih.gov/grants/guide/pa-files/PA-21-052.html). These prestigious awards provide stipends and tuition and small amounts of research funding. In order to be eligible, students must have completed training in the responsible conduct of research that meets NIH requirements (see NOT-OD-16-122). NUR 649 completion and CITI training fulfill this requirement.

Small research grants are available through a variety of foundations and nursing organizations, including ENRS, AWHONN, CANS, and ANF. The American Nurses Foundation (ANF) awards more than 20 – 30 research grants every year. The application requirements, focus, award amount and due dates vary by organization. A list of small grants is available on the CON ONR Google page and on the CON Graduate Student Brightspace page.

Intramural Research Grants

College of Nursing

Nursing PhD students are eligible to submit applications for either or both of the internal competitive grant mechanisms that the CON offers. **CON Research Stimulus Grants (RSGs)** provide small grants ($500 to $5,000) for tenure track faculty and PhD students to fund pilot studies and/or dissertation studies. The goal of the program is to help to launch or accelerate the research trajectories of new nurse researchers. PhD students who wish to apply for an RSG to fund their dissertation research must have an approved dissertation proposal at the time they apply. The RSG grant mechanism was launched in 2019; RSG applications are due in early January each year. Guidelines and application materials are sent out in the fall and are posted on the CON Google Drive and the CON Graduate Student Brightspace page.

Nursing PhD students are also eligible to submit applications for another new CON funding mechanism—**Clinical Project Grants (CPGs)**. CPGs provide small grants (up to $1,000) for clinical faculty and doctoral students (PhD or DNP students) to fund small research studies and/or practice improvement projects. The CPG grant mechanism was launched in 2021; CPG applications are due in

early September each year and are posted on the CON Google Drive and the CON Graduate Student Brightspace page.

URI Graduate School

The URI Graduate School also provides small grants for graduate students through Enhancement of Graduate Research Awards (EGRAs). These awards are co-sponsored by the Dean of the Graduate School, the Provost, and the Vice President of Research and Economic Development to support research, creative or artistic projects. This program underscores the value placed on providing students with research opportunities and support for the scholarly work of graduate students. Applications are due in early October each year. A committee assembled by the Dean of the Graduate School, comprised of members of the Graduate Council, will evaluate proposals. Each student chosen for support will receive an award up to $1000 to support their project. Applications are due in October each year. Application materials are available on the Graduate School website (https://web.uri.edu/graduate-school/funding/).

VI. Academic Policies

All academic policies in the College of Nursing Graduate Program are consistent with those of the URI Graduate School. In some instances, the College has policies that are more stringent than the minimum requirements put forth by the Graduate School.

Time Limit

The policy of the Graduate School and the College of Nursing is that PhD students have seven (7) years to complete all requirements for the PhD degree. The time limit is the same whether students undertake full-time or part-time study. Students should plan their program of study to allow plenty of time to complete the dissertation; research projects often take longer than originally anticipated.

Formatting for Papers and Dissertations

The College of Nursing uses APA format for all formal course papers, written comprehensive examinations and dissertations. Please refer to: APA (2020). *Publication Manual of the American Psychological Association*, (7th ed.). APA.

Grades & Grading

Consistent with the University, the following grading system is used for graduate courses in the College of Nursing (CON):

A   93-100%
A-   90-92%
B+   87-89%
B   83-86%
B-   80-82%

C+   77-79%
C   73-76%
C-   70-72%
D+   67-69%
D   60-66%
F   below 60%

Academic Standing & Academic Review

Although the Graduate School does award credit for graduate courses with earned grades of C or C+, CON graduate students with earned grades of less than a B- will undergo academic review within the College of Nursing. Students will also undergo academic review if they do not maintain a cumulative GPA of B (3.00) or better. Academic review within the College of Nursing will determine whether the student will: (a) continue in the program without special conditions; (b) repeat the course; (c) complete remediation; (d) continue on provisional status; or (e) be dismissed. If a student receives a grade of D, F, or U in a course, or does not maintain a cumulative average of B (3.00) or better, her/his status as a graduate student will also be reviewed by the Dean of the Graduate School in consultation the CON Associate Dean and graduate faculty. Such review may result in being placed on provisional status, being suspended, or being dismissed from the university. (See Graduate School Manual (GSM), Appendix A; See Section A.26.1 for Graduate Student Academic Appeals procedures.)

