Ph.D. Program in Nursing

Handbook for Students

Rutgers, The State University of New Jersey
Graduate School-Newark
and
School of Nursing

May 2018
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**GOAL, CURRICULUM AND PROGRESSION OF STUDENTS ENROLLED IN THE PH.D. PROGRAM IN NURSING**

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**QUALIFYING EXAMINATION COMMITTEE FORM – PHD IN NURSING PROGRAM**

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**DISSERTATION PROPOSAL**

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<tbody>
<tr>
<td>Overview</td>
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</table>
Welcome to the Rutgers’ School of Nursing PhD in Nursing Program!

Congratulations! You are among the select few who have been admitted to a doctoral program. You are now embarking on one of the most amazing journeys of your life – the journey to become a nurse scientist! Through research, nurse scientists create evidence-based practices, shape health policy, discover innovative clinical interventions, design high quality patient-centered healthcare systems, and make a myriad of other incredible scientific contributions that improve the lives and health of persons around the globe.

Since 1989, the Doctor of Philosophy (PhD) program at Rutgers School of Nursing has prepared scholars for the expression and communication of the knowledge base in the nursing profession. As a PhD graduate, you will develop the science, steward the discipline, and educate the next generation of nurses. PhD prepared nurse scientists are needed to explore perplexing patient problems; test strategies to improve health, manage chronic illness, reduce disability and enhance quality of life; increase patient safety and care quality; reduce health disparities; lead interdisciplinary teams to improve the health care system and to add to the nursing profession’s valuable body of knowledge.

This handbook contains guidelines to inform you of the process and steps needed to accomplish your goal. Always check this information with the current Graduate School catalog, your advisor, and later, your dissertation chair; all are a source of current information.

Best wishes on this most exciting and rewarding journey!

Linda Flynn

Linda Flynn, PhD, RN, FAAN
PhD Program Director & Professor
GOAL, CURRICULUM AND PROGRESSION OF STUDENTS ENROLLED IN THE PH.D. PROGRAM IN NURSING

Program Goal
In accordance with recommendations from the American Association of Colleges of Nursing, the goal of Rutgers PhD Program in Nursing is to prepare nurse scientists who will expand the knowledge base of nursing, steward the discipline of nursing, lead interdisciplinary research teams, influence health policy, and mentor the next generation of nurses and nurse scientists.

Program Outcomes
The outcomes of this program are to prepare graduates who will:
1. Possess knowledge of the history and philosophy of nursing science
2. Master in-depth knowledge in a substantive area including the relevant theoretical and empirical literatures.
3. Conduct original, ethical, and culturally competent research.
4. Collaborate effectively with other research disciplines and lead interdisciplinary research teams.
5. Disseminate research findings to a wide variety of audiences including practitioners, policymakers, and the scientific community.
6. Mentor future nurse clinicians, educators, and scientists.

Expected Competencies of a Rutgers School of Nursing Ph.D. Graduate
1. Competencies regarding knowledge of the history and philosophy of nursing science:
   - Synthesize the historical and philosophical underpinnings of knowledge development in nursing.
   - Critically analyze philosophical viewpoints and evaluate their potential for developing scientific nursing knowledge.
   - Develop and demonstrate knowledge of ethics and scientific integrity in the conduct of nursing science.

2. Competencies regarding the mastery of in-depth knowledge in a substantive area:
   - Critically analyze concepts relevant to the discipline of nursing and evaluate their potential for theory building and testing.
   - Synthesize theoretical and empirical literatures regarding concepts and phenomena relevant to the discipline of nursing.
   - Analyze and evaluate the evolving conceptual bases of a concept / phenomenon of significance to nursing.
   - Build/adapt one or more models for own research.

3. Competencies regarding the conduct of original, ethical, and culturally competent research:
   - Generate important research questions from critical review of the literature.
   - Evaluate qualitative methodology and quantitative descriptive and experimental methods in one of the following:
     - Apply a qualitative method in a rigorous manner
• Apply a quantitative method in a rigorous manner
• Critique psycho/biometric properties of instruments used to measure bio-psycho-social phenomena.
• Evaluate and apply advanced statistics: regression and other multivariate techniques.
• Manage and analyze data.
• Generate a long-term plan for own program of research by forecasting sequential research questions and outlining sequence of future studies.

