

2020-21

THE HANDBOOK



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 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 innovation, research, education, healthcare delivery, and policy issues as they generate and apply knowledge across settings. According to a recent alumni survey, 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 creativity for both BS-PhD and MS-PhD students. Student achievement is supported 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 disparities, healthcare innovation leadership, healthy aging, healthy families, nursing education, and health promotion and disease prevention.

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 policy, practice, education, and research!

A handwritten signature in black ink, appearing to read 'Kelly Cue Davis'.

Kelly Cue Davis, PhD
Associate Professor
Interim Director, PhD in Nursing and Healthcare Innovation Program

Table of Contents

I. PHD PROGRAM CONTACTS	7
II. EDSON COLLEGE OF NURSING AND HEALTH INNOVATION OVERVIEW	8
Mission	8
Vision	8
III. PROGRAM FOUNDATION	9
Purpose.....	9
Philosophy	9
Organizing Framework.....	10
Program Learning Outcomes	11
IV. PROGRAM ENTRY	12
APPLICATION	12
ADMISSION	12
Prerequisites	12
Background Clearance.....	12
International Students	13
ASU Disability Resource Center	13
Faculty/staff-as-student (FAS)	13
ETHICS	14
Academic and Professional Integrity	14
Responsible Conduct of Research.....	15
Research Involving Human and Animal Subjects.....	15
IRB Process	15
IRB Training	16
ADVISEMENT	16
First-year Faculty Advisor	16
Successful Coaching*	16
Faculty Advisor Responsibilities.....	16
Advisee (Student) Responsibilities.....	17
Change of Faculty Advisor/Chair.....	17
REGISTRATION AND ENROLLMENT	18
Continuous Enrollment.....	18
Full-time Enrollment	18
University Registrar Services	18
Academic Calendar.....	18
Drop/Add and Withdrawal: Courses, Graduate Degree Program, or ASU	18

Involuntary Withdrawal by the Graduate College	18
FINANCIAL ASSISTANCE	18
Scholarships	19
Research Assistantships	19
Health Insurance	19
V. PROGRAM PROGRESSION.....	20
Immersions	20
Core Coursework	20
Societal Leadership.....	20
Scholarly Citizenship.....	21
Collaborative Inquiry	22
Substantive Coursework	22
Elective Coursework	22
Selective Coursework	23
Independent Study	23
NEXus courses	23
Plan of Study.....	23
Full-time Plan of Study for all PhD students.....	24
Yearly Progression: Full-time MS to PhD Plan.....	25
Yearly Progression: Full-time BS to PhD Plan	26
SATISFACTORY ACADEMIC PROGRESS AND PROFESSIONAL CONDUCT	27
Student Responsibilities	27
Academic Progression Requirements	27
Professional Standards of Conduct.....	27
Academic/Professional Improvement Plan.....	28
Removal from Academic Probation and Reinstatement to Good Standing	28
Recommended Dismissal from the Program.....	29
Grade Point Averages.....	30
Incomplete Grades.....	30
Annual Review	31
Qualifying Exam	31
VI. PROGRAM COMPLETION.....	35
On Campus Requirements.....	35
Interactive Plan of Study (iPOS).....	35
Determination of Academic Requirements	35
Degree Minimum Credit Hours.....	35

Degree Maximum Time Limit	35
Graduate Faculty.....	35
Supervisory Committee.....	35
Change in Dissertation Committee Membership	36
Manuscript-Option Dissertation (MOD)	36
Comprehensive Exam.....	38
Description of the Comprehensive Examination	38
Outcome of the Comprehensive Examination	39
Evaluation of Comprehensive Exam, Dissertation Proposal, and Defense	39
Candidacy	39
Dissertation Proposal	40
Dissertation Proposal Defense (Prospectus Defense)	40
Dissertation Format Review	41
Scheduling of the Dissertation Defense	41
ASU Format Wizard	42
Doctoral Dissertation Defense.....	42
Submit the signed Pass/Fail form.....	43
Graduation	43
Apply for Graduation	44
Convocation	44
VII. OTHER STUDENT INFORMATION	45
Canvas.....	45
PhD Student Files	45
PhD Student Workspace.....	45
ASU Email.....	45
Faculty Mailboxes	46
Personal and Academic Record Forms.....	46
Listserv Electronic Communication	46
Disruptive Classroom Behavior.....	46
VIII. PROGRAM PROTOCOLS.....	47
The Graduate College.....	47
Petitions	47
Graduate College Petitions	47
Petitions to the Edson College of Nursing and Health Innovation	47
Grade Appeals	47
IX. STUDENT AND PROFESSIONAL ORGANIZATIONS	48

CONHI PhD Student Organization	48
Graduate Professional Student Association (GPSA).....	48
X. ASU RESOURCES.....	49
Downtown Phoenix campus Library	49
Grace Center for Innovation in Nursing Education (SLR).....	49
Bookstore	49
ASU Health Services - Downtown.....	49
ASU Wellness	50
The Computer Library Commons	50
Sun Devil Card Services	50
Parking and Transit.....	50
XI. PhD Courses and Descriptions	51
Required	51
Advanced Selectives.....	52
Electives.....	52
XII. LIST OF STUDENT FORMS	55
Graduate College Forms.....	55
PhD Program Forms	55
Registrar Forms	55
APPENDIX	56
A. Student Services Manual (SSM)	56
B. Bloodborne Pathogens and Other Pathogens Policies	56
C. Reporting and Investigation Procedure.....	56
D. Grievance Procedure	58
E. List of PhD Faculty Research Mentors.....	69

I. 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 Peete at (602) 496-0776.

Feel free to contact Drs. Davis or Dirksen at any time for questions or concerns.

II. EDSON COLLEGE OF NURSING AND HEALTH INNOVATION OVERVIEW

Mission

- 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 global center for interdisciplinary research, discovery and development by 2020.
- Enhance our local impact and social embeddedness.

Vision

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

III. 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 creativity. The PhD degree is designed for persons who wish to pursue careers as leaders in health policy, education, research and healthcare innovation. The PhD graduate is prepared as a scholar with the inquiry skills of a researcher and with the clinical and leadership skills necessary to influence health processes, outcomes, policy and innovation. Graduates are prepared to assume leadership positions in practice, education, and research with the goal of optimizing quality of life and health resources across populations and settings.

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.

Person

The PhD Program extends the nursing metaparadigm to research-focused doctoral education, conceptualizing person, environment, health, and nursing within the educational enterprise. As a scientific discipline, nursing optimizes the health, well-being, and dignity of the unique individual, family, population group, or community. Viewing clients from a holistic and developmental perspective, nursing considers internal and external determinants of health; facilitates continuous, dynamic, multi-level environmental interactions; encourages self-determination; and attends to complex physical, psychosocial, cultural, and spiritual health through innovative health promotion, disease prevention, health maintenance, illness care, and end-of-life support.

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 safe virtual or brick-and-mortar classrooms. Authentic assessment of a comprehensive core of knowledge, relevant to the world of the researcher, advanced practitioner, and educator, assists learners in development of metacognitive skills, fosters student ownership of learning, promotes articulation of knowledge, and sustains reflection on scholarly progress.

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 care, and research across the life span.

Nursing Education: The Research-Focused Doctorate

Students. We believe that knowledge is contextual, personal, and based on social interaction, life experiences, worldview as allied with language, and cultural background. Doctoral students from diverse backgrounds engage in active, learner-centered education which builds on that knowledge as they interact in professional, transdisciplinary programs that are 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 of the discipline as they 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.

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 transdisciplinary 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. 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, but not all members. 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 cultural context of one's county, belief system, or large geographical area.

Thematic Elements:

Health and human development take place across the lifespan through processes of progressively more 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 transdisciplinary curriculum is organized around three programmatic outcomes that intersect with the levels of the social ecological model:

Societal Leadership: Collaboration and leadership in transforming the health of society through scholarship, education, and health policy;

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

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

Program Learning Outcomes

1. Generate, test, and translate knowledge that advances 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 care 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.

IV. PROGRAM ENTRY

APPLICATION

The 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 advisee-advisor fit. We ask applicants to identify faculty members (p. 59) that they might be interested in having as a temporary advisor as part of their application. Students may contact faculty to discuss research faculty are currently conducting, as well as availability as an advisor. Specific questions about the application process and the PhD program of study (POS) should be referred to the Program Office, and to the PhD website that has an online FAQ section posted.

A completed application must be submitted by December 15. Admission decisions are made by early March. Enrollment in the PhD program occurs each year in the fall semester.

The online application form 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.

Students are responsible for familiarizing themselves with all university and graduate policies and procedures. Please be familiar with the current [Graduate College Policies](#) that influence your degree progress.

Prerequisites

It is expected that post-master's 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.

Background Clearance

The Edson College requires that all students complete and clear a background check prior to starting their program. The background check is completed through Castle Branch. The main reason for the background check is that clinical sites are now requiring them, even for research, and it is easier for students to complete their research if the background check is already complete.

International Students

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 at: <https://issc.asu.edu/status/students/guidelines>.

