



Yale University School of Nursing

Ph.D. Program Handbook

2020-21

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Ph.D. Program in Nursing Handbook
2020-2021**

Contents

Deans Welcome.....	4
Introduction.....	5
Characteristics of YSN Graduates.....	5
YSN Mission and Values Statement.....	6
Admission Requirements.....	7
Ph.D. Program Requirements.....	8
Overview.....	8
Description of Program Requirements.....	9
I. Required Course Work.....	9
Core Nursing Courses.....	10
Cognates.....	14
II. Fellowships.....	16
Graduate Research Assistant Experience.....	17
Teaching Fellowship Experience.....	17
III. Examinations.....	18
Preliminary Examination.....	18
Qualifying Examination.....	19
Final Oral Examination.....	22
IV. Dissertation.....	23
Dissertation Committee.....	24
Undertaking the Dissertation.....	24
Human Subjects Review.....	25
Data Collection and Analysis.....	25
Working with the Committee and Final Defense.....	25
Registration for Dissertation Hours (N999).....	26
Guidelines for Dissertation Submission.....	26
Checklist for Ph.D. Program Requirements.....	27
Sample Plan of Study and Benchmarks.....	28
Other Highly Recommended Experiences.....	35
Examples of Funding Resources and Deadlines.....	36

Academic Policies for Ph.D. Students.....	37
Academic Standards.....	37
Course and Honors Requirements.....	37
Outside Employment.....	38
Personal Conduct.....	38
Complaints of Sexual Harassment.....	41
The Graduate School Procedure for Student Complaints....	41
Residence Requirement.....	41
Tuition Requirement and the Continuous Registration Fee..	42
Transfer Credit and Advanced Standing.....	42
Registration.....	42
Auditing.....	43
Changes to Course Registration.....	44
Summer Registration.....	44
Individual (Independent) Study.....	44
Registration in Absentia.....	45
English language proficiency.....	46
Leave of Absences and Withdrawals.....	46
Parental Support and Relief.....	50
Transcripts.....	50
Enrollment, Degree Verifications, and Dossier Requests....	51
Administrative Structure.....	51
Co-Directors of the Ph.D. Program.....	51
Ph.D. Program Committee.....	51
Advisement System.....	51
Contact Information.....	54
Yale Graduate School Resources.....	56
Appendix A: Format for Traditional Option for Dissertation.....	60
Appendix B: Format for Publication Option for Dissertation.....	65
Appendix C: Academic Calendar.....	67
Appendix D: Special Registration.....	68

DEAN'S WELCOME

As Dean of the Yale School of Nursing, it is my distinct joy to welcome you as you begin this academic year among our YSN community of scholars, and to wish you all productive and successful years ahead.

You will be building your science on decades of research traditions and accomplishments of the faculty, students, and alumni of Yale School of Nursing. From Ada Sue Hinshaw's founding of what is now the NINR, to Rheta Dumas's first randomized controlled trials in nursing, to today's stellar faculty advancing the health of marginalized populations towards greater health equity, you are joining important traditions. You will also contribute to these dynamic traditions.

I look forward to supporting the important work that you will accomplish in this PhD Program. PhD-prepared nurses are literally a precious resource for not only our profession but for science that matters in the world. And this is a time that the world truly needs our scholarship.

You will distinguish yourselves with critically important contributions to academia, health care, and policy arenas. My vision for you, as graduates of the YSN PhD Program, is that you excel as our next, needed and powerful, generation of scientists, faculty, leaders, and advocates for *Better Health for All People*.



Ann Kurth, PhD, CNM, MPH, FAAN
Dean and Linda Koch Lorimer Professor of Nursing

INTRODUCTION

The Yale School of Nursing (YSN) is recognized as the birthplace of clinical nursing research and is long renowned for its excellence in graduate education. The Yale School of Nursing holds a unique place in the history of nursing inquiry. Early nurse researchers such as Virginia Henderson, Rhetaugh Dumas, Florence Wald, Jean Johnson, and Donna Diers did their pioneering work here. The Ph.D. Program is based on the disciplinary perspective of nursing and incorporates distinct nursing knowledge and knowledge from other disciplines, building on the rich history of the pioneers.

The Yale School of Nursing emphasizes the tripartite mission of clinical practice, research, and teaching based on the belief that research informs practice, practice informs research, and both inform teaching. YSN is committed to the preparation of the next generation of intellectual leaders, scholars, educators, and scientists to improve the health care of individuals, families, and communities and to contribute to the development of our science.

Characteristics of the YSN Graduate

Nursing science has been at the forefront in advancing knowledge in health promotion, chronic illness care, symptom management, risk reduction, care of marginalized populations, palliative, and end-of-life care. Nursing science focuses on improving physical, psychological and social wellbeing in individuals, families and communities at risk for and experiencing acute or chronic illness. The ongoing advancement of nursing science is crucial to the delivery of high-quality, patient-family centered, and cost-effective health care.

At the completion of the program, graduates are able to:

- Design and conduct clinically relevant research;
- Extend nursing science by empirical investigation of nursing phenomena and theories;
- Promote the delivery of quality health care by assuming leadership roles in the nursing profession, educational and policy arenas; and
- Disseminate knowledge generated by independent, collaborative, and transdisciplinary research efforts.

YSN Mission Statement

The Mission of the Yale School of Nursing is “*Better Health for All People*”. We accomplish this by educating each generation of nurse scientists, leaders, scholars and practitioners to improve health outcomes and transform healthcare. Building on the tradition of our Founding Dean, Annie W. Goodrich, the YSN community relates the “adventure of thought to the adventure of action, in touch with the fundamentals of human experience” across local, national and international systems of care.

YSN Values Statement

The Yale School of Nursing is a community that holds an expansive view of health and believes that access to high quality patient-centered health care is a social right, not a privilege. In our intellectual and clinical work, we value integrity, dignity, diversity, inclusivity, rigor, curiosity and excellence. Mindful of our traditions, as well as those of Yale University, we emphasize innovation grounded in creativity and the integration of education, scholarship, practice and policy in service of social justice and health equity. Respect for diversity of thought, ideas, and opinions guides our work. We are committed to interprofessional education, research, and practice and mentorship of the next generation of scientists and leaders. We strive to create an environment for study that is caring and supports openness and transparency.

ADMISSION REQUIREMENTS

Minimum requirements for admission to the YSN Ph.D. program include:

- Master's degree in nursing or equivalent
- Grade point average of 3.5 on a 4.0 scale for graduate level work
- Competitive Graduate Record Examination (GRE) taken no more than 5 years prior to application

- Applicants whose native language is not English must present evidence of proficiency in English by satisfactorily completing the Test of English as a Foreign Language (TOEFL), which is administered by ETS, or the International English Language Testing System (IELTS). Applicants who have received or will receive an undergraduate degree from a college or university where English is the primary language of instruction are exempt from the English Language Test requirement and are not required to submit the TOEFL or IELTS. Applicants must have studied in residence at the undergraduate institution for at least three years to qualify. The TOEFL or IELTS, if required, should be taken as early as possible to ensure that official scores are released and received no later than the stated deadline of the program for which the student is applying.

- Previous coursework in statistics within the last 5 years with a minimum grade of High Pass, B, 3.0 or equivalent
- Completion of a graduate-level research methods course within the last 5 years with a grade of at least High Pass, B., 3.0 or equivalent
- Admission essay as described in the online application
- References from three individuals, one of whom must hold an earned doctorate, that address the student's aptitude for Ph.D. study
- Sample of written work (e.g., published article, thesis, literature review)

Applications are submitted online to the Graduate School.

[<https://apply.grad.yale.edu/apply/>]. Acceptance to the YSN Ph.D. program is highly competitive. Competitive applicants will be invited for an interview with YSN faculty members. Final admission decisions are made by the Yale University Graduate School of Arts and Sciences.

Ph.D. PROGRAM REQUIREMENTS

Overview

The YSN Ph.D. program focuses on the science of nursing and its relationship to health care research and policy. The program and mentorship provides a solid foundation for graduates to participate in interdisciplinary scholarship that is clinically significant and improves the health of individuals, families and communities.

The Ph.D. Program includes formal coursework, seminars, research assistantships, teaching fellowships, advisement, informal faculty and student interactions, and dissertation committee support. Typically, the scholarship of the faculty and students involves interdisciplinary work with colleagues in such fields as psychology, medicine, and epidemiology. The Yale School of Nursing does not offer the option of a combined degree. Students interested in gaining content in another area outside of nursing may register for additional coursework that provides the content desired.

The faculty strives to establish a learning environment that provides the opportunity for discourse between students and faculty that fosters individual growth, collegial relationships, and the pursuit of knowledge. Both faculty and students have a commitment to the development of nursing science through empirical work. To this end, the School of Nursing offers an in-residence Ph.D. program requiring three to four years of full-time study.

Requirements for the Ph.D. degree include successful completion of:

- I. Required Coursework
 - A. Core Nursing Courses (10)
 - B. Professional Development Seminars (4)
 - C. Cognates (4-6 including one advanced analysis course)
 - C. Dissertation Seminar (all years)
- II. Fellowships
 - A. Graduate Research Assistantship (4 semesters)
 - B. Teaching Fellowship (2 semesters)
- III. Examinations
 - A. Preliminary Examination
 - B. Qualifying Examination
 - C. Final Oral Examination
- IV. Dissertation

Students complete required core coursework in nursing and the Graduate Research Assistantship during the first two years of full-time study.

Students complete the Teaching Fellowship over two semesters during the third or fourth year of the program.

The Preliminary Examination is scheduled after completion of the equivalent of the first year of course work and focuses on demonstrating mastery of the year one course work in nursing science, research design, and statistics. The Qualifying examination usually takes place at the end of the second year or beginning of the third year of study and focuses on demonstrating readiness to undertake dissertation research (*must* be completed by end of 3rd year of study). The Final Oral Examination is based on the dissertation and is a demonstration of the student's ability to conduct research of an independent nature and competence in the chosen area of study.

In addition to the program requirements, there are a number of additional experiences that are recommended to enhance the development of the doctoral student's scholarship. (See **Other Highly Recommended Experiences.**)

Description of Program Requirements

I. Required Course Work

The YSN Ph.D. curriculum is designed to prepare expert nurse scholars. Emphasis is placed on knowledge development consistent with the mission of YSN "Better Health for All" and contributes to increasing healthy life spans, reducing health disparities, improving the quality of health care, influencing the health care system, and shaping health policy.

The program requires completion of core doctoral level nursing courses and six cognates. Coursework is organized in four areas.

Knowledge Development

- **NURS 912 Foundations of Scientific Inquiry I: Philosophical and Theoretical Basis for Nursing Science**
- **NURS 913 Foundations of Scientific Inquiry II: Theories of Health, Symptom Management, and Self-Management**

Research Methods and Analysis

- **NURS 901 Research Methods I: Quantitative Methods of Health Research**
- **NURS 902 Research Methods II: Qualitative Methods of Health Research**
- **NURS 903 Research Methods III: Measurement of Health Variables**

- **NURS 904 Research Methods IV: Mixed Methods**
- **NURS 905 Research Methods V: Intervention Development**
- **NURS 917 Advanced Biostatistics**
- **NURS 929 Responsible Conduct of Clinical Research**

Synthesis and Application

- **NURS 906/907 Dissertation Seminar I & II**
- **NURS 908 Science, Scholarship and Communications of Knowledge I**
- **NURS 909 Science Scholarship and Communications of Knowledge II**
- **NURS 910 Science, Scholarship and Communications of Knowledge III**
- **NURS 911 Science, Scholarship and Communications of Knowledge IV**
- **NURS 941 Health Policy, Leadership, and systems**
- **Cognates related to Dissertation Research**

Core Nursing Courses

NURS 901 Research Methods I: Quantitative Methods for Health Research

This course in research methods provides an opportunity to evaluate various scientific designs for investigating problems of importance to nursing and health – with focus on quantitative research methods. Emphasis is placed on the inter-relationships of the research question and study aims with study design and method – with goal of understanding methods decisions that are made by researchers, and how these decisions influence study validity. The Yale Model for Generation of Knowledge for Evidenced-Based Practice is introduced. The course prepares the student for designing a quantitative study. This course is required for Ph.D. students in nursing. It is also open to master’s students with permission of the instructors. Three hours per week.

NURS 902 Research Methods II: Qualitative Methods for Health Research

This course introduces the student to major approaches to qualitative research, including newer and innovative methods. Selected topics are presented linking qualitative approaches with stage of knowledge development and steps in the research process, including use of theory, design, conduct, analyses, rigor, reporting and evaluation of qualitative research. Emphasis is placed on the appropriate use of qualitative methods and differences across qualitative approaches depending on the nature of the research question. The course includes practice with key elements of data collection, analysis, reporting and critiquing. 3 hours per week.

NURS 903 Research Methods III: Measurement of Health Variables

This course focuses on theory of measurement and reliability and validity of research instruments -- with emphasis on interaction of conceptual, methodological and pragmatic considerations. An integration of seminar and lecture is employed. This module is required for all second year Ph.D. students in nursing and is also open to advanced graduate students in other schools of the University. Three hours per week/7weeks

NURS904 Research Methods IV: Mixed Methods

The purpose of this course is to provide an overview of mixed methods research. This overview consists of the history, philosophical foundations, purpose, data collection, analysis and evaluation of the common mixed methods designs. Three hours per week/7 weeks

NURS 905 Research Methods IV: Intervention Development

This seminar focuses on the research methods necessary for the understanding, developing, and testing of interventions to improve outcomes in health and illness. Content includes the use of various approaches to the development of biobehavioral interventions. The second half of the module deals with methodological issues in carrying out clinical intervention research. The course is required of all students in the Ph.D. program and open to others by consent of the instructor. Three hours per week, second semester second year for 7 weeks. Three hours per week/7 weeks

NURS 906/907 Dissertation Seminar I & II

This required doctoral course provides the student with advanced study and direction in research leading to development of the dissertation proposal and completion of the dissertation. Students are guided in the application of the fundamentals of scientific writing and criticism. All students in the Ph.D. Program in Nursing are required to take this seminar course every semester. 1.5 hours every other week for 14 weeks. 3 hours/month.

