2024-25

THE HANDBOOK

ASU Edson College of Nursing and Health Innovation
Arizona State University

5/29/2024
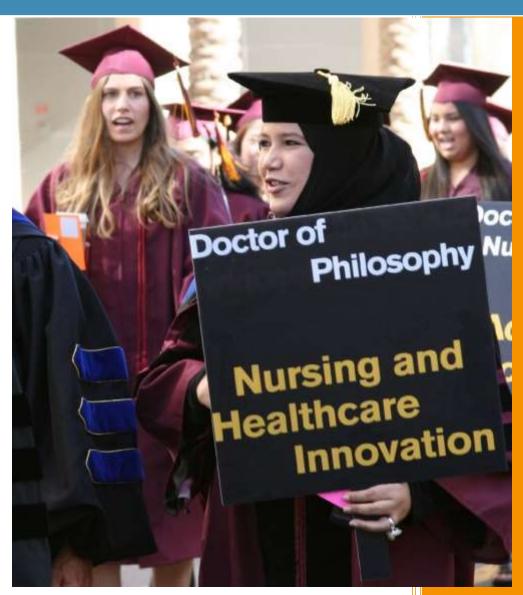
WELCOME FROM THE PROGRAM DIRECTOR

Welcome to the Edson College of Nursing and Health Innovation community of scholars! The PhD Program is comprised of outstanding, diverse faculty whose research and scholarship are well-renowned nationally and internationally. Our PhD Program faculty are committed to your education and look forward to collaborating with and mentoring you in the pursuit of significant and innovative research and scholarship.

As you may know, we are one of the few interdisciplinary PhD programs in nursing in the U.S. The unique 84 credit hour program is designed for scholars who wish to develop advanced skills in health research, education, and policy issues as they generate and apply knowledge across settings. According to a recent alumni survey, over 80% of our graduates go on to academic positions, while others choose to enter industry and practice settings.

We provide an academic environment that fosters scholarship, critical thinking, and innovation for both BS/BA-PhD and MS/MA-PhD students. Student achievement is facilitated through rigorous coursework and personal, guided mentorship in research, a hallmark of the program.

Student research is supported by interdisciplinary faculty in various programs and Centers for Research Excellence, including health promotion and disease prevention; healthy aging; interprofessional practice, education, and research; and mindfulness, compassion, and resilience.

Respect for diversity of thought and multiple worldviews underlie our daily interactions in the PhD Program. We invite you to add your voice to our community as an innovative future leader in health research, policy, practice, and education!

Ross Andel, PhD
Professor
Director, PhD in Nursing and Healthcare Innovation Program

Table of Contents

PHD PROGRAM CONTACTS

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The PhD Program Office will be referred to as "academic unit" hereinafter.

If students or faculty need assistance with admissions, registration, course overrides, iPOS, student forms, immersion schedules, course or instructor information, textbooks, program questions, academic progression, grievances and general information, please contact Christina Watkins at (602) 496-0776.

Feel free to contact Dr. Andel at any time for questions or concerns.

INTRODUCTION TO EDSON COLLEGE

The Edson College of Nursing and Health Innovation is distinguished as a model for excellence and inspiration in nursing and interprofessional practice, education, and research to advance knowledge and innovative practice models, and new solutions to optimize the health and well-being of our diverse local, national and global communities.

Aligned with the Arizona State University Charter: ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

Edson College Mission and Goals

- Deliver excellent, innovative, nationally-recognized nursing and interprofessional programs that are accessible, inclusive, and learner-centered.

- Build national reputation in innovative nursing and health related programs that significantly impact individuals and communities.

- Establish ASU as a leading global center for interdisciplinary research, discovery, and development by 2025.

- Enhance our local impact and social embeddedness.

PROGRAM FOUNDATION

Purpose

The purpose of the PhD in Nursing and Healthcare Innovation is to provide an academic environment that fosters scholarship, critical thinking, and innovation. The PhD degree is designed for persons who wish to pursue careers as leaders in health research, education, and policy. The PhD graduate is prepared as a scholar with the inquiry skills of a researcher and with the leadership skills necessary to influence health processes, outcomes, policy, and innovation. Graduates are prepared to assume leadership positions in academia and other research environments with the goal of optimizing quality of life and health resources across populations and settings.

Mission

We educate researchers who co-create knowledge in partnership with individuals, families, and communities to enhance health and health equity. We do this in an environment that embraces transdisciplinary science to optimize innovation and discovery.

Vision

Our graduates are visionary leaders whose research transforms health, healthcare, and social justice.

Philosophy

The PhD Program Philosophy supports the mission, vision, and goals of the New American University and the mission, vision, philosophy, purpose, and goals of the Edson College of Nursing and Health Innovation.

Learning Environment

Learning is influenced both by human factors and environmental ones. Social interactions are important in constructing knowledge, in both face-to-face and on-line environments, as learners become actively involved with various learning modalities and materials. Doctoral programs include rigorous, supportive apprenticeship with experts who act as role-models, coaches, and co-learners in virtual or brick-and-mortar classrooms. Authentic assessment of a comprehensive core of knowledge, relevant to the world of the researcher, educator, and leader, assists learners in development of metacognitive skills, fosters student ownership of learning, promotes articulation of knowledge, and sustains reflection on scholarly progress.

A Focus on Health

With faculty support and guidance, doctoral students examine health as a moral and ethical obligation and explore the intersection of multiple disciplines influencing health. They learn to develop the knowledge and science of the discipline as they generate advanced insights into health, address health disparities, and establish a pattern of productive, innovative scholarship in social, ethical, cultural, economic, and policy issues related to nursing, health and health care, and research across the life span.

Our Students

We believe that knowledge is contextual, personal, and based on social interaction, life experiences, worldview, and cultural background. Doctoral students from diverse backgrounds engage in active,

learner-centered education which builds on that knowledge as they engage in interprofessional research that is relevant to their personal goals.

Learners interact with their environment to transform their thinking through high-level analysis of problems; discovery, generation, and application of new knowledge; and evaluation of evidence-based literature and practice, making their intellectual processes explicit through scholarly discourse and writing of competitive grants and peer-reviewed publications. Interprofessional educational experiences and community embeddedness foster collaborative inquiry and expose students to multiple perspectives and local, state, national, and global paradigms. Students practice societal leadership to transform health; create purposeful focused change; and establish and defend their own positions while respecting diverse intellectual contributions. They act as culturally responsive stewards who engage in scholarly citizenship; integrate innovative research, teaching, mentoring, practice, and service to the profession; explore entrepreneurship; and prepare to educate the next generation through application of their own research.

Our Faculty
Doctoral faculty represent and value a diversity of backgrounds and intellectual perspectives. They create complex, realistic, culturally responsive communities of scholars in which highly-qualified, self-directed learners are supported and mentored as they gain expertise and independence in cutting-edge research. Based on their own productive research programs, faculty facilitate innovative, critical, and creative thinking at advanced levels and foster intellectual curiosity, enthusiasm for learning, and personal responsibility in students as they progress toward their educational goals.

Organizing Framework
The Social Ecological Model is a systems theory approach to understanding human development and behavior that occurs at different levels of environmental interaction and focuses on Social Determinants of Health within those levels. The human environment can be classified as four interconnected systems, with each system nesting inside the next higher level. Microsystems, the lowest level of interaction, consist of individual or interpersonal relationship factors. Mesosystems, the next highest level, consist of organizational factors that shape the environments where microsystems occur, and in which some members of microsystems participate. Exosystems are the next highest level and represent the community level of influence. Microsystems and mesosystems are affected by processes in the exosystem, which, in turn, is affected by what happens in microsystems and mesosystems. The macrosystem, the highest level of interaction, is seen as the greater cultural context of one's belief system or large geographical area.

Thematic Elements
Health and human development take place across the lifespan through processes of progressively complex reciprocal interactions between an active, evolving biopsychological human organism and the environment. Such processes vary according to the characteristics of the developing person, the environment, and the nature of the developmental outcome. Health diversity reflects the moral and ethical obligations associated with such reciprocal interactions across social, cultural, economic, and political boundaries, employing both cultural competency and attention to health disparities. Health innovation embraces the complex reciprocal interactions at all levels as a means to achieve transformative change in health and health care.

The Social Ecological Model acknowledges the importance of connections between people and their environments across the life span, and the influence of the social context, including individual, interpersonal, organizational, and community variables, on human behavior. The curriculum is organized around three programmatic outcomes that intersect with the levels of the Social Ecological Model:

Collaborative Inquiry: A systematic approach that encourages research within and across disciplines to promote the generation and application of science in nursing and health innovation.

Scholarly Citizenship: Rigorous scholarship employing analysis of theoretical and philosophical perspectives to generate knowledge that informs nursing and health innovation science, providers of care, and communities.

Societal Leadership: Collaboration and leadership in transforming health and wellbeing through research, education, and health policy.

Program Learning Outcomes

1. Generate, test, and translate knowledge that advances health-related and nursing science to optimize health outcomes.
2. Design, conduct, and disseminate research that contributes to collaborative, transdisciplinary inquiry.
3. Integrate awareness of ethical, social, cultural, historical, political, and other contextual issues into a focused program of scholarship and theory-based research.
4. Plan transdisciplinary, multidimensional approaches to health and healthcare based on individual, interpersonal, organizational, community, and societal health processes.
5. Communicate collaboratively across diverse disciplines, settings, and consumer groups.
6. Demonstrate innovation and leadership in academic, research, practice, and/or policy settings.

PROGRAM ENTRY

Application
The academic unit (PhD Program Office) helps guide applicants through the application process and answers general questions about the program, but we highly encourage applicants to contact faculty directly about specific research questions and potential mentee-mentor fit. We ask applicants to identify faculty members who they might be interested in having as a first-year faculty mentor as part of their application. Students may contact faculty to discuss research the faculty are currently conducting, as well as availability as a mentor. Specific questions about the application process and the PhD Plan of Study should be referred to the academic unit, and to the PhD program website.

A completed application must be submitted by December 15 in order to meet the priority deadline. Thereafter, admissions will be reviewed on a rolling basis. Admission decisions are made during the spring semester. Enrollment in the PhD program occurs each year in the fall semester. The online application is available at: https://students.asu.edu/graduate/apply.

Admission
The PhD Admission Committee will submit recommendations regarding admission decisions to the Graduate College; only the Dean of the Graduate College can make formal offers of admission. Applicants monitor the status of their application through MyASU. If admitted, the formal letter of admission can be downloaded from MyASU. If denied admission, letters are sent via email to the address on record.

International Students
The International Students and Scholars Center is here to support you. If you are residing in the U.S. on a valid visa or if you plan to attend ASU on an F-1 or J-1 visa, you must also meet additional application requirements. International F-1 and J-1 students are required to maintain full-time enrollment status. Please see Guidelines to Maintaining Lawful Status.

Prerequisites
It is expected that all incoming students will have successfully completed a graduate level introductory statistics/biostatistics course prior to registering for classes. It is the responsibility of the student to ensure that all records from such courses reach the academic unit prior to enrollment.

Students who are admitted to the program are required to be computer literate. Those who are not will be directed to enroll in one of the many courses offered by the University Computing Center. Students are expected to have email-access, and to regularly access email through individual accounts established through ASU at the time of enrollment in the program.

Edson College Faculty/staff-as-student (FAS)
In response to the American Association of Colleges of Nursing's *The Preferred Vision of the Professoriate in Baccalaureate and Graduate Nursing Programs* (2008) and based on a PhD Program faculty survey completed on September 20, 2012, the PhD faculty voted to establish the following policy:
- Part-time Edson College faculty may be admitted to the PhD program if working no more than 50% time. Full-time Edson College faculty may not be admitted.

- Part-time Edson College <u>staff</u> may be admitted to the PhD program if working no more than 50% time. Full-time Edson College staff may not be admitted.

In general, PhD faculty and students should aim to avoid situations where competing or conflicts of interest are acknowledged. If such situations must be entered into, then mitigating measures should be identified and employed *a priori*. The following guidelines (Anselmi, Dreher, Glasgow & Donnelly, 2010) apply to admission and retention of a faculty/staff-as-student (FAS) in the PhD Program. Guidelines are intended to maintain quality and rigor in education and clearly separate faculty and student roles:

FAS Roles and Responsibilities
1. A FAS is required to fulfill the expectations and meet the rigorous standards of the PhD program as if he, she, or they were any other student.
2. A FAS is required to remain open and receptive to constructive criticism during the course of doctoral studies.
3. A FAS is required to provide impartial, unbiased, constructive evaluation of PhD faculty.
4. A FAS may not sit on a committee to which a doctoral professor must report or act in a supervisory role for doctoral faculty members.
5. A FAS may not be supervised in the course of employment by a doctoral faculty member. A change in teaching assignment or reporting lines may be necessary.
6. A staff member entering the PhD Program may not be employed in an area where he or she has access to PhD Program files.
7. A FAS may not compete with doctoral faculty for the same pool of grant monies.

Doctoral Faculty Roles and Responsibilities
1. PhD faculty serving on admissions committees are required to recuse themselves if they have personal relationships with program applicants who are potential FAS.
2. PhD faculty are required to maintain the same rigorous academic standards in education of the FAS as they do with any other PhD student.
3. PhD faculty are required to provide impartial, unbiased, constructive evaluation of each FAS.
4. PhD faculty may not serve on dissertation committees in any capacity for a FAS with whom they have a personal relationship.
5. FAS may not be given release time from teaching to complete PhD studies because that action would constitute preferential treatment and increase the financial burden on the university.
6. If serious conflicts of interest arise, external reviewers may be consulted.