ASU Disability Resource Center

The Disability Resource Center (DRC) is the central location for establishing and obtaining services and accommodations for qualified students with disabilities: <https://eoss.asu.edu/drc>.

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 staff may be admitted to the PhD program if working no more than 50% time.

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 or she 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 advisors 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.

ETHICS

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 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 those [procedures](#).

Responsible Conduct of Research

Strategies for responsible conduct of research may be found at:

<https://researchintegrity.asu.edu/responsible-conduct/regulations-and-resources>.

Research Involving Human and Animal Subjects

Dissertations 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:

<https://researchintegrity.asu.edu/human-subjects>.

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

Research involving the use of animals conducted under the auspices of Arizona State University is reviewed by the Institutional Animal Care and Use Committee (IACUC) in compliance with federal regulations.

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.

The responsibilities of the student investigator include the following:

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 at: <https://researchintegrity.asu.edu/human-subjects/training>.

ADVISEMENT

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

First-year Faculty Advisor

The first-year faculty advisor will provide feedback for the student and is a temporary advisor until the Dissertation Committee is formed. The first-year advisor will be assigned based on the student's professional goals and the compatibility of clinical and research interests; including the topic and method of 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 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 Advisor Responsibilities

- Respond to e-mails from potential advisees.

- If an applicant may be a potential advisee, participate in the PhD interview process.
- 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 advisee during the summer.
- Review and sign their Program of Study.
- Clarify expectations and policies.
- Provide constructive support and feedback during the annual review 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 advisee's Comprehensive Examination.
- Provide constructive support and feedback about your advisee's proposal and dissertation defense. You are required to attend your advisee's dissertation proposal defense and oral defense.

Advisee (Student) Responsibilities

- Discuss, establish, and maintain regular meeting times with your faculty advisor; include the logistics of the relationship, that is, how, when, and where communications will occur.
- Identify the scope of responsibilities for faculty advisor and student is assuming, including what the time commitments will be.
- Be aware of your own mentoring needs and discuss any changing needs through your doctoral education.
- Develop your academic program with your faculty advisor.
- Develop short- and long-term professional and research goals, and discuss these goals with your faculty advisor.
- When ready for dissertation work, select a Chair for the dissertation in consultation with your faculty advisor, and with the approval of the Program Director. If the Chair is different from the faculty advisor, the Chair will become your faculty advisor at that time.

Change of Faculty Advisor/Chair

In the event you wish to make a change, you should contact your proposed new faculty mentor to see if they are willing to take you on 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 obligations to allow that. 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 *Request for Change of Faculty Advisor* form found on the PhD Canvas site for submission to the academic unit. If an iPOS has been filed, you will also initiate by submitting a petition through iPOS.

REGISTRATION AND ENROLLMENT

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 theses or dissertations, taking comprehensive examinations, or in any other way utilizing university resources, facilities or faculty time. This credit must appear on the Plan of Study and must be an appropriate graduate-level course (e.g. 692, or 595 Continuing Registration). Please see [Graduate College policies and procedures](#) 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 that do not register for fall classes during spring enrollment, will not have ASU privileges active in the summer, this includes 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 Academic Advisor and approved by the Director of the PhD in Nursing and Healthcare Innovation. Full-time status requires that a student maintain a minimum of 9 credit hours and is essential for students holding scholarship appointments.

University Registrar Services

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

Registrar's website for the most up to date policies on Registration, Grades and Records, Residency, and Graduation: <http://students.asu.edu/registration>.

Academic Calendar

Academic Calendar for all Registration and Withdrawal deadlines at: <http://students.asu.edu/academic-calendar>.

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>.

Involuntary Withdrawal by the Graduate College

Please refer to [Graduate College Policies](#).

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 the Financial Aid and Scholarship Services at: <https://students.asu.edu/financialaid>.

Scholarships

Several scholarships are awarded by the Edson College during the academic year. To be considered for an award, students must complete the Scholarship Application Form, available at: <https://nursingandhealth.asu.edu/scholarships>.

Research the many financial assistance opportunities from Graduate Education that are available to you. This site 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, Graduate Education fellowships, conference and travel awards, and national fellowships.

<https://graduate.asu.edu/pay-for-college>

Research Assistantships

All Research Assistantships (RAs) are responsible for adhering to the TA/RA handbook. RAs must register for a minimum of 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).

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 to 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/resources/coverage>.

V. PROGRAM PROGRESSION

Immersion

There are two on-site immersion sessions during the first week of the fall and spring semesters. The immersions are usually 4 to 5 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 a variety of seminars that explore the 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. Most importantly, the immersion is an opportunity for students to meet and network with other students and to meet with their advisors. During that meeting, students will discuss their Plan of Study (POS) and ask their advisor to sign their POS form. Students often use this time to establish a schedule for communication with their advisor (e.g. phone, email). Students who have regular contact (e.g. twice a month) with their advisor tend to be more successful in 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 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.

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 policy has been emphasized by the Initiative on the Future of Nursing, and is embedded throughout the curriculum.

There are 3 required courses that comprise this program core:

1. **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, ethical, social and legal implications in the doctoral track; and emphasizes 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 healthcare innovation science, providers of care, and communities.

There are 6 required courses 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 care 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 care 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 health care environment. Strategies for progressive and creative approaches in preparing leaders for innovative change in education, research and health care policy affecting health care 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 care innovation, including the areas of education, policy, and research. Students will study the career trajectories of key leaders in nursing and health care 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):** Focus 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 the discipline of nursing.
6. **Theory Analysis (NUR 605):** Examines theoretical perspectives and approaches guiding research in nursing and healthcare innovation across the lifespan. Includes the historical

evaluation, social contextual factors, implicit assumptions, and bias that influence nursing and healthcare innovation knowledge generation.

Collaborative Inquiry

The focus of Collaborative Inquiry is the conceptual, methodological basis of conducting research in nursing and healthcare 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 healthcare innovation.

There are 4 required courses 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 will focus 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 will provide 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 Coursework

Substantive electives are used to build a research trajectory and foundation of knowledge for their 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 be able to 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, presentations, and professional memberships).

Elective Coursework

With Advisor approval, students can take any graduate level course (500 or higher) within the University. Students, Advisors, and Mentors 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 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Quantitative Courses										
NUR 612: ANOVA		X				X				X
NUR 613: Regression & Correlation	X				X				X	
NUR 614: Theory-Based Intervention				X				X		
Qualitative Courses										
NUR 615: Qualitative Data Management				X				X		
NUR 691: Grounded Theory	X				X				X	
NUR 616: CBPR			X				X			
Mixed Methods										
NUR 691: Mixed Method Designs		X				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 go to the PhD Student Canvas site. 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. Please note that the Graduate College has indicated that the 12 credit hour transfer limit applies to NEXus courses.

Plan of Study

The PhD in Nursing and Healthcare Innovation requires 84 credit hours of graduate coursework. The Graduate College allows students to apply up to 30 credit hours from a previously earned master's degree toward the Nursing and Healthcare Innovation PhD plan of study.

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 618	Advancing Research-Based Health Policy through Leadership and Innovation Science	3
NUR 680	Research Practicum	1-3
	TOTAL	8-10
	Spring Year 2	
NUR 607	Scientific Role Development III: Bridging	1
NUR 671	Teaching in Academic and Practice Settings	3
NUR 680	Research Practicum	2-3
	TOTAL	6-8
	Fall Year 3	
	Research or Substantive Elective	3
	Research or Substantive Elective	3
	TOTAL	6
	Spring Year 3	
	Research or Substantive Elective	3
	Comprehensive Exams	
	TOTAL	3
	Fall/Spring Year 4	
NUR 799	Dissertation	12
	TOTAL	12
	ADDITIONAL COURSES	
	Substantive OR Core Electives	
	TOTAL	54

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 691 Grounded Theory Research: Constant Comparison to Constructionism
- NUR 691 Mixed Methods for Health Science Research & Practice

*Students entering the program with a bachelor's degree are required to take 30 additional credit hours.