NURS 908 Science, Scholarship and Communications of Knowledge I

This is the first course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D. prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist including basic principles and processes of scientific writing and communication, and research priorities and strategies for building a program of research. The N911 seminar series accompanies the research practicum and is a required course for students in the Ph.D. in nursing program. The seminar meets one hour every other week.

NURS 909 Science, Scholarship and Communications of Knowledge II

This is the second course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D. prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist including basic principles and processes of grant writing and communicating research results. The N911 seminar series accompanies the research practicum and is a required course for students in the Ph.D. in nursing program. The seminar meets one hour every other week.

NURS 910 Science, Scholarship and Communication of Knowledge III

This is the third course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D. prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist including basic principles and processes of peer review, responding to research critiques, and publishing research results.

NURS 911 Science, Scholarship and Communication of Knowledge IV

This is the fourth course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D. prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist including basic principles and processes of grants management, mentorship, career planning and roles and responsibilities of the nurse scientist and leader. The N911 seminar series accompanies the research practicum and is a required course for students in the Ph.D. in nursing program. The seminar meets one hour every other week.

NURS 912 Foundations of Scientific Inquiry I: Philosophical and Theoretical Basis for Nursing Science

In this course students examine the nature of the philosophical and theoretical basis for nursing science. The nature of science is explored through a dialogue of competing philosophical perspectives, such as logical positivism, post positivism, historicism, critical theory, and post structuralism. The philosophies that have informed the scientific process and the conceptual and theoretical underpinnings of nursing science are discussed. Specific approaches to concept/theory development and analysis, with linkages to philosophical perspectives are examined. Three hours per week/14 weeks.

NURS 913 Foundations of Scientific Inquiry II: Theories of Health; Symptom Management: Self-Management

This course examines major conceptualizations of health and illness, self and family management and research supporting these conceptualizations. Emphasis is placed on the link between health and illness self-management, with particular emphasis on vulnerable populations, and related concepts such as symptom distress, self-

efficacy and coping and the contributions of risk and protective factors to self-management. Self-management is considered from both an individual and family perspective, and socio-cultural influences on self-management are explored. Three hours per week/14 weeks.

NURS 917 Advanced Statistics for Clinical Nursing Research

This semester-long course starts with linear regression and advances to additional multivariate analyses most commonly used in nursing studies. The emphasis is on attaining a conceptual understanding of these statistical techniques, selecting appropriate techniques for a given clinical research problem, conducting computer-assisted data analyses, and correctly expressing the results of such analyses. The laboratory part of the course covers fundamentals of data management and statistical analysis and proceeds to the conduct of advanced analyses. The course emphasizes using programming language in SAS®. Required of Ph.D. students in nursing; open to master's students with permission of the instructor. Four hours per week (2-hour seminar, 2-hour lab).

NURS 929 Responsible Conduct of Clinical Research

These class sessions introduce major concepts in the ethical conduct of clinical research from the perspective of the advanced practice nurse and the nurse-researcher. National and international ethical codes for research and regulatory requirements are reviewed. Emphasis is placed on the protection of vulnerable populations and community-based research, including international research.

NURS 941 Health Policy, Leadership, and Systems This course will address salient issues in health policy and the challenges to linking research and clinical care with public and private policy agendas. The course will cover the following topics: health care delivery systems; policy and political factors that affect financing, delivery and quality of care; challenges to evidence-based policy and the dissemination of research findings to policy and community-based leaders. It will also include theories of leadership and policy change relevant to students' research topics. Critical thinking, problem-solving skills, and research-based analysis will be integrated throughout the course. A major written assignment that will be suitable for submission to a peer-reviewed journal is a course requirement. Three hours per week

QUAL 999 Preparing for Qualifying Exams

DISR 999 Dissertation Research in Residence, or

DISA 999 Dissertation Research in Absentia

Electives

Cognates may be taken in nursing, or in any area related to the student's dissertation research, including appropriate methodology and statistics courses. Some examples of the disciplines that doctoral students have chosen are public health, developmental psychology, exercise physiology, family and human relations, and sociology.

Cognates may include independent study (N904a, b, c) with Ph.D. Program faculty. **One additional advanced analytical course appropriate to the dissertation is required.** Cognates offered by YSN faculty follow.

NURS 916 Advanced Qualitative Methods

This advanced qualitative research method course provides the opportunity for doctoral students to engage more deeply in all aspects of qualitative research. Guided seminars will examine methodological issues in qualitative research and will explore emerging methodologies. Students will gain knowledge in sampling strategies, data collection, analysis, and writing. Students will gain skill with the Atlas.ti software program to analyze data. This course is appropriate for Ph.D. students planning to employ qualitative methods in research. Three hours per week (2 in class; 1 in project). **Prerequisite:** A basic course in qualitative research methods. Students who want to conduct a pilot qualitative study will need to work with their advisor and the course instructor to submit an IRB application during the summer prior to the course.

NURS 920 and NURS 921, Doctoral Independent Study

This elective is initiated by the student and negotiated with faculty. The purpose is to allow in-depth pursuit of individual areas of interest and/or practice. A written proposal must be submitted and signed by the student, the faculty member(s), and the program chairperson.

NURS 922 Introduction to Clinical Research Informatics

This course will provide an introduction to informatics, focusing on clinical research informatics. We will have lectures and discussion on data science and big data storage, including relational databases as well as some of the newer approaches to data storage. We will explore the use of the electronic health record as a source of data and will investigate issues that impact data quality and analysis. We will also cover data standards, metadata, and provenance, and will briefly introduce the uses of natural language processing, machine learning, data mining, and ontologies. Hands-on sessions will include an introduction to Structured Query Language (SQL) and the use of SAS for visualizing data. Optional course for second year Ph.D. students. Open to others with permission of the instructor.

Examples of Cognates from other Disciplines

Examples of cognates that may be taken by YSN doctoral students in other disciplines based on research interests and focus of dissertation are listed below.

BIS 538b	Survey Sampling: Methods and Management
BIS 623a	Applied Regression Analysis
BIS 625a	Categorical Data Analysis
BIS 628b	Longitudinal Data Analysis
CDE 505a	Social and Behavioral Influences on Health
CDE 534	Approaches to Data Management and Analysis of Epidemiologic Data
CDE 545a	Health Disparities by Race and Sex: Epidemiology and Intervention
CDE 570a	Epidemiology of Psychiatric Disorders
CDE 576 a	Social Psychological Theories of Health
EMD 541b	Infectious Diseases: Epidemiology, Prevention, and Control
EP&E 904b	Issues in Health economics
HPA 542a	Health of Women and Children
HPA 544a	Public Law and Public Health
HPA 570b	Cost Effectiveness Analysis and Decision Making
IBIO 530a	Biology of the Immune System
IMED 630a	Practical and Ethical Issues
LAW 21416	Health, Law, and Policy
PHAR 504a	Pharmacology I: Maintaining and Restoring Homeostasis
PSYC 539a	Behavioral Approaches to Psychopathology
PSYC 570b	Nonverbal Communication
PSYC 640b	Transdisciplinarity: A New Research Approach to Address Complex Scientific Problem
STAT 660b	Multivariate Statistical Methods for the Social Sciences
WGST 901b	Colloquium on Gender and Sexuality

II. Fellowships

A. Graduate Research Assistant Experience

During the first two years of the program, students are Graduate Research Assistants (GRAs) with faculty mentors and participate in the mentor's ongoing research. The purpose of the experience is to enhance the research training of doctoral students through participation in on-going research of one or more graduate faculty members and contribution to these research projects.

Each doctoral student is required to complete a minimum of four semesters of a Graduate Research Assistant experience. Students are expected to devote approximately **15 hours per week** to their Graduate Research Assistant activities for a total of 46 weeks (690 hours) per 12 months to their GRA activities. The GRA schedule and vacation times (4 weeks per year) are negotiated with the GRA mentor. The Graduate Research Assistant requirement can be met by the student while participating in the on-going research of any graduate faculty member. A student may do the entire research assistantship with one faculty research project or be involved with more than one project.

The actual Graduate Research Assistant experience is developed by the student with the research mentor and the Co-Directors of the Ph.D. Program. This experience may or may not be related to the student's research area of interest. The experience should build upon the prior research expertise of the student and facilitate the accomplishment of goals as defined by the student and mentor. Graduate Research Assistant work may consist of library work, data entry and analysis, data collection, preparation of IRB applications, grant proposal writing, abstract preparation, poster development, and manuscript preparation. All of these activities are essential tools of the researcher and are viewed as an important aspect of Ph.D. education.

The student is responsible for submitting a written plan (including measurable objectives) for meeting the requirement that has been approved by the mentor, to the Co-Directors of the Ph.D. Program no later than the end of the first month of each semester. The GRA experience is synthesized and evaluated as a component of the seminar, N908-909 and N910-911 Science, Scholarship and Communication of Knowledge, which students take for 4 semesters. The student and the mentor are responsible for submitting an evaluation of the experience at the end of the GRA experience each semester. If there are issues that create tension between the student and GRA adviser, the Ph.D. Co-Directors will assist with negotiating resolution. If there are any changes in the plan, the student must notify the Co-Directors of the Ph.D. Program.

EXAMPLE: Graduate Research Assistantship Goals and Objectives

My Graduate Research Assistantship will be completed under the direction of (insert faculty member's name) during the _____ semester of year _____. The goals and objectives for my research assistantship are as follows:

[NOTE: The following serve as examples only and may not be appropriate for all students. Goals and objectives should be directed toward the student's area of research interest, expertise, and level of professional development].

- To review the literature in the area of _____.
- To participate in grant proposal development, including the formation of specific aims, _____.
- To assist with recruitment of _____ subjects in _____ settings.
- To evaluate the instrument _____ on a sample of _____.
- To participate in data entry and analysis, including the use of _____ software programs.
- To prepare a manuscript for submission in a peer reviewed, professional nursing journal.
- To submit a research grant proposal for funding from _____.

B. Teaching Fellowship Experience

Yale's Graduate Teaching Fellow Program (<https://gsas.yale.edu/academic-requirements/teaching-fellows-requirements>) is designed to provide pedagogical apprenticeship experience for graduate students. Teaching Fellowships provide students with the opportunity to develop teaching skills through active participation in the teaching of courses and through access to the resources of the Poorvu Center for Teaching and Learning. Two terms of a Teaching Fellowship are required. Typically, Teaching Fellowships are completed during the third and/or fourth year of Ph.D. study, after required courses have been completed. YSN Teaching Fellows usually participate in teaching master's level courses such as statistics, health assessment, pharmacology, population health and a variety of clinical courses.

The student is responsible for attending the GSAS Teaching at Yale session held for all Teaching Fellows during orientation week, and submitting a written plan (including measurable objectives) for meeting the requirement that has been approved by the faculty mentor, to the Co-Directors of the Ph.D. Program no later than the end of the first month of each semester. The student and the mentor are responsible for submitting an evaluation of the experience at the end of the

Teaching Fellowship experience each semester to the Co-Directors of the Ph.D. Program. If there are any changes in the plan, the student must notify the Co-Directors of the Ph.D. Program.

Faculty members responsible for the courses with Teaching Fellows closely monitor their teaching experiences. Faculty members prepare course syllabi, lectures, assignments, and examinations and are responsible for administrative course activities such as placing course materials on Canvas

Teaching Fellows might be provided an opportunity to give a lecture or part of a lecture with supervision. If the student gives a lecture in the course, the faculty member attends and evaluates the student's performance.

The faculty member meets with the student weekly to discuss the teaching activities and ensure that the student participates in all relevant aspects of the teaching experience to meet his or her objectives.

The Poorvu Center for Teaching and Learning offers programs, individual consulting, and teaching resources. Teaching Fellows are urged to attend seminars and workshops offered by the Poorvu Center. <https://gsas.yale.edu/resources-students/teaching-support-development>. Teaching Fellows are also encouraged to complete the Certificate of College Teaching Preparation (CCTP) offered at the Poorvu Center.

A. Preliminary Examination

The Preliminary Examination is intended to allow the student to demonstrate mastery of doctoral coursework in nursing science, research methods, and statistics. The examination provides students with the experience of synthesizing the required coursework and it provides faculty with information about the student's knowledge base, ability to synthesize knowledge and ability to present ideas cogently. Specifically, the purposes of the preliminary examination are to:

- Provide a stimulus for thinking and reflection about nursing science after a year of coursework;
- Synthesize and integrate across domains of knowledge, including the use of critical thinking and logical description of phenomena from multiple perspectives;
- Advance the development of the dissertation proposal;
- Foster the development of scholarly written communication, including logical idea progression, clarity, and synthesis by completing a grant proposal.

The Preliminary Examination is taken in June after the first year of required core coursework has been completed (a grade of High Pass or better in each core course is required as well as at least one grade of Honors in the first year). **Passing the Preliminary Examination is a prerequisite for continuing in the second year of doctoral study.**

Preliminary Examination Process

The Preliminary Examination is a written, examination that is scheduled at the close of the first year.

- The examination due date will be scheduled by the end of the spring semester. Extensions, such as those due to acute illness or family emergencies, must be communicated to and approved by the Co-Directors of the Ph.D. Program. If approval is given, the student must arrange with the Co-Directors of the Ph.D. Program an alternative due date for the examination.
- The examination consists of the development of a grant proposal in the format of the NIH F31 Training grant. Guidelines will be provided to students 3-4 weeks before the exam due date.
- At least two members of the faculty appointed by the Co-Directors of the Ph.D. Program read and grade the preliminary exam. Grading is blind; students are given ID numbers and instructed to not put any identifying information on the examination. The student will receive a grade of Pass or Fail. Any differences in grades are decided by the Co-Directors of the Ph.D. Program.
- Students who are not successful in passing the examination will be provided with guidance in the area needing strengthening and must resubmit a revised grant within one week. Failure to pass the examination the second time will result in dismissal from the Ph.D. Program.

B. Qualifying Examination

The Qualifying Examination usually takes place after the completion of the second year of study, and preferably by the end of the fifth semester, when required coursework is completed. The Qualifying Examination must be successfully completed by the end of the 6th semester. Failure to complete the Qualifying Examination by the end of the 6th semester will result in Academic Probation. Failure to complete the Qualifying Examination by the end of the 7th semester will result in dismissal from the program.