If a situation arises in which these guidelines cannot be met, then FAS retention in the program may be reconsidered. Other guidelines may be developed in response to specific circumstances with FAS education in the Edson College PhD program.

Disclosure of Risks and Benefits for FAS: Benefits to the FAS include the opportunity to expeditiously complete a PhD program close to home; receive tuition remission from their university; and continue to generate income as a student in a PhD program. Risks include the potential for competing or conflicts of interest, which must be addressed rapidly and proactively through strategies such as teaching reassignment or reporting structure modification. Receiving the level of constructive criticism required by doctoral studies may create discomfort, and no extraordinary treatment or concessions will accrue from faculty status. Care must be taken to avoid conflict of interest during selection of

mentors and formation of dissertation committees. Because admission is competitive and program slots are limited, not all applicants can be accepted.

Addendum to the Procedure: In recognition of the exemplary performance of a few highly-capable students, the faculty agree (by vote) to afford an exception to this procedure. Students working more than 50% in the Edson College may receive permission to continue in that capacity, as long as they are part-time students in the PhD Program. Other restrictions regarding conflict of interest would remain in force. For exceptional PhD students only, an exception may be made by faculty vote for each occurrence.

ADVISEMENT

At the time of admission, PhD students are assigned a first-year faculty mentor.

First-year Faculty Mentor

The first-year faculty mentor will provide feedback for the student and is a temporary mentor until the Faculty Committee is formed. The first-year mentor will be assigned based on the student's professional goals and the compatibility of research interests, including the topic and method of potential dissertation research.

Successful Coaching*

Faculty and students need to communicate clearly from the start about their respective roles and responsibilities to one another. Some people find it helpful to put such arrangements in writing, while recognizing that circumstances and needs can change. Here are a few areas you may want to discuss.

- **Goals**: Develop and share a work plan that includes short-term and long-term goals as well as the timeframe for reaching those goals. Make sure the work plan meets the program's requirements and is feasible.
- **Meetings:** Decide how frequently you want or need to meet. It is the student's responsibility to arrange and take the lead in these meetings. Faculty should let students know if they have a busy travel schedule, are about to take a sabbatical, or will be assuming an administrative position. Include a discussion of summer coaching, especially when in dissertation.
- **Thresholds**: Be explicit about the kinds of issues you feel require a face-to-face meeting. Decide whether you may contact one another by phone at home, and under what circumstances; decide if the best method of contact is phone or email.
- **Assessments**: Discuss how often to expect an assessment of general progress, and what type of feedback can be expected. Discuss how long it will be before feedback can be expected and ways to best remind one another if needed.

The hallmark of a successful coaching relationship is a shared understanding of expectations and responsibilities. These create the framework for the relationship, and they are largely established in the early meetings. A relatively modest investment in those meetings can yield great dividends.

*Adapted from: <http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf>

Faculty Mentor Responsibilities

- Respond to e-mails from potential mentees.
- If an applicant may be a potential mentee, participate in the PhD admission interview.
- Demonstrate willingness to communicate with and to understand each student as a unique individual.
- Maintain regular contact throughout the fall and spring semesters, during immersion sessions, and check-in with your mentee during the summer.
- Review and sign required forms as needed.
- Clarify expectations and policies.
- Provide constructive support and feedback during the Individual Development Plan (IDP) process. This may also include feedback about the student's performance during their mentored research experience with you.

- Help the student develop a research trajectory by having students participate in scholarly activities. Also, help guide the student's elective coursework so that it reflects their research trajectory.
- Meet with the student on a regular basis and work with the student to develop the Dissertation Committee.
- Develop Comprehensive Exam questions and attend the oral exam of your mentee's Comprehensive Examination.
- Provide constructive support and feedback about your mentee's proposal and dissertation defense. You are required to attend your mentee's dissertation proposal defense and oral defense.

Student Support during Faculty Sabbaticals or Leaves

ASU ACD Manual 705: *"Individuals on sabbatical leave… are encouraged to maintain contact with graduate advisees or to make other arrangements so that a student's progress will not be slowed because of a faculty member's absence."*

Faculty acting as dissertation committee chairs, major faculty advisors, or dissertation committee members who go on a sabbatical or other leave will make prior arrangements for student support. Preferably, a current committee member who is familiar with the student's work will guide progress in the chair's absence. In cases where committee members are no longer available, the faculty on leave will arrange for, and orient to the position, a faculty member with relevant expertise who is not currently serving on the committee but agrees to accept responsibility for the student's progress in the chair's absence.

Students whose dissertation committee chairs, major faculty advisors, or dissertation committee members are on a sabbatical or other leave will actively participate in prior arrangements for their support in the chair's absence. They will also be responsible for maintaining contact with the designated faculty to receive ongoing guidance during the faculty leave period.

Prior to the leave, faculty will share arrangements for alternative supervision with the Program Office staff so that that we can facilitate communication and provide timely support for students during that time.

Mentee (Student) Responsibilities
- Discuss, establish, and maintain regular meeting times with your faculty mentor; include the logistics of the relationship, that is, how, when, and where communications will occur.
- Identify the scope of responsibilities student is assuming, including what the time commitments will be.
- Be aware of your own mentoring needs and discuss any changing needs throughout your doctoral education.
- Develop your Plan of Study with your faculty mentor.
- Develop your IDP and short- and long-term professional and research goals; discuss your IDP and goals with your faculty mentor.
- After your first year in the program, select a Committee Chair in consultation with your faculty mentor and with the approval of the Program Director. If the Chair is different from the faculty mentor, the Chair will become your faculty mentor at that time.

Change of First-year Faculty Mentor

In the event you wish to make a change, you should contact your proposed new faculty mentor to see if they are willing to mentor you as a student. Remember that it is not a foregone conclusion that they will say yes—they may already have too many students or too many other professional obligations. It is a matter of professional courtesy to talk to your previous faculty mentor to let them know of your decision and thank them for their assistance. After communication has taken place, you must submit a request for change of faculty mentor using the *Chair/Committee Change Request Form* found on Canvas. When the change is approved, you will also submit the change on your iPOS.

TUITION COST AND FINANCIAL AID

Tuition and fees

Tuition is set by ASU and the Arizona Board of Regents each year. Please see the general tuition and fees schedule, or calculate a more specific estimate of charges using the ASU Tuition Estimator.

Financial Assistance

Financial assistance for doctoral study is available in the form of scholarships, traineeships, assistantships, and loans. Scholarships, traineeships, and assistantships are awarded to students with regular admission status and satisfactory academic standing. In addition to information on financial assistance presented in this section, students are advised to consult Financial Aid and Scholarship Services.

Scholarships

Several scholarships are awarded by the Edson College during the academic year. To be considered for an award, students must complete the PhD Scholarship Application by the deadline.

Research the many financial assistance opportunities from the Graduate College that are available to you. The Graduate College Funding Opportunities provides all the tools and resources you need to view the types of aid and to apply for financial support, including teaching and research assistantships, fellowships, conference and travel awards, and national fellowships.

Research Assistantships

Graduate assistantships come with a stipend, tuition remission, and student health insurance. Assistantships may be renewed each year for up to four years, assuming satisfactory progress and availability of funds. All Research Assistantships (RAs) are responsible for adhering to the TA/RA handbook. RAs must register for a minimum if six semester hours of appropriate credit during the fall and spring semesters of their appointment. The six hours cannot include audit enrollment. Detailed information related to conditions of appointment, benefits, and university policies are found in the TA/RA Policies and Procedures Handbook.

Due to federal regulations, international students on F-1 and J-1 visas are allowed to work a maximum of 20 hours per week while school is in session (fall and spring semesters). International students are allowed to work 40 hours per week during summer sessions. International students typically are not allowed to seek employment outside the university; students must consult with the International Student and Scholars Office (ISSO) regarding their individual situation.

Health Insurance

The university provides an award covering the premium for individual health insurance for teaching and research assistants who meet the minimum eligibility requirements during the duration of their appointment (coverage periods are August 16–January 15 and January 16–August 15). These are:
- appointment at 50% time (20 hours per week)
- hired as a TA or RA no later than the end of the eighth week of classes of the semester
- registered for a minimum of 6 credit hours in appropriate coursework each semester

In order to receive this benefit, students must sign in at My ASU (http://asu.edu/myasu). Under Quick Links, click on Health & Wellness, then click Enroll/Cancel Student Health Insurance.

For students not meeting minimum eligibility requirements, health insurance is available for purchase for TAs/RAs as it is to all graduate students and must be selected at the time of registration. Family health insurance may be purchased, but the student is responsible for payment of the premium and all other related expenses for family members. For further information on student and family health insurance, see https://eoss.asu.edu/health.

STUDENT RESPONSIBILITY

Graduate College

Students are responsible for familiarizing themselves with the [Graduate College Policies and Procedures Manual](#) that influence their degree progress. Students are held to the minimum requirements of the Graduate College as well as any additional requirements set forth by the Edson College of Nursing and Health Innovation. Each student should also communicate directly with the academic unit to be clear on its expectations for degree completion.

Information is provided to students via MyASU. Students should frequently check their MyASU account for the most up-to-date information regarding their status, holds, items to attend to and other important information.

Academic and Professional Integrity

The highest standards of [academic integrity](#) and compliance with the university's [Student Code of Conduct](#) are expected of all graduate students in academic coursework and research activities. The failure of any graduate student to uphold these standards may result in serious consequences including suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of individual colleges as well as the university.

Violations of academic integrity include, but are not limited to: cheating, fabrication of data, tampering, plagiarism, or aiding and/or facilitating such activities. At the graduate level, it is expected that students are familiar with these issues and that each student assumes personal responsibility in their work.

The Edson College of Nursing and Health Innovation standards are firm due to the nature of our professional responsibilities and accountability to the client and our profession. Professional development not only includes theoretical knowledge and clinical competence, but also the cultivation of integrity and sound judgment.

Students are expected to adhere to the [ABOR Student Code of Conduct](#), the [Student Academic Integrity Policy](#) and applicable laws.

Matters that violate the ABOR Student Code or ASU Academic Integrity Policy must be appealed as provided for in [Edson College of Nursing and Health Innovation policies.](#)

On Campus Requirements

All PhD students in the first and second years of study will be required to be on campus twice per year (usually the first week of the fall and spring semesters). Students are also required to be on campus for their dissertation defense. Exceptions to this policy may be considered on a case-by-case basis and in relation to Graduate College policy.

ASU Email

Important communication regarding class offerings, financial assistance, job opportunities, and other information will be distributed electronically through ASU email.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/. As a mandated reporter, faculty are obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, is available if you wish discuss any concerns confidentially and privately.

Responsible Conduct of Research

It is very important that students check with their Chair/Co-Chairs well in advance of data collection to ensure compliance with university regulations regarding the collection of research data.
Strategies for responsible conduct of research may be found here.

Research Involving Human and Animal Subjects

Dissertations and other research projects that make use of research involving human or animal subjects must include a statement indicating that the research has been approved by the appropriate university body.

Research involving human subjects conducted under the auspices of Arizona State University is reviewed by the University Human Subjects Institutional Review Board (IRB) in compliance with federal regulations. Documents containing any data collection from human subjects require that applications be submitted to the ASU Office of Research Integrity and Assurance for approval **before** data collection or recruitment of subjects is initiated at Human Subjects.

It is very important that students check with their faculty mentor well in advance of data collection to ensure compliance with university regulations regarding the collection of research data.

IRB Process

All Edson College of Nursing and Health Innovation research involving human subjects must be reviewed and approved by the Institutional Review Board (IRB) **before** data collection or recruitment of subjects is initiated.

IRB Training

All researchers who have any responsibilities for the research project, who have contact with subjects, or who have access to research data at any time during the conduct of the study must document compliance with the IRB training requirement. See information on requirements and online training.

Professional Standards of Conduct

Professional Standards of Conduct for participation are based on the philosophy and organizing framework of the PhD Program and mirror *ANA's Code of Ethics.* Our framework recognizes the importance of reciprocal connections between people and environments and the influence of the social context, including individual, interpersonal, organizational, and community variables, on human

behavior. Accordingly, we aim to foster a social context that provides a safe, respectful learning environment and promotes development as a scholarly citizen.

In addition to academic requirements, students must comport themselves according to the "Satisfactory Professional Conduct" level of the *Professional Standards of Conduct* rubric (available on Canvas site). Performance at the "Conduct Requiring Improvement" or "Unsatisfactory Professional Conduct" level may lead to an Academic/Professional Improvement Plan. Egregious violations may result in a recommendation that the Graduate College dismiss the student from the program.

In addition to the *Professional Standards of Conduct* for the PhD Program, students must follow internal standards set forth in course syllabi and the PhD Program Handbook, along with external requirements found in the ASU Student Code of Conduct, university regulations concerning academic, scientific, or student conduct; and Federal regulations regarding the conduct of research with human subjects, as administered by the Institutional Review Board at ASU. Violations of these external standards will be adjudicated through a separate university process.