Yearly Progression: Full-time MS to PhD Plan

YEAR 1		YEAR 2	
Prior to year 1 <ul style="list-style-type: none"> Complete statistics courses if you have not done so. We will assign you a temporary advisor for the first year. 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. 		In the Fall <ul style="list-style-type: none"> Submit your iPOS. 	
During year 1 <ul style="list-style-type: none"> Attend the immersion sessions in the Fall and Spring. Enroll in and complete relevant required and elective coursework, including research methods and statistics. Maintain a 3.0 or higher GPA. Adhere to the Professional Standards of Conduct. Participate in Scholars' Day (no presentation until year 2) In April, complete your portfolio for your Annual Review. Choose a permanent advisor. 		During year 2 <ul style="list-style-type: none"> 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 in Scholars' Day. In April, complete your portfolio for your Annual Review. 	
Near the end of the year <ul style="list-style-type: none"> Complete Qualifying Exam. 		Near end of year 2 <ul style="list-style-type: none"> Choose your Comprehensive Exams Committee. This committee may go forward as your dissertation committee. 	
In the summer between year 1 and year 2 <ul style="list-style-type: none"> Prepare a NRSA or other pre-doctoral grant. 			
YEAR 3		YEAR 4	
During year 3 <ul style="list-style-type: none"> Attend the immersion sessions in the Fall and Spring (optional). Enroll in and complete relevant elective coursework. Maintain a 3.0 or higher GPA Complete your Comprehensive Exams. Adhere to the Professional Standards of Conduct. Participate in Scholars' Day. In April, complete your portfolio for your Annual Review. 		During year 4 <ul style="list-style-type: none"> 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 in Scholars' Day. 	
Near the end of the year <ul style="list-style-type: none"> Submit and defend your dissertation proposal. 		In the Spring <ul style="list-style-type: none"> 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 <ul style="list-style-type: none">Complete statistics courses if you have not done so.We will assign you a temporary advisor for the first year. 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 2 <ul style="list-style-type: none">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 in Scholars’ DayIn April, complete your portfolio for your Annual Review.		
During year 1 <ul style="list-style-type: none">Attend the immersion sessions in the Fall and Spring.Enroll in and complete relevant required and elective coursework, including research methods and statistics.Maintain a 3.0 or higher GPA.Adhere to the Professional Standards of Conduct.Participate in Scholars’ Day (no presentation until year 2)In April, complete your portfolio for your Annual Review.Choose a permanent advisor.	In the summer between year 1 and year 2 <ul style="list-style-type: none">Prepare a NRSA or other pre-doctoral grant.		
Near the end of the year <ul style="list-style-type: none">Complete Qualifying Exam.			
YEAR 3		YEAR 4	
In the Fall <ul style="list-style-type: none">Submit your iPOS.	During year 4 <ul style="list-style-type: none">Attend the immersion sessions in the Fall and Spring (optional).Enroll in and complete relevant elective coursework.Maintain a 3.0 or higher GPAComplete your Comprehensive Exams.Adhere to the Professional Standards of Conduct.Participate in Scholars’ Day.In April, complete your portfolio for your Annual Review.		
During year 3 <ul style="list-style-type: none">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 in Scholars’ Day.In April, complete your portfolio for your Annual Review.	Near the end of the year <ul style="list-style-type: none">Submit and defend your dissertation proposal.		
Near end of year 3 <ul style="list-style-type: none">Choose your Comprehensive Exams Committee. This committee may go forward as your dissertation committee.			
YEAR 5			
During year 5 <ul style="list-style-type: none">Attend the immersion sessions in the Fall and Spring (optional).Enroll in and complete 12 dissertation credits (NUR 799).Adhere to the Professional Standards of Conduct.Participate in Scholars’ Day.	In the Spring <ul style="list-style-type: none">File for graduation.Defend your dissertation.Submit your dissertation for format approval. Graduate!		

SATISFACTORY ACADEMIC PROGRESS AND PROFESSIONAL CONDUCT

Student Responsibilities

Graduate students are responsible for familiarizing themselves with all university and graduate policies and procedures. Each student should also communicate directly with his/her 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.

It is very important that students check with their dissertation advisor well in advance of data collection to ensure compliance with university regulations regarding the collection of research data. Please see the section of this handbook titled *Research Involving Human and Animal Subjects*.

Academic Progression Requirements

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](#).

To make satisfactory academic progress, PhD students must:

1. Maintain a Plan of Study GPA of at least 3.0 every semester.
2. Maintain a graduate GPA of at least 3.0 every semester.
3. Earn a B or better in every iPOS (Plan of Study) class.

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. 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 <https://eoss.asu.edu/dos/srr/codeofconduct>, 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.

Academic/Professional Improvement Plan

When a student is notified by PhD program staff of failure to make satisfactory progress, the student must complete, with the assistance of the faculty advisor, an *Academic/Professional Improvement Plan (APIP)*; form found on the PhD 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.

A student will be automatically placed on academic probation and is not eligible for traineeship funding or assistantship positions, 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.

Removal from Academic Probation and Reinstatement to Good Standing

To be restored to good standing, a student must meet requirements under Academic Progression and *Professional Standards of Conduct*. 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.

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 pass the Qualifying Exam at the end of the first year.
6. Failure to pass 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.

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](#) regarding grade point averages. If more than one failure occurs, students may be withdrawn from the PhD program.

Incomplete Grades

Students must request a grade of *Incomplete* one week prior to the last day of the semester, 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 form.

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. Students who receive a grade of "I" in any course must complete course requirements within one calendar year of the scheduled course and may NOT have longer than one calendar year. 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."

Students with incomplete contracts filed in the PhD in Nursing and Healthcare Innovation Program may not file for an incomplete in another course until the previous contract is fulfilled; course requirements met, and grade change is submitted. Students must also 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. Additional information regarding incomplete grades may be found at: <http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>.

To request a grade of incomplete, students must complete the following steps:

1. Obtain the *Request for Grade of Incomplete* form available at <http://students.asu.edu/forms/incomplete-grade-request> and request the grade of incomplete to the instructor of the course.
2. Submit the instructor approved form to the PhD Program Office by fax, email or mail. 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 10 business 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.

Annual Review

The annual review is an opportunity for students to meet with their advisor to discuss the student's progress over the last academic year. All students are required to complete an annual review each academic year. As part of the annual review, students are required to complete an online portfolio, which includes the following sections: Curriculum Vitae, Scholarly Citizenship, Collaborative Inquiry, Societal Leadership, Goals, and Accomplishments. Staff from the Academic Unit will contact you in the spring semester with the details about the annual review procedure.

Qualifying Exam

Students enrolled in the PhD Program who successfully complete the first semester's coursework will take a written Qualifying Exam during the Spring Semester. This examination is designed to assess the critical thinking and writing skills of the student, developed as part of the educational experience supplied in the first semester. Students must pass their Qualifying Exam to continue in the PhD program.

Qualifying Exam Goals:

- To offer a "real world" assessment activity that elicits the skills and competencies involved in actual professional performance in the field, while also allowing for a variety of learning styles and critical thinking strategies.
- To provide an opportunity to demonstrate mastery of the skills of analysis, synthesis, and scholarly writing

- To assess independent, individual performance as evaluated by clear and explicit standards.
- To encourage ethical reflection, self-assessment, and collaborative learning during exam preparation.*

We recognize that timed, formal testing, even in a supportive environment, can be anxiety producing. Nonetheless, this exam reflects the “real-world” of employment in which PhD graduates are commonly asked to produce (often with very little notice) well-reasoned, clearly articulated verbal responses to problems or to construct well-organized, scholarly written reports. The ability to think critically, analyze such problems, and synthesize literature to provide a rapid and cogent response is a complex skill that can be learned through practice and is facilitated by this written exercise.

The culmination of this experience is the opportunity to (1) use these skills to develop your academic portfolio annually and over time, with the end point being job interviews following graduation; (2) develop leadership and analytical skills that will enhance the public presentation of your work at the annual Research Scholars’ Day and research conferences such as the Western Institute of Nursing; (3) and facilitate your preparation for comprehensive exams.

Qualifying Exam Details:

Timing: The exam will occur in the spring semester to provide ample time for exam administration, external grader scoring, and notification of results for students and advisors. This lead-time will allow students needing remediation the opportunity to register for an independent study during Session B of Spring semester (that registration period is only 2 days).

Basis: Questions will be based on a scholarly book identified for first year PhD students in the Fall Semester.

Question Content: Questions will reflect general conceptual themes. An example might be, “Choose one issue affecting health care from this reading. Provide a critical analysis of its relevance to nursing or to your discipline, if you are not a nurse.”

Preparation: First year coursework, along with review of the scholarly book, provides a basis for exam preparation. Discussion with other students about the book in advance of the exam is strongly encouraged, but the proctored exam will be taken independently.

Length of Exam: A total of 3 hours will be allowed for well-developed written responses to two questions, one will be of the student’s choice. Responses should be concise, parsimonious, and scholarly; 2½-3 pages in length per question; references are not required, although students may refer to specific scholars or sources of information as warranted justifying their writing. Because this exam asks you to synthesize, we ask that you please refrain from using direct quotes. Use APA format, with the exception that a cover sheet and references are not required.

Logistics: In-person attendance at the exam is required for local students, during the appointed time. If students are at a distance, they may arrange for the exam to be proctored by a local librarian or school personnel, who will receive instructions from PhD Program Office staff. Students will not have access to the internet but they may bring the book itself and one page of notes. At the time of the exam administration, each student will receive a flash drive with the questions (the same for each student). After students complete and save their responses, the exam proctor will collect the drives and submit them to PhD Program Office staff who will de-identify the responses, print a back-up copy, and forward them, along with the grading rubric, to the external grader.

Role of External Grader: The external grader will assess de-identified exams according to a standardized analytic rubric, provide brief comments on strengths and weaknesses, and indicate whether the responses do not meet, meet, or exceed each standard.