Students' advisers may request exceptions for a Qualifying Exam prior to the completion of the second year of study by submitting a letter to the DGS describing the basis for the request, readiness for the exam, and for completing the dissertation by the end of the third or fourth year.

Proposal Development and Qualifying Examination

The student prepares a comprehensive proposal describing the dissertation and the rationale for decisions about the conceptual framework, design, methods, and plans for analysis. The dissertation proposal is the basis for the Qualifying Examination (described above), which entails an oral presentation and defense of the proposal. The dissertation proposal is a formal study prospectus, which describes the clinical problem and the design and methods of investigation. The format for the proposal may vary based on the nature and the design of the research. The proposal typically includes:

- Statement of clinical problem and study purpose
- Conceptual underpinnings
- Review and synthesis of relevant literature
- Research questions and/or hypotheses
- Research Design
 - Setting and sample
 - Instruments
 - Procedures
 - Plans for analysis
 - Limitations
 - Potential implications for practice, research and policy

Students must register for QUAL999 in the semester in which they are preparing to take their qualifying examination, only if they are not registered for any other courses that semester. The student prepares a comprehensive dissertation proposal containing a statement of the problem to be studied, conceptual framework, critical review of relevant literature, design, methods, and plan for analysis. The oral Qualifying Examination involves a defense of the proposal, as well as addressing questions pertaining to content in courses that justify choices made in preparing the dissertation proposal.

Qualifying Examination Process

- A hard copy or electronic copy of the proposal is distributed to the student's Dissertation Chair and two members of the Dissertation Committee who determine whether the proposal is ready to be defended. After any required revisions are completed, the Qualifying Examination is scheduled.

- The revised proposal is then distributed to the Chair, members of the Dissertation committee, and two Readers at least 2 weeks prior to the scheduled Qualifying Examination.
- The Chair of the Dissertation Committee chairs the Qualifying Examinations which typically lasts 1 to 1.5 hours.
- The examination is not open to the public. The student gives a formal presentation of no more than 20 minutes of the proposed study and answers questions regarding the research and related topics.
- Immediately following the student's presentation and discussion, the Committee and Readers meet to determine the outcome of the Qualifying Examination (Pass, Pass with Revisions, Fail) and communicate the outcome to the student.
- Successful completion of the Qualifying Examination and successful completion of all required Ph.D. courses are required for candidacy for the Ph.D. degree.
- There are several forms that need to be completed. The YSN Qualifying Examination Form is completed by the student/committee Chairperson (Pass, Pass with Revisions, or Fail) and given to the Co-Directors of the Ph.D. Program along with a hard copy or PDF of the approved proposal. Once the student successfully completes the Qualifying Exam, and has successfully completed all required courses in the first two years of the Ph.D. Program, the Co-Directors of the Ph.D. Program will submit the Qualifying Examination Form, a copy (hard copy or PDF) of the approved proposal, (https://registrar.yale.edu/sites/default/files/qualifying_examination_prospectus_certification_combined_program.pdf) and the Admission to Candidacy Certification Form (https://registrar.yale.edu/sites/default/files/admission_to_candidacy_certification_0.pdf) to the University Registrar's Office.
- If the student fails the Qualifying Examination, he or she has the opportunity to re-take it 2 to 6 months after the initial Examination (after a revised written proposal has been submitted and a second oral Examination scheduled). If a student fails the second Qualifying Examination, he or she will not be able to progress in the program.
- If the student has not passed the Qualifying Examination and been admitted to candidacy, he or she will not be allowed to register for the Fall term of the fourth year. If there are unusual circumstances, the Co-Directors of the Ph.D. Program may request permission from the associate Dean of the

Graduate School for the student to register. The student will then be on Academic Probation until admitted to candidacy.

C. Final Oral Examination

Each student must complete a dissertation under the direction of an adviser and two other graduate faculty members. The dissertation research involves the generation of new knowledge that will contribute to nursing science (see Appendix A). The Final Oral Examination is based on the dissertation and should occur in the 4th year. It is intended to allow the student to demonstrate mastery of a specific field of nursing science and excellence in conducting an independent research project. Passing of the Final Oral Examination admits the student to the degree. Successful completion of the Final Oral Examination is required before the Ph.D. can be awarded.

Final Oral Examination Process

When the committee agrees that the dissertation is suitable for a final defense, the Committee Chair notifies the Co-Directors of the Ph.D. Program. The student and Dissertation Chair work with the Administrative Assistant of the Ph.D. Program to schedule the final oral examination, which is open to the public. Students need to provide the name, title, institutional department, email address, phone number, net ID, and street address of all committee members and readers. The Final Oral Examination typically lasts 1.5 to 2 hours.

The following guidelines apply to the scheduling and conduct of the final oral examination:

- A hard copy of the dissertation is distributed to the committee at least 2 weeks before the final oral exam. (Electronic submission is acceptable during any pandemic crisis).
- The Chair of the Dissertation Committee conducts the final oral examination and all committee members and readers must be in attendance.
- The student gives a 20-30 minute formal presentation of the dissertation and answers questions asked by all those in attendance – committee members, readers and others.
- Immediately following the student's presentation and ensuing discussion, the committee meets to determine the outcome of the final oral examination. Neither the student nor others who attended the defense are present for this part of the defense discussion.

- The student is informed of the outcome of the meeting – pass, pass with minor revisions, pass with major revisions, fail – immediately after the committee meets.
- Upon completion of the revisions to the dissertation, the Registrar will complete the Readers Form and submit it to the University Registrar's Office.
- After the student submits the Dissertation Submission Package to the Dissertation Submission Office, dissertation committee members and readers will receive an email from the Dissertation Submission Office containing a link to a web-based tool to open, save, and submit their reader's reports.

III. Dissertation

The dissertation entails an original research project that demonstrates the student's mastery of relevant knowledge and methods. The originality of the dissertation may consist of the discovery of significant new information, the development of new methods or theories, the testing of a new intervention, or the achievement of a new synthesis. Given the diverse nature of nursing research, dissertations address a wide range of topics and draw on a variety of research designs and methods. The value of the dissertation depends on the significance of the problem, quality of the design, rigor of execution, and clarity of its exposition.

Undertaking the dissertation is a process that unfolds during the course of doctoral study. Through course work and ongoing consultation with faculty mentors, students refine their area of interest, immerse themselves in the literature on their chosen topic, and develop the methodological skills necessary to carry out their proposed study. Key aspects of the process include selecting and working with the dissertation committee, successfully completing the Preliminary Exam, writing and successfully defending the dissertation proposal (Qualifying Examination), and carrying out and successfully defending the completed dissertation (Final Oral Examination).

In consultation with their faculty adviser and members of the dissertation committee, students should give serious thought to the scale of the proposed dissertation topic. There should be reasonable expectation that the project can be completed in two years. The dissertation is meant to set the stage for a lifetime program of research. The quality of the investigation should lend itself to publication(s) in a refereed journal.

The dissertation may be formatted in the **Traditional** format or the student may obtain permission from the Dissertation Chair for a **Publication** option (see Appendix A & B). There is an ethical responsibility to research subjects to disseminate the results of a study in which they participate. To facilitate student

scholarship, we encourage students to use the publication option for the dissertation. The Yale University Graduate School of Arts and Sciences supports the use of published materials as part of the doctoral dissertation if it is approved by the student's Dissertation Committee and the Graduate School.

Dissertation Committee and Graduate School 'Readers'

The Dissertation Committee is the primary source of advisement and consultation for the student during all phases of the research process (conceptualization, collection and analysis of data, interpretation of findings) and completion of the written dissertation. The Dissertation Committee includes a Chairperson and two committee members with complementary expertise. The Committee Chairperson and members need to be tenure-track faculty at Yale (or the equivalent). One committee member may be external. Two additional readers for the dissertation are also required. Of the YSN committee members and readers, two must be YSN faculty (this can include the Chair) and two must be faculty of the Graduate School of Arts and Sciences.

Upon completion of the Final Oral Examination at YSN, the dissertation needs to be submitted to the Graduate School. The Graduate School requires three 'readers' to provide a written evaluation on the quality of the dissertation and its contribution to science. These 'readers' are selected from your dissertation committee/readers who participated in your dissertation oral examination. Two of the readers need to be faculty of the Graduate School of Arts and Sciences at Yale. All Graduate School 'readers' must hold the Ph.D. or M.D. degree as well as a faculty position or be considered otherwise qualified to evaluate the dissertation. The process for assigning Graduate School 'readers' is determined by the Dissertation Chair and Co-Directors of the Ph.D. program. As mentioned, Graduate School 'readers' are usually chosen from the Dissertation Committee and readers who participated in the Final Oral Examination. The Chair of the Dissertation Committee may serve as a Graduate School reader.

Undertaking the Dissertation

The approval of the proposal at the Qualifying Examination serves as a written agreement between the student and the committee regarding the expectation, limitations and scope of the dissertation project. If there are modifications to the proposal following the Qualifying Examination, these must be agreed to by the student and the committee. Successful completion of the Qualifying Examination is a prerequisite for submission of an application to the YSN Human Subjects Research Review Committee. **Under no circumstances should data collection begin prior to successful defense of the proposal and the approval of the human subjects' application.** In many cases, it is highly desirable to conduct a pilot study prior to beginning data collection for the dissertation.

Human Subjects Review

All research involving human subjects must be reviewed and approved by one of the Institutional Review Boards (IRBs) at Yale. Yale University maintains an integrated human research protection program (HRPP) under the oversight of the Associate Vice President for Research Administration. The HRPP is responsible for ensuring that faculty, students, and staff adhere to the highest ethical standards in the protection of human research participants.

For further information on the Yale HRPP, visit their website at: <https://your.yale.edu/research-support/human-research>. Information about submitting a protocol can be found at: <https://your.yale.edu/research-support/human-research/protocol-builder>.

These websites are updated regularly so please check before completing any forms to be sure that you are using the most current version.

Data Collection and Analysis

Data may be obtained from a variety of sources and a variety of locations; their acceptability is judged on the basis of relevance to the research questions and/or hypotheses to be tested. Data do not need to be collected by the student personally; the appropriateness of using another person or persons to collect data is determined by the design. If another person or persons are used for data collection, the student is responsible for training and supervision of data collectors in so far as this is possible given the circumstances of the study. An existing data set can be used if appropriate.

Data analysis is to be carried out by the student. The plan for data analysis shall be such that assumptions underlying the use of all statistical procedures be met or their violation justified. It is possible that additional hypotheses, research questions and proposed procedures for analysis may be generated during the processes of data collection and analysis and that attention may be given to these within the dissertation. The Dissertation Committee should be consulted prior to work on these emergent areas.

Working with the Committee and the Final Oral Examination

The student works closely with the Dissertation Committee throughout the process of data collection and analysis. Different members of the committee are likely to fill differing roles based on differing areas of expertise (e.g., content versus methodological expert). Therefore, the student is expected to meet with the Dissertation Chair approximately every other week during the dissertation phase. The student is also expected to meet with the Dissertation Committee members

regularly (usually monthly or bi-monthly) during the dissertation phase. These meetings can be individually or as a group. When the dissertation adviser and the student agree that there is a well-developed draft of the dissertation, a “working meeting” of the Dissertation Committee is recommended to be scheduled. The intent of this meeting is to obtain the collective input of the Committee members regarding all aspects of the dissertation. The “working meeting” assures that all Committee members are in agreement about additional work that needs to be done on the dissertation (e.g., additional analyses, greater synthesis of the literature, and expansion of the discussion). By having a “working meeting” prior to the formal final defense, the student and the committee have an opportunity to clarify assumptions and expectations. The “working meeting” serves to avoid unexpected surprises at the final defense. The final written dissertation should be submitted to all Committee members and readers at least 2 weeks prior to the Final Oral Examination.

Registration for Dissertation Hours (DIS 999)

Once students have been admitted to candidacy and are doing a majority of the dissertation research, they should register for DISR 999. If they are doing the research away from Yale, they need to register for DISA 999 (absentia) instead. **When students are registered for DIS 999 they must complete a Dissertation Progress Report (DPR) [Dissertation Progress Report(DPR)], with consultation with the adviser, upon entry into candidacy and annually in April. This progress report is reviewed by the student’s Advisor, the Co-Directors of the Ph.D. Program at YSN, and the Associate Dean of the Graduate School.**

Guidelines for Dissertation Submission

Students should review the information provided by the Dissertation Office of the University Registrar’s Office for information concerning the submission of dissertations. The process is becoming all electronic and some changes may occur every term. Students are encouraged to check with Barbara Withington (barbara.withington@yale.edu), who staffs the Dissertation Office for updated directions.

The deadline for dissertation submission are usually the beginning of October (for December graduation) and mid-March (for May graduation).

Students have several options for electronic archiving and publication through ProQuest. Each of these involve an out-of-pocket expense. Students are encouraged to talk with their librarian or dissertation Chair about these options.

Based on the options the student chooses, the student’s bursar account will be charged. If the student is no longer registered, payment may be made by check or money order payable to Yale University at the time of submission.

The Notification of Readers Form must be completed by the department and signed by the DGS. This refers to the three Committee members or YSN readers who will be 'readers' for the Graduate School of Arts and Sciences.

The **Notification of Readers Form (online)** must include the following information:

- Student's full name
- Student Identification Number (SID)
- Department
- Director(s) of dissertation
- Title of dissertation
- Term of dissertation submission
- Names of Committee members, readers, including their titles, institutions, and addresses

Please note that if it is necessary **to mail a dissertation to a reader off-campus, FedEx requires a street address and phone number.** FedEx will not deliver packages without an address and phone number.

Checklist for Ph.D. Program Requirements

Attainment of a Ph.D. degree requires successful completion of the following (see handbook for additional information regarding each requirement):

- Nursing science major course work and seminars**
- Cognate minor course work (6 courses including advanced analytic course)**
- Graduate Research Assistantship (4 semester minimum)**
- Teaching Fellowship (2 semester minimum)**
- Preliminary examination**
- Candidacy/Qualifying examination**
- Dissertation (Traditional or Publication option)**
- Final Oral Examination**

GSAS procedure for documenting that a Ph.D. student has completed all doctoral program requirements (prior to awarding of the degree- May or December)

All communication about students' status regarding degree requirements should come directly from GSAS Registrar. Students request these letters from the GSAS Registrar (Claudia Schiavone) if they are needed for employers or postdoctoral fellowship programs. The GSAS Registrar can send a letter on the student's behalf at two points in time to document that the student has completed all requirements

for the degree; stipulating that the actual Ph.D. degree is conferred by the Corporation either in May or December.