4. Competencies regarding collaborating effectively with other research disciplines and leading interdisciplinary research teams:
• Value contributions of other perspectives and disciplines to the research enterprise and to the advancement of knowledge.
• Demonstrate effective intra- and interdisciplinary communication skills.
• Collaborate effectively across disciplines through participation in multi-disciplinary team research.
• Collaborate effectively with interdisciplinary member of their dissertation committee.
• Manage various viewpoints from dissertation committee members.

5. Competencies related to the dissemination of research findings to a wide variety of audiences including practitioners, policymakers, and the scientific community:
• Effectively communicate research findings and scholarship via a variety of venues including peer-reviewed publications, presentations for clinical, scientific, and interdisciplinary audiences, and the lay public.
• Identify implications of research findings for the development of evidence-based policy.
• Synthesize health policy development theories and communication strategies to design a plan aimed at development of evidence-based policy.

6. Competencies related to mentorship of future nurse clinicians, educators and scientists:
• Recognize responsibility for developing future generation of nurses.
• Employ a variety of strategies to formally and informally educate students, clinicians, educators, and future nurse scientists.
• Evaluate effectiveness of educational / mentorship strategies and outcomes of mentee learning.

Curriculum: Post Master’s Option
The curriculum requires a minimum of 66 credits. Nine of these 66 credits are allocated to cognate courses. Three of the 9 cognate credits will be a theory course specific to a School of Nursing research center or center of excellence, and the remaining 6 cognate credits will be taken outside of the School of Nursing. Also included within the 66 credits are a total of 12 credits allocated to statistics, measurement, and data management, 10 credits allocated to research methods, 3 credits for the Research Practicum, 3 credits for Dissertation Seminar, and a minimum of 15 credits for the Dissertation Research. A complete listing of required courses and credit allocations are summarized below:
Philosophy of Nursing Science and Knowledge Development          3 credits
Qualitative Research Methods                                3 credits
Statistics for Nursing Research I                         4 credits
Theory and Application to Nursing Research               3 credits
Statistics for Nursing Research II                        4 credits
Quantitative Methods in Nursing Research                  3 credits
Measurement of Healthcare Phenomena                       3 credits
Evidence-Based Policy Development                          3 credits
Role of Nurse Scholar Seminar                             3 credits
Professoriate Role Practicum                               3 credits
Research Practicum                                        3 credits
Advanced Quantitative OR Advanced Qualitative Research    4 credits
Seminars                                                  
Nursing Cognate                                           3 credits
Cognates in other disciplines                             6 credits
Dissertation Seminar                                      3 credits
Dissertation Research                                     15 credits

TOTAL: 66 credits minimum

Note. For students receiving Nurse Faculty Loan Program (NFLP) funds, an additional 6 credits focused on education are required.

Full and Part-time Study
Students who meet the admission requirements of the Graduate School-Newark and are considered to be a good match for the research expertise of faculty at the School of Nursing are admitted as fully matriculated students into the doctoral program and may pursue either full-time or part-time study. The maximum time to complete the program is seven (7) years for full-time students and eight (8) years for part-time students. Students are generally only admitted for a fall semester start.
### 3 Year Full-time Sample Plan of Study

<table>
<thead>
<tr>
<th>Fall Semester Year 1</th>
<th>Cr</th>
<th>Spring Semester year 1</th>
<th>Cr</th>
<th>Summer Year 1</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of Nursing Science and Knowledge Development</td>
<td>3</td>
<td>Theory and Application to Nursing Research</td>
<td>3</td>
<td>Measurement of Health Care Phenomena</td>
<td>3</td>
</tr>
<tr>
<td>Qualitative Research Methods</td>
<td>3</td>
<td>Quantitative Methods in