Professional Standards of Conduct - Rubric

Professional Standard of Conduct	Satisfactory Professional Conduct	Conduct Requiring Improvement	Unsatisfactory Professional Conduct
Program Responsibilities	Acquires knowledge of and adheres to the rules, policies, and/or procedures established by ASU, Edson College, and the PhD/PhD- DNP Program. Addresses responsibilities promptly, accurately, and completely.	Requires frequent reminding of the rules, policies, and/or procedures established by ASU, Edson College, and the PhD/PhD- DNP Program. Requires frequent reminding to address responsibilities promptly, accurately, and completely.	Consistently violates the rules, policies, and/or procedures established by ASU, Edson College, and the PhD/PhD-DNP Program. Consistently fails to address responsibilities promptly, accurately, and completely; fails to participate in required seminars or classes; fails to follow through on projects/commitments; belittles learning activities, peers, faculty or staff.
Communication	Communicates effectively with diverse peers, staff, faculty and professionals relevant to the program of study. Listens respectfully and interacts in an equitable manner.	Demonstrates difficulty in effective communication with diverse peers, staff, faculty and professionals relevant to the program of study. Requires reminding to address concerns respectfully.	Consistently fails to communicate effectively with peers, staff, faculty and professionals relevant to the program of study. Consistently interrupts others; uses inappropriate language; makes digressive, unfocused. irrelevant, or repetitive statements; shows disrespect toward peers, staff, and faculty; makes rude, argumentative, confrontational or intimidating comments; demonstrates lack of emotional control; misrepresents facts; ignores, belittles or blames others for problems.
Relationships with Others	Establishes and maintains mature, responsible relationships. Acts collaboratively with peers, staff, faculty and professionals relevant to the program of study.	Demonstrates difficulty in maintaining collegial relationships or acting collaboratively.	Exhibits negative, divisive, or self-serving behaviors. Consistently fails to cooperate or collaborate with peers, staff or faculty or professionals relevant to the program of study.
Professional Comportment	Seeks feedback and responds to constructive criticism with behavior change. Exercises sound judgment. Functions effectively in stressful situations. Adapts to changing academic, professional, or community environments. Demonstrates compassion, integrity, honesty, and tolerance. Demonstrates ethical scientific and scholarly conduct.	Demonstrates difficulty in responding to constructive feedback with behavior change. Requires supervision to ensure sound judgment. Requires strong support in stressful situations. Demonstrates difficulty in adapting to changing environments. Inconsistently demonstrates compassion, integrity, honesty, and tolerance. Requires monitoring to ensure ethical scientific and scholarly conduct.	Consistently fails to acknowledge areas for improvement or engage in problem-solving regarding performance/conduct; holds an inflated view of abilities relevant to opinions of mentors. Consistently fails to exercise sound judgment. Consistently fails to function effectively in stressful situations. Consistently fails to adapt to changing academic, professional, or community environments. Consistently fails to demonstrate compassion, integrity, honesty, and tolerance. Consistently fails to demonstrate ethical scientific and scholarly conduct.

PROGRAM PROTOCOLS

The PhD program office is responsible for upholding the policies and procedures set forth by the Graduate College. PhD students are held to the minimum requirements of the Graduate College as well as any additional requirements set forth by the Edson College of Nursing and Health Innovation.

Students are to address all questions, concerns, grievances first to the academic unit and/or faculty within the Edson College. All such requests are moved forward as needed to the Graduate College for review or completion.

The following is a list of the current policies and procedures for the Edson College and the Graduate College. Please note that procedures are subject to modification at any time. Students are advised to contact the PhD program office if there are any questions about current procedures.

Petitions

Some requests apply only to policies of the Edson College of Nursing and Health Innovation while others also require the approval of the Graduate College. Students should contact the PhD Program Office to determine what petitions must be submitted for their particular request.

Graduate College Petitions

A formal request for an exception to any Graduate College policy requires a petition to be completed by the student, and approved by the committee chair and the Program Director. The Graduate College will review the petition and make a final determination.

Petitions to the Edson College of Nursing and Health Innovation

Please follow these instructions for submitting a petition to the Edson College. Use one Petition to Standards Committee Form for each request.

Submit your completed form with attached documentation to the PhD Program Office where your petition request will be routed to an advisor for review and signature prior to submission to the Standards Committee. If the petition is incomplete or unclear, it will be returned to the student.
   1. DECISION NOTIFICATION: Students will be notified in writing within one week of the action taken on their petition. If the petition requires action that cannot wait until receipt of a copy, the Chair of the Standards committee will designate someone to contact the student. Results will NOT be provided over the phone.

Grade Appeals

Students may appeal a graduate course grade through the Edson College of Nursing and Health Innovation Grievance Procedure outlined in the Grievance policy.

Continuous Enrollment

Once admitted to a graduate degree program, students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, conducting a doctoral prospectus, working on or defending dissertations, taking comprehensive examinations, or in any other way utilizing university resources, facilities, or faculty time. This credit must be an appropriate

graduate-level course (e.g., 692, or 595 Continuing Registration). Please see Graduate College Policies and Procedures Manual regarding registration and continuous enrollment.

It is critical for students to pre-register for a minimum of one credit hour for each subsequent semester. Students who do not register for fall classes during spring enrollment, will not have ASU privileges active in the summer. This includes ASU Library privileges.

Full-time Enrollment
PhD students are expected to maintain full-time status each semester for the first two years of study, unless an exception is specifically recommended by the faculty mentor and approved by the PhD Program Director. Full-time status requires that a student maintain a minimum of 9 credit hours and is essential for students holding scholarship appointments.

Registering for Classes
How to Register for Classes: https://students.asu.edu/register-for-classes.

Academic Calendar
Academic Calendar for all registration and withdrawal deadlines.

Drop/Add and Withdrawal: Courses, Graduate Degree Program, or ASU
Types of withdrawals and procedures can be found at: https://students.asu.edu/drop-add.

Incomplete Grades
Students must request a grade of *Incomplete* one week before final grades are due, but it is entirely up to the instructor to approve the incomplete. A grade of "I" can only be given by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student's control. The student and instructor must complete a *Request for Grade of Incomplete*.

The grade of "I" should be granted only when the student can complete the unfinished work with the same instructor. However, an "I" may be completed with an instructor designated by the PhD Program Director if the original instructor becomes incapacitated or is not on campus. The student must arrange completion of the course requirements with the instructor.

The exact time frame for completion is negotiated between student and faculty. Generally, our faculty give students until the beginning of the next semester to submit completed work. Instructors are responsible to grade outstanding work during the time allowed for the completion of the coursework. If a regular grade is not assigned within the calendar year, the "I" becomes permanent part of the transcript. To repeat the course for credit students must re-register and pay the required fees. The grade for the repeated course will appear on the transcript but will not replace the permanent "I." SSM203-09: Grade of Incomplete.

Students must have a grade of a B- or above entered for any corresponding former grade of Incomplete *prior* to starting a new semester as a Research Assistant.

To request a grade of incomplete, students must complete the following steps:
1. Obtain the *Request for Grade of Incomplete* form and request the grade of incomplete to the instructor of the course.
2. Submit the instructor approved form to the PhD Program Office by email. The instructor must complete their portion of the form and should be explicit in the event that unexpected circumstances prevent the instructor from processing the grade change by the agreed date. This contract must be received by the PhD Program Office no later than 7 days before grades are due.
3. Keep a copy of the final contract (signed by student, instructor, and program director).
4. Notify the PhD Program Office upon fulfillment of the contract.
5. Verify that the grade was entered.

If a student has an outstanding grade of incomplete "I" in two consecutive semesters, they will be placed on academic probation as outlined in the Academic Program Progression protocol. See Student Academic Progress guidelines for the Graduate College.

Academic/Professional Improvement Plan

When a student is notified by the academic unit of failure to make satisfactory progress, the student must complete, with the assistance of the faculty mentor, an *Academic/Professional Improvement Plan (APIP)*. The completed *APIP* form, outlining a specific plan for remediation with timelines for accomplishment, will be submitted within 10 business days to the academic unit. The student will be notified in writing by the Program Director of the academic probation and the requirements to return to good standing.

A student will be automatically placed on academic probation if one or more of the following apply:
1. The student's GPA on both the iPOS and Graduate GPA falls below 3.0.
2. The student receives a grade below B- or 2.7 in any course on the Plan of Study.
3. The student holds grades of incomplete ("I") in two consecutive semesters.
4. The student fails to meet the "Satisfactory Professional Conduct" level of the *Professional Standards of Conduct* Rubric.
5. First and second year academic writing requirements are not met (as communicated by the faculty mentor and Program Director).

Professional Standards Protocol

The Professional Standard of Conduct Rubric (available on Canvas) is to be observed by all Edson PhD/PhD-DNP students. The rubric provides the required elements in each of the four areas of professional conduct. Students are expected to perform at the "Satisfactory Professional Conduct" level. Performance at the "Conduct Requiring Improvement" or "Unsatisfactory Professional Conduct" level may lead to an Academic/Professional Improvement Plan. The failure to bring performance up to a satisfactory level or egregious violations may result in a recommendation that the Graduate College withdraw the student from the program.

When a student is notified by the academic unit of their failure to perform at the "Satisfactory Professional Conduct" level, the student must complete, with the assistance of the faculty advisor, an *Academic/Professional Improvement Plan (APIP;* form found on the PhD/PhD-DNP Student Canvas site). The completed *APIP* form, outlining a specific plan for remediation with timelines for

accomplishment, will be submitted within 10 business days to the academic unit. The student will be notified in writing by the Program Director of the academic probation and the requirements to return to good standing.

If conditions are not met by the student on the specific dates, the academic unit will recommend withdrawal of a student to the Associate Dean of Academic Affairs of the Edson College of Nursing and Health Innovation for lack of compliance of professional conduct.

To be restored to good standing, a student must meet the requirements under Academic Progression and Professional Conduct. The academic probation will end when the student is demonstrating "Satisfactory Professional Conduct" level of the Professional Conduct Rubric. The faculty advisor will notify the academic unit that the required goals/outcomes have been met; the academic unit will send written notification to the student that academic probation has ended.

NOTE: A student on probation for lack of satisfactory progress in one area (e.g., academic or professional conduct) who subsequently has a failure to maintain good standing in the other area may be recommended for dismissal. Return to good standing requires satisfactory progress in both areas during the time on probation.

Removal from Academic Probation and Reinstatement to Good Standing

To be restored to good standing, a student must meet requirements under *Satisfactory Academic Progress* (p.38) and *Professional Standards of Conduct* (p.21). The academic probation will end when:

1. Conditions specified in the Academic/Performance Improvement Plan are met and GPA is 3.00 or better in the semester following the notification of academic probation. In the event that the grade point average is not raised during the specified time period, the student may be dismissed from the program, based on the academic unit's recommendation to the Graduate College.
2. Courses in which a grade of less than a B- (2.7) or 80 is earned are repeated successfully in the next regular academic semester during which the course is offered. Graduate courses may be repeated only once. A petition must be filed with the academic unit requesting permission to retake the course during the next academic semester in which the course is offered.
3. Students with a grade of "I'' in two consecutive semesters fulfill all "I(s)" in at least one outstanding semester.
4. The student demonstrates the "Satisfactory Professional Conduct" level of the *Professional Standards of Conduct* rubric.
5. Other requirements included in the APIP are met.

NOTE: A student on probation for lack of satisfactory progress in one area (e.g., academic or *Professional Standards of Conduct*) who subsequently fails to maintain good standing in the other area may be recommended for dismissal. Return to good standing requires satisfactory progress in both areas during the time on probation.

Recommended Dismissal from the Program

A recommendation may be made to the Graduate College for dismissal from the PhD Program if one or more of the following apply:

1. Failure to increase GPA to 3.0 or better in the semester following the notification of academic probation.
2. Failure to receive a B- (2.7) or better after repeating a course in which they have received a grade of "C" or below.
3. Receives a grade of "C" or below on two or more courses on their ASU graduate transcript.
4. Failure to complete course requirements and remove a grade of "I" in multiple semesters.
5. Failure to meet academic writing requirements by the end of the 2nd year (as communicated by the faculty mentor and Program Director).
6. Failure to pass the Comprehensive Examination.
7. Failure to constructively participate in a Professional Improvement Plan meeting, failure to satisfactorily complete required APIP actions and provide evidence of completion, or failure to maintain professional behavior at the "Satisfactory Professional Conduct" level of the *Professional Standards of Conduct* Rubric.
8. Egregious ethical violations may result in an immediate recommendation to dismiss the student from the program.

A recommended dismissal of a student from the program represents the determination of the faculty that the student has failed to demonstrate an expected level of performance in academic work or in other critical areas of professional conduct. Recommended dismissal may or may not follow a period of probation and opportunity to remediate the deficiency, depending on the gravity of the violation. Some categories of possible reasons for probation or dismissal of a student from the program include the following:

1. Deception or falsification of statements in the admissions application.
2. Seriously compromising the relations of the PhD Program with the public.
3. Breaches of ethical judgment or professional responsibility.
4. Breaches of academic or scientific honesty (e.g., plagiarism, falsification of research data).
5. Serious instances of behaviors inappropriate for the professional roles for which the student is being prepared (see *Professional Standards of Conduct* rubric).
6. Serious misuse of departmental or university facilities.
7. Failure to maintain a 3.0 GPA.
8. Poor performance in required courses or research activities.
9. Poor performance in professional activities (e.g., teaching or research assistantships).
10. Failure to complete program milestones in a timely fashion.