- When the final dissertation is submitted to the registrar and all readers' grades are submitted, the Registrar can send a letter to the post doc/employer stating that the student has completed all requirements and that the student will receive the degree in (May or December); this is the "strongest" letter on behalf of the student

OR

- When the dissertation is submitted to the Registrar and readers' grades are not yet in, the Registrar can send a letter stating that the Dissertation is under review and *if accepted* the student will receive the degree (May or December).

Sample Plan of Study

Year 1

Fall

NURS 901	Research Methods I: Quantitative Methods for Health Research
NURS 906	Dissertation Seminar
NURS908	Science, Scholarship and Communication of Knowledge I (1 hour every other week)
NURS 912	Foundations of Scientific Inquiry I: Philosophical and Theoretical Basis for Nursing
BIS 505a	Introduction to Statistical Thinking I (not required. Can be audited for statistical refreshers) Cognate

Graduate Research Assistant Experience

BE THINKING ABOUT....

Program of Study--

Who are the key people you need to meet and talk with in those areas?

What is your cognate area of study?

When and what courses you will need?

How to discuss your program planning with your academic adviser regularly?

CONSIDER which professional meeting(s) you may attend this academic year?

Spring

NURS 902	Research Methods II: Qualitative Methods for Health Research
NURS 907	Dissertation Seminar
NURS 909	Science, Scholarship and Communications of Knowledge II (1 hour every other week)
NURS 913	Foundations of Scientific Inquiry II: Theories of Health, Symptom Management, and Self-Management
NURS 917	Advanced Statistics for Clinical Nursing Research

Graduate Research Assistant Experience

PLAN TO SUBMIT PROPOSAL(S) FOR FUNDING...

Preparing for the Preliminary Exam (taken at the beginning of summer)

Apply for NRSA or other funding (**Due dates: December, April, August**)

PLAN TO ATTEND Eastern Nursing Research Society’s (ENRS) National Conference. This is a great place to meet and talk with the researchers whose work you have been reading. And it is a great opportunity for you to get experience with poster and podium presentations. Plan to submit abstracts of your course papers or research assistantship projects. Additional meetings to consider are the Council for the Advancement of Nursing Science (CANS) annual meeting, and professional organization meetings in the area of the students research.

Benchmarks Ph.D. Program – Year 1

Ph.D. Goals	Benchmark
Synthesis of knowledge	Demonstrate effective writing skills Maintain required grades per Graduate School and YSN Ph.D. Handbook* Identify cognate courses and plan of study to support dissertation Pass preliminary exam
Gain research expertise	Complete GRA experience (15 hours per week for 46 weeks) Regular meetings with GRA supervisor/research team ~ every 2weeks Attend relevant lectures, seminars, and workshops as part of GRA experience
Independent research	Identify research area of interest/dissertation topic Regular meetings with adviser ~ every 2 weeks Contact faculty at Yale (i.e., YSN, PH, Medicine) and leaders in area of research Submit NRSA or other grant proposal to support dissertation Submit Annual Progress Report to Progression Review Committee
Leadership	Attend ENRS, CANS, and/or national meeting related to research interests Submit abstract to ENRS, CANS or national meeting

	Participate in Doctoral Colloquium and YSN Scholar Day
Disseminate knowledge	Submit at least 1 paper for publication

- * a) Honors in 2 full-time graduate core courses; b) HP in all core courses in Year 1; and
c) Maintain HP average for all courses

Year 2

Fall

NURS 903	Research Methods III: Measurement of Health Variables
NURS 904	Research Methods IV: Mixed Methods
NURS 906	Dissertation Seminar
NURS 910	Science, Scholarship and Communication of Knowledge III (1 hour every other week)
NURS 941	Health Policy, Leadership, and Systems Cognate

Graduate Research Assistant Experience

SELECT Dissertation Committee Chair, begin work on dissertation proposal

Choose cognates that will assist you in your research. Independent studies are also appropriate.

CONSIDER which professional meeting you may attend this academic year.

Prepare abstract for presentation at a professional meeting.

NRSA due date: December

Spring

NURS 905	Research Methods V: Intervention Development
NURS 906	Dissertation Seminar
NURS 911	Science, Scholarship and Communication of Knowledge IV (1 hour every other week) Cognate

Graduate Research Assistant Experience

CONTINUE to work on dissertation proposal

TALK with your committee about expectations. Develop detailed timelines and to-do lists.

It's not too late to submit for funding opportunities!!!

Benchmarks Ph.D. Program – Year 2

Ph.D. Goals	Benchmark
Synthesis of knowledge	Maintain required grades per Graduate School and YSN Ph.D. Handbook Demonstrate progress toward Qualifying Exam
Gain research expertise	Complete GRA experience (15 hours per week for 46 weeks) Regular meetings with GRA supervisor/research team ~ every 2weeks Attend relevant lectures as part of GRA experience
Independent research	Finalize Specific Aims for dissertation Regular meetings with advisor ~ every 2 weeks Select Dissertation Committee Submit goals and timeline for Dissertation Proposal defense to adviser and Ph.D. Co-Directors Submit/revise NRSA or other grant proposals to support dissertation Submit Annual Progress Report to Progression Review Committee
Leadership	Attend ENRS, CANS, and/or national meetings in area of research. Submit abstract to ENRS, CANS or national meeting Participate in Doctoral Colloquium and YSN Scholar Day Maintain membership in professional organization(s) Provide service to Yale University/YSN or Professional Organization International students – meet the Graduate School’s oral English proficiency requirement (i.e., waiver at the time of admission or testing by the Center for Language Study’s English Language Program). Students who have not met the school’s oral English proficiency standard must enroll and participate in at least one ELP course per term until the requirement is satisfied.
Disseminate knowledge	Submit at least 1 paper for publication

Year 3

Fall

NURS 906 Dissertation Seminar
QUAL 999 Qualifying Exam Preparation

Teaching Fellowship

Prepare for Qualifying Examination (Defend dissertation proposal). Your goal should be to complete your Qualifying Examination by the end of this semester or by March of the Spring semester.

Spring

NURS 907 Dissertation Seminar
QUAL 999 Qualifying Examination Preparation

OR
NURS 999 Complete Dissertation

Teaching Fellowship

*****July—DEADLINE FOR THE QUALIFYING EXAMINATION (Proposal Defense)*****
Ideally, the dissertation proposal is completed by the end of the fall term in the 3rd year of study. The dissertation proposal must be completed by the end of the 3rd year of study (July). Failure to complete the Qualifying Examination by July will result in Academic Probation and will require approval of the Dean of the Graduate School to register for the next academic year. Failure to complete the Qualifying Examination by the end of the 7th semester will result in dismissal from the program.

Benchmarks Ph.D. Program – Year 3

Ph.D. Goals	Benchmark
Synthesis of knowledge	Maintain required grades per Graduate School and YSN Ph.D. Handbook Pass Qualifying Exam
Gain research expertise	Attend relevant lectures, seminars, and workshops
Independent research	Regular meetings with Dissertation Committee~ 1-2 times per semester Complete online Dissertation Progress Report Revise NRSA or other grant proposal Complete Annual Progress Report to Progression Review Committee

	Begin to explore post-doctoral mentors/opportunities
Leadership	Attend ENRS, CANS and/or national meeting in area of research. Submit abstract to ENRS, CANS or national meeting Participate in Doctoral Colloquium and YSN Scholar Day Maintain membership in professional organizations Provide service to University/YSN or Professional Organization Complete Teaching Fellowship Request Graduate Teaching Center consultation for teaching evaluation
Disseminate knowledge	Submit at least one manuscript for publication

Year 4

Fall

DISR 999 Work on dissertation

BE THINKING ABOUT....

Applications for Postdoctoral Fellowships- Discuss with mentors

Spring

NURS 999 Complete dissertation

Final Oral Examination

Benchmarks Ph.D. Program – Year 4

Ph.D. Goals	Benchmark
Synthesis of knowledge	Revise literature review for Dissertation as needed
Gain research expertise	Attend relevant lectures, seminars, and workshops
Independent research	Regular meetings with Dissertation Committee~ 1-2 times per semester Complete online Dissertation Progress Report Defend dissertation (Note deadlines for December and May degrees)

	Submit applications for Post-doctoral Fellowships or employment
Leadership	Submit abstract to ENRS, CANS or national meeting Participate in Doctoral Colloquium and YSN Scholar Day Maintain membership in professional organizations Provide service to University/YSN or Professional Organization
Disseminate knowledge	Submit 1 paper for publication

HIGHLY RECOMMENDED PROFESSIONAL DEVELOPMENT EXPERIENCES

The required experiences described above are designed to develop expertise in a selected area as evidenced by the student's ability to conduct research, communicate information to a variety of audiences, and provide service to the profession and community. Success involves the combined efforts of the student, adviser, and all involved in the Ph.D. Program. Other experiences that may also enhance development of the Ph.D. student are highly recommended:

- Paper or poster presentation at a scientific conference
- Attendance at research conferences (e.g., ENRS, CANS)
- Submission of a research grant application
Examples of funders: NRSA, Sigma Theta Tau, private foundations
- At least two manuscripts in a publishable format, one of which is data-based
Example: collaborative works that arise from ongoing research undertaken as part of a course or research with faculty, from work as a Graduate Research Assistant, or as an individual effort
- Service to the university, school and profession
Examples: hosting potential students, participating in fundraising or recruitment, serving as a graduate student representative on a school (e.g., YSN Executive, Ph.D. Program) or university committees
- Professional membership
Examples: Sigma Theta Tau, American Nurses Association, specialty organization such as Oncology Nursing Society, Association of Nurses in AIDS Care, American Heart Association, American Association of Critical Care Nurses

Students are urged to seek external funding for their research. There are a number of mechanisms in place within the school to support students' efforts to compete successfully for funding. Information on diverse sources of research funding is available (see YSN Research Director). New funding opportunities continually emerge and students are encouraged to track new funding sources. Students are expected to work closely with their advisor to develop proposals for external funding. Additionally, students are required to inform the Co-Directors of the Ph.D. Program of plans for external funding and have all proposals for external funding **reviewed prior to submission** by Faculty mentors and the Co-Directors of the Ph.D. Program.

Examples Funding Resources and Deadlines*

(*Don't forget to factor in time (2-3 weeks) for review by your faculty mentors)

Agency/Org.	Deadlines	Contact info.
NIH—NRSA (F31)	April, August, December	http://grants.nih.gov/grants/guide/pa-files/PAR-11-117.html
Sigma Theta Tau International--small grants	December	https://www.sigmanursing.org/advance-elevate/research/research-grants/sigma-grants
Sigma Theta Tau International—other	See web page	http://www.nursingsociety.org/Research/Grants/Pages/Grantsbydate.aspx
American Nurses Foundation	May	https://www.nursingworld.org/education-events/faculty-resources/research-grants/
Oncology Nursing Society	See web page	http://www.ons.org/Awards
Rockefeller University Heilbrunn Family Center for Research Nursing	See web page	http://heilbrunnfamily.rucare.org/Nurse_Scholar_Award
American Association of Critical Care Nurses	See web page	https://www.aacn.org/education/scholarship
American Heart Association	January	https://professional.heart.org/en/research-programs
American Association of University Women	November	https://www.act.org/content/act/en/research.html
Boren awards for International Study	See web page	https://www.iie.org/programs/boren-awards-for-international-study
Fulbright	October	http://us.fulbrightonline.org/applicants
National Hartford Centers of Gerontological Scholarship	January	https://www.nhcgne.org/development

ACADEMIC POLICIES FOR PH.D. STUDENTS

Academic Standards

The grades assigned in the Graduate School are:

- H = Honors
- HP = High Pass
- P = Pass
- F = Fail
- TI = Temporarily Incomplete
- I = Incomplete
- NM = No Mark Submitted

The grading system includes Honors, High Pass, Pass, and Fail.

A mark of “Y” is assigned as the grade for the first term of a full-year course and will be converted to a standard grade once both terms are completed, depending on the number of credits the course fulfills.

A professor’s evaluation of a student’s work is final and can only be changed by the professor in cases of clerical or mathematical error. However, if it is alleged that the determination of a grade resulted from discrimination based on race, sex, color, religion, national or ethnic origin or handicap, the student may file a complaint using the Graduate School grievance procedures.

Course and Honors Requirements

The course requirements for the Ph.D. degree are set individually by each department or program. Each course offered in the Graduate School counts for a single credit. Only courses offered by the Graduate School and officially numbered on the graduate level (i.e., 500 or higher) can fulfill requirements for the Ph.D. degree, with the exception of certain language courses or where specified in advance by the department or program.

The Graduate School requires that Ph.D. students achieve the grade of Honors in at least one full-year or two full-term graduate courses, taken after matriculation in the Graduate School and during the nine-month academic year. The Honors requirement must be met in courses other than those concerned exclusively with dissertation research and preparation. A student who has not met the Honors requirement at the end of the fourth term of full-time study will not be permitted to register for the fifth term.

Students in the YSN must maintain a High Pass average and achieve a grade of Honors in at least two core courses to remain in good standing. High Pass is required in all core courses in the first year to be eligible to take the Preliminary Examination. After the first year, no more than one grade of Pass in a core course

will be permitted. A grade of Pass or better is required for all cognates, including the required advanced analysis course.

A student who is not in good academic standing with regard to course work or research as defined by the minimum standards established by the Graduate School and the expectations outlined by the student's department or program (YSN) may be dismissed from the Graduate School. Such dismissal will be recorded on the student's transcript.

Admission to candidacy normally occurs no later than the end of the third year of study. A student who has not been admitted to candidacy by the expected time will not be permitted to register for the following semester, will be placed on Academic Probation, and will have to petition to complete the Qualifying Examination by the end of the 7th semester. Failure to complete the Qualifying Examination by the end of the 7th semester will result in dismissal from the program.