Grade of "Incomplete"

According to the University Manual and Graduate School Manual, a graduate student will receive a grade of "'incomplete' in any course in which the coursework has been passing up until the time of a documented precipitating incident or condition, but has not been completed because of illness or another reason which in the opinion of the instructor justifies the report." "Incomplete" grades must be resolved and a grade change submitted within one year. An 'incomplete' not removed within one calendar year shall remain on the student's permanent record, except that the instructor with the approval of the CON Associate Dean for Graduate Programs may extend the time limit. In the instructor's absence, the Associate Dean with the approval of the Dean of the Graduate School, may extend the time limit by which the incomplete work must be finished. (See UM 8.53.20, GSM 10.42.) Extensions are only granted under unusual and compelling circumstances and only when the student is passing the course at the time the incomplete is requested.

"The instructor shall accompany a report of 'incomplete' with a written explanation and file a copy of the explanation with the CON Associate Dean. The student receiving an 'incomplete' shall make satisfactory arrangements with the instructor to remove the deficiency and the new grade shall be immediately reported to Enrollment Services and the department Chair." (See UM 8.53.21) Because the CON does not have department chairs, the Associate Deans act in this capacity.

Grade Appeal Procedures

In the event that a student thinks that a grade they received in a particular course is incorrect, the student has the right to appeal the grade in the following procedure. [Note: The student must commence the appeal process within 5 calendar days of the posting of the grade, and if the appeal is

taken to steps 2, 3 or 4, the student must commence each next step within two calendar days after the conclusion of the prior step]:

1.   The student shall first discuss the grade with the instructor.
2.   If unresolved, the student shall discuss concerns with the Associate Dean for Graduate Programs, who will discuss the matter with the Instructor.
3.   If still unresolved, the student may submit a written appeal to the Associate Dean. If the Associate Dean believes the grade should be changed, and the instructor does not agree to the change, the Associate Dean shall issue a written decision to the student and the instructor which includes his/her recommended grade change, and his/her reasons for recommending the change. If the Associate Dean does not believe the grade should be changed, he/she shall issue a written decision to the student and Instructor stating his/her conclusions and reasons.
4.   If still unresolved, the student may make a second written appeal to a College of Nursing Graduate Scholastic Standing Committee by notifying the Associate Dean of the further appeal. The Associate Dean will convene an ad hoc Graduate Scholastic Standing Committee comprised of 3 to 5 PhD-prepared faculty with graduate status. The Committee will provide the Instructor the opportunity to respond to the appeal, following which, unless the Instructor voluntarily agrees to make a grade change acceptable to the student, the Committee will issue a final decision on the matter, stating its conclusions and reasons. If the Committee decides that the grade should be changed over the objection of the Instructor, the grade shall be changed in the manner specified in the University Manual.

University Withdrawal (voluntary)

Students may withdraw from College of Nursing and URI at any time. Graduate students who wish to withdraw from the University and College of Nursing must notify the CON Graduate Program Office, complete the Withdrawal form found on the Enrollment Services website and forward it to the Dean of the Graduate School for his/her signature.

Leave of Absence (LOA)

Students who must leave the University for a period of one semester or more, whether due to military service, illness, childbirth, adoption, financial hardship or other circumstances, should apply for a Leave of Absence. The student should contact the CON Graduate Program Office first. If approved, the CON Associate Dean for Graduate Programs will sign off on the LOA form. The formal request for LOA is then made by the student, in writing, to the Dean of the Graduate School, accompanied by the Leave of Absence form that has been endorsed by the CON Associate Dean. The

written petition should be sufficiently specific so that the Dean of the Graduate School can determine whether or not the LOA is warranted. A LOA can be requested for one year or less. LOA requests must be submitted before the last day to add courses in the URI calendar (See GSM 4.30).