The dismissal process for failure to meet academic standards or *Professional Standards of Conduct* includes:

1. The Program Director's written recommendation for dismissal describing the violation and/or the student's failure to maintain good standing and an appeal process that gives the student 10 business days from the date of the letter to respond.
2. Students may write a letter of appeal focusing on the behavior at issue and including:
   a. The student's full name, ASU affiliate ID#, e-mail address, and telephone number.
   b. The name of the degree program from which the Academic Unit has recommended dismissal.
   c. A description of the failure to meet standards.

      d.   Rationale for a request to remain in the program.

      e.   A description of any extraordinary situations or unusual difficulties encountered during probationary status.

      f.   Specific, dated strategies for future success if allowed to continue in the program.

3.   If a student appeal is received within 10 business days, the recommendation for dismissal and all documents related to the violation will be examined by an *ad hoc* committee of reviewers who have not been previously involved in the failure to meet standards. The student or involved faculty may, but are not required to, appear before the *ad hoc* committee, or provide the committee with a written statement, or both. The student will be notified of the committee's decision to uphold or postpone (pursuant to fulfillment of the strategies for future success) the recommendation for dismissal within 10 business days after its deliberations.

4.   If an appeal is not received by the specified deadline, we will assume that the student agrees with the decision and the recommendation for dismissal will be submitted to the Graduate College.

Involuntary Withdrawal by the Graduate College

Please refer to Graduate College Policies and Procedures Manual.

Medical/Compassionate Withdrawal

The Dean's representative for the Edson College of Nursing & Health Innovation will advise students on the process of medical/compassionate withdrawal. Contact Edson College Student Services office at 602-496-0888 for more information.

Degree Minimum Credit Hours

Please see the Graduate College Policies regarding degree minimum credit hours.

Degree Maximum Time Limit

Please see the Graduate College Policies regarding degree maximum time limit.

CURRICULUM AND PROGRAM PROGRESSION

Immersions

There are two on-site immersion sessions during the first week of the fall and spring semesters. The immersions are usually 4 days in length (including classes), and provide an orientation to the program, as well as offer an introduction to the MyASU system, the library system, the synchronous (Zoom) and asynchronous (Canvas, etc.) teaching formats, and the PhD Plan of Study. Students will participate in seminars on a variety of topics, such as responsibilities of mentees and mentors, strategies for applying for student grants such as the NRSA, and other special topics. They also will attend their first classes in-person. Importantly, the immersion is an opportunity for students to meet and network with other students and to meet with their mentors. Students often use this time to establish a schedule for communication with their mentor (e.g., phone, email). Students who have regular contact (e.g., twice a month) with their mentor tend to be more successful in the program.

Doctoral Writing Assessment

First-year students will engage in a brief writing exercise during New Student Orientation at Fall Immersion. Students will be given an hour to respond to a writing prompt. The writing sample will then be reviewed by the Program Director and the student's Advisor, and any concerns will be discussed. If this writing sample indicates that additional resources would be useful in year 1 for a particular student, the plan to use those resources will be built into their year 1 IDP (which is developed collaboratively between the student and advisor and approved by the Program Director). This approach identifies potential writing concerns early in the program, brings the Advisor into the process early, provides resources to students in year 1, and utilizes the IDP as a key part of the process. Students are strongly encouraged to use Graduate Writing Tutoring as part of their writing assignments, particularly in year 1.

At the end of year 1, students will turn in a writing portfolio to their Advisor and the Program Director. The writing portfolio will consist of students' final papers in each of their courses. Advisors and the PD will review these writing samples to assess any concerns. Any identified concerns will be addressed as part of the IDP planning for year 2, including additional resources (e.g., summer writing boot camps, APA's Academic Writer, etc.). This process will enable both the Advisor and the Program Director to assess student improvement over year 1.

Students in year 2 are strongly encouraged to take a year-long independent study in both fall and spring with their mentor (or another faculty member). In fall, students will work with their independent study instructor on their poster to be presented at Scholars' Day in January of year 2. In spring, students can work with their instructor to submit/present this project at a conference as well as submit it to a peer-reviewed publication. Although students are not required to take the independent study class, we do require, a) the poster presentation at Scholars' Day; and b) submission to either a professional conference/peer-reviewed journal (as part of the program milestones). If these milestones are not completed, students can be put on academic probation and then procedures therein will be followed.

Plan of Study

The PhD in Nursing and Healthcare Innovation degree requires 84 credit hours of graduate coursework. Student may apply up to 30 credit hours from a previously earned master's or DNP degree toward the Nursing and Healthcare Innovation PhD Plan of Study.

Interactive Plan of Study (iPOS)

The Interactive Plan of Study (iPOS) functions as a contract between the student, the PhD program, and the Graduate College. The iPOS contains certain degree requirements such as coursework, Chair, and/or Faculty Committee which must be included before it can be approved. Staff in the academic unit is the primary contact regarding iPOS and degree requirements.

Students are encouraged to complete their iPOS during the spring/summer semester of their first year. A student is not eligible to apply for the comprehensive examination or dissertation defense without an approved iPOS.

The iPOS must be approved by the student's Chair, the PhD Program Director, and the Graduate College Dean. For instructions on completing and submitting the student's iPOS, please refer to the iPOS Guide for Students.

Canvas

Courses are delivered with an online learning management system called Canvas. You will be able to access your Canvas course site(s) from your My ASU class schedule on the first day of each semester by clicking on the course name in the Class Schedule section of MyASU.

Canvas – PhD Program Community Site

The Ph.D. Program Office wants to ensure you have the resources and support you need to make the most of your doctoral education. We have created this Canvas site to assist you in navigating through the program.

Core Coursework

Required core coursework ensures that students have content knowledge to achieve core competencies as well as intensive research experience. Core areas are consistent with ASU's mission as A New American University and support core competencies in nursing and healthcare innovation. The PhD curriculum builds upon the foundation of science and research established at the undergraduate level, enabling graduates to develop into leaders in health research, policy, and education.

The curriculum is composed of three cores: scholarly citizenship, societal leadership, and collaborative inquiry. These cores are defined in the following manner:

Societal Leadership

The focus of Societal Leadership is collaboration and leadership in transforming the health of society through scholarship, education and health policy. The need for strong leadership skills and competencies in shaping health research and policy is embedded throughout the curriculum.

There are 3 required courses that comprise this program core:

1. **Social and Contextual Issues in Nursing and Healthcare (NUR 603):** Analyzes nursing practice and the healthcare system for an identified population using social-ecological approaches. ****OR****
   Genomics and Population Health (NUR 610): Covers genetics and genomics, diverging into two tracks of subject matter interest. Emphasizes the effects of social determinants on population health and genetic expression, emphasizing ethical, social and legal implications in the doctoral track, and the planning and operational aspects of clinical trials and precision health care in the master's degree track.
2. **Advancing Research-Based Health Policy through Leadership and Innovation (NUR 618):** An integrative synthesis course in which students apply values and knowledge from previous PhD core courses in philosophy of science, theory analysis, state of the science, quantitative and qualitative methods, and the art and science of teaching. Students examine the role of scholars and scientists in health policy reform. Using tools from leadership and innovation science, they advance strategies to accelerate the use of interprofessional research in policy decisions and advance the national agenda for improving health and the quality and affordability of health care.
3. **Teaching in Academic and Practice Settings (NUR 671):** This course is designed to prepare students to teach in academic and practice settings. Students will critically examine different philosophies and theories of traditional and mediated teaching and learning, design content and learning experiences for selected topics, compare and contrast various culturally relevant, learner centered strategies, technologies, media and Web-based tools for classroom and clinical use and analyze evaluation methods.

Scholarly Citizenship

Rigorous scholarship employing analysis of theoretical and philosophical perspectives to generate knowledge that informs nursing and health innovation science, providers of care, and communities.

There are 6 <u>required courses</u> that comprise this program core:

1. **Scientific Role Development I: Engaging and Committing (NUR 601):** This course is the first in a series that focuses on the development of a scientific role identity in nursing and health innovation, including the areas of education, policy, and research. Current trends in the development of innovative scientists and leadership characteristics needed for future roles will be analyzed.
2. **Scientific Role Development II: Validating and Demonstrating (NUR 606):** This course is the second in a series that focuses on the development of a scientific role identity in nursing and health innovation, including the areas of education, policy, and research. The knowledge, skills, and resources needed to expand one's career as an educator and scientist in a health-related leadership role will be posited in the context of a future healthcare environment. Strategies for progressive and creative approaches in preparing leaders for innovative change in education, research, and healthcare policy affecting healthcare delivery will be explored.
3. **Scientific Role Development III: Bridging (NUR 607):** This course is the third in a series that focuses on the development of a scientific role identity in nursing and health innovation, including the areas of education, policy, and research. Students will study the career trajectories of key leaders in nursing and health innovation as a basis for development of their own personal plans for success, including research trajectories and marketing.

4. **State of Research Science in Nursing and Healthcare Innovation (NUR 602):** This course provides a theoretical and empirical foundation for advanced research and in-depth synthesis and critique of theory and research related to a focal area of research interest.
5. **Philosophy of Science Perspectives in Nursing (NUR 604)**: Focuses on the analysis of scientific scholarship within the context of understanding how one develops a scholarly identity within a discipline. The course will provide students with the opportunity to analyze, synthesize, and evaluate the history and philosophy of science, examine ways of thinking and knowing in structuring nursing knowledge, and interpret the historical and philosophical impact of science on nursing and other disciplines.
6. **Theory Analysis (NUR 605)**: Examines theoretical perspectives and approaches guiding research in nursing and health innovation across the lifespan. Includes the historical evaluation, social contextual factors, implicit assumptions, and bias that influence nursing and health innovation knowledge generation.

Collaborative Inquiry

The focus of Collaborative Inquiry is the conceptual, methodological basis of conducting research in nursing and health innovation. Content includes research design and evaluation, research methods, and statistical analysis. The outcome of the quantitative methods course is the development of a research proposal for extramural Funding. Students are encouraged to approach complex problems in new ways and to build a program of research that extends knowledge in nursing and health innovation.

There are 4 <u>required courses</u> that comprise this component of the program core:
1. **Foundational Concepts in Science and Statistics (NUR 617):** The course provides basic skills necessary for health-related research specifically geared towards (1) understanding concepts of widely used statistical methods with examples from health care, (2) ethical knowledge of human subjects' research, and (3) processes of research including research design, interpretation and presentation of results, and critiquing research articles.
2. **Qualitative Design and Research Methods (NUR 608):** This course explores the use of qualitative research as a scientific approach to address phenomena of interest to nursing and healthcare innovation. It focuses on the epistemologies associated with different qualitative methodologies, with an emphasis on paradigm distinctions, theoretical perspectives, design and method, and pertinent ethical issues.
3. **Quantitative Design and Research Methods (NUR 609):** This course provides an opportunity for students to examine multiple quantitative research approaches as well as their implications for clinical and health policy.
4. **Research Practicum (NUR 680):** The research practicum focuses on practical application of theoretical and methodological constructs encountered during the doctoral program of study. Advanced skills in knowledge generation and dissemination are fostered through participation in supervised, structured research projects, preferably interprofessional, prior to dissertation. The course is leveled, with completion of Level One Objectives required for the first semester and Level Two for the second semester.

Substantive Electives Coursework

Substantive electives are used to build a research trajectory and foundation of knowledge for comprehensive exams and dissertation. For example, a student who wants to use a cognitive framework in a study in Aging should take substantive courses in Gerontology as well as Psychology. It

is expected that students will demonstrate expertise in at least one substantive area. Students are also expected to participate in additional activities reflecting the core areas and substantive coursework (e.g., article submission and professional presentations).

Elective Coursework

With faculty mentor approval, students can take any graduate level course (500 or higher) within the University. Students can search for classes on the ASU course schedule. Please note that most electives are only offered once a year and some courses are not offered every year.

Selective Coursework

Students must choose two courses of selective coursework. The courses below are offered every two years; the rotating schedule below is subject to change based on faculty availability.

SELECTIVE ROTATION	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027	Fall 2027	Spring 2028
Quantitative Courses										
NUR 612: ANOVA		X		X		X		X		X
NUR 613: Regression & Correlation	X		X		X		X		X	
NUR 614:Theory-Based Intervention	X			X				X		
Qualitative Courses										
NUR 615: Qualitative Data Management				X				X		
NUR 616: CBPR			X				X			
Mixed Methods										
NUR 620: Mixed Method Designs		X				X				

Independent Study

Individualized intensive research experiences are recommended in the PhD program, given the student's substantive area of interest. In each case, the student and supervising faculty negotiate and agree upon the objectives, specific experiences and requirements. These are summarized in the Contract for Independent Study Form that is signed by student, faculty member, and Program Director prior to beginning the experience. For more information contact the faculty member and for a copy of the required contract, please contact the PhD Program Office. This form serves as a contract between student and faculty for requirements to be completed before a grade can be issued.

NEXus courses

The PhD Program participates in the Western Institute of Nursing NEXus Consortium, which allows students in participating universities to enroll in courses at other participating universities for discounted rates. Students can search for courses at: www.winnexus.org.

All NEXus courses must be approved by the PhD Program Office **in advance** of taking the course. Please note that the Graduate College has indicated that the 12 credit hour transfer limit applies to NEXus courses.