Once students have advanced to candidacy, they are required to submit an annual Dissertation Progress Report (DPR). Immediately upon advancing to candidacy, the online system will prompt a student to file a post-candidacy research plan for the remainder of the academic year. Subsequently, each student who has advanced to candidacy will be prompted by the system on April 1 each year to complete a report on their progress for the past academic year and a research and writing plan for the coming academic year.

A student who fails to meet the minimum requirements of the Graduate School and the department will be placed on academic hold. This means that the student will not be permitted to register in the following term.

Outside Employment

The Yale University School of Nursing Ph.D. program is an in-residence full-time program. Students are expected to devote themselves as fully as possible to their graduate studies. Outside employment is limited to no more than 10 hours per week. Students may petition for additional hours, if there is a pressing need.

Personal Conduct

Yale University is an academic community dedicated to the advancement of learning. Its members freely associate themselves with the University and in doing so affirm their commitment to a philosophy of tolerance and respect for all members of the community. They pledge to help sustain the intellectual integrity of the University and to uphold its standards of honesty, free expression, and inquiry. They are expected to abide by the regulations of the University. They are also expected to obey local, state, and federal laws, and violations of these may be cause for discipline by the Graduate School [<http://catalog.yale.edu/gsas/policies-regulations/academic-regulations/#personalconduct>].

The Graduate School specifically prohibits the following forms of behavior by graduate students:

1. Cheating on examinations, problem sets, and any other form of test; also, falsification and/or fabrication of data.
2. Plagiarism, that is, the failure in a dissertation, essay, or other written exercise to acknowledge ideas, research, or language taken from others.
3. Multiple submission of the same work without obtaining explicit written permission from both instructors before the material is submitted.
4. Misuse of the materials or facilities of the University library.
5. Unauthorized use of University services, equipment, or facilities, such as telephones, computers, labs, and photocopying equipment.
6. Violation of University rules for using information technology services and facilities, including computers, the University network, software systems, virtual meetings and online teaching technology, and electronic mail. (See Information Technology Appropriate Use Policy, online at <https://your.yale.edu/policies-procedures/policies/1607-information-technology-appropriate-use-policy>.)
7. Assault on, or coercion, harassment, or intimidation of, any member of the University community, including harassment on the basis of race, religion, gender, ethnicity, or sexual orientation; sexual harassment; or the use of a teaching position to harass or intimidate another student.
8. Engaging in a relationship with a student while serving as the student's teaching fellow or in any other direct supervisory role over the student (as outlined in the University's policy prohibiting "Teacher-Student Consensual Relationships").
9. Disruption of a legitimate function or activity of the University community, including disrupting classes and meetings, blocking entrances and exits to University buildings, unauthorized occupation of any space on the Yale campus, disrupting online meetings, classes, or activities with inappropriate content or activities, or preventing the free expression or dissemination of ideas. (See Freedom of Expression, below.)
10. Refusal to comply with the direction of a University police officer or other University official, including a member of the faculty, acting in the performance of their duties.
11. Misuse, alteration, or fabrication of University credentials or documents, such as an identification card or transcript, including grade lists submitted by teaching fellows.
12. Misrepresentation or lying during a formal inquiry by University officials.
13. Misrepresentation in applying for admission or financial aid.
14. Theft, misuse of funds, or willful damage of University property. Off-campus misconduct may result in disciplinary action if such conduct imperils the integrity and values of the University community. Off-campus violations committed in the course of a Yale-sponsored program anywhere in the world could also be subject to disciplinary charges.
15. Trespassing on University property to which access is prohibited.

16. Possession or use of explosives, incendiary devices, or weapons on or about the campus.
17. Interference with the proper operation of safety or security devices, including fire alarms, electronic doors or gates, fire extinguishers, and sprinkler systems.
18. Unlawful manufacture, possession, use, or distribution of illicit drugs or alcohol, including serving underage minors, on University property or as part of any University activity. Yale is a drug-free campus.
19. Use of tobacco products on any location on campus, including outdoor spaces. Yale is a tobacco-free institution.
20. Violation of University policies for safeguarding minor children and youth on campus whereby minors are endangered or put at risk due to action or inaction.

Violations of any of the above regulations will be referred to the Graduate School Committee on Regulations and Discipline, composed of three graduate students, three faculty members, normally one from each division, and an associate dean. Violations of regulations pertaining to sexual misconduct or the University's Consensual Relations Policy will be referred to the University-Wide Committee on Sexual Misconduct. Students found guilty of such violations will be subject to one or more of the following disciplinary penalties:

Reprimand
Probation
Suspension
Dismissal
Fines
Restitution
Restriction

Penalties of suspension or dismissal will be noted on the student's transcript. Pending disciplinary charges will be noted on a student's transcript if the student withdraws from the Graduate School after being formally charged but before such charges have been resolved. A student who has petitioned for a degree will not receive the degree while charges are pending or while serving a suspension. A student who has been dismissed for a disciplinary violation may petition for a degree, to be awarded at the discretion of the Degree Committee, based on work completed before the infraction occurred. A student dismissed for academic misconduct will not receive a degree from the Graduate School regardless of requirements fulfilled before the infraction occurred. The Graduate School reserves the right to impose fines as appropriate, in addition to requiring payment for costs resulting from or associated with the offenses. In addition to imposing these penalties for offenses subject to disciplinary action, the University may refer students for prosecution, and students found guilty of unlawful possession, use, or distribution of illicit drugs or alcohol on University property or as part of any University activity may be required to complete an appropriate rehabilitation program.

Copies of the procedures of the Committee on Regulations and Discipline may be obtained from the office of each of the associate deans of the Graduate School or via the Graduate

School website (<http://catalog.yale.edu/gsas/policies-regulations/academic-regulations/#personalconduct>). The deans may be consulted for further information and advice. A copy of the procedures is sent automatically to any student who is charged with a violation of the Graduate School's regulations.

Complaints of Sexual Harassment

All matters of Sexual Misconduct come under the University's Title IX Coordinators and the Sexual Misconduct Response and Prevention office (<https://smr.yale.edu/>). In addition, the SHARE center for 24/7 hotline (<http://sharecenter.yale.edu/>) is available for information, advocacy and support. Complaints, questions and concerns should be brought to the YSN Title IX Coordinator, Raven Rodriguez, or any Title IX Coordinator in the Graduate and Professional Schools (list and contact information available at <https://provost.yale.edu/title-ix/coordinators>)

The Graduate School Procedure for Student Complaints

This procedure governs any case in which a student has a complaint, including but not limited to a complaint of discrimination on the basis of race, sex, color, religion, national or ethnic origin, sexual preference, or handicap, against a member of the faculty or administration of the Graduate School. Complaints that involve a misapplication of Graduate School policy are also appropriate for consideration by the Dean's Advisory Committee on Student Grievances. Complaints that require an emendation of policy will be referred to the Graduate School Executive Committee.

Complaint Resolution

If you believe that a student, faculty member, or staff member has engaged in [discrimination or harassment](#) other than gender discrimination or sexual misconduct, you may report your concerns to either:

1. *your Dean's Designee*, an administrator at your school who serves as a resource for students with concerns about discrimination or harassment; or
2. *the Office of Institutional Equity and Access*, a university-wide office which assists with dispute resolution and investigates reports of discrimination and harassment.

For additional information, please see [Resources for Student to Address Discrimination and Harassment Concerns](#).

Residence Requirement

Students seeking the Ph.D. degree are required to be in residence in the greater New Haven area during at least three academic years. This is an academic requirement,

distinct from and independent of the tuition requirement described below. The residence requirement must normally be met within the first four years of study. Any exception to the residence requirement must be approved by the department and by the appropriate Associate Dean.

Tuition Requirement and the Continuous Registration Fee

All Ph.D. candidates are charged four years (eight terms) of full tuition, or proportionately less if all degree requirements, including submission of the dissertation, are completed in less than four continuous years of full-time study from the date of matriculation in the Ph.D. program. Once the full-tuition obligation has been completed, registered students are charged the Continuous Registration Fee (CRF).

Ph.D. students at YSN receive 4 years of tuition support, stipends, and health insurance coverage. YSN does not cover additional health insurance for spouse and/or family, however students who wish to request that additional coverage must do so with the Graduate school and it is subject to approval from YSN. For information about fees following the 4th year, students should consult the DGS.

Transfer Credit and Advanced Standing

The Graduate School does not award transfer credit for graduate work completed before matriculation at Yale. A department may, with the approval of the Graduate School, waive a portion of the Ph.D. course requirement (normally a maximum of three courses) in recognition of previous graduate-level work done at Yale or elsewhere. Such a waiver does not affect the full-tuition requirement. Courses taken previous to matriculation at Yale will not appear in the student's Graduate School transcript.

Registration

Ph.D. students register for Graduate School courses by submitting course selections through the Universities Online Course Selection (OCS) web application via <http://www.yale.edu/sis>. Students need their NetID and password to access OCS. When students log in to the SIS site, they will be asked to update and certify the accuracy of their student data. Once this is done, students can access OCS.

For detailed instructions on how to register and select courses, see "Instructions for Graduate School Online Course Information and Selection" at: http://www.yale.edu/sfas/registrar/GSOCS_Instructions.pdf.

When registering for courses on OCS, students will need to select a "Grade Mode." Use the drop-down box to indicate whether the course will be taken for credit

(marked “H/HP/P/F”) or audit (marked “Audit”). See 2.b. Auditing for more information.

No student may attend any class unless officially registered in the course. No credit will be given for work done in any course for which a student is not officially registered, even if the student entered the course with the approval of the instructor and the Co-Directors of the Ph.D. Program. Graduate students who wish to register for courses that are offered on both the graduate and undergraduate levels must register with the graduate-level course number (i.e., 500 or higher) in order to receive credit toward their degrees.

Students must register for QUAL999 in the semester in which they are preparing to take their qualifying examination. Once students have been admitted to candidacy and are doing a majority of the dissertation research, they need to register for DISR 999. If they are doing the research away from Yale, they need to register for DISA 999 (absentia) instead.

The OCS process is tied to the Graduate School’s Faculty Student Advising (FSA) system and allows faculty advisors and the Co- Directors of the Ph.D. Program to review and approve course selections online, or request revisions if necessary.

All students are required to set up an appointment and meet with their advisor during the registration period.

All students must register officially for all courses. Credit will not be given for work done in any course for which a student is not officially registered, even if he or she may have the approval of the instructor and the DGS.

Registering for Courses Outside of the Graduate School

If students wish to register for courses outside of the Graduate School, they must first check with the registrar of that professional school about its course enrollment and grading policies, as well as its academic calendar (students must observe BOTH graduate School and professional school policies and deadlines). There may be special paperwork that needs to be completed at some professional schools. If you are taking courses at schools outside the Graduate School, you must report any changes in enrollment to both the Graduate School and that professional school.

If students wish to register for Yale College Courses, they must complete a Graduate Credit Request Form (https://registrar.yale.edu/sites/default/files/graduate_credit_request_form_0.pdf) with two working days following the conclusion of registration for the term in which the request is made.

Auditing

Auditors must attend at least 2/3 of all class meetings. Individual instructors may not allow auditors in their classes or may set additional requirements for auditing.

BEFORE completing course enrollment as an auditor, students must check with the instructor about his or her requirements for auditing and to receive permission to audit. If an audited course is completed successfully, the instructor will record a grade of “AUD”, which will appear on the transcript. A grade of “NA” (Audit not fulfilled), will NOT appear on the transcript.

Changes to Course Registration

Once students have finalized their schedule in OCS and received advisor and DGS approval, they CANNOT make changes to their schedule online. All course enrollment changes (at any point throughout the semester) must be reported to the Graduate school registrar on a Course Schedule Change Notification Form at: <https://dynamicforms.ngwebsolutions.com/Submit/Form/Page?form=b7793923-46a6-4f39-994f-40405ac67afe&page=224057§ion=229862&token=3kkQGTwl6fyxZT3gHH9nrxmX0BERw6qyESnnpIzg7Q%3D>

Complete this form to add or drop a course after registering on OCS: <https://dynamicforms.ngwebsolutions.com/Submit/Form/Page?form=98b49c36-d836-4a83-912f-e3e035ef24bb&page=224300§ion=230271&token=jemImAoW3z4QMVxH4Qw46Sudg0Q804ZhsBtojU8GP74%3D>

There are different deadlines for adding and dropping courses. Those dates are listed on the Graduate School’s Academic Calendar (<https://gsas.yale.edu/academic-requirements/academic-calendar>)

Any changes requested after those deadline dates will go directly to the Graduate School’s Associate Dean for approval.

If changes to course schedule are made after the registration deadline, students are assessed a late registration fee.

Summer Registration

The Graduate School does not offer summer courses as Spring Semester extends until the first day of Fall Semester courses. They have no formal summer term and there is no separate summer registration. Please contact the DSG if you have questions regarding summer work.

Individual Study (Independent Study)

The Graduate School allows students to take Individual Study courses. Students can register for these online through OCS by using the course number NURS 920 (fall) and NURS 921 (spring). Students will then be prompted by a drop-down box to enter in the title and the instructor.

A syllabus for the independent study is required. The syllabus must be approved by the faculty of the course and the Co-Directors of the Ph.D. Program no later than 2 weeks after the beginning of classes.

- The syllabus must include the following: Course Description, Course Objectives, Teaching Methods, Faculty, Course Time, Course Requirements, Evaluation of Student/Faculty, Required Texts and Documents, Course Schedule and Suggested Readings

The Faculty Adviser and Co-Directors of the Ph.D. Program will also approve the independent course online when approving the student's course schedule each semester.

Student will need to complete and submit paper forms to the Graduate School if:

- They wish to add an Individual Study afterward they have already submitted their schedule online and it has been approved by the advisor and DGS.
- They wish to sign up for more than one Individual Study in the same semester. (The online system will not let them register for what it thinks is the same course).
- They wish to change title or instructor. They will have to drop out of the original "course" and add the new one.
- Their first attempt to register for the semester is after OCS closes.