Role of PhD Program Director: In collaboration with PhD Program staff, the Director will compile exam results and determine the presence of responses that do not meet standards and require remediation. For any exams designated as “Not Meeting Standard” by the external grader, the Program Director will convene an *ad hoc* faculty committee to provide a second level of de-identified review.

Role of Student’s Faculty Advisor: In collaboration with the PhD Program Director and with staff support, each student’s advisor will generate a form that reports exam results and includes comments on any deficiencies/required remediation (a copy of the responses from the external grader will be provided for the student and advisor). The student advisor will also comment on relative strengths and weaknesses in student responses, recognizing that these will be present even in outstanding exams that meet or exceed standards. Feedback on these strengths and weaknesses can help the student further enhance skills and competencies and serve as a basis for required remediation, if necessary. The exam itself will not be returned to the student.

Scoring: Responses will be assessed according to the attached rubric and assigned “Exceeding Standard”, “Meeting Standard”, or “Not Meeting Standard”.

Remediation: For any question with a “Not Meeting Standard”, the student must enroll for an independent study during Session B of the Spring semester and collaborate with his or her student advisor to develop a written plan for remediation, which is filed with the PhD Program Office. A successful re-examination (based on the same book as for the original exam) must be completed at the end of the academic year, before progressing in the program. A second failure to meet or exceed all standards is considered final and dismissal from the program will be recommended to the Graduate College.

BS-PhD Students: BS-PhD students will prepare for and take the exam with their cohort. If they are successful, those results will fulfill the requirements for the exam. If they are unsuccessful, the exam will be considered merely a learning opportunity and repeated

during the second year of their program. If they are unsuccessful at that time, they will enroll in an independent study for remediation with their advisor and proceed as above.

With prior notice, we will make every effort to provide requested accommodations for students with disabilities that are documented through the Disability Resource Center, including an extended response period of 1½ times the standard time limit.

*Darling-Hammond, L., Ancess, J., & Falk, B. (1995). *Authentic assessment in action*. New York: Teachers College Press.

VI. PROGRAM COMPLETION

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 will be required to be on campus for their oral comprehensive examination, dissertation proposal defense (“prospectus defense”), and dissertation defense.

Interactive Plan of Study (iPOS)

The 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 Supervisory 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 must submit an iPOS before completing 50 percent of the credit hours required for the PhD degree, generally after the fall semester of their second year. A student is not eligible to apply for the comprehensive examination, dissertation proposal/prospectus or dissertation defense without an approved iPOS.

The student should consult with their Faculty Advisor using a hardcopy of the POS and submit their iPOS, after it has been reviewed and approved by all Committee members. The iPOS must be approved by the student’s Chair, Program Director, and the Graduate College Dean.

Determination of Academic Requirements

Students graduate under the degree requirements and policies 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 and policies in effect at the time of the new admission date.

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.

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. Graduate Faculty is available to PhD students only. Please see [Graduate Faculty](#) for more information.

Supervisory Committee

In preparation for the Plan of Study (iPOS), Comprehensive Exams and Dissertation, the student will select a Supervisory Committee, also referred to as Dissertation Committee. At least one member of this committee must be a PhD-prepared faculty member from the Edson College who is also a nurse.

Change in Dissertation Committee Membership

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

If the Chairperson of the Dissertation 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.

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 advisor 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, metasynthesis, 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 on PhD Student Canvas site) and follow the ASU Edson College PhD Program Authorship Guidelines (available on PhD Student Canvas site). 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.

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

Comprehensive Exam

Please see the [Graduate College policies](#) for more 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 three member Supervisory Committee. In addition, a fourth member with expertise in the student's substantive area of interest may participate in the examination.

The written component of the examination consisting 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. 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.

Students will have two weeks to prepare their written responses to the questions. Responses will be submitted typed (APA 6th 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 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 healthcare innovation, and ability to apply these understandings to the chosen specialty area. Students must be on campus for the oral examination.

On the day of the oral exam, the student will present the *Report of Doctoral Comprehensive Examinations* form (found in the PhD Student Canvas site), will complete Part 1, and enter the committee names. Please follow the detailed instructions listed on the form. 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 supervisory committee. Each student will receive a written summary evaluation prepared by the supervisory 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 supervisory committee and the head of the academic unit recommend and the Vice Provost for the Graduate College approve a re-examination. Only one re-examination is permitted. The Vice Provost for the Graduate College must approve a petition with substantial justification for re-examination, endorsed by the members of the student's supervisory committee and the head of the academic unit, before a student 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. The evaluation form is located on the PhD Student Canvas organization site under the *Forms* tab.

Candidacy

Please see the [Graduate College policies](#) regarding doctoral candidacy.

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](#), regarding doctoral prospectus defense.

The dissertation proposal defense is a formal meeting of the Dissertation Committee during which the student is examined on campus 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-defends 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.

A copy of the form approving the doctoral dissertation proposal shall be sent to the PhD Program Director and Academic Unit.

Dissertation Format Review

Prior to the defense, students must prepare their thesis or dissertation for submission to the university. This requires that the document meet format guidelines, as outlined in the Formal 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.

The Graduate Education's Formatting Tool uses the [Format Manual](#) guidelines to generate a template into which you insert your document's text. The formatting tool is designed to help students with the basic format requirements such as margins and spacing, and greatly improves the format review process for students.

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 Office 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.

ASU Format Wizard

Please refer to the Graduate College page for [format and submitting instructions](#), completing your degree.

Doctoral Dissertation Defense

Please see the [Graduate College website](#) 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 and must be held on an ASU campus. In general, it is expected that oral defenses will be held during regular business hours in order to facilitate student, faculty, and public accessibility. Defenses must be scheduled with the Graduate College at least 10 working days in advance of the defense date. Dissertation defenses are open to all members of the university community and the general public. When there are sound educational reasons for holding a defense under different circumstances, contact the Graduate College for approval before scheduling the 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.

Submit the signed Pass/Fail form

Submission of the Pass/Fail form is electronic. The following directions will provide you with an overview of the process.

1. The day before your scheduled defense, an electronic Pass/Fail form will be generated in DocuSign and emailed to your Supervisory Committee.
2. After the defense, the members of the Supervisory Committee enter their decisions electronically through DocuSign.
3. Final pass is assigned once the Chair or Co-Chairs issue their final signature(s) on the DocuSign Pass/Fail form.
4. After the final pass has been entered, the DocuSign form will automatically be routed to the Graduate College and to you.

Monitor the status of your defense on My ASU under My Programs by clicking on the Defense link.

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 Education 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 and procedures](#) 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.

VII. OTHER STUDENT INFORMATION

Canvas

ASU has selected Canvas as the campus wide learning management system (LMS), replacing Blackboard.

PhD Student Files

Official student files are maintained in the PhD Program Office. The contents of the files are limited to information that is relevant and essential for academic purposes. This material may only be reviewed by the academic unit, Program Director, the Associate Dean for Academic Affairs, and the Associate Dean for Research to determine appropriateness. Letters of reference and transcripts submitted for admission are the property of Arizona State University and may not be forwarded outside the University. Items included in the file are:

- application for admission with supporting materials (letters of reference and transcripts)
- changes in enrollment status
- official correspondence between the student, the college, college committees, and the university
- annual reviews (including ASU transcripts)
- approved iPOS
- advisement notes
- Human Subjects Approval Form
- HIPPA form
- petitions
- copies of immunization and licensing records and other “medical” records are kept in a separate area of the student folder. Students should maintain their own permanent records of licensure, immunization, fingerprinting clearance, etc.

Students may review their files anytime by coming to the PhD Program Office. The file cannot be removed from the office. If another party is to review the file with the student, a written request must be made and the name of the third party must be stated on the written request. Student files are saved for the required one year from the end date of a student’s last completed semester, in accordance with University policy.

PhD Student Workspace

We have student cubicles available upon request. The PhD Program Office will issue cubicles and keys. We may need to pair resident students with distance students to provide a better learning and research experience for our students. Distance students will typically only occupy the space during the immersion sessions. We do ask that our resident students occupy the space requested. Upon graduation, keys must be returned to that office. Students who do not return keys will be charged a fee.

ASU Email

Important communication regarding class offerings, financial assistance, job opportunities, and other information will be distributed electronically through ASU email. Every student is issued a free email account through Gmail. <http://email.asu.edu>

Faculty Mailboxes

Students wishing to have materials distributed to faculty mailboxes, may deliver materials to the Edson College receptionist located on the third floor in Health North.

Personal and Academic Record Forms

Students are requested to advise the University Registrar Office regarding addresses, telephone, or name changes. Failure to do so interferes with the timely receipt of financial reimbursements or other important information. <https://students.asu.edu/forms/registration>

Listserv Electronic Communication

The PhD Program Office maintains a PhD student listserv. Correspondence and documents will be sent directly to student ASU email addresses. The listserv will **only** be sent to your official ASU email account.