Full-time Plan of Study for all PhD students

	Fall Year 1	
NUR 601	Scientific Role Development I: Engaging & Committing	1
NUR 604	Philosophy of Science Perspectives in Nursing and Healthcare Innovation	3
NUR 605	Theory Analysis	3
NUR 617	Foundational Concepts in Science and Statistics	3
	TOTAL	**10**
	Spring Year 1	
NUR 602	State of Research Science in Nursing and Healthcare Innovation	3
NUR 609	Quantitative Design and Research Methods	3
NUR 610	Genomics and Population Health	3
	TOTAL	**9**
	Fall Year 2	
NUR 606	Scientific Role Development II: Validating & Demonstrating	1
NUR 608	Qualitative Research Design and Methods	3
NUR 671	Teaching in Academic and Practice Settings	3
NUR 680	Research Practicum	1-3
	TOTAL	**8-10**
	Spring Year 2	
NUR 607	Scientific Role Development III: Bridging	1
NUR 618	Advancing Research-Based Health Policy through Leadership and Innovation Science	3
NUR 680	Research Practicum	2-3
	TOTAL	**6-8**
	Fall Year 3	
	Advanced Selective	3
	Advanced Selective	3
	TOTAL	**6**
	Spring Year 3	
	Research or Advanced Elective	3
	Comprehensive Exams	
	TOTAL	**3**
	Fall/Spring Year 4	
NUR 799	Dissertation	12
	TOTAL	**12**
	30 credit hours from a previously awarded master's degree **OR** 30 credit hours of electives and research	30
	TOTAL	**84**

Choose two advanced selectives:
- NUR 612 ANOVA: Advanced Analysis of Variance
- NUR 613 Principles of Regression and Correlation
- NUR 614 Design and Implementation of Theory-Based Interventions
- NUR 615 Qualitative Data Management Seminar
- NUR 616 Community Based Participatory Research (CBPR)
- NUR 620 Mixed Methods for Health Science Research & Practice

Yearly Progression: Full-time MS to PhD Plan

YEAR 1	YEAR 2
Prior to year 1 • Complete statistics course if you have not done so. • We will assign you a first-year faculty mentor. We make every effort to match you with a faculty member identified in your application, but because of faculty workloads, may not be able to fulfill your request.	
During year 1 • Attend the immersion sessions in the fall and spring. • Complete initial writing sample. • Enroll in and complete relevant required coursework, including research methods and statistics. • Maintain a 3.0 or higher GPA. • Adhere to the Professional Standards of Conduct. • Participate in Scholars' Day (presentation will start year 2) • In September, draft Year 1 IDP in conjunction with mentor. Have approved by Program Director. • In April, complete your Year 1 IDP. Meet with faculty mentor(s) to review yearly progress based on the current year's Annual Matrix and outline future year's plan on the next year's Annual Matrix.	**During year 2** • Register for a year-long independent study with a faculty mentor. Work on Scholars' Day poster in fall and peer-reviewed publication in spring. • Attend the immersion sessions in the fall and spring. • Enroll in and complete relevant required and elective coursework. • Maintain a 3.0 or higher GPA. • Adhere to the Professional Standards of Conduct. • Participate and present in Scholars' Day. • In April, complete your Year 2 IDP. Meet with faculty mentor(s) to review yearly progress based on the current year's Annual Matrix and outline future year's plan on the next year's Annual Matrix.
Near the end of the year • Turn in writing portfolio to your faculty mentor and the Program Director. The writing portfolio will consist of students' final papers in each of their courses. Mentors and the PD will review these writing samples to assess any concerns. • Choose a permanent mentor. • Submit your iPOS	**Near end of year 2** • Choose your Dissertation Committee and update your iPOS with all committee members. • Submit work from your independent study to either a professional conference/peer-reviewed journal (as part of the program milestones).
YEAR 3	**YEAR 4**
During year 3 • Attend the immersion sessions in the fall and spring (optional). • Enroll in and complete relevant elective coursework. • Maintain a 3.0 or higher GPA. • Ensure iPOS is approved and Faculty Committee is accurately reflected on the iPOS. • Complete your Comprehensive Exams. • Adhere to the Professional Standards of Conduct. • Participate and present in Scholars' Day. • In April, complete your Year 3 IDP. Meet with faculty mentor(s) to review yearly progress based on the current year's Annual Matrix and outline future year's plan on the next year's Annual Matrix.	**During year 4** • Attend the immersion sessions in the fall and spring (optional). • Enroll in and complete 12 dissertation credit hours (NUR 799). • Adhere to the Professional Standards of Conduct. • Participate and present in Scholars' Day. • If not graduating, in April, complete your Year 4 IDP. Meet with faculty mentor(s) to review yearly progress based on the current year's Annual Matrix and outline future year's plan on the next year's Annual Matrix.
Near the end of the year • Ensure iPOS is approved and Faculty Committee is accurately reflected on the iPOS. • Submit and defend your dissertation proposal. •	**In the Spring** • File for graduation. • Defend your dissertation. • Submit your dissertation for format approval. • **Graduate!**

Yearly Progression: Full-time BS to PhD Plan

YEAR 1	YEAR 2
Prior to year 1 • Complete statistics course if you have not done so. • We will assign you a first-year faculty mentor. We make every effort to match you with a faculty member identified in your application, but because of faculty workloads, may not be able to fulfill your request.	
During year 1 • Attend the immersion sessions in the fall and spring. • Complete initial writing sample. • Enroll in and complete relevant required coursework, including research methods and statistics. • Maintain a 3.0 or higher GPA. • Adhere to the Professional Standards of Conduct. • Participate in Scholars' Day (presentation will start year 2) • In September, draft Year 1 IDP in conjunction with mentor. Have approved by Program Director. In April, complete your Year 1 IDP. Meet with faculty mentor(s) to review yearly progress based on the current year's Annual Matrix and outline future year's plan on the next year's Annual Matrix.	**During year 2** • Register for a year-long independent study with a faculty mentor. Work on Scholars' Day poster in fall and peer-reviewed publication in spring. • Attend the immersion sessions in the fall and spring. • Enroll in and complete relevant required and elective coursework. • Maintain a 3.0 or higher GPA. • Adhere to the Professional Standards of Conduct. • Participate and present in Scholars' Day. • In April, complete your Year 2 IDP. Meet with faculty mentor(s) to review yearly progress based on the current year's Annual Matrix and outline future year's plan on the next year's Annual Matrix.
Near the end of the year • Turn in writing portfolio to your faculty mentor and the Program Director. The writing portfolio will consist of students' final papers in each of their courses. Mentors and the PD will review these writing samples to assess any concerns. • Choose a permanent mentor. • Submit your iPOS	**Near end of year 2** • Submit work from your independent study to either a professional conference/peer-reviewed journal (as part of the program milestones).
YEAR 3	YEAR 4
During year 3 • Attend the immersion sessions in the fall (optional). • Enroll in and complete relevant required and elective coursework. • Maintain a 3.0 or higher GPA. • Adhere to the Professional Standards of Conduct. • Participate and present in Scholars' Day. • In April, complete your Year 3 IDP. Meet with faculty mentor(s) to review yearly progress based on the current year's Annual Matrix and outline future year's plan on the next year's Annual Matrix.	**During year 4** • Attend the immersion sessions in the fall (optional). • Enroll in and complete relevant elective coursework. • Maintain a 3.0 or higher GPA • Ensure iPOS is approved and Faculty Committee is accurately reflected on the iPOS. • Complete your Comprehensive Exams. • Adhere to the Professional Standards of Conduct. • Participate in Scholars' Day. • In April, complete your Year 4 IDP, meeting with mentor to review progress and set next year's goals.
Near end of year 3 • Choose your dissertation committee.	**Near the end of the year** • Submit and defend your dissertation proposal.
YEAR 5	
During year 5 • Enroll in and complete 12 dissertation credits (NUR 799). • Adhere to the Professional Standards of Conduct. • Participate and present in Scholars' Day. • Complete your Year 5 IDP.	**In the Spring** • File for graduation. • Defend your dissertation. • Submit your dissertation for format approval. • **Graduate!**

Satisfactory Academic Progress

All students are expected to make systematic progress toward completion of their degree. This progress includes satisfying the conditions listed under Academic Progression Requirements, Professional Standards of Conduct, and according to [Graduate College Policies and Procedures](#).
To make satisfactory academic progress, PhD students must:

1. Maintain a minimum 3.00 for all GPAs.
2. Satisfy all requirements of the PhD program, including completion of annual IDP.
3. Satisfy the maximum time limit for graduation for the PhD program (ten years).
4. Successfully complete first and second year academic writing requirements communicated by faculty mentor and Program Director.
5. Successfully pass comprehensive exams, the dissertation proposal, and final dissertation defense.
6. Graduate students must remain continuously enrolled in their graduate program. Failing to do so without a Graduate College approved Leave of Absence is considered to be lack of academic progress and may result in the Graduate College withdrawing the student from their program.

Grade Point Averages

Students must maintain a minimum 3.00 grade point average (GPA) to maintain satisfactory academic progress and to graduate. Please see [Graduate College Policies and Procedures](#) regarding grade point averages. If more than one failure occurs, students may be withdrawn from the PhD program.

Annual Review – Individual Development Plans

The annual review uses the Individual Development Plan (IDP) process and is an opportunity for students to meet with their mentor to discuss the student's progress over the last academic year. All students are required to complete an IDP each academic year.

The IDP process involves the following steps:

1. Complete the IDP Self-Assessment Form.
2. Draft your Annual Matrix Form and share both forms with your mentor(s).
3. Revise your Annual Matrix based on mentor feedback; submit signed final Annual Matrix to mentor.
4. Your mentor will submit the signed, final IDP Annual Matrix Form to the PhD Program.
5. The Director will sign the form, and the final document will be placed in the student's file by Staff Advisor.
6. In Year 1, you will begin this process in September, with the final IDP due to the Program Office by October 15.
7. Beginning in Year 1 and each year thereafter, you will complete the IDP in April, meeting with mentor(s) to review yearly progress based on the current year's Annual Matrix and outline future year's plan on the next year's Annual Matrix. The final IDP is due to the Program Office by May 15.

For more information, please see the document *Individual Development Plan (IDP): Guidelines for PhD Program Students* located on the PhD Canvas.

RA PERFORMANCE EXPECTATIONS AND EVALUATION PROCEDURE

Graduate RA positions are paid employment, as well as an important professional development opportunity. The content and tasks of a RA position may or may not coincide with the student's own research interests. Faculty RA supervisors will complete the following orientation and review process for RAs who are students in the Edson PhD Program.

1. Meet with the RA before the semester begins to discuss duties and expectations following the guidelines below.
2. At mid-term and the end of the semester, complete and sign the RA evaluation form. We encourage faculty supervisors to meet with RAs to discuss the evaluation.
3. The RA will then include any written comments on the RA evaluation and form and sign the document.
4. The Program Director will also sign the evaluation and Program Staff will place the completed evaluation in the student's file.

GRA Guidelines and Evaluation
The following is a list of topics and questions that RAs and supervisors should discuss to provide a foundation of their working relationship for the semester/year. While this exchange can take place via e-mail, an in-person conversation is highly recommended.

Logistics
- What are the objectives of the research? Is it grant-funded? Are there key deadlines?
- Discuss GRA's weekly schedule
- Who will supervise the GRA? How? How often? If not the assigned faculty member, what is the preferred method of communication for the GRA to contact the faculty when necessary?
- Will there be other GRAs involved in the research? Who are the other faculty/staff/students in the lab?

Responsibilities
- What will be the GRA's responsibilities? Will the GRA:
    - Attend regular team meetings? If yes, what is the frequency of meetings?
    - Assist with literature reviews?
    - Assist with recruitment?
    - Participate in data collection? If so, provide details.
    - Assist with participant retention?
    - Assist with community relationship building?
    - Assist with the development of research protocols?
    - Follow research protocols?
    - Deliver intervention content?
    - Present educational content?
    - Engage in data collection?
    - Engage in data management (entry, cleaning)?
    - Engage in data analysis?

- Write publications?
- Write conference abstracts?
- Present data at professional conferences?
- Assist with grant writing?
- Train or oversee other research staff or students?
- Other duties?

- Will any of the above responsibilities be shared with other research team members? If so, how will these be divided/shared?
- Discuss which, if any, of these tasks may be performed remotely v. on campus/in person.
- ***Please note:*** the GRA position is a **research** position. As such, duties should focus primarily on research tasks, as opposed to non-research related administrative or teaching activities (i.e., attending to/keeping a faculty's calendar/schedule, assisting the faculty with their teaching responsibilities, etc.)

Policies and Procedures
- What is the faculty member's preferred method of contact?
- What are lab procedures for handling emergencies?
- What should the GRA do if they have concerns/issues with other team members?
- What should the GRA do, and whom should they contact, if they are unable to attend their scheduled work time?
- If the GRA needs time off, how will this be handled?
- What are the guidelines for GRA communication with participants/staff/students? For example, should the GRA copy the supervisor on all e-mail communication with students, or only notify the mentor if there is a problem?

GRA Goals
GRAs are important professional development opportunities, and supervisors should encourage and assist their students to make the most of them:
- Discuss the GRA's strengths and weaknesses as relates to their responsibilities and to the subject matter of the research. How can the GRA take advantage of these strengths to succeed as a GRA? How can they use their GRA to improve on their weaknesses?
- What does the GRA want to gain from the GRA experience, and how can the supervisor foster progress towards these goals?
- How much autonomy or latitude will the GRA have to try new things/to present new ideas?