In this case, students must complete BOTH an Individual Study Course Information Form:

(https://registrar.yale.edu/sites/default/files/individual_study_course_information_0.pdf)

and a Course Schedule Change Notification Form:

(<https://dynamicforms.ngwebsolutions.com/Submit/Form/Page?form=e71ac6a5-f6ec-4b38-b3bd-73297c7d24fe&page=224057§ion=229862&token=E299qiY%2FWQfjiJ%2F8HhuHcJP6pzlBa6lwCxENQ7ueOvY%3D>)

On the Individual Study form, please be sure to list "NURS 920/921" as the "Dept. #". Leave the "CRN" blank. The Graduate School registrar will complete that.

Registration in Absentia

Students are normally expected to register in residence; registration in absentia may be permitted for students who are current with all Graduate School and departmental requirements and have compelling academic reasons to study off campus for a term or a year. Permission to register in absentia does not exempt the student from the three-year minimum residence requirement for the Ph.D.

Registration in Absentia Request Forms can be found at:

<https://dynamicforms.ngwebsolutions.com/Submit/Form/Page?form=399976d7-d74f-4e1a-a69d->

English Proficiency

Applicants whose native language is not English must present evidence of proficiency in English by satisfactorily completing the Test of English as a Foreign Language (TOEFL), which is administered by ETS, or the International English Language Testing System (IELTS). Applicants who have received or will receive an undergraduate degree from a college or university where English is the primary language of instruction are exempt from the English Language Test requirement and are not required to submit the TOEFL or IELTS. Applicants must have studied in residence at the undergraduate institution for at least three years to qualify.

Ph.D. students whose native language is not English, and who did not meet the oral English proficiency standard at the time of matriculation, must enroll in a English Language Program course each term until they pass Yale's [Oral Performance Assessment](#) (OPA2). More information on can be found on the Center for Language Study's English Language Program [website](#).

Leave of Absences and Withdrawals

Students who wish or need to interrupt their study temporarily may request a leave of absence. There are three types of leave, personal, medical, and parental, all of which are described below. The general policies that apply to all types of leave are:

1. All leaves of absence must be approved by the Graduate School's Associate Dean on the recommendation of the School of Nursing. Medical leaves also require the recommendation of a Yale Health Plan (YHP) physician, as described below; see Medical Leave of Absence.
2. Students may be granted a leave for one term or one academic year. A leave extends the eligibility for fellowship aid by a time equal to the duration of the leave, but not for partial terms. The expected last date of registration will be adjusted by one term for each term of the leave. In exceptional circumstances renewal of one term or one year, to a maximum total of two years of leave, may be granted. Students who fail to register for the term following the end of the approved leave will be considered to have withdrawn from the Graduate School.
3. Students on leave may complete, by the appropriate deadline for the term in which the course was taken, outstanding work in courses for which they have been granted approved incompletes. They may not, however, fulfill any other degree requirements during the time on leave. (Students who

intend to work toward the degree while away from the University must request registration in absentia). Students who in fact make progress toward the degree while on leave will have their registration changed retroactively to in absentia for the period of the leave.

4. A leave of absence does not exempt the student from meeting the tuition requirement (payment of eight terms of full tuition in Ph.D. programs) or from paying the Continuous Registration Fee (if appropriate), but merely postpones the required charges.
5. Students on leave of absence do not have to file a formal application for readmission. However, they must notify the registrar in writing of their intention to return. Such notification should be given at least six weeks prior to the end of the approved leave.

Personal Leave of Absence

A student who is current with his or her degree requirements and who wishes to interrupt study temporarily because of personal exigencies may request a personal leave of absence. The general policies governing leaves of absence are described above. Students are eligible for personal leaves after satisfactory completion of at least one term of study. Normally, students in Ph.D. programs are not eligible for personal leaves after the fourth year of study. In certain exceptional cases, however, personal leaves may be granted to students beyond the fourth year of study. Personal leaves cannot be granted retroactively and normally will not be approved after the tenth day of a term.

To request a personal leave of absence, the student must complete the Personal Leave of Absence Request Form (<http://www.yale.edu/graduateschool/academics/forms/leave.pdf>) before the beginning of the term for which the leave is requested, explaining the reasons for the proposed leave and stating both the proposed start and end dates of the leave and the address at which the student can be reached during the period of the leave. If the Graduate School's Associate Dean finds the student to be eligible and the School of Nursing approves, the leave will be granted. In any case the student will be informed in writing of the action taken. Students who do not apply for a leave of absence, or who apply for a leave but are not granted one, and who do not register for any term, will be considered to have withdrawn from the Graduate School.

Students on a personal leave of absence are not eligible for financial aid, including loans, or for the use of University facilities normally available to registered students. Students granted a personal leave may continue to be enrolled in the Yale Health Plan (YHP) by purchasing coverage through the Student Affiliate Coverage plan. In order to secure continuous YHP coverage, enrollment in this plan must be requested prior to the beginning of the term in which the student will be on leave or, if the leave commences during the term, within thirty days of the date when the leave is granted. Coverage is not automatic; enrollment forms are available from the

Member Services department of the Yale Health Service, 55 Lock Street, 203-432-0246.

Medical Leave of Absence

A student who must interrupt study temporarily because of illness or injury may be granted a medical leave of absence with the approval of the Graduate School's Associate Dean, on the written recommendation of a physician on the staff of Yale Health and of the School of Nursing. Final decisions concerning requests for medical leaves will be communicated to students from the Associate Dean in writing.

The Graduate School reserves the right to place a student on a medical leave of absence when, on the recommendation of the director of Yale Health or the chief of the Division of Mental Hygiene, the Dean of the Graduate School determines that the student is a danger to self or others because of a serious medical problem.

The general policies governing all leaves of absence are described above. A student who is making satisfactory progress toward his or her degree requirements is eligible for a medical leave any time after matriculation. Students who are placed on a medical leave during any term will have their tuition adjusted according to the same schedule used for withdrawals (please see Schedule of Academic Dates and Deadlines at <http://www.yale.edu/graduateschool/academics/forms/leave.pdf>). Before re-registering, a student on medical leave must secure written permission to return from a physician at Yale Health. Advanced Ph.D. students may return at any time, with the permission of Yale Health. Forms for requesting a medical leave of absence are available at the Graduate School Student Information Office and online at https://registrar.yale.edu/sites/default/files/change_of_status_form_master_0.pdf.

Students on medical leave of absence are not eligible for financial aid, including loans, or for the use of University facilities normally available to registered students. Health coverage options during a leave of absence are described in the Graduate School of Arts and Sciences Programs and Policies (2020-21). Eligible Ph.D. students will receive a Health Award from the Graduate School to cover the cost of the Student Affiliate Coverage Plan for the remainder of the term in which the leave is started, if they apply for this coverage through the Yale Health Plan within thirty days of the start of their leave. Coverage is not automatic; enrollment forms are available from the Member Services Department of Yale Health, 55 Lock Street, 203.432.0246.

Leave of Absence for Parental Responsibilities

A student who is making satisfactory progress toward his or her degree requirements and wishes to, or must, interrupt study temporarily for reasons of pregnancy, maternity or paternity care, may be granted a leave of absence for parental responsibilities. Any student planning to have or care for a child is encouraged to meet with his or her DGS and the Graduate School's Associate Dean

to discuss leaves and other short-term arrangements. For many students, short-term arrangements, rather than a leave of absence, are possible. The general policies governing all leaves of absence are described above, including information about health coverage. A student who is making satisfactory progress toward his or her degree requirements is eligible for a leave of absence for parental responsibilities any time after matriculation.

Students on leave of absence for parental responsibilities are not eligible for financial aid, including loans, or for the use of University facilities normally available to registered students. Health coverage options during a leave of absence are described on page 502 of GSAS handbook. Eligible Ph.D. students will receive a Health Award from the Graduate School to cover the cost of the Student Affiliate Coverage Plan for the remainder of the term in which the leave is started, if they apply for this coverage through the Yale Health Plan within thirty days of the start of their leave. Coverage is not automatic; enrollment forms are available from the Member Services Department of Yale Health, 55 Lock Street, 203.432.0246.

Students living in University housing units are encouraged to review their housing contract and the related policies of the Graduate Housing Office before applying to the Graduate School for a leave of absence. Students granted Parental Leave may continue to reside in University Housing to the end of the academic term for which the leave was first granted, but no longer.

Withdrawal and Readmission

A student who wishes to terminate his or her program of study should confer with the DGS and the Graduate School's Associate Dean regarding withdrawal; their signatures on an official withdrawal form are required for withdrawal in good standing. The Associate Dean will determine the effective date of the withdrawal, upon consultation with the department. The University identification card must be submitted with the approved withdrawal form in order for withdrawal in good standing to be recorded. Withdrawal forms can be found online at: https://registrar.yale.edu/sites/default/files/change_of_status_form_master_0.pdf.

Students who fail to meet departmental or Graduate School requirements by the designated deadlines will be administratively withdrawn, unless an extension or exception has been granted by the appropriate dean or degree committee. Students who do not register for any fall or spring term, and for whom a leave of absence has not been approved by the appropriate Associate Dean, are considered to have withdrawn from the Graduate School.

A student who discontinues his or her program of study during the academic year without submitting an approved withdrawal form and the University identification card will be liable for the tuition charge (or Continuous Registration Fee) for the term in which the withdrawal occurs. Tuition charges for students who withdraw in good standing will be adjusted as described in the Schedule of Academic Dates and Deadlines. The Continuous Registration Fee for the term is not canceled if a student

withdraws after the fourteenth day of the term. Health service policies related to withdrawal and readmission are described online at:

https://registrar.yale.edu/sites/default/files/change_of_status_form_master_0.pdf.

A student who has withdrawn from the Graduate School in good standing and who wishes to resume study at a later date must apply for readmission. Neither readmission nor financial aid is guaranteed to students who withdraw. The deadline for making application for readmission is January 2 of the year in which the student wishes to return to the Graduate School. The student's application will be considered by the department, which will make a recommendation for review by the appropriate Associate Dean. The student's remaining tuition obligation will be determined at the time of readmission.

Parental Support and Relief

Registered Ph.D. students who wish to modify their academic responsibilities because of the birth or adoption of a child may request parental support and relief during or following the term in which the birth or adoption occurs. For the whole of the term in which the support and relief are granted, the student's academic clock stops, effectively adding an additional term to the total time to degree. During this period, students remain registered full-time, receive a standard financial aid stipend and Health Award, and receive modified departmental academic expectations that best suit the specific situation. The precise nature of the academic responsibilities undertaken or suspended during this period should be a matter of consultation between the adviser and the student, with the understanding that students are entitled to full relief from responsibilities for at least an eight-week period. Most students take an entire term of parental relief, but the relief may be split in two, with a student taking only eight weeks of relief during the term in which, or just after, a birth or adoption occurs and then receiving an additional eight weeks of stipend funded by the Graduate School postponed to a later term. Parental relief may not be combined with other funding. To arrange for parental relief, a student should contact the associate dean for graduate student advising and academic support prior to the term of the birth or adoption. This benefit is limited to two birth or adoption events. If both parents are Ph.D. students at Yale, both may receive this benefit per birth or adoption event. Graduate students in terminal M.A.S./M.A./M.S. programs may modify their academic responsibilities because of the birth or adoption of a child. They should contact the associate dean the term before the planned modifications would occur.

Transcripts

Transcripts are requested online through the University's SIS system or by mail through the University Registrar's Office. The School of Nursing cannot issue transcripts for Ph.D. students or alumni. The request form and information about transcripts can be found at: <http://registrar.yale.edu/students/transcript-requests>

Enrollment Verifications, Degree Verifications, and Dossier Requests

In order to request an enrollment or degree verification, students must call or write to the University Registrar's Office at least five business days before you need the verification sent. Yale considers the contents of enrollment and degree verifications to be items of directory information, which can therefore be produced without the student's written authorization. Students on non-disclosure must submit a signed request. The request form can be found at:

http://www.yale.edu/sfas/registrar/enrollment_verification_request

The Graduate School Office of Career Services (203-432-8850) is responsible for the dossier. You can request dossier service at:

<http://registrar.yale.edu/students/graduate-students/dossier-requests> The Registrar's Office provides Career Services with an official dossier transcript. Each dossier is \$5.00 for regular service and \$15.00 for express 24-hour service. Payment is made directly to the Graduate School Office of Career Services. There is no separate charge for the dossier transcript.

ADMINISTRATIVE STRUCTURE

The administrative structure consists of the Co-Directors of the Ph.D. Program (Directors of Graduate Studies), the Ph.D. Program Committee, and a faculty advisement system.

Co-Directors of the Ph.D. Program

The Dean of the Graduate School appoints a senior faculty member as the Director of the Ph.D. Program (Director of Graduate Studies—DGS). The Co-Directors of the Ph.D. Tish Knobf and Lois Sadler are responsible for general oversight of the Ph.D. Program and chair the Ph.D. Program Committee.

Ph.D. Program Committee

The Ph.D. Program Committee serves as both the executive and the admissions committee and meets at least one time per month during the academic year. The committee consists of YSN tenure and tenured track faculty, the majority of whom are also Faculty in the Graduate School of Arts and Sciences. A Ph.D. student is appointed to the committee serving as the student representative.

Advisement System

Upon admission to the Ph.D. program, the Co-Directors of the Ph.D. Program, in consultation with the Ph.D. Program Committee, assign each student an academic adviser based upon the student's scholarly interests and potential dissertation topic. The faculty adviser meets regularly with the Ph.D. student during the academic

year. The faculty advisor assists the student in designing a program of study to meet the student's individual needs and meet the requirements of the curriculum in a timely manner.

As a student's dissertation topic becomes more refined, the student will select, in consultation with the academic adviser, the Chair of the Dissertation Committee based upon the faculty member's expertise and mutual research interests. Once the dissertation chairperson is selected, this individual assumes all advising responsibilities, including academic advising and direction of the dissertation research. The student and Chair of the Dissertation Committee will work collaboratively to identify two other members of the Committee. The Chair and at least one member of the Committee must be YSN faculty members. The other faculty member may be an YSN faculty member or a faculty member in a school or university external to the YSN. The Committee members are selected based upon their substantive and methodological expertise. The Dissertation Committee assists the chairperson in advising the student during all phases of the research process (conceptualization, collection analysis and interpretation of data) and completion of the written dissertation and its oral defense. The Dissertation Committee designates the student's dissertation as complete and ready to be defended orally.