Disruptive Classroom Behavior

Arizona State University has several policies that are potentially applicable to disruptive student situations. These are:

1. Disruptive Student Protocol STA 104-02
<https://www.asu.edu/aad/manuals/ssm/ssm104-02.html>
2. Student Code of Conduct ABOR 5-308
https://provost.asu.edu/sites/default/files/page/2541/abor-5-308-student_code_of_conduct-2017.pdf
3. Instructor Withdrawal of Student for Disruptive Classroom Behavior
<https://www.asu.edu/aad/manuals/ssm/ssm201-10.html>
4. Involuntary Withdrawal Policy (SAC)
<http://www.asu.edu/aad/manuals/ssm/ssm104-05.html>

Virtually all actions taken with respect to behavior need to have a hearing process (or some opportunity for a student to give a response to allegations made or actions to be taken where removal from a class, or grade appeal process, or suspension or expulsion from school is mandated). The Student Code of Conduct provides for the Dean of Students to act when a complaint is filed with the Student Life Office, and for a hearing (informal) to be held where the student is given an opportunity to respond. If expulsion or suspension is the recommended sanction, the student does have an opportunity to have a review by the University Hearing Board. In an emergency, the professor, RA/TA, or a student acting on that person's behalf will contact one of the following:

- | | | |
|----|-----------------------------|----------------|
| 1. | ASU Counseling Services | (480) 965-6146 |
| 2. | ASU Health Services | (480) 965-3349 |
| 3. | EMPACT Suicide Prevention | (480) 784-1514 |
| 4. | Dean of Students (Downtown) | (602) 496-4357 |
| 5. | ASU Police (Downtown) | (602) 496-3456 |

VIII. PROGRAM PROTOCOLS

The Graduate College

The PhD in Nursing and Healthcare Innovation academic unit 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 of Nursing and Health Innovation. All such requests are moved forward as needed to the Graduate College for review or completion.

The following is 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 head of the academic unit. 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.

IX. STUDENT AND PROFESSIONAL ORGANIZATIONS

CONHI PhD Student Organization

The mission of CONHI 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 CONHI 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. CONHI PhD Student Organization at ASU will focus 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, CONHI PhD Student Organization strives to create confident, skilled, and knowledgeable members of the healthcare and academic communities.

The group will be headed by two PhD student representatives enrolled in the program and each representative will serve 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 will be one second and one fourth year student. Perpetuation of positions will be 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.

X. ASU RESOURCES

Downtown Phoenix campus Library

One of seven ASU Libraries is located in the lower level of the University Center Building (411 N. Central Avenue) in the Information Commons. The full rich research collection of the entire ASU Libraries, both in print and online, is provided through the Library. Students, faculty, and staff have access to over 275 research databases and almost 50,000 full text electronic journals that are available both on and off campus. Over 25,000 books and other research resources focusing on materials of particular interest to majors in the anchor fields taught at the [Downtown Phoenix campus](#) are available onsite, with ready access to the over four million volumes in the Arizona State University Libraries. In addition, expert librarians are available to provide personalized research assistance.

Grace Center for Innovation in Nursing Education (SLR)

The Grace Center for Innovation in Nursing Education houses Edson College simulation and learning resources, known as the SLR. Located in the Mercado Buildings, SLR provides simulation and clinical lab experiences to pre-licensure, Post Baccalaureate, and Doctorate Nurse Practitioner nursing programs. They also provide Nutrition programs and other health care practitioners with interprofessional simulation experiences. For more information, please see <https://nursingandhealth.asu.edu/about/simulation-learning-resources> or call (602) 496-1406.

Bookstore

Sun Devil Campus Stores are conveniently located on all campuses at ASU. The Downtown location is at 111 E. Taylor St, Ste 160, Phoenix, AZ 85004. Textbooks are available and listed by course number. The bookstore also provides general books, clothing, school supplies, technology, and gift items. For more information, contact the ASU Bookstore at (602) 496-0347 or visit: <https://www.bkstr.com/arizonastatestore/home>.

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. The 8,000 square-foot Health Center serves the healthcare needs of the downtown ASU campus, making healthcare available within three to four blocks of any Downtown Phoenix campus facility. Students, faculty and staff from any ASU campus, as well as the public are able to access quality, affordable healthcare while studying or working at the downtown campus. Further information can be obtained online at: <https://eoss.asu.edu/health>.

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](#). Through the Living Well Network, ASU Tempe provides integrated medical, psychological, physical fitness, and wellness programs and services. The Living Well Network is committed to helping students lead healthy lives and reach their academic and personal goals. When stress is interfering with personal and academic goals, some students may need assistance or support.

[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.

The Computer Library Commons

The [Computer Library Commons](#) (CLC) location offers a variety of opportunities to assist students be successful in their nursing program. CLC offers students access to the internet, e-mail, web enhanced courses, and a variety of educational software.

Sun Devil Card Services

The Sun Card is the official photo ID card of all ASU students, faculty and staff. Additional information on obtaining your Sun Card, all of the Sun Card features, and Sun Card locations may be viewed at: <https://cfo.asu.edu/cardservices>.

Parking and Transit

[Parking and Transit Services](#) provides information on parking solutions for each campus, public transit, campus shuttles, motorist assistance, and other services.

XI. PhD Courses and Descriptions

Required

NUR 601: Scientific Role Development I: Engaging and Committing

First in a series that focuses on the development of a scientific role identity in nursing and health care innovation, including the areas of education, policy and research.

NUR 602: State of Research Science in Nursing & Healthcare Innovation

Focus on research synthesis and critique of the scientific literature as a basis for knowledge generation related to a focal area of research interest.

NUR 604: Philosophy of Science Perspectives in Nursing & Healthcare Innovation

Course designed to analyze the history and philosophy of science as a basis for knowledge and academic scholarship in nursing and health care Innovation.

NUR 605: Theory Analysis

Examines theoretical perspectives and approaches guiding research in nursing and healthcare innovation across the lifespan.

NUR 606: Scientific Role Development II: Validating and Demonstrating

This course is the second in a series that focuses on the development of a scientific role identity in nursing and health care innovation, including the areas of education, policy, and research.

NUR 607: Scientific Role Development III: Bridging

This course is the third in a series that focuses on the development of a scientific role identity in nursing and health care innovation, including the areas of education, policy, and research.

NUR 608: Qualitative Research Design and Methods

Graduate seminar focuses on the exploration and critique of selected qualitative research approaches. Fieldwork exercises are included as an integral part of course.

NUR 609: Quantitative Research Design and Methods

Graduate seminar providing an opportunity for students to examine multiple research approaches in clinical and health policy research from a quantitative perspective.

NUR 610: Genomics and Population Health

Focus on the effect of social, lifestyle and environmental influences on population health and genetic expression, along with ethical, social, and legal implications.

NUR 617: Foundational Concepts in Science and Statistics

Provides basic skills necessary for health-related research.

NUR 618: Advancing Research-Based Health Policy through Leadership and Innovation Science

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, research methods, and the science of teaching.

NUR 671: Teaching in Academic and Practice Settings

This course is designed to prepare students to teach in academic and practice settings.

NUR 680: Practicum

Structured practical experience in a professional program, supervised by a practitioner and/or faculty member with whom the student works closely.

Advanced Selectives

Students will choose two of the following courses:

NUR 612: Advanced Analysis of Variance: Design & Analysis of Experiments

An introduction to the theory, methods, and practice of analysis of variance. In this course, we will investigate ANOVA from the general linear modeling perspective.

NUR 613: Principles of Regression and Correlation

An introduction to the theory, methods, and practice of regression analysis.

NUR 614: Design and Implementation of Theory-based Interventions

The content of this focuses on the knowledge related to advanced methods for intervention research. Students will examine methodological, ethical and practical issues in the design and implementation of their own theory-based intervention studies. *Pre-requisites: NUR 604, NUR 605 and NUR 609.*

NUR 615: Qualitative Data Management Seminar

Qualitative research methods applied to thesis, dissertation, or qualitative research reports, focusing on data reduction, analysis, interpretation, credibility, ethics, and dissemination.

Pre-requisite: NUR 608 or other graduate level qualitative research course; eligible graduate students with permission of instructor.

NUR 616: Community-Based Participatory Research

Overview of Community Based Participatory Research (CBPR). Familiarizes participants with key historical underpinnings of CBPR; principles of CBPR practice; as well as methodological CBPR considerations in building community partnerships; issue analysis; research planning; data gathering; and data sharing.

NUR 691: Grounded Theory Research: Constant Comparison to Constructionism

Epistemological and ontological assumptions of the original model compared to the nuances of newer iterations with regard to theoretical and methodological perspectives, design, and methods for data collection, management, and analysis.

NUR 691: Mixed Methods for Health Science Research and Practice

Theory and approaches for the design and conduct of mixed methods research in the health sciences. This approach has been described as a *third paradigm* in research, one that builds on and extends the prior qualitative and quantitative paradigms.

Electives

Please note that this is not a comprehensive list of electives. With Advisor approval, any Graduate level course within the University may qualify as an elective.

General

DNP 679: Biostatistics: Principles of Statistical Inference

Examines principles of statistical inference and their application to the analysis and interpretation of epidemiological, psychosocial, medical, nursing, and healthcare data.