PROGRAM COMPLETION

Determination of Academic Requirements
Students graduate under the degree requirements in effect at the semester and year of admission to the PhD program. Students that fail to maintain continuous enrollment and are re-admitted to the degree program, graduate under the degree requirements in effect at the time of the new admission date.

Graduate Faculty
Graduate Faculty can serve as dissertation committee chairs or members, formal or informal mentors, or simply offer multi-disciplinary perspectives on your research.

Faculty Committee
Upon the recommendation of the Program Director, the Dean of the Graduate College appoints the student's faculty committee. The committee must be comprised of at least three members, including either a chair or two co-chairs. This committee serves as the intellectual guide for students and must approve the research/scholarly focus and substance of the dissertation. The members of the faculty committee have the necessary knowledge and skills to advise the student during the formulation of the research topic and during the completion of the research and the dissertation. The Chair (or Co-Chair) of this committee must be a PhD-prepared faculty member of Edson College. At least one member of this committee must be a doctorally-prepared nurse.

The final committee membership must be appointed and approved in your iPOS prior to taking comprehensive examinations. When you have formed your committee, please email the Program Coordinator and cc: your entire committee on the email. When your email is acknowledged, please go into your iPOS and enter committee members under the Advisors tab.

Change in Faculty Committee Membership
If a Plan of Study has been filed, any change in faculty committee membership must be approved by the Program Director and the Graduate College Dean.

If the Chairperson of the Faculty Committee resigns from ASU at the end of the spring semester, the Chairperson may continue to serve if the student is enrolled during the summer session for dissertation credit and plans the oral defense prior to the beginning of the fall semester. For all other situations associated with faculty resignations, a new Chairperson must be appointed and approved.

Please see instructions on Canvas.

Supplement to Graduate College Guidelines – Faculty Committee
- In order to maximize faculty availability and provide an extraordinary experience for every student, faculty may act as primary mentors or dissertation chairs for up to 5 students simultaneously.
- Faculty need to be responsive to student communications and requests for review of drafts and documents. Turn-around time on written documents should not exceed 10 working days; turn-around response to student email inquiries should be within 48 to 72 hours unless the faculty member has indicated they will be unavailable to respond to email and have set a date for return and a timely response. Faculty must maintain their Human Subjects certifications.
- Faculty, including chairs, must respect the power differential inherent in the student-faculty

relationship and uphold the trust placed in them. Faculty who feel they can no longer provide collaborative guidance to a student or have encountered a problem that cannot be negotiated should consult with the Program Director to determine appropriate actions.

- Chairs and committee members should accept roles on dissertation committees based on expertise in the student's research focus and prior work with/knowledge of the student. It is their responsibility to ensure that the student's early work relates logically to the dissertation, so that it can be used as a foundation for the research.
- Chairs should reach agreements with students on how often they will meet or submit work for critique; establish a written timeline and consult/meet with students on a regular basis (approximately once a month); follow student development and plans; and advise students on deadlines and requirements, in conjunction with the Program Coordinator.
- Chairs and committees advise on appropriateness of topic selection, setting feasible and appropriate limits for the study, and scientific and academic value of the work Chairs are available to assist students coordinate sequencing of work and evaluation of feedback among committee members; they model scholarly collaboration among peers. They assist students in navigating differences in committee members' expectations and feedback while emphasizing the importance of receiving and using scholarly feedback for professional growth as a scientist.
- Chairs are not responsible for rewriting or extensive editing of student proposals and dissertation manuscripts but they do provide editorial and citation support for a final, correctly edited manuscript.
- It is appropriate to negotiate a limit to the number of drafts a faculty member will review prior to requesting that the student seek additional resources for assistance. Chairs refer students to necessary resources such as writing centers, and assist the student in securing funding for research and travel.
- Chairs recommend appropriate committee members and approve the occasions when the student forwards the dissertation manuscript to committee members.
- Chairs who do not fulfill the responsibilities described in these guidelines may jeopardize their ability to serve as dissertation chair in the future. The evaluation of this fulfillment will be included in the annual faculty review process by the Associate Dean for Research and monitored by PhD program faculty and staff.

Comprehensive Exam

Please note that decisions about dissertation format options must be made <u>prior to</u> comprehensive exams, or earlier.

Please see the [Graduate College Policies and Procedures](#) for information on comprehensive exams.

Description of the Comprehensive Examination

The comprehensive examination consists of both written and oral components, completed in one semester. The Comprehensive Examination is developed and administered by the student's Faculty Committee.

The written component of the examination consists of four questions addressing: (1) the core areas of scholarly citizenship, collaborative inquiry, and societal leadership; and (2) the substantive area of interest, including the narrower field related to the dissertation. With the approval of their Program Committee, a student may substitute a first authored, peer-reviewed publication in a high quality

journal for one of the exam questions. The exam questions would then be modified to acknowledge expertise in the content area of the published manuscript.

Comprehensive exam questions will be prepared and detailed by the Committee after meeting with the student. Meeting both as a Committee and individually in the preparation of exam questions is recommended. The initial meeting with student and committee includes: 1) Discussion of purpose of comps and possible outcomes; 2) Preparation to demonstrate synthesis of program material; 3) Clear expectation of demonstrated competence in research design and methods; 4) Guidance from each committee member re: question areas; 5) Overview of the process of written and oral components of the comprehensive examination; and 6) Referral to a data bank of exam questions maintained in the PhD Program Office. Additional meetings will be held as the student requests or the chair deems necessary.

Conducting Comprehensive Exams

Written Exam

- The chair will collaborate with committee members to develop 4 exam questions, ensuring that questions cover the substantive area, research designs and methods, and focus on the knowledge gained/constructed during student coursework. This means that the chair must be familiar with the student's program of study so that these determinations can be accurately made. For example, if the student has not taken courses in epidemiology, questions with an epidemiological focus would not be asked. In the situation that questions are submitted that are not consistent with the student's program of study, the chair should contact the committee member(s) and request revisions.
- While Committee members may not share the content of the questions specifically with the student, they are encouraged to provide the student with reasonable direction within the general content area, to allow the student to prepare for the exam.
- A student may substitute one first-authored, peer-reviewed published paper for one of the exam questions.
- Students will have two weeks to prepare their written responses to the questions. Responses will be submitted typed (APA 7th ed. Style, Times Roman 12, double-spaced with a 1-inch margin all around). Responses to each question will be no more than 20 pages in length, excluding references. A reference list will be required for all sources cited. A separate reference list will be required for each question.
- The chair will ensure that program guidelines are followed for administration of the written exam, including distribution of questions to the student and monitoring of the timeline so that questions are returned to the chair and committee members promptly at the two-week deadline. The chair also should communicate to the student and committee members that contact during the written examination to clarify questions or guide answers is not permitted.
- The chair asks committee members to report significant concerns about the written examination before the orals take place.
- The chair will set a date and two-hour time slot to convene the committee and the student for discussion of the written exam results.

The oral component of the examination is scheduled individually for each student (generally within two weeks following the written component). The oral component of the examination provides an opportunity for the student to clarify and amplify answers to questions asked on the written exam.

Questions will further test the student's mastery of the basic elements of science in nursing and health innovation, and ability to apply these understandings to the chosen specialty area.

Oral Exam
- The chair will welcome the student and explain the process at the beginning of the meeting, including:
  - Purpose of the orals (to clarify answers on the written exams)
  - Process (exam questions will be discussed in sequence, with clarifying discussion ensuing about each one)

  For approximately one hour, the chair will lead the discussion of the written exams, ensuring that rigor is maintained and the student is thoroughly examined, while creating a climate in which the student is encouraged and supported to do his/her/their best thinking.
- The chair will then excuse the student and the committee will deliberate about the outcome of the exam. This step usually takes about 30 minutes.
- At the end of deliberations, the chair will bring the student back into the room and report the outcome. Discussion among the student and the committee will include the next steps to be taken, depending on a successful vs. an unsuccessful outcome, and usually lasts about 30 minutes.
- If the student is successful, the committee will assist the student in formulating a timeline for development of the dissertation proposal and discussion of the science/approaches involved.
- If the student is unsuccessful, Graduate College procedures will be followed. The student may petition the Graduate College to re-take the exams after some time elapses to allow for additional preparation (not remedial work). Only one re-take is allowed.
- The results of your comprehensive exams must be reported and entered in your iPOS. Please send an email (Report of Doctoral Comprehensive Exams in the Subject line) to program staff.

The examination generally lasts between one and two hours, after which time the student is excused and the committee will deliberate and assign a grade.

Outcome of the Comprehensive Examination
The Faculty Committee determines the outcome for each student by taking into account performance on both written and oral components of the examination. Grading is by majority vote based on the student's ability to organize and present answers that are thorough, complete, accurate, logically consistent, and reflect knowledge of current and relevant literature and the ability to think critically. The student should cite the work of authorities in the field and take defensible positions on key conceptual, methodological, and substantive issues.

The two possible outcomes are *Pass* and *Fail*. The outcome is communicated to students in writing by their Faculty Committee. Each student will receive a written summary evaluation prepared by the Faculty Committee. Regardless of the grade received, it is recommended that students meet with at least one member of the committee to obtain detailed feedback about their examination.

All comprehensive examination results must be reported to the Graduate College immediately upon completion. Academic units are not required to allow students a second opportunity; upon failing comprehensive examinations, academic units may submit a recommendation to the Graduate College requesting dismissal of the student from the degree program.

Failing the comprehensive examination(s) is considered final unless the Faculty Committee and the head of the academic unit recommend and the Dean of the Graduate College approve a re-examination. Only one re-examination is permitted. A petition with substantial justification for re-examination, endorsed by the members of the students' supervisory committee and the head of the academic unit, must be approved by the Dean of the Graduate College before students can take the examination a second time. Re-examination may be administered no sooner than three months and no later than one year from the date of the original examination. The academic unit will recommend dismissal from the degree program if the student's petition for re-examination is not approved, or if the student fails to successfully pass the retake of the comprehensive examination(s) within one year from the date of the original examination.

Students choosing to appeal the results of their comprehensive examinations must follow the grade appeals process outlined in this handbook.

Evaluation of Comprehensive Exam, Dissertation Proposal, and Defense

Upon completion of the comprehensive exam, dissertation proposal, and dissertation defense, students will receive a written evaluation from their Chair(s) that will provide specific feedback from each component.

Dissertation Proposal

After the written and oral comprehensive exams have been successfully completed, the student must present the dissertation proposal (prospectus) and have it approved by their Dissertation Committee. Preparation of a dissertation proposal is the first step in the process of conducting dissertation research. The proposal is a formal document detailing the problem to be studied, the purpose and specific aims for the project, the scientific background for the study, hypotheses to be tested and/or research questions to be answered, and the specific instrumentation, data sources, methods and procedures for carrying out the research, including the protection of human subjects.

American Psychological Association format should be used for headings and citation references.

The Dissertation Chair heads the student's Dissertation Committee and is the faculty member with primary responsibility for guiding and approving each phase of proposal development and the conduct of the research. Ordinarily the Dissertation Chair reads and makes suggestions about preliminary drafts of the proposal before the "final" version of the proposal is distributed to the other members of the Committee for review. It is expected that the entire Committee meet at least once prior to the formal dissertation proposal defense.

In order to submit the proposal, the student must have completed the literature review, begun the process of securing IRB approval for research regarding human subjects (ordinarily final approval cannot be secured until the proposal is approved by the Dissertation Committee), and possibly

conducted pilot testing of instruments. Additionally, the student should have completed applications and submitted proposals for external funding of the dissertation research.

Dissertation Proposal Defense (Prospectus Defense)

Please see the [Graduate College Policies and Procedures Manual](#), regarding doctoral prospectus defense.

The dissertation proposal defense is a formal meeting of the Dissertation Committee during which the student is examined about the proposal and an agreement is reached about the specific nature of the proposed dissertation research. The student may be asked to answer questions about and defend any aspect of the proposal, including the choice of problem to be studied, the theoretical and empirical background for the study, methodology chosen (including instrumentation, design, statistics, etc.), and anticipated difficulties and ways to handle them. Because the proposed research reflects the student's understanding of the area of specialization and the integration of knowledge of various aspects of nursing and interdisciplinary science, as well as knowledge from disciplines relevant to the research topic, the proposal defense provides an opportunity for the Dissertation Committee to assess mastery of these areas. In addition, the proposal defense includes assessment of the quality and feasibility of the proposed research and formal action to approve and/or recommend changes in the proposal. Ordinarily the dissertation proposal defense will not exceed two hours in length. Following the meeting, the Committee confers to determine grading and any specific recommendations for revision of the dissertation proposal. The student is then informed of the Committee's decision.

Evaluation of the student's performance in the dissertation proposal defense takes into account evidence of familiarity with and ability to assess the most important literature (classical and current) in the field; ability to cite the work of authorities in the field; ability to articulate and take defensible positions on key conceptual/theoretical, substantive and methodological issues regarding the specialty and the area of research; evidence of critical and creative thinking about the specialty; and ability to present and defend plans for research that advances the field of study.