The Co-Directors of the Ph.D. Program formally appoints the Committee Chair and members (see "Request for Appointment of Dissertation Committee" form). The composition of the committee may change during the course of conducting the dissertation, with approval from the Co-Directors of the Ph.D. Program.

It is the responsibility of the Chair of the Dissertation Committee to:

- Meet with the student approximately every other week during the dissertation phase;
- Review the proposed research for scientific quality and provide advisory input to the student;
- Assure appropriate protection of human subjects according to IRB guidelines and procedures, and HIPAA regulations consistent with guidelines and requirements presented in the first-year core course, N929 Responsible Conduct of Clinical Research;
- Record and communicate Committee action to the student and to the Co-Directors of the Ph.D. Program
- Recommend change in the membership on the Committee, subject to concurrence by the student and the Co-Directors of the Ph.D. Program
- Convene working and examination meetings
- Submit the forms certifying the outcomes of the Qualifying Examination and the Final Oral Examination (dissertation defense).

It is the responsibility of the Dissertation Committee to:

- Advise the student with respect to the research plan;
- Review the dissertation proposal;

- Be available to the student regarding the research and dissertation process;
- Read the dissertation and, when appropriate, designate the dissertation as complete and ready to be defended orally;
- Participate in the dissertation defense
- Complete the Notification of Readers Form

Progression Committee

The Progression Committee, consisting of Co-Directors of the Ph.D. Program and at least one additional Ph.D. faculty member, convenes annually with the purpose of ensuring that students are adhering to relevant school, university and funding source guidelines and are progressing and achieving milestones in a timely fashion.

Benchmarks for each year of the Ph.D. Program, aligned with program goals, have been identified. Students are required to submit an Annual Review Form in collaboration with faculty Advisors in May. If the Annual Review Form is not completed, students will be unable to register for the subsequent semester.

The Progression Committee reviews each student's progression through the program and will determine if a student is 'Meeting Recommendations' or 'Needs Improvement'. A letter summarizing strengths and areas to improve will be sent to each student and faculty advisors.

Contact Information		
Position/Name	Phone /e-mail	Room # West Campus
Graduate School Office of the Registrar Main Campus, New Haven	203-432-2743 (fax) 203-432-8644	n/a
Dean, Ann Kurth	203-735-2393 ann.kurth@yale.edu	31605
Executive Deputy Dean, Carmen Portillo	203-785-5475 carmen.portillo@yale.edu	31407
Director, Research, Gina Della Porta	203-737-2371 gina.dellaporta@yale.edu	32103
Co-Directors Ph.D. Program		
M. Tish Knobf	203-737-2357 tish.knobf@yale.edu	20006
Lois S. Sadler	203-737-2561 Lois.sadler@yale.edu	22009
Ph.D. Program Registrar Lorena Fonte	203-737-2420 lorena.fonte@yale.edu	32107
Ph.D. Committee Faculty		
Veronica Barcelona	203-737-6707 veronica.barcelona@yale.edu	21505
Samantha Conley	203-737-1754 samantha.conley@yale.edu	20510
Jane Dixon	203-737-2234 jane.dixon@yale.edu	20502
Shelli Feder	203-737-3822 shelli.feder@yale.edu	21401
Margaret Grey	203-737-1792 margaret.grey@yale.edu	21405
Holly Powell Kennedy	203-737-1302 holly.kennedy@yale.edu	22302

Ann Kurth	203-785-3554 ann.kurth@yale.edu	31605
Soohyun Nam	203-737-2822 soohyun.nam@yale.edu	22106
LaRon Nelson	203-737-5797 laron.nelson@yale.edu	32101
Monica Ordway	203-737-4480 monica.ordway@yale.edu	20409
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GRADUATE SCHOOL CONTACT INFORMATION

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TBD– Senior Executive Assistant to the Dean	Warner House 208	2-2733
Academic Deans		
Pamela Schirmeister, Deputy Dean, Sr. Associate Dean of Strategic Initiatives	Warner House 201	2-9098
Richard Sleight, Associate Dean of Graduate Student Academic Support	Warner House 313	2-2744
Ann Gaylin, Associate Dean for Graduate Education	Warner House 205	6-2628
Robert Harper-Mangels, Assistant Dean	Warner House 311	2-1884
Jasmina Besirevic Regan, Associate Dean for Partnerships and Special Projects	Warner House 301	2-5127
Diversity and Equal Opportunity		
Michelle Nearon, Senior Associate Dean for Graduate Student Development and Diversity, Director OGSDD	Warner House 206	6-1301
TBD, Assistant Dean	406 Dow Hall	6-4171
Nicole Wade, Sr Administrative Assistant	Warner House 101	2-4440
Student Services & Reception		
Barbara Withingon, Sr Administrative Assistant	Warner House	2-0461
Financial Aid		
Sara Estrom, Director	Warner House 106	2-7980
Kelly Webb, Assistant Director	Warner House 108	2-2899
Dawn Galbicsek, Financial Aid Assistant	Warner House 108	2-7423

Teaching Fellow Program Howard El-Yasin, Assistant Director	Warner House 108	2-2757
Graduate Admissions Leah Phinney, Director	Warner House 307	2-2749
Lisa Furino, Assistant Director	Warner House 302	2-7017
Jaime Dietz, Admissions Associate	Warner House	2-2773
Registrar Claudia Schiavone, Assistant University Registrar	246 Church St	6-1579
Roxanne Niblack, Sr Administrative Assistant	246 Church St	2-2743
Graduate Student Life, McDougal Center Lisa Brandes, Assistant Dean for Student Affairs	HGS 126	2-8895
Jennifer Mendelsohn, Associate Director	HGS 125	2-2008
Graduate Writing Center Director TBD		2-7725

YALE GRADUATE SCHOOL RESOURCES

Warner House, 1 Hillhouse Ave contains the offices of the Graduate School administration.

McDougal Graduate Student Center. The McDougal Center has services and facilities designed specifically for graduate students and postdocs including:

- **Graduate Career Services (GCS):** Career and job service advice, resume/dossier development, women's mentoring, career books (<http://gsas.yale.edu/academic-professional-development/office-career-strategy>)
- **Graduate Student Life (GSL):** University services (housing, health, parking, travel, etc.), Writing workshops and tutoring, personal counseling and advocacy, student government, student organizations and social events (<https://gsas.yale.edu/resources-students/student-life-community>)

- **Poorvu Center for Teaching and Learning:** Programs, individual consulting, teaching resources (<https://poorvucenter.yale.edu/GraduateStudents>)
- **Office for Diversity and Equal Opportunity.** The Office provides support at many levels to students of color and women as they prepare for, begin and complete the graduate education process at Yale. The Office for Diversity and Equal Opportunity's mission is to expand the diversity of the student body and to enhance the intellectual experience of the entire scholarly community. <http://ctl.yale.edu/teaching/ideas-teaching/diversity-classroom>

Student Gateway. Webpage with links to University resources (e.g., information about Health plan, ID, Parking), Academic resources (e.g., course information), News and events (e.g., cultural events), Living in New Haven, etc. (<http://studentlife.yale.edu/0>)

Yale Health <http://yalehealth.yale.edu/>

Resources for Research and Study. Yale's outstanding facilities for research and study include a university library system of more than twelve million volumes, the Beinecke Rare Book and Manuscript Library, the Yale University Art Gallery, the Yale Center for British Art, the Office of Information Technology Services, departmental libraries and collections, and the extensive resources of the professional schools. The collections and services of the Research Libraries Group, which consists of Columbia, Harvard, and Yale universities and the New York Public Library, are also available to students.

Special research facilities for the sciences include the Bass Center for Molecular and Structural Biology, Josiah Willard Gibbs Research Laboratories, Kline Geology Laboratory, Sterling Chemistry Laboratory, Kline Biology Tower, Becton Engineering and Applied Science Center, the Class of 1954 Environmental Science Center, the Peabody Museum of Natural History, the Arthur W. Wright Nuclear Structure Laboratory, Arthur K. Watson Hall for computer science, the Boyer Center for Molecular Medicine, the MacMillan Center, and the many other science laboratories throughout the campus.

Yale University Library. The Libraries and Collections section of the Yale University Library Web site links to the 22 libraries that comprise the Yale University Library system, plus the many special collections housed within the various libraries. From Libraries and Collections, you can find not only Yale's virtual libraries and collections, but information about our physical locations and how to reach them. <http://www.library.yale.edu/libraries/>

Nursing Library and Information Resources. Janene Batten, the YSN librarian, is very helpful (203.737.2964) (<http://nursing.medicine.yale.edu/>)

IT Resources. <http://nursing.yale.edu/technology-resources>

Yale School of Nursing Center for Biobehavioral Health Research

<https://nursing.yale.edu/research/center-biobehavioral-health-research>

The YSN Center for Biobehavioral Health Research is a 2,800-square foot facility located in the School of Nursing building. The laboratory includes a reception area; an examining/interview room for intake of participants into study protocols; a space, including equipment (freezer, refrigerator, centrifuge) and supplies, for obtaining and storing biomarker data; a behavioral observation room with one-way mirror; video-recording and data storage capability; a state-of-the art 12 seat focus group room with video-recording and video-conferencing capabilities; a three-bed sleep laboratory with Compumedics™ data recording, storage, and video capability, a kitchen and sitting area; and an exercise room for exercise studies.

The mission of the Center is to support the conduct of cutting-edge clinical research focused on improving understanding of the interactions of biological and behavioral phenomena in relation to health. The Center supports the use of qualitative, quantitative, and mixed-methods approaches to measurement and analysis.

The Center is supported by the Yale School of Nursing. Core faculty are drawn from Yale Schools of Nursing, Medicine, and Public Health. The intent of the Center and its core faculty is to address significant health problems through the provision of facilities, infrastructure support, consultation, and education. The Center is available to Yale faculty, trainees, and students, and the broader research community.

Work Space. Each Ph.D. student is assigned cubicle space on an annual basis. This space includes a desk, phone, and locked file cabinet.

Escort Service. Escorts 203-432-9255 or 2-WALK (2-9255): University Security operates a security escort service on campus for any member of the University community who requires an escort. The escort service will provide you with a walking escort to or from any location within a reasonable walking distance on the campus, 24 hours a day, 7 days a week. A Uniformed Yale Security Officer will be dispatched to your location and escort you to your final on-campus destination. It is advisable to request the escort approximately 15 minutes prior to the intended departure time.

Emergency. On or Off Campus—911

Format for the Traditional Option for Dissertation

A dissertation may logically be divided into as few as four chapters (e.g., Background, Methods, Results, Discussion) or as many as seven (e.g., Clinical Problem, Review of Literature, Conceptual Framework, Method, Results, Discussion, Conclusions). The choice of organization depends on a number of factors including student preference and writing style, advisor preference, and the topic. Often the organizational pattern seems to fall naturally from qualities of the study. The student should be sure to discuss organizational issues with the dissertation committee before proceeding with the writing. A review of past dissertations on similar topics may also be helpful and can be accessed with the assistance of the YSN Librarian.

A well-done dissertation proposal provides the basis for the beginning chapters of the dissertation. Typically, the section of the dissertation proposal addressing the clinical problem, background literature, and conceptual framework can be updated and used in the dissertation. In the Proposal, the methods are described in the future tense. This must be changed to the past tense in the Dissertation. A description of the components of a typical dissertation is outlined below.

Chapter 1: Clinical Problem

This chapter may include the description of the problem, review of the literature, research questions and/or hypotheses, and operational definitions, or as mentioned earlier, may be broken down into more than one chapter.

Description of the Problem. This section is used to justify the study. It should include a description of the problem to be addressed in the study, including who is affected by the problem and how widespread it is. A brief discussion about what is currently known about the problem is included, as well as what still needs to be studied. It is important to include why it is important to nursing that this problem be addressed. This section should be succinct and end with a clear statement of the problem to be studied. This is usually written as a question or stated as the purpose of the study. Following the National Institutes of Health format, this is the specific aims section of the proposal.

Chapter 2: Conceptual/Theoretical Underpinnings and Review of the Literature

The conceptual or theoretical framework used to guide the study often is presented at the beginning of the review of literature and used as an organizing structure for

the review. This section of the proposal may describe a specific theory (e.g., Uncertainty is Illness Theory), a framework generated from evidence in the literature or one or more concepts that inform the student's understanding of the subject matter. The literature review should start with an introduction that orients the reader to how the section is organized and what the writer intends to accomplish. It should include a discussion of all the variables under study and present a critical summary of relevant literature. Studies should be compared and contrasted, rather than presented one by one and the student needs to demonstrate synthesis of the findings. The amount of detail given about any particular study is dependent upon its importance to the dissertation undertaken. The review should end with a summary that outlines the concluding major points. The Specific Aims and/or hypotheses should follow logically from the literature review.

Chapter 3: Research Methods

Methods for the study include the study design, selection of sample and setting, measures/instruments, and data collection and procedures, and data management and analysis plans.

Research Design. The study design is the overall approach to answering the research questions that have been posed. It identifies the study as using a specific type of design (e.g. survey, experimental, qualitative) and sets the stage for the readers' expectations regarding other aspects of the research methods.

Sample and Setting. The study population and the method for sampling the population must be specified in such a way that it is clear that the population and sample are appropriate for the problem under investigation. No magical number constitutes an adequate sample size, which depends on the nature of the problem, type of inquiry, and level of measurement. For a quantitative study, a power analyses must be done to determine how many subjects are needed to demonstrate an effect. For a qualitative study, the approach to purposive or theoretical sampling is described and justified as is the target sample size. It is extremely important to determine in advance by checking records and talking to informed staff how many people one can reasonably expect to obtain in a given period of time. It is the investigator's responsibility to determine that the estimate is as accurate as possible. The research setting is also described. The appropriateness of a research setting is judged by its adequacy for gathering data pertinent to the question guiding the study and the challenges associated with the setting in terms of access to patients, expectations, distance, etc. Health services research/health policy research may be conducted in government or other policy-related settings.