Center for Advancing Interprofessional Practice, Education and Research

DNP 708: Systems Thinking in a Complex Healthcare Environment

Studies basic and advanced systems principles as they relate to the American healthcare system. Specific emphasis is given to system assessment, designing system interventions, and managing system dysfunction from the innovator's perspective.

DNP 710: Clinical Perspectives on biomedical Device Design

Examines principles of effective communication and information systems with a focus on evaluating and using emerging technologies as they relate to nursing and health care.

NUR 640: Integrative Theories of Innovation in Healthcare

Analysis of cross-disciplinary theories of innovation for improving health and quality of healthcare.
Pre-requisites: NUR 605. Recommended: MHI 548

NUR 670: Curriculum Development in Academic & Practice Settings

Includes analyses of historical, philosophical, societal, environmental, cultural, technological, and educational factors of curriculum development in academic and practice settings.

NUR 672: Design and Delivery of Mediated Instruction

Addresses instructional design issues, theory, and practices related to online and electronically mediated learning.

NUR 673: Producing and Evaluating Programs for Academic and Practice Settings

Critical examination of standards, regulatory environment, administrative systems, leadership requirements, technological infrastructure, human factors, future trends regarding mediated education planning, production, and evaluation.

Center for Health Promotion and Disease Prevention

HCR 568: Healthcare Project Management

Designed for graduate students and managers who desire to improve their effectiveness as project managers in the healthcare context.

Center for Innovation in Healthy & Resilient Aging

DNP 623: Adult-Gerontology Health Promotion

Introduces health promotion and disease prevention for adults across the lifespan emphasizing principles of evidence-based practice in clinical and community settings.

DNP 675: Management of Common Mental Health Disorders

Emphasizes the assessment and evidence-based management of common mental health disorders across the lifespan.

Healthy Families' Research

NUR 650: Lactation in the Post-Modern World

An in-depth exploration of the complex and multifaceted social, cultural and environmental contexts that affect the public health goal of improving successful breastfeeding during the first years of life.

DNP 635: Common Family Health Problems

Didactic course that integrates research into clinical decision making as the context for the assessment and management of acute and common health problems in family practice across the life span.

DNP 637: Complex and Chronic Family Problems

Didactic course that integrates research into clinical decision making as the context for the assessment and management of complex and chronic problems in family practice across the lifespan.

DNP 647 Complex Problems in Pediatrics

Third pediatric didactic course focuses on assessment and management of childhood complex and chronic health problems and special health conditions.

DNP 677: Complex Mental Health Across the Lifespan

Focuses on modalities of evidence-based treatment with children, adolescents, adults, and families with complex and/or chronic psychopathology.

XII. LIST OF STUDENT FORMS

Graduate College Forms

Available at: <https://graduate.asu.edu/student-forms>

PhD Program Forms

Please send your request to Christina Peete at Christina.peete@asu.edu

- Academic Communication Form
- Academic/Professional Improvement Plan
- Annual Review Form
- Change of Advisors, Request for
- Incomplete Grade Request
- Independent Study Approval
- Petition to the PhD Program Director
- Professional Standards Rubric
- RA/TA Application
- Report of Doctoral Comprehensive Examinations
- Results of the Doctoral Dissertation Proposal
- Statement of Grievance

Registrar Forms

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. Student Services Manual (SSM)

See web site: <http://www.asu.edu/aad/manuals/usi/index.html>

B. 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](#).

C. 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 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 are to be referred to the course instructor, but allows 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. The following 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 the Edson College of Nursing and Health Innovation (Edson College).
Submitting unauthorized collaborative work as one's own.	Minimum – Receive an "E"/zero for the assignment. Maximum – Expulsion from the 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.	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 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.

D. 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. This procedure is posted on the Edson College PhD Student Canvas site.

Appendix D – Grievance Procedure

Effective: 1/1/03

Reviewed: 4/1/13

Revised: 4/18/2011



Academic Grievance

Purpose

To provide informal and formal mechanisms to facilitate the systematic review and resolution of student *academic* grievances.

Sources

College of Nursing and Health Baccalaureate Program Handbook for Clinical Nursing Students

<https://nursingandhealth.asu.edu/files/students/handbooks/ug.pdf>

Allegations of academic dishonesty are subject to review under the ASU Academic Integrity Policy

<http://provost.asu.edu/academicintegrity>

Allegations of scientific misconduct are subject to review under ASU Policy RSP210: Misconduct in Research in the Research and Sponsored Projects Policies and Procedures Manual.

<http://researchintegrity.asu.edu/misconduct>

The Office of Diversity Staff is available to investigate and resolve allegations of unlawful discrimination or harassment

<http://diversity.asu.edu/node/2>

Applicability

All COHNI students.

Protocol

It is the policy of the Edson College of Nursing and Health Innovation to provide informal and formal mechanisms to facilitate the systematic review and resolution of student *academic* grievances.

Procedure

I. Introduction

A. The Academic Grievance Process of the College consists of both an Informal and Formal Procedure. The Aggrieved Student who has a concern or claim based upon an event or condition allegedly resulting from unfair application of

Academic Grievance

College and/or course policies and/or procedures has the right to question the application through the process established for this purpose.

B. The Aggrieved Student will complete the informal process before initiating the formal process. The aggrieved student may contact the ombudsperson to assist with the filing of the grievance.

C. The Aggrieved Student may terminate an Academic Grievance at any time by submitting a written request to the Associate Dean for Academic Affairs. If such a decision is reached by the Aggrieved Student, the Faculty Member(s),

Chair of the Academic Grievance Committee and appropriate Academic Program Director will be immediately notified in writing of the termination of the Academic Grievance.

II. Student Academic Grievance: Informal Procedure

A. Step 1: Within 5 business days from the alleged academic grievance the Aggrieved Student prepares and submits the Academic Communication Form (**Attachment A-1**) to the Faculty Member(s).

B. Step 2: Faculty Member(s) and Aggrieved Student meet within 5 business days of faculty receipt of the Academic Communication Form (**Attachment A-1**) in an attempt to resolve the Academic Grievance. In the context of the meeting:

a. The Aggrieved Student is responsible for providing evidence regarding the event or condition that allegedly resulted from unfair application of the College and/or course policies and procedures.

b. The Faculty Member(s) is obliged to review the material(s) presented and respond to the evidence and reasons presented

c. If the Academic Grievance is resolved, the Academic Communication Form (**Attachment A-1**) is signed by both parties and forwarded to the Associate Dean for Academic Affairs, concluding the Informal Grievance process.

C. Step 3: If the Academic Grievance is not resolved, the Aggrieved Student may appeal to the appropriate Academic Program Director or designee by forwarding the Academic Communication Form (**Attachment A-1**) to the Academic Program Director and request a meeting to be held within 10 business days of the completion of B. Step 2.

a. The appropriate Academic Program Director or designee will inform the Faculty Member(s) that the Aggrieved Student has requested a meeting regarding the alleged grievance.

D. Step 4: The Aggrieved Student and the appropriate Academic Program Director or designee meet. In the context of the meeting with the Aggrieved Student:

a. The Aggrieved Student is responsible for providing evidence, and reasons in support of the Academic Grievance.

b. The appropriate Academic Program Director or designee is obliged to review the material(s) presented and respond to the evidence and reasons presented on the Academic Communication Form (**Attachment A-1**)

c. The Academic Program Director or designee will inform the student and faculty of the outcome of the meeting using the Academic Communication Form (**Attachment A-2**). A copy of Academic Communication Form (**Attachment A-2**) will be provided to the student, faculty and Associate Dean for Academic Affairs.

d. If the Academic Grievance is resolved, this terminates the Informal Procedure.

Academic Grievance

e. If the Academic Grievance is not resolved, the Aggrieved Student, within ten (10) business days of the meeting between Academic Program Director or designee and student will prepare and submit the Academic Communication Form (**Attachments A-1 and A-2**) and the Statement of Academic Grievance Form (**Attachment B-1**), and request an initiation of a formal grievance from the Associate Dean for Academic Affairs.

II. Initiation of a Formal Grievance

A. Step 1: The role of the Associate Dean for Academic Affairs:

- a. Advises the Aggrieved Student of the protocol for the Formal Grievance Procedure.
- b. Notifies the chair of the Academic Grievance Committee within 5 business days of the student's request
- c. Appoints a faculty member to serve as temporary chair to convene the committee in the event that the Chair or chair elect are not available to convene the committee

III. Student Academic Grievance: Formal Procedure

A. Step 1: The Chair and members of the Academic Grievance Committee will review the submitted Academic Communication Forms (**Attachments A-1 and A-2**) and the Statement of Academic Grievance Form (**Attachment B-1**) within five (5) business days of notification of a Formal Grievance request to determine whether the occurrence is an appropriate grievance.