Grading options for the dissertation proposal defense include Pass and Fail. A passing grade signifies an acceptable performance by the student in answering questions posed during the defense **and** an acceptable proposal for the dissertation research. A grade of Fail signifies unacceptable performance by the student in answering questions posed during the defense or an unacceptable proposal requiring major revision.

Students who fail the dissertation proposal defense on first attempt are permitted to submit a revised copy of the dissertation proposal and to repeat the defense no sooner than one month and no longer than six months after the initial defense. A student who fails the dissertation proposal defense a second time or who does not make the required changes and re-defend the proposal within the designated time frame is terminated from the doctoral program. The results of the dissertation proposal defense are reported to the PhD Program Director.

Dissertation proposals shall be approved in writing by the Dissertation Committee following a formal proposal defense in which the proposed study is discussed. The approved proposal constitutes a "contract" with the student about what will be required for the dissertation research. Any unanticipated major modifications to the proposal must be approved in writing by the entire

Committee.

The results of your proposal must be reported and entered in your iPOS. To request the *Results of the Doctoral Dissertation Proposal* form, please see instructions on Canvas.

Preparation for Dissertation Proposal/Dissertation Proposal Defense
- The initial meeting with student and committee will include:
  - The chair will welcome the student and the committee.
  - Discussion of format of dissertation.
  - Negotiation of committee members' responsibilities (if the traditional option, chair assumes the primary responsibility for production of the first three chapters, with the methodologist assisting with chapter three).
- The chair should guide the student in the proposal writing process.
- After the chair believes that the chapters/manuscripts contain a comprehensive, relevant literature review, problem statement, purpose, significance, aims/hypotheses/research questions, and appropriate methodology; are well-conceptualized, well-organized, free of typos, correctly referenced, cogent, and accurate (within the scope of the chair's knowledge), the chapters/manuscripts are sent to committee members for vetting.
- Committee members will respond with specific, constructive feedback in a timely way so that the student proceeds efficiently to defense. Typically, the chair reviews feedback from committee members with the student prior to the proposal defense.
- Because this proposal is the student's roadmap to implementation of his/her research, it must be detailed enough so that the committee is comfortable with the student's ability to proceed in a scientifically sound, ethical, and culturally responsive manner.
- Additional meetings will be held as the student requests or the chair deems necessary.

Conducting the Dissertation Proposal Defense
- The chair will welcome the student and the committee.
- The student will present the proposal (20-30 minutes).
- The chair will lead a substantive discussion of the student's proposal, progressing systematically through each chapter/manuscript and asking all committee members for input.
- The chair will ensure that the student understands how to accomplish any necessary revisions and the timeline for doing so.
- Unless committee members indicate interest in participating in, and re-reviewing, a particular section of the revision, the chair will guide the student through this process and vet the final product.
- The results of your proposal must be reported and entered in your iPOS. To request the *Results of the Doctoral Dissertation Proposal Form*, kindly email Christina Watkins with the following information: Student Name, Student ten-digit Affiliate ID, Date of Proposal, List of all Committee members and their role (Chair/Co-Chair/Member).

Manuscript-Option Dissertation (MOD)

Students may select one of two dissertation formats. Decisions about dissertation format options must be made prior to comprehensive exams, or earlier. Selection of the manuscript option must be approved by the dissertation committee with input from the student's faculty mentor and at least one other faculty member familiar with the student's work. Target journals must be identified at the time of proposal defense and approved by the committee.

The traditional dissertation format is organized into five chapters that typically include an introduction, literature review, methods, findings, and conclusions. The alternative option, the manuscript option dissertation (MOD), also will include five chapters: an introductory/literature review chapter, three chapters comprised of manuscripts designed for publication in targeted peer-reviewed journals, and a conclusion chapter. Relevant references for that portion of the work are listed after each chapter. The chapters should form a cohesive body of work that supports a theme or themes that are expressed clearly in the introduction to the dissertation.

Students must follow the ASU Graduate College requirements for formatting the three manuscripts into one document in order to complete dissertation requirements.

Both the traditional dissertation and the MOD must represent work undertaken while the student is enrolled in the PhD Program. *The proposal and the dissertation must be focused on nursing and/or health innovation and on knowledge development through quantitative and or qualitative research.* The proposal must be developed under the supervision of the student's chair and members of the dissertation committee.

Potential advantages to students who choose the MOD option
> ➢ Faculty guidance as students prepare their first professional publications
> ➢ Early establishment of a publishing record
> ➢ Rapid contribution to the professional literature
> ➢ Heightened success in the academic market upon graduation

Chapter 1. *The introduction/literature review chapter*
- ➢ A definition or statement of the problem
- ➢ The importance of the problem (i.e., why it is worth researching, why it matters to the field of nursing and health innovation)
- ➢ The theoretical foundation(s) supporting the problem/issue
- ➢ An overview of the pertinent literature (overview because each article submitted for the MOD option will have its own unique literature review)
- ➢ Overall research questions or hypotheses
- ➢ A clearly operationalized research plan that outlines the three chapters as a whole, with definition of the major concepts, statement of assumptions, specification of sources and nature of data, methodological approaches and techniques to be used, and a suggested plan for analysis and interpretation. This operationalized plan (1) provides guidance for students as they design, develop, and implement their studies and (2) provides assurance for faculty that studies are well-designed, methodologically sound, and ethically implemented

- A narrative detailing the relationships among the five cohesive chapters. A conceptual map may be used to support the narrative

Chapters 2-4. *The three manuscript chapters*
- At least one manuscript/article must focus on findings from empirical research and may include secondary data analysis.
- The other two manuscripts may include empirical findings, as well as constitute state of the science, integrative or systematic review, development of theoretical models, theory analysis, methodology, psychometrics, meta-synthesis, meta-analysis, or other manuscript types as approved by the dissertation committee.
- Although portions of a grant proposal may be included in the three manuscripts as approved by the committee, the grant proposal itself cannot be used as a chapter.
- Manuscripts must be in publishable format and targeted to a specific peer-reviewed journal. The dissertation committee will help select journals that will challenge the student and offer a reasonable chance of publication success. Actual publication of the manuscripts prior to completing the doctoral program is not required.
- The doctoral student must be the first author on all three manuscripts. Authorship for each manuscript must be agreed upon in writing with the committee at the dissertation proposal defense, using the Collaborative Authorship, Memorandum of Understanding: PhD Students form (available from the PhD Program Office) and follow the ASU Edson College PhD Program Authorship Guidelines (available from the PhD Program Office). Any subsequent changes in co-authorship must be approved in writing prior to journal submission/graduation by all members of the student's dissertation committee.
- It is recommended that manuscript construction occur in concert with PhD Program courses/course faculty, beginning with the state of the science course and proceeding throughout the program. Students may choose however, to delay creation of manuscripts until dissertation begins, pending approval of their committee.
- Because manuscript submission must follow the guidelines of the selected journal, manuscripts contained in the dissertation may be significantly different from those actually published.
- Please consider any copyright issues if planning to publish dissertation chapters in journals prior to defending and publishing the dissertation in full. Publisher permission may be required.

Chapter 5. *The conclusion chapter*
- Summary of the dissertation's major findings with discussion and recommendations
- Discussion of linkages (i.e., similarities and differences with associated explanations) among the separate manuscripts included in the dissertation and the existing body of research
- Integration of the studies, presenting the document as representative of a cohesive body of work
- Strengths and limitations of the dissertation research
- Implications of the work for future research, education, policy and practice, as appropriate

Dissertation Guidance
- The chair ensures that the student applies for and receives IRB approval for the student's study.
- The chair ensures that the study proceeds according to the plan put forward in the proposal, emphasizing secure data collection, careful record-keeping, ethical considerations, and the responsible conduct of research.

- The chair offers timely, thorough, concise and substantive guidance and recommendations for revisions; advises the student on style, grammar, design, etc.; serves as a mentor; and provides advocacy and encouragement.
- The chair works with the student to determine need and timing for committee member input; the chair coordinates communication with committee members about student progress
- The chair assesses readiness for progression to defense, ensuring that students are at the level we deem necessary for graduation.
- The chair does not allow students to proceed until they are adequately prepared. If a student disagrees with the chair/committee's assessment of readiness for defense, the student may be offered the option of requesting review by the Program Director; however, the final decision about scholarly merit of dissertation research and the timing of defense rests with the chair and committee. It is common for students to set unrealistic timelines for completion of dissertations. It is the chair/committee's responsibility to assist the student to set realistic timelines for completion of research at the level required for graduation.
- If the chair and student disagree on readiness, the student may request a meeting of the committee. If the committee supports the chair, the student has the option of forming another committee if there are faculty willing to serve as chair and or committee members. If the committee disagrees with the chair, the student may identify a new chair.
- Faculty should ensure that students complete an annual programmatic check-in with the PhD Program Office to update the report of their dissertation progress.

Preparation for Final Dissertation Defense

- The chair is responsible for ensuring that the dissertation has been repeatedly vetted and revised, first by the chair and then by other committee members. It is the chair's responsibility to communicate with committee members following dissemination and review of the dissertation document to determine significant issues and committee members support for moving to defense.
- The chair must be intimately familiar with the candidate's work and address any problems or significant concerns prior to defense.
- It is the chair's responsibility to prepare substantive questions that will explicate the work for the assemblage as well as determine the student's command of the topic.
- The chair must work intensively with the candidate to ensure that the PowerPoint includes:
  - an ASU template
  - expected sections of a research presentation
  - correctly presented data
  - a well-organized structure, legible font for a large room, and a pleasingly designed product such as would be presented at a professional conference
- It is the chair's responsibility to set parameters for an acceptable presentation and to determine that students have met them prior to the final dissertation defense. This includes practice sessions in which the students present their defense slides and narrative in their entirety.

Dissertation Format Review

Prior to the defense, students must format their dissertation for submission to the university. This requires that the document meet format guidelines, as outlined in the Format Manual, for readability, consistency, and binding. The Format Manual is a comprehensive guide to formatting a dissertation or

equivalent document and always overrides a Style Guide if the two conflict. Questions regarding the Format Manual requirements should be directed to gradformat@asu.edu.

Scheduling of the Dissertation Defense

At least 10 working days prior to the planned defense of a dissertation, students schedule the defense through their MyASU. See Graduation Deadlines. Students work with their Committee and the PhD Program support staff to identify a suitable date and reserve a room. When a defense date and location have been identified, students submit a complete draft copy of the dissertation to be defended via email to gradformat@asu.edu.

Format Wizard

The Graduate College's Format Wizard can save you time and effort by auto-generating a template conforming to ASU's format guidelines for all dissertations. If you have questions about the format approval process or the Format Wizard, email a format advisor.

Doctoral Dissertation Defense

Please see the Completing Your Degree for instructions on preparing for and scheduling a doctoral dissertation defense.

Please allow at least one month for review of the dissertation manuscript, unless all members agree to a briefer period. Suitable notice will be sent to all Committee members by the student.

Since some students may misconstrue the meaning of the phrase "approved for examination," it is important for faculty to make clear at all stages two fundamental features of the final examination procedure:

1. Preliminary approval of the dissertation for examination by Committee in no way guarantees that the dissertation will be passed.
2. Preliminary approval does not deprive the Chair or the Committee of the right to press questions and criticisms during the examination.

The doctoral dissertation must be based on original and independent research conducted by the student, under the guidance of the ASU Graduate Faculty, and in accordance with the Graduate College's policies and procedures. The dissertation should demonstrate the candidate's mastery of research and scholarly methodologies, theory, and tools of the discipline. The dissertation should demonstrate the candidate's ability to address a major intellectual problem and to propose meaningful questions and hypotheses, as well as utilize the methods with which to study the proposed research question(s) and related hypotheses and draw conclusions.

The final oral examination of the dissertation defense is mandatory. In general, it is expected that oral defenses will be held during regular business hours in order to facilitate student, faculty, and public accessibility. Dissertation defenses are open to all members of the university community and the general public. Defenses must be scheduled with the Graduate College at least 10 working days in advance of the defense date. Students are required to register for a minimum of one credit hour in the semester of their defense.

At the beginning of the defense, the committee chair introduces the members of the committee and student to all present at the defense. The chair then provides an overview of the defense process and the role of each person. The audience may be invited to participate in the defense (e.g., question the student) by the chair. The candidate is generally asked to begin by summarizing the pertinent background and findings in an oral presentation lasting 25-30 minutes. This public portion of the defense generally lasts a maximum of one hour.

Once the defense is completed, the audience is dismissed and the members of the committee have an opportunity to question the candidate. The Chair of the Faculty Committee is responsible for monitoring the time and assuring that all members of the Committee have an opportunity to participate. The student is asked to leave the room while the committee deliberates the outcome and the grade for the defense (*Pass, Pass with Minor Revisions, Pass with Major Revisions, or Fail).*

The Committee Chair and members should clearly explain what revisions need to be made and suggest a timeline for those revisions. The Chair of the Dissertation Committee will summarize the examining Committee's assessment and requirements or suggestions in a paragraph, which will be filed in the student's folder. The results of the defense are reported to the Director of the PhD in Nursing and Healthcare Innovation program.

For dissertations judged Pass with Major Revisions, the Committee Chair appoints a Revisions Committee from one to three committee members. Usually, the Committee Chair is chair of the Revisions Committee, and the other members should be the members of the Dissertation Committee who have made the most extensive objections to the text as it stands. When the student has finished the major revisions, they must submit to each of the members of the Revision Committee and each must state in writing that the new text is satisfactory. The Chair will provide the final results by indicating the revisions are complete and signing the Pass/Fail Form via DocuSign.