Continuous Enrollment

Graduate students must remain continuously enrolled in one or more graduate-level credits until all requirements are met and they have received their degrees. Please see Graduate School Manual Section 4.40 for information related to continuous registration (CRG 999) for 1 credit each semester, after all coursework and dissertation credits are completed, until graduation. CRG 999 may only be registered for when all other coursework has been completed.

Non-Matriculating Students

As is described in the Graduate School Manual Section 3.30, individuals holding a baccalaureate degree who are not students in a graduate degree program may take graduate level courses during the academic year or in the summer as non-matriculating students. Non-matriculating students who wish to enroll in a graduate course in the College of Nursing must obtain permission from the CON Graduate Program Office prior to enrolling. Non-matriculating students may take a maximum of two graduate-level courses in the College of Nursing without matriculating.

Notes: Non-matriculating students do not have the privileges regularly enjoyed by students in a degree program (see GSM Section 3.32). Non-matriculating students are not eligible for financial aid or assistantships. Enrollment in courses as a non-matriculating student does not imply acceptance or enrollment in any University graduate program.

Transfer Credit

PhD students who already have a master's degree may transfer in a maximum of 6 to 9 advanced standing credits to apply towards their degree, with the permission of the CON Associate Dean for Graduate Programs and the Dean of the Graduate School. These include credits taken as a non-matriculating student at URI or course credit being transferred in from another university. Please refer to Graduate School Manual Section 3.33. Any credits transferred in to apply towards the degree may not have been used to fulfill the requirements for another degree and must have been earned within the past seven years.

Academic Integrity & Plagiarism

The College of Nursing and its Graduate Programs adhere to the university's standards regarding academic integrity. The University Manual and the Graduate School Manual (See GSM A.13) list the expectations of the University concerning academic integrity as follows:

"Students are expected to be honest in all academic work. Cheating is the claiming of credit for work not done independently without giving credit for aid received, or any unauthorized communication during examinations." (See UM 8.27.10) "A student's name on any written exercise (theme, report, notebook, paper, examination) shall be regarded as assurance that the work is the result of the student's own thought and study, stated in the student's own words and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of other sources of assistance. Occasionally, students may be authorized to work jointly, but such effort must be indicated as joint on the work submitted. Submitting the same paper for more than one course is considered a breach of academic integrity unless prior approval is given by the instructors." (See UM 8.27.11.)

 "In preparing papers or themes, a student often needs or is required to employ sources of information or opinion. All such sources used in preparing to write or in writing a paper shall be listed in the bibliography. It is not necessary to give footnote references for specific facts which are common knowledge and have obtained general agreement. However, facts, observations and opinions which are new discoveries or are debatable shall be identified with correct footnote references even when restated in the student's own words. Material taken word for word from the written or oral statement of another person must be enclosed in quotation marks or otherwise clearly distinguished from the body of the text and the source cited. Paraphrasing or summarizing the contents of another's work usually is acceptable if the source is clearly identified but does not constitute independent work and may be rejected by the instructor." (See UM 8.27.12, GSM A.13.4)

Assignments, homework and reports of investigations or experiments shall meet the same standards as all other written work. If any work is done jointly, this must be acknowledged in the report. "Obviously, it is dishonest to falsify or invent data." "Written work presented as personal creation is assumed to involve no assistance other than incidental criticism from others." (See UM 8.27.13 - 14).