- a. the outcome of the review (**Attachment C-4**) will be forward to the Aggrieved Student, Faculty Member(s), and

Associate Dean for Academic Affairs within five (5) business days

- b. within 5 business days of notification outcome of the review (**Attachment B-2**) that supports a formal grievance hearing, the following data must be submitted to the Chair of the Academic Grievance Committee

- i. The Aggrieved Student is responsible for providing the Chair:

1. Evidence and reasons in support of the Academic Grievance
2. Names of supporting individuals and their written statements in support of the Academic Grievance
3. Any other relevant documents that will be offered in support of the Academic Grievance

- ii. The Faculty Member(s) is/are responsible for providing the Chair:

1. Evidence in support of the Faculty Member(s) position, (2) names of supporting individuals and their written statements in support of the Faculty Member(s) position
2. Any other documents relevant to the Academic Grievance that will be offered in support of the Faculty Member(s) position

- c. The rights and obligations of all parties involved are:

- i. All parties have the right to an Advocate of their choice with whom to consult and from whom to receive assistance in preparation for the hearing. The Advocate may attend the meeting as an observer only but will have no voice
- ii. All parties have the Right to Discovery - to have access to copies of all supporting documents that will be presented at the Academic Grievance Committee hearing
- iii. All parties have the right to challenge the impartiality of any member of the Academic Grievance Committee. A written statement of the challenge must be submitted to the Chair of the Academic Grievance Committee within

Academic Grievance

five (5) business days prior to the scheduled hearing. The challenge of impartiality will be reviewed and accepted or denied by the Chair of the Academic Grievance Committee. In the event the impartiality of the Chair of the Academic Grievance Committee is challenged the Chair will appoint a temporary Chair from the Academic Grievance Committee faculty members to act on that challenge.

B. Step 2: The Chair will convene the Academic Grievance Committee within five business (5) days receipt of evidence from the Aggrieved Student and the faculty for the purpose of clarifying the Formal Procedure and process for the Academic Grievance Committee hearing.

- a. Each member of the Academic Grievance Committee and the support staff will be required to sign a Statement of Impartiality and Confidentiality (**Attachment C**). If any member is unable to sign this statement, he/she will automatically be disqualified from participation in the Academic Grievance Committee hearing and another faculty/student member will be appointed by the Chair of the Faculty Assembly.
- b. A total of 4 members (faculty and student representatives) constitute a quorum of the Grievance Committee. All committee members have voice and vote. The chair of the committee has voice but only votes to break a tie.
- c. Advocate and Ombudsperson are observers and do not have voice or vote.
- d. Supporting individuals have voice but not vote.

C. Step 3: The Chair will designate a date and time for the formal hearing of the Academic Grievance Committee and communicate such to all parties involved. Every effort will be made to accommodate the schedules the Aggrieved Student and members of the committee in planning the formal hearing; however, the formal grievance must be processed in the semester following the issuance of the grade in dispute.

D. Step 4: The formal hearing will be held in accordance with the Academic Grievance Committee Meeting Membership, Structure, Protocol and Proceedings.

E. Step 5: Upon completion of the Academic Grievance hearing, the Academic Grievance Committee members will deliberate and formulate recommendations. Within two (2) business days of completion of deliberations, the Chair of the Academic Grievance Committee will deliver the audio tape of the meeting and Grievance Committee Recommendations with rationale (**Attachment D**) to the Dean or designee.

F. Step 6: Within five (5) business days of receiving the Academic Grievance Committee's written recommendation, the Dean or designee will advise both parties [student and faculty member(s)] of the Dean's decision and action to be taken. The decision of the Dean is final. At this point, the Formal Academic Grievance Procedure is concluded.

Arizona State University
Edson College of Nursing & Health Innovation
Attachment A-1
Academic Communication Form

This form is to be initiated by the aggrieved student as the first step in the informal grievance process. The form is submitted to the faculty member(s) in the course within 5 business days of the alleged grievance. Following receipt of this form, the faculty will meet with the student within 5 days.

Concise statement by the student describing the concern or claim based upon an event or condition allegedly resulting from unfair application of college policies and procedures: (provide evidence to support the concern or claim) Include attachments as necessary to support the claim.

Response from faculty member(s) who allegedly applied the policies and procedures unfairly:

Summary of the student-faculty meeting to resolve the grievance:

Is the grievance resolved? Yes No

Student signature

date

Faculty signature

date

If the academic grievance is not resolved, the student may appeal to the appropriate Academic Program Director or Designee by forwarding this form and requesting a meeting. The meeting is to take place within 10 business days of the meeting with faculty.

Arizona State University
Edson College of Nursing & Health Innovation
Attachment B-1
Statement of Academic Grievance

This form with the Academic Communications Forms (A-1 and A-2) is submitted by the student to the Associate Dean for Academic Affairs as the first step in initiation of a formal grievance. It is to be submitted within 10 business days of the meeting with the Academic Program Director or Designee.

Aggrieved Person's Name: _____ Date _____

Address: _____ Telephone: _____

Program: _____

Course No. & Title: _____

Name and position of party (parties) against whom the grievance is submitted:

Signature of Student: _____ Date: _____

**Arizona State University
Edson College of Nursing & Health Innovation
Attachment B-2
Review for Formal Grievance Hearing**

_____ After reviewing the Academic Communication Forms (Attachment A-1 and A-2) and the Statement of Academic Grievance Form (Attachment B-1) the ECONHI Academic Grievance Committee has determined that no further action is required.

_____ After reviewing the Academic Communication Forms (Attachment A-1 and A-2) and the Statement of Academic Grievance Form (Attachment B-1) the ECONHI Academic Grievance Committee supports the initiation of a Formal Grievance Hearing.

Members of the Academic Grievance Committee:

Print Name	Signature	Date

Print Name	Signature	Date

Print Name	Signature	Date

Print Name	Signature	Date

Print Name	Signature	Date

Copy to student, faculty and Dean of Academic Affairs

**Arizona State University
Edson College of Nursing & Health Innovation
Attachment C
Statements of Impartiality & Confidentiality**

I, the undersigned, attest impartiality concerning both parties to the alleged grievance to be heard.

I agree to keep confidential all matters pertaining to the alleged grievance unless otherwise required by law.

Name: _____

Signature: _____

Date: _____

**Arizona State University
Edson College of Nursing & Health Innovation
Attachment D
Grievance Committee Recommendation**

Date of Grievance Committee Deliberations: _____

Grievance Initiated By:
Name: _____

Grievance Against:
Name: _____

ID#: _____

ID#: _____

Address: _____

Address: _____

Phone #: _____

Phone #: _____

(If additional room needed, use back of form)

A. Concise Statement of the Academic Grievance:

B. Recommendations of the Committee:



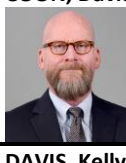






C. Distribute To:

A quorum of four (4) active members is required to conduct an Academic Grievance Committee hearing. Of the three (3) members, the Chair or Chair Elect, at least one (1) faculty member and at least one (1) student member



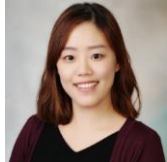


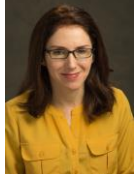


E. List of PhD Faculty Research Mentors

The list of faculty is updated at the beginning of each fall and spring semester. It begins on the next page and will be posted on the Edson College PhD Student Canvas.


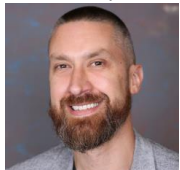
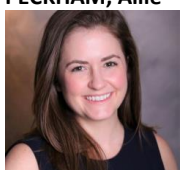





**PhD Program
Faculty Research Mentors 2020-21**

FACULTY	EMAIL ADDRESS	PHONE	RESEARCH INTEREST
CASTRO, Felipe 	Felipe.Castro@asu.edu	602-496-1720	<p>Resilient coping with stressful life events: Promoting post-traumatic growth.</p> <p>Psychosocial factors in diabetes prevention and management in Latino/Hispanic populations.</p> <p>Application of mixed Methods research designs in the cultural adaptation of prevention and treatment interventions.</p>
CHEN, Angela 	Angela.CCChen@asu.edu	602-496-0832	<p>Health promotion (mental health, HPV vaccination) and prevention interventions (HIV/STI, substance use) targeting ethnic minority youth and young adults. Immigrant family coping and adaptations; cross-cultural research; qualitative and quantitative methodologies, instrument development and testing.</p>
COON, David 	David.W.Coon@asu.edu	602-496-0763	<p>Design, evaluation, and translation of effective psychosocial interventions for midlife & older adults facing chronic illness (e.g., dementia, chronic depression, HIV/AIDS, cancer) and their family caregivers.</p>
DAVIS, Kelly 	Kelly.Cue.Davis@asu.edu	602-496-3217	<p>Interpersonal violence including intimate partner violence and sexual violence; sexual and reproductive health and risk behavior; substance use and addictions; trauma. Current research focuses on theory development and expansion, mixed methods approaches, and intervention development.</p>
DIRKSEN, Shannon 	Shannon.dirksen@asu.edu	602-496-0756	<p>Cancer survivorship; symptoms during and after treatment ends; social support; behavioral cognitive interventions, quality of life; minority populations; attributional theory and the search for meaning; prostate and breast cancer.</p>
FLEURY, Julie 	Julie.Fleury@asu.edu	602-496-0773	<p>Motivational determinates of primary and secondary prevention of cardiovascular disease; particular emphasis on community building for prevention in vulnerable populations; theory testing; model generation.</p>
GUEST, Aaron 	Aaron.Guest@asu.edu	602-496-0782	<p>Understanding the influence of aging individuals' ego-centric networks on health, identity, and social isolation and the development, implementation, and evaluation of tailored and scalable interventions from this understanding.</p>
HAGLER, Debra 	Debra.Hagler@asu.edu	602-496-0802	<p>Clinical research interests include assessment of health professionals' continuing competence, situational/workplace learning, and clinical discourse/decision making. Educational research interests include investigating effective teaching strategies and integrating technologies such as human patient simulation into academic programs.</p>
HALL, Rick 	Rick.Hall@asu.edu	602-496-1853	<p>Entrepreneurship and Innovation, Leadership, Management, Health Technology, Nutrition, Economic Empowerment.</p>