Data Collection Instruments. The instruments selected for the study reflect the student's operationalization of the concepts of interest. The primary criterion in the selection of measurements/instruments is whether they accurately and consistently

measure the phenomenon of interest in the population of interest. Care must be taken to assure that the conceptual framework and operational definitions of the phenomena of interest for the measurement instruments are the same as those for the dissertation. If one is studying the concept “hope,” there are many ways to define hope and then to measure it. An instrument is not valid if the conceptualization and definition of terms used to develop the instrument do not match with subsequent researchers’ intentions.

Measures should be reliable, valid, sensitive, precise, and they should be examined carefully in relation to these criteria. Such evaluation may be the main focus of measurement studies. In other studies, some evidence should be presented to evaluate the usefulness of any measurement procedures. If an instrument is commonly used, evidence of reliability and validity as described by other authors should be reported. If it has been used even once before, that use provides some material for reliability and validity reporting. (If results were as expected, that hints that the instrument measured what it was designed to measure). If you develop your own research instrument, a description of the development process should be provided, and you must look at reliability and validity both before use and after you obtain your data. Each instrument should be described separately, specifically, and in full detail. Reliability and validity issues must be addressed.

If you use someone else's instrument, you must give credit to the original author and indicate whether you used the tool as originally constructed or modified it. If instruments are copyrighted, you must obtain permission to use them. If there is a great deal of information available on your instruments, you may want to put some of the details in an appendix of your final report. Consult with your adviser about the appropriate use of appendices.

In a qualitative study that does not use a standardized or structured measure, strategies for data collection are described. If interview guides are being used, they need to be fully described as to the source of questions and probes and their use with study participants. If participant observation is being used to collect data, the role of the researcher needs to be addressed. The description of data collection techniques needs to address the adequacy of the data for addressing the study question(s) and checks on the data to assure quality. The student is expected to draw on appropriate literature on qualitative data collection in describing and justifying strategies and decisions related to data collection.

Data Collection Procedures. The exact method for collecting, recording and processing data of any kind--e.g., observations, rankings, categories, descriptors, etc., must be described in detail. The researcher seeks objectivity in collecting data for any study, as in preventing bias and providing comparable data for the various subjects in the sample. Precise categories for description and valid or established measures are tools for preventing bias and providing comparability. In a qualitative

study, where the design often is less precise and more emergent, it is especially important to maintain an audit trail of ongoing methodological decisions, so that the process of data collection can be evaluated and conveyed to others. In this section the exact manner in which subjects are approached is also described. A separate section on protecting human subjects may be used to describe the consent procedure, or that material may be integrated into this section.

Data Analysis. In the dissertation proposal, the methods chapter concludes with a section introducing and summarizing the plans for data management and data analysis method. It is usually one or two paragraphs in length organized according to aim or research question. Much of the material used in the methods chapter was originally prepared for the Proposal, so careful revision and updating is always necessary. Do not expect committee members to read this in the future tense after the work has been completed. Make changes necessary to indicate how the analyses actually were carried out rather than what was planned.

Chapter 4: Results

Data analysis consists of reducing and summarizing the data, as well as using tests of statistical significance if such tests are appropriate for the data. The specific analytical techniques vary with the type of study and kind of data. When in doubt, investigators should check with their Dissertation Committee and seek further consultation on statistical or qualitative analytic techniques as needed.

The results chapter begins with a description of the sample (demographic characteristics; health and/or illness characteristics). This is followed by results relevant to each research question or hypothesis in the order in which they are listed in Chapter I. Some people include an "other findings" section in order to report other interesting data. For quantitative studies, reports of results may include such non-statistical material as oral or written comments by subjects, description of observed behavior, etc. For qualitative studies, results typically are presented in terms of overarching themes or conceptualizations based on the narrative data. Tables should be used to present data in an orderly fashion but should not be overused. If the information can easily be given in the narrative, a table is not necessary. For example, one might say that 30 of the subjects were male (43%) and 40 were female (57%). It would then be unnecessary to construct a table with exactly the same information. In the narrative, a table should be described and the important details highlighted, but all the information from the table should not be reported in the text. The narrative and tables complement each other; they should not duplicate each other.

Chapter 5: Discussion

Although it seems redundant, this chapter starts with a brief description of the purpose of the study and the subjects included. The key results (as presented in the previous chapter) are explained and interpreted. The findings of the study should be related carefully to the original problem, to nursing, and to past and future research. This discussion should include consideration of the scope, value, and dependability of the findings. A reevaluation and perhaps redefinition of the problem may well be an important contribution. Creative speculation should go beyond the mere reporting of the data to full exploration of new insights into the problem and specific recommendations for further research. This is the place for speculative, creative and interpretational analyses. Such interpretation can provide new conceptualization of the phenomenon under study and can suggest or prepare for more definitive studies.

Results are highlighted in the main section of the discussion. This is usually followed by other sections: Limitations of the Study, Conclusions, Implications for Research, Implications for Practice, and Implications for Policy. If interpretations are unusually extensive or broad, combining material into a single last chapter may be unwieldy. A separate chapter, Conclusions and Implications, distinct from the Discussion chapter may be created in such cases. In this chapter the study's conclusions are summarized.

APPENDIX B

Format for Publication Option for Dissertation

Single Research Study. As is the case with the traditional dissertation, the publication option for the dissertation will represent a single research study, not three unrelated or loosely related papers. The student is expected to make an original contribution to the science of nursing.

Nature of Manuscripts, Phase in Publication Process, and Authorship. Three manuscripts directly related to the research study are required. At least one will be data-based, i.e., reporting the results of the student's study. Others might be manuscripts addressing the state of the science (literature review), conceptual underpinnings, methods, measurement, instrument development, pilot study results, or policy analysis. Another data-based manuscript would also be acceptable. The expectation is for all three manuscripts to eventually be published in peer-reviewed journals approved by the student's Dissertation Chair. For the final dissertation to be accepted and submitted to the Graduate School, all three manuscripts must be submitted for publication in peer-reviewed journals. Faculty can be co-authors, but the student must be the first author on all three manuscripts. The student and Dissertation Committee will agree on authorship of the manuscripts, including who will serve as co-authors and in what order they will be listed.

Dissertation Proposal. The dissertation proposal should include a statement of the problem, conceptual underpinnings, review and synthesis of relevant literature, proposed methods for the dissertation study, and plans for the focus and scope of each manuscript. It should not exceed 50 pages double spaced. During the proposal development phase, the student will meet with the Dissertation Committee to discuss the nature and content of the dissertation study and manuscripts. The oral defense of the proposal will be similar to what is done for the traditional dissertation but may also include questions about plans for publication.

Final Dissertation. The final dissertation will include the proposal, the three manuscripts/publications, and conclusions, which includes an explication of how the manuscripts fit together. If a manuscript has already been published, the student must obtain permission from the journal editor to include it in the bound dissertation. The oral defense of the final dissertation will be similar to what is done for the traditional dissertation. The final dissertation will be formatted as five chapters.

Chapter 1: Clinical Problem

This chapter includes a broad overview of the clinical problem that informed the three manuscripts and a brief description of the three manuscripts. This should not be an extensive review of the literature; nor does it need to be lengthy. Each manuscript will include the appropriate review of the literature relevant to that manuscript. This chapter should be approximately 5 pages double-spaced.

Chapter 2: Manuscript #1.

This chapter includes manuscript #1. The title page should include all authors and where the manuscript has been submitted for publication or published. If the manuscript has been published, copyright permission from the journal must be obtained unless a copyright release was obtained at the time of publication for this manuscript to be published as a dissertation.

Chapter 3: Manuscript #2.

This chapter includes manuscript #2. The title page should include all authors and where the manuscript has been submitted for publication or published. If the manuscript has been published, copyright permission from the journal must be obtained unless a copyright release was obtained at the time of publication for this manuscript to be published as a dissertation.

Chapter 4: Manuscript #3.

This chapter includes manuscript #3, which is typically the findings of the dissertation study. The title page should include all authors and where the manuscript has been submitted for publication or published. If the manuscript has been published, copyright permission from the journal must be obtained unless a copyright release was obtained at the time of publication for this manuscript to be published as a dissertation.

Chapter 5: Discussion

This chapter includes a brief summary of the clinical, research, and policy implications of the three manuscripts. This should be a broad overview of the three manuscripts, not the implications for each manuscript separately. This chapter should also be concise, 5-10 pages, maximum.

APPENDIX C

Dates and Deadlines Fall 2020 to Spring 2021

Please refer to the following links to Academic Calendars:

Yale School of Nursing 2020-2021

<https://nursing.yale.edu/academics/academic-calendar>

Graduate School Calendar 2020-2021

<http://gsas.yale.edu/admissions/dates-deadlines>

APPENDIX D

Special Registration

Special Students

Students in the Division of Special Registration engaged solely in coursework or a combination of coursework and research are identified as Special Students.

Admission to the DSR as a Special Student is for one term or one year only and carries with it no commitment for further study. Special Students are enrolled in the Graduate School and have all the privileges of a student, including receiving a Yale transcript with coursework and grades listed. Students enrolled as special students are not eligible for financial aid or student loans.

The first step to apply as a Special Student is to contact the department with which you wish to affiliate. You must have permission from the department to apply before submitting your application.

Requirements/General Info:

- A Bachelor's degree (or equivalent) required.
- The deadline for receipt of application materials is July 1 for the Fall semester and November 15 for the Spring semester.
- You may enroll in up to four courses a term, for a maximum of two terms (one year).
- You may petition to enroll for up to an additional two terms (one year), for a total of two years of study.
- International applicants may only be admitted as full-time Special Students.
- Special Students are not eligible for financial aid from the Graduate School and must demonstrate sufficient financial support at the time of application.
- You must first consult the department directly to verify they will consider Special Students.

A complete application contains the following:

- The Division of Special Registration Special Student application (<http://www.yale.edu/graduateschool/admissions/forms/SS%20Application.pdf>).
- A 500 – 1000 word statement concerning your past work, preparation for intended studies, and relevant background. Please also list the courses (be as specific as possible) that you plan to enroll in while at Yale. If, in addition to taking courses, you plan on conducting research, please describe your research project and the name(s) of the Yale faculty member(s) you will be working with.
- The Graduate School application fee of (Check or Money Order only)

- Two letters of recommendation from individuals who can evaluate your academic work, intellectual ability or academic potential for graduate work.
- Official transcripts from each college or university attended.
- GRE scores are required. Contact ETS to have them released to code 3987.
- Proof of health insurance or intent to purchase health insurance through the Yale Health Plan.
- Proof of funding to demonstrate how you will support yourself financially (tuition, cost of living, and health insurance) while at Yale.

Additional information for international applicants and non-U.S. citizens:

- TOEFL scores are required for applicants whose native language is not English and who have not studied for at least two years at a university where English is the primary language of instruction. Contact ETS to have them released to code 3987.
- The Office of International Students and Scholars (OISS) will issue a visa to non-U.S. citizens who are accepted and can demonstrate sources of funding for an estimated \$2,272/month for cost of living expenses and who demonstrate sufficient insurance coverage. See <http://www.yale.edu/oiss/immigration/common/index.html> for more information.

Note that some Yale departments/programs will not accept coursework completed while enrolled as a Special Student to count toward a graduate degree should the student later be accepted into a graduate degree program at Yale University.

Please submit your complete application, including all supplemental materials and the application fee, directly to the Office of Graduate Admissions at the address listed on the application. All admission decisions are communicated in written form by the Graduate School of Arts and Sciences, not by individual departments or programs. Only letters sent directly from the Graduate School may be considered official notifications of admission.

Visiting Assistant in Research

Students who are currently enrolled in a graduate program at another university and who wish to pursue full time dissertation-level research may be admitted to the Division of Special Registration as a "Visiting Assistant in Research" (VAR).

Requirements/General info:

- You must be currently enrolled in a graduate program (Masters or Ph.D.) at another institution and have already completed a bachelor's degree (or equivalent).
- You may not enroll in coursework while at Yale.
- The VAR program is a full-time program.

- The date for the beginning and ending of your study at Yale is flexible and should be discussed with your Yale advisor prior to submitting your application. You may apply to enroll for up to one year. You may petition to extend your initial enrollment for up to one additional year after first year is complete. VAR appointments have a maximum cumulative time limit of 2 years.
- VARs are not eligible for financial aid from the Yale Graduate School and must demonstrate sufficient financial support at the time of application.
- International applicants are encouraged to submit their application at least 2-3 months prior to their anticipated start date.

A complete application contains the following:

- The Division of Special Registration Visiting Assistants in Research (VAR) application (<http://www.yale.edu/graduateschool/admissions/forms/Var%20Application.pdf>).
- A personal statement of 500 – 1000 words describing your past work, your preparation for the proposed research, and your proposal research at Yale. The personal statement must also include the length of your study at Yale (start and end dates) and information on how you will be supported financially (tuition, cost of living, and health insurance) while at Yale. This may be from personal sources, family, external grants, a Yale faculty member, etc.
- Proof of sufficient funding to cover your expenses while at Yale.
- Proof of health insurance. Health insurance can be purchased through Yale University Health Services. <http://yalehealth.yale.edu/>
- The Graduate School application fee (Check or Money Order only).
- A letter of support from the faculty member/advisor at Yale with whom you will be working. This letter should contain the start and end dates of your research. If the faculty advisor will provide financial assistance (for stipend, tuition, health coverage, etc.), this assistance should be described in detail.
- One letter of recommendation from your home institution indicating that you are in good academic standing.
- Proof that you will be enrolled as a full-time, degree seeking, student at your home institution during your time at Yale.
- Official transcripts from each college or university you have attended.
- GRE scores are NOT required

Additional information for international applicants and non-U.S. citizens:

- TOEFL scores may be required by some departments/programs. Check directly with the department/program to which you are applying.

- OISS will issue a visa to non-U.S. citizens who are accepted and can demonstrate sources of funding of an estimated \$1,960/month for cost of living expenses and who demonstrate sufficient insurance coverage. See <http://gsas.yale.edu/life-yale/international-student-resources>

Please submit your complete application, including all supplemental materials and the application fee directly to the Office of Graduate Admissions at the address listed on the application. All admission decisions are communicated in written form by the Graduate School of Arts and Sciences, not by individual departments or programs. Only letters sent directly from the Graduate School may be considered official notifications of admission.