 "Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the CON Associate Dean for Graduate Programs. The student may appeal the matter to the instructor's dean, and the decision by the dean shall be expeditious and final. "If the violation warrants more severe censure, the instructor may recommend additional action to the instructor's dean. Upon this recommendation the dean may authorize the instructor to fail the student in the course. The student or instructor may appeal the dean's decision to the Provost and Vice President for Academic Affairs whose decision on the appeal shall be final." (See UM 8.27.18
For further information, please see Sections 9.18.10 – 9.25.10 of the University Manual.

VII. Policies Related to General Conduct & Professionalism

General Principles

Life in the academic community must be one of integrity, honesty, acceptance of responsibility, and a willingness to clearly and accurately represent oneself, one's work, and one's activities. The College of Nursing believes that professional conduct is critical to the practice of nursing, and fully supports the University policies and the ANA Code of Ethics presented in the *ANA Code of Ethics for Nurses with Interpretive Statements* (ANA, 2015). Students are expected to observe the standards of professional conduct and ethics in all settings. Students are expected to conduct themselves as representatives of the profession, the College of Nursing, and the University. Failure to meet these may make one subject to suspension or dismissal from the College of Nursing. Professional conduct and civility are expected and required at all times. Bullying, threatening, yelling, verbal and/or physical assaults and other types of intimidating behavior will not be tolerated. Anyone exhibiting these types of behaviors may be subject to suspension or dismissal from the College of Nursing.

The commission of illegal or unprofessional actions is also prohibited, including but not limited to violations of HIPPA or privacy regulations, illegal drug sales, possession or use, chemical impairment, violation of other state or federal laws, and/or sexual assault or sexual harassment.

Please refer to the University Manual (8.27.10-8.27.20)- http://web.uri.edu/manual/chapter-8/chapter-8-2/, and the University Catalog - http://web.uri.edu/catalog/ for the complete policy. Graduate School policies related to Academic Integrity are located in Appendix A.10 of the Graduate School Manual.

Involuntary Class Withdrawal

Breach of professionalism is a serious offense which will be dealt with firmly. The College of Nursing reserves the right to remove (involuntarily withdraw) a student from a course for a minimum of one day or up to the remainder of the semester in the event it is determined that a student's behavior or actions violate essential program or professional standards or requirements, threaten harm to self or others, and/or indicate that the student is not fit to continue. The student will be required to attend a mandatory meeting with the CON Associate Dean for Graduate Programs to discuss the incident or problematic behavior.

Non-Academic Suspension or Dismissal from a Program

In the event it is determined that a student's behavior or actions violate essential program or professional standards or requirements and/or indicate that the student is not fit to continue in the program, the CON may suspend or dismiss a student. The College will normally provide notification to the student of the reasons for the contemplated suspension or dismissal and give the student an opportunity to address those reasons before the College deliberates and makes a final decision to suspend or dismiss the student. The nature of the opportunity provided to the student (e.g., a less formal meeting with a College administrator, or a more formal hearing before multiple College officials or a panel, etc.) will depend on the nature and duration of the sanction and the reasons for the contemplated suspension or dismissal and other relevant factors. The College reserves the right to immediately suspend the student if the student's continuation in the program constitutes an imminent risk to the student or to other students in the program, or for other compelling reasons.

Diversity and Inclusion

The CON embraces diversity and understands that each student brings unique experiences, strengths, and ideas to our classroom. These differences can be along dimensions of race, ethnicity, sexual orientation, gender, socioeconomic status, age, ability, religious or political beliefs, or other differences in lived experiences and/or ideologies. The inclusion and valuing of these differences enriches learning and in and out of our classrooms. Each member of the University has the responsibility to foster an environment of inclusion, acceptance, mutual respect and understanding.

Anti-Bias Statement

At URI and the CON, we respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. There you will also find people and resources to help.

Tobacco Policy

The College of Nursing (CON) is dedicated to maintaining a healthy work and learning environment. While the College already prohibits smoking inside its buildings and facilities, the CON policy prohibits smoking or use of tobacco products by students at any time when representing the College of Nursing.