**PhD Program
Faculty Research Mentors 2020-21**

HAN, SeungYong 	shan32@asu.edu	602-496-1960	<p>Theory-based statistical analysis of public health in diverse context by using primary and secondary data, including demographic and longitudinal analysis, in addition to survey building with REDCap and Qualtrics.</p>
JOSEPH, Rodney 	Rodney.Joseph@asu.edu	602-496-0772	<p>Development, implementation, and evaluation of theory-based, culturally relevant behavioral interventions to promote physical activity and reduce cardiometabolic disease risk among racial/ethnic minority women, with a particular focus on the use of innovative technologies (i.e. smartphone applications, text messaging, social media) to deliver these interventions.</p>
KIM, Sunny 	Sunny.Kim@asu.edu	602-496-6789	<p>Developing and testing the efficacy of narrative-based storytelling as a therapeutic communication/coping tool that can address deeper layers of psychosocial emotional challenges in cancer patients and caregivers. Investigating social and supportive care needs and quality of life & Heart Rate Variability (HRV) rhythms as an objective and neurophysiological assessment.</p>
KOMNENICH, Pauline 	Paulina@asu.edu	602-496-0861	<p>Family caregiving of older adults cross culturally, characteristics of caregiver dyads, end of life issues, nursing education and interprofessional education internationally specifically in the Balkans.</p>
KRISHNAMURTHI, Narayanan 	Narayanan.Krishnamurthi@asu.edu	602-496-0912	<p>Developing therapeutic interventions to preserve function (mobility and quality of life) in aging population and improve/restore function with neurological disorders such as Parkinson's disease and spinal cord injury. His interventions are mainly aimed towards taking advantage of neural plasticity in paradigms that can be effectively utilized in the clinic and/or home environment to facilitate functional recovery. He is also interested in quantitative characterization of gait and posture control impairments.</p>
LANGER, Shelby 	Shelby.Langer@asu.edu	602-496-0823	<p>Dyadic communication, coping and emotion regulation in the context of chronic illness; cancer survivorship and caregiving; pediatric pain; and social determinants of obesity. Methodological approaches span subjective, objective and physiological assessments, and observational and experimental/ interventional designs.</p>
LARKEY, Linda 	Linda.Larkey@asu.edu	602-496-0740	<p>Testing theory-based methods of communicating health promotion messages (including the emotional impact of Storytelling) to underserved/low-income populations, community-based participatory research practices, and examining mind-body methods (tai Chi, Qigong, Heart-focused Meditation) of alleviating emotional distress and symptoms in cancer patients and survivors.</p>
LEE, Rebecca 	Rebecca.E.Lee@asu.edu	602-496-0910	<p>Implementing and disseminating innovative interventions to increase physical activity and improve dietary habits and related outcomes in Hispanic women and children in the US and Mexico using mobile and digital health strategies. Using community-based participatory research approaches and mixed methodologies (quantitative and qualitative) to guide research, policy implementation and state-of-the science best practices.</p>

**PhD Program
Faculty Research Mentors 2020-21**

	MAXFIELD, Molly Molly.maxfield@asu.edu	602-496-2311	Dementia-related anxiety among middle-aged and older adults, differences between subjective and objective memory functioning, and long-term effects of childhood maltreatment among older adults.
	MICHALEC, Barret Barret.Michalec@asu.edu		Health Occupations Education; Interactions in the Healthcare Setting; Disparities in Health and Healthcare; Experiences of Health and Illness; Empathy; Processes of Prosocial Behavior; Emotions
	PECKHAM, Allie Allie.Peckham@asu.edu	602-496-1333	Research aims to understand health system design, change, and impact on caregivers and other complex populations including those living with chronic conditions. Methodological approaches include qualitative and comparative health policy approaches.
	PETROV, Megan Megan.Petrov@asu.edu	602-496-2297	Sleep health inequities across various sociodemographic/economic/age groups. The role sleep plays in the etiology of chronic disease particularly cardiovascular disease, stroke, chronic pain, cancer, and metabolic conditions. Adapting and developing sleep-related interventions that improve sleep, reduce health inequities, and prevent chronic disease. Mental health issues (mood and anxiety disorders, coping with chronic illness).
	PFEIFFER, JoAnn Jpfeiff4@asu.edu	602-496-0547	Clinical Trial Agreements, contracts, policy, research conduct. Budget development and management; study site operations; leadership and management, legal aspects of clinical research, ethics and consenting.
	PIPE, Teri Teri.Pipe@asu.edu	602-496-8601	Resilience in professional and clinical populations, health promotion/wellness, positive coping and stress management, oncology and gerontology.
	PITUCH, Keenan Keenan.Pituch@asu.edu	602-496-2480	Statistical methods particularly those used in intervention studies, including multivariate statistics, linear mixed modeling, missing data analysis, intensive longitudinal modeling, and structural equation modeling.
	POHL, Janet jspohl@asu.edu	602-496-0749	Utilizing critical emancipatory perspective to examine the interpersonal aspects of biobehavioral health, with a concentration on social isolation of older adults and family caregivers. Social isolation of caregivers across generations, social network site use, and technology use on health outcomes. Focus on the development of interventions that will decrease older adult and caregiver social isolation.

**PhD Program
Faculty Research Mentors 2020-21**

REIFSNIDER, Elizabeth 	Elizabeth.Reifsnider@asu.edu	602-496-1394	<p>Growth, development, nutrition, and health of low-income women and children including interventions to reduce growth stunting in children, obesity in women and children, increase breastfeeding, and supporting care coordination for children with medical complexity. Interventions focus on Community-based participatory research (CBPR) in partnership with community. Additional interests are how breastfeeding influences the gut microbiome and subsequent child growth. A new area of focus is the impact of caring for COVID-19 patients on nursing staff.</p>
SHAIBI, Gabriel 	Gabriel.Shaibi@asu.edu	602-496-0909	<p>Cardiovascular and metabolic disease risk in overweight populations; fitness and disease risk and the impact of exercise on the physiologic health status of overweight youth.</p>
SHIN, Cha-Nam 	Cha-Nam.Shin@asu.edu	602-496-2237	<p>Cardiometabolic Disease Prevention and Management among Ethnic Minority Populations, Acculturation and Health of Immigrants, Diversity and Cultural Competence in Nursing Education, Health Promotion in Adult Population through Healthy Lifestyle, Theoretical Model Testing, Instrument Development and Testing.</p>
SINGH, Komal 	Komal.Singh@asu.edu	602-496-2285	<p>My overarching research interest is to improve oncology patients' treatment outcomes by evaluating underlying biological mechanisms associated with their symptom experience so that targeted interventions can be developed. I use "omics" (e.g., transcriptomics, metabolomics, microbiomics) approach to examine underlying mechanisms. In addition, I use a variety of biostatistical analytical methods to uncover novel phenotypic factors associated with patient symptom experience.</p>
TODD, Michael 	Mike.Todd@asu.edu	602-496-0917	<p>Quantitative methods, especially as they apply to multilevel research questions, including intensive longitudinal designs (e.g., daily diary, ecological momentary assessment) and cluster randomized trials. Substantive interests include stress, affect, coping, substance use, physical activity, and health behavior models.</p>
URIRI-GLOVER, Johannah 	Johannah.Uriri-Glover@asu.edu	602-496-0769	<p>Gerontology; nursing interventions which will address problems associated with activities of daily living in persons with dementia cared for by family members or nursing assistants.</p>
YOUNGSTEDT, Shawn 	Shawn.Youngstedt@asu.edu	602-496-0242	<p>The effects of chronic moderate sleep restriction in older adults with outcomes including sleepiness, depression, quality of life, cognitive performance, glucose tolerance and inflammation. Also examining the effects of exercise and weight loss on sleep apnea in veterans. Future plans include studies of whether sleep deprivation exacerbates recovery from muscle damage, whether time of day of exercise influences health outcomes, health outcome of napping, and the prevalence and correlates of summer depression in Arizona.</p>