When passed, format revisions can be made along with any changes recommended by the committee as supervised by the candidate's Chair.

Conducting Final Dissertation Defense

- The final dissertation defense is recognized as an important rite of passage into the community of scholars. It is a time for students to demonstrate their competence in research and scholarly presentation; the event should also build in a time for recognition of significant accomplishments and support by faculty, peers, family and significant others and the community at large.
- The chair needs to be present early so that last minute preparations or questions can be addressed.
- Because we recognize this as an important rite of passage that is accompanied by rituals welcoming the successful candidate to the academy, faculty-at-large should attend whenever possible.
- When the committee and the community have assembled (committee members not physically present are on the phone or attending by teleconference), the chair will rise to welcome the assemblage, introduce the candidate, give the dissertation title and an introduction to the topic, and provide remarks about the quality and intensity of the work that is going to be

presented. Other committee members should be introduced, as may family members of the candidate.

- The chair should explain the process to everyone:
  - 25-30 minutes for presentation of the research
  - 30 minutes for questions at large, including committee members and the public. At the end of 30 minutes, all but the committee members will be excused.
  - 30 -60 minutes for the committee to meet with the candidate to continue the examination. At the end of this time, the candidate will be excused.
  - 30 minutes for:
    - Deliberation by the committee about the results of the defense
    - When a conclusion is reached, the chair will bring the candidate back into the room to share the results; the chair will then invite community members into the room to share the results.
- During the discussion following the presentation, the chair and committee members should offer substantive comments, exploring the intricacies of the study and asking well-informed questions. This is an important component of modeling scholarly critique and dialogue to communities of interest.
- When everyone has returned to the room, the results of the defense will be announced.
- As the candidate is speaking, committee members will take notes for further questions and for revisions that may be suggested by the committee.
- The chair is responsible for producing a cogent set of notes (for student and chair use) from which revisions can be made.

The chair is responsible for following up to ensure that accurate revisions will be accomplished with the student in time to meet university guidelines. Required core coursework ensures that students have content knowledge to achieve core competencies as well as intensive research experience. Core areas are consistent with ASUs mission as A New American University, and support core competencies in nursing and healthcare innovation. The PhD curriculum builds upon the foundation of science in nursing and healthcare innovation refined at the undergraduate level. It provides the basis for graduates to bring together leadership in health policy, research, and education.

Submit the signed Pass/Fail form

Submission of the Pass/Fail form is built into the student's iPOS. Once the defense is completed, the Committee Chair(s) and Member(s) enter the results and acknowledges format consent.

Graduation

The student is eligible for graduation when University and Graduate College degree requirements have been met, the final comprehensive examination has been passed, and the final dissertation has been approved by the Dissertation Committee and accepted by the PhD Program Director and the Graduate College Dean.

All incomplete or "in progress" grades for research and/or dissertation hours must be changed to indicate that these classes have been completed. It is important to have this completed by the appropriate time to assure graduation.

Apply for Graduation

Students must apply for graduation through MyASU in accordance with the University Registrar policies. See Applying for Graduation. Students must meet all University and Graduate College degree requirements prior to the conferral of their degree. Your iPOS must be approved and on file with the Graduate College before you are eligible to apply for graduation.

The graduation deadlines are set by the Graduate College. Deadline dates vary slightly depending on the calendar year, so students should check them carefully in advance of the semester they plan to defend their thesis/dissertation. It is very important that students become familiar with these deadlines so that graduation can occur during the expected term.

If you intend to participate in commencement, you must have completed all culminating work by the graduation deadlines.

Please note: it is your responsibility to notify your chair and/or hooder if you intend to participate in the commencement ceremony.

Convocation

The Edson College of Nursing and Health Innovation holds its own Convocation ceremony in conjunction with fall and spring Commencement. The Convocation Coordinator will send required information to graduates early in the semester concerning information needed. Students who have met all university and college degree requirements are encouraged to participate. It is the student's responsibility to adhere to the convocation timelines.

STUDENT AND PROFESSIONAL ORGANIZATIONS

Edson College PhD Student Organization

The mission of the Edson College PhD Student Organization is to empower students to become leaders in the global health community through education, collaboration, and experience. The purpose of the student organization is to strengthen, empower and encourage networking and cohesion among Edson PhD program students, to provide opportunities for students to give feedback to the PhD program, and recruit and welcome new students to the PhD program. Additionally, we help our members to develop leadership and technical skill competencies through a program of motivation, awareness, and recognition, which is an integral part of academic life. The Edson PhD Student Organization at ASU focuses on the interpersonal development of all the group members as future health professionals, academic faculty, or research scientists. Through meetings, team building, local outreach, goal setting, and state/international conferences and competitions, the Edson PhD Student Organization strives to create confident, skilled, and knowledgeable members of the healthcare and academic communities.

The group is led by two PhD student representatives enrolled in the program and each representative serves for one academic year, beginning with orientation preparation in August and ending with orientation preparation the following August with the incumbent representatives. Ideally, the representatives are one second and one fourth year student. Perpetuation of positions is through nominations and votes from students enrolled in the PhD program.

Graduate Professional Student Association (GPSA)

GPSA works similar to a student government organization for all graduate colleges. The purpose of GPSA is give voice to graduate and professional students across ASU to promote success, inclusion, and vitality among the diverse communities. There are many ways to get involved and help the graduate and professional student community.

STUDENT SUPPORT RESOURCES

ASU Health Services - Downtown
Conveniently located in the Edson College of Nursing and Health Innovation, Health South building in Room 155 and the phone number for appointments and information is (602) 496-0721.
https://eoss.asu.edu/health

ASU Library
https://lib.asu.edu/

ASU Student Accessibility and Inclusive Learning Services
ASU Student Accessibility and Inclusive Learning Services provides support and access to students with disabilities for programs and services, see https://eoss.asu.edu/drc.

ASU Wellness
Is proud to be part of the Live Well Network -- ASU Tempe, along with ASU Counseling Services, ASU Health Services, and Sun Devil Fitness.
Graduate Wellness Resources - A one-page guide to Financial, Social, Emotional, and Physical Health and Wellness Resources for ASU Graduate Students was developed by the GPSA.
10 Best Practices in Graduate Student Wellbeing – proven ways to help graduate students better care for themselves under the increasing demands of graduate school.

ASU Writing Center
University Academic Success Programs can provide you a dynamic, supportive learning environment. Tutors from a wide range of degree programs can meet online with currently enrolled ASU graduate students to discuss their writing at any stage of the writing process. Unless specifically stated, all assignments should conform to APA style. Graduate Academic Support Center

Bookstore
https://www.bkstr.com/arizonastatestore/home

Grace Center for Innovation in Nursing Education
https://gracecenter.asu.edu/

Sun Devil Card Services
The Sun Card is the official photo ID card of all ASU students, faculty and staff.
https://cfo.asu.edu/cardservices.

STUDENT FORMS

Graduate College Forms
Available at: https://graduate.asu.edu/student-forms

PhD Program Forms
Many of the program forms are found on the PhD Canvas site or Adobe Sign.

> ➢ Academic Communication Form
> ➢ Academic Performance Improvement Plan
> ➢ Chair/Committee Change Request
> ➢ Funding applications (e.g., Seed Grant, Dissertation Fellowship)
> ➢ IDP Forms
> ➢ Incomplete Grade Request
> ➢ Independent Study Approval
> ➢ Professional Standards Rubric
> ➢ RA/TA Application
> ➢ Report of Doctoral Comprehensive Examinations
> ➢ Results of the Doctoral Dissertation Proposal
> ➢ Statement of Grievance
> ➢ Virtual Conferences/Training Award Application

Registrar Forms
Students are requested to advise Arizona State University Registrar's Office regarding addresses, telephone, or name changes. Failure to do so interferes with the timely receipt of financial reimbursements or other important information.
Available at: https://students.asu.edu/forms (examples of commonly used forms are listed below)

> ➢ Application for Graduation
> ➢ Incomplete Grade Request
> ➢ Medical-Compassionate Withdrawal Request
> ➢ Name Change
> ➢ Official Transcript Request
> ➢ Personal Records Forms
> ➢ Verification of Full-Time/Half-Time Status for Graduate Students

APPENDIX

A. Edson College Student Policies and Handbooks
https://nursingandhealth.asu.edu/students/policies-handbook

B. Student Services Manual (SSM)
http://www.asu.edu/aad/manuals/usi/index.html

C. Bloodborne Pathogens and Other Pathogens Policies
It is highly unlikely that a PhD student will sustain an exposure to bloodborne pathogens; however, if you do have an exposure, please refer to the Bloodborne Pathogen Exposure Control.

D. Reporting and Investigation Procedure
During the course of study, a student may observe behaviors in others that are considered an insult to academic and/or professional integrity. In the Edson College of Nursing and Health Innovation, one has the responsibility to report any questionable activity seen in the classroom, research, or clinical setting. Personal responsibility is the beginning of the development of professionalism. Matters that violate the ABOR Student Code should be referred to the Office of Student Life and, if personal safety is an issue, to law enforcement.

A suspected instance of violations of academic and/or professional integrity will be referred to the course instructor, but will also allow students to consult with someone other than the instructor, who will conduct an investigation in a manner that protects the individual rights of the person(s) involved. Just as there are consequences for violations of academic and professional integrity, so too are there consequences for any student who makes intentionally false accusations.

Sanctions
If a course instructor concludes that a violation of academic and/or professional integrity has occurred, that instructor is obligated to meet with the student(s) involved. The instructor will inform him/her of the action that will be taken in accord with the designated consequences for the particular violation.

Student Appeal of Sanction
A student may appeal the consequences imposed for violation of academic or professional integrity by following the grievance procedures as established by the Edson College. Matters that violate the ABOR Student Code or ASU Academic Integrity Policy can be appealed as provided for in those policies.

Consequences for violations may range from a warning or lower grade on an assignment to expulsion from the University. Below are examples of consequences within the authority of the Edson College of Nursing and Health Innovation. Please note: violations of academic and professional integrity may have University as well as Edson College of Nursing and Health Innovation consequences.

Major violations of academic and/or professional integrity include, but are not limited to, the following:

Violation	Consequence
Offering for course credit as one's own work, wholly or in part, the work of another. Incorporating into one's work offered for a course credit passages taken either verbatim or in substance from the work of another, unless the student cites the original author.	Minimum – Completion of an additional assignment or receive an "E"/zero for the test or assignment. Maximum – Expulsion from Edson College
Submitting unauthorized collaborative work as one's own.	Minimum – Receive an "E"/zero for the assignment. Maximum – Expulsion from Edson College.
Obtaining or attempting to obtain unauthorized prior knowledge of an examination or assignment.	Minimum – Receive an "E"/zero for the test or assignment. Maximum – Expulsion from Edson College.
Consulting notes, outlines, references or verbal/written answers during an examination when disallowed.	Minimum – Receive an "E"/zero for the test or assignment. Maximum – Expulsion from the Edson College.
Selling, giving, or in any way transmitting to another student unauthorized information on or during examinations or assignments.	Minimum – Receive an "E"/zero for the test or assignment. Maximum – Expulsion from the Edson College.
Taking an examination or satisfying any other course requirement in the place of another student; or having another student take an examination or satisfy any other course requirement for you.	Minimum – Receive an "E"/zero for the test or assignment. Maximum – Expulsion from the Edson College.
Failing to report an act that a student believes in good faith violates the Academic and Professional Integrity Policy.	Minimum – Counseling or completion of an additional assignment. Maximum – Expulsion from the Edson College.
Falsifying any medical records, including intentional omissions.	Minimum – Receive an "E"/zero for the course. Maximum – Expulsion from the Edson College.
Falsifying attendance at a required agency, home visit, professional meeting, or research/clinical experience.	Minimum – Receive an "E"/zero for the assignment. Maximum – Expulsion from the Edson College.
Modifying without faculty approval an examination, paper, or report for the purpose of obtaining additional credit.	Minimum – Receive an "E"/zero for the test or assignment. Maximum – Expulsion from the Edson College.
Falsifying or misrepresenting data collection for an assignment, project, or paper.	Minimum – Receive an "E"/zero for the test or assignment. Maximum – Expulsion from the Edson College.
Making unauthorized changes in any reported grade or official academic report	Minimum/Maximum – Expulsion from the Edson College.
Physical or verbal threats to clients, faculty, peers, and staff.	Minimum – Counseling. Maximum – Expulsion from the Edson College.
Offensive or abusive language to others.	Minimum – Counseling. Maximum – Expulsion from the Edson College.
Other violations of the Code for Nurses.	Minimum – Counseling. Maximum – Expulsion from the Edson College.

Some offenses will be reported to the respective licensing bodies, in accordance with the State Nurse Practice Acts or to the appropriate administrative office or law enforcement agency.

E. Grievance Procedure

The Edson College of Nursing and Health Innovation provides informal and formal mechanisms to facilitate the systematic review and resolution of student academic grievances. Policies and procedures, including the Edson College Grade Appeal Policy, may be found under Policies and Procedures.

F. List of PhD Program Faculty Research Mentors

The list of faculty is updated each fall and spring semester. Please see Edson PhD Program Faculty Mentors.