Alcohol and Drug Policy

Violation of the University's drug and alcohol policies prohibiting illegal use or possession of any controlled substance without a prescription while enrolled in The College of Nursing is considered a serious offense and may result in suspension or dismissal.

Social Media Policy

Social media are web-based or mobile technologies used for interactive communication. Examples of social media include, but are not limited to, collaborative projects (e.g., Wikipedia), blogs and microblogs (e.g., Twitter), content communities (e.g., YouTube), social networking sites (Facebook, Instagram, SnapChat), and virtual social worlds (e.g., Second Life).

CON students, faculty and staff must always protect individuals' rights to privacy and confidentiality, and communicate sensitive and confidential information in accordance with all applicable laws, regulations and policies (including the policies of clinical training sites), including the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) when applicable. Members of the CON community are expected to observe the American Nurses Association's Principles for Social Networking:

ANA's Principles for Social Networking (https://www.nursingworld.org/social/)
1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient- nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

The policy requires that all:
- Be aware of maintaining professional boundaries while using electronic media.
- Follow applicable HIPAA regulations at all times. Identifiable information concerning patients/clinical activities must not be posted in any online forum.
- Protect confidential, sensitive and proprietary information. Do not share or post any information related to nurse-patient contact or about the College of Nursing.
- Do not post comments on social media sites about patients, clinical facilities, employees of facilities, faculty or other students as these posts violate the individual's right to privacy and may incur liability - even if the posts do not specifically identify individuals.

- Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
- Do not use mobile devices to take photos or videos of patients or patient information.
- Use personal electronic devices only as authorized by faculty and clinical affiliates.
- Report any breach of confidentiality or privacy to a College of Nursing administrator or faculty member.

Accommodations for Qualified Students with Disabilities

Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom or clinical setting. If any special considerations are required, it is expected that the student will notify the faculty with the appropriate paperwork from Disability Services (http://web.uri.edu/disability/).

Computer Lab and Printing Policy

For quiet, individual work, there is a student computer lab located in White Hall (Room 201) available to nursing PhD students. Students are expected to behave with courtesy and respect toward fellow students and equipment. Hours of operation are posted outside the door. All files left on the computers will be purged. Printing is made available to all nursing students at the Rhode Island Nursing Education Center (RINEC). The student printing station within the RINEC Second Floor URI Faculty suite uses URI's pay for print system (https://web.uri.edu/cma/payforprint/).

PhD Student Lounge and Workspace

The graduate student lounge is located on the second floor of the RINEC. Cubicles are available as PhD student work space on the RINEC second floor immediately after the entrance to the URI faculty office area. In addition, offices 257 and 259 are set aside as "hotel space" for faculty who do not have offices in the RINEC. PhD students may use these offices on a space available basis, provided that faculty and TAs do not need them to meet privately with students.

Email Policy

All email communications to students by the College, or its faculty and staff, will be via the URI email system, with communications sent to the students' URI assigned email address. Students are also required to use their University of Rhode Island email account for all communications with College faculty or staff. Students are expected to obtain a URI email account as soon as possible and frequently monitor their URI email for announcements. Faculty and staff email addresses may be obtained by searching the directory on URI's website (https://directory.uri.edu/).

Brightspace

The College of Nursing – Grad Student Resource Brightspace site serves as a communication portal between CON graduate students, faculty and administrators. Important information such as research opportunities, events, job postings, important dates, deadlines, and graduation information will be shared through this site. It is important that you become familiar with Brightspace and check the College of Nursing site frequently.

APPENDICES

Appendix A: Recommendations for
PhD Student Success

Appendix B: Graduate Student Forms & Links

Appendix C: AACN Recommendations for
Research-Focused Doctoral
Programs in Nursing

Appendix A: Recommendations for PhD Student Success

URI COLLEGE OF NURSING
SUGGESTIONS FOR PHD STUDENT DEVELOPMENT IN 4 DOMAINS**

YEAR	PROFESSIONAL DEVELOPMENT & LEADERSHIP	SCHOLARSHIP / PUBLICATION	RESEARCH	TEACHING
PRE	Memberships in professional organizations	Preferred	Preferred	Preferred
1	Memberships; Engage at URI CON; Attend PhD forums, brown bags, seminars, conferences; Hold office; Excel at coursework	Participate in collaborative peer-reviewed conf. papers and pubs; Do lit reviews	Research residency or similar experience; Collaborate with advisor/mentor or other faculty	TA; Guest lecture; Tutor; Take secondary educ. courses;
2	Memberships; Engage at URI CON; Attend & present at conferences; Hold office; Journal peer review; Excel at coursework	Participate in collaborative peer-reviewed conf. papers and pubs; Publish state of science; other	Research residency or similar experience; collaborative research with faculty; NRSA; Grant-writing; Summer intensive trainings	TA; Guest lecture; Tutor; Take secondary educ. courses; Ind. study or teaching residency
3	Memberships; Engage at URI CON; Attend & present at conferences; Hold office; Journal peer review; Awards; Seek and excel at any advanced coursework	Lead and/or collaborate in peer-reviewed conf. papers and pubs;	Research residency or similar experience; collaborative research with faculty; NRSA; Grant-writing; Small grants; Summer intensive trainings; Dissertation	TA; Guest lecture; Tutor; Take secondary educ. courses; Ind. study or teaching residency; Attend AACN or teaching conference
4+	Memberships; Engage at URI CON; Attend & present at conferences; Hold office; Journal peer review; Awards	Lead and/or collaborate in peer-reviewed conf. papers and pubs; Publish dissertation state-of- science or process paper	Research residency or similar experience; collaborative research with faculty; NRSA; Grant-writing; Small grants; Summer intensive trainings; Dissertation Apply for post-doc / K	TA; Guest lecture; Tutor; Consider taking courses in secondary educ., or Ind. Study; Adjunct faculty; Attend AACN or teaching conference
POST	Post-doc or Tenure-track position	Publish dissertation paper(s)	Post-doc / K ; PI on K, ANF, R03, R21 grants; Co-I on others	Post-doc or Tenure-track position

**Adapted from: AACN. (2010). *Indicators of Quality in Research-Focused Doctoral Programs in Nursing* AACN. (2010). *The Research-Focused Doctoral Program in Nursing: Pathway to Excellence.*

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Appendix B: PhD Program Forms & Links

Forms for graduate students and information on how to submit forms using the AirSlate system are located at: https://web.uri.edu/graduate-school/forms/. Forms are also linked on the CON Graduate Student Brightspace site.

CON Graduate Student Brightspace site / Resource Page is available at: https://brightspace.uri.edu/d2l/home/118371

The URI Manual is located at: https://web.uri.edu/manual/

The URI Graduate School Manual is located at: https://web.uri.edu/graduate-manual/

The URI Graduate Writing Center (GWC) provides writing support to all URI doctoral and master's students to foster continuing development of academic and professional writing skills necessary to succeed in graduate programs and academic or professional careers: https://web.uri.edu/graduate-writing-center/

Examples of dissertation front pages (e.g., title page, signature page) are included in the Graduate School document titled, "Thesis/Dissertation: From Proposal to Defense," that can be found along with other resources at https://web.uri.edu/graduate-school/academics/thesis-dissertation/. A copy of this document is also provided on the CON Graduate Student Resource Brightspace page.

Information about NIH requirements on training in the responsible conduct (required for all NRSA applicants) can be found at NOT-OD-16-122.

Appendix C: AACN Recommendations for Research-Focused Doctoral Programs in Nursing

AACN (2001) "Indicators of Quality in Research-Focused Doctoral Programs in Nursing"
https://brightspace.uri.edu/d2l/le/content/118371/viewContent/847944/View

AACN (2010) "The Research-Focused Doctoral Program in Nursing: Pathways to Excellence"
https://brightspace.uri.edu/d2l/le/content/118371/viewContent/847958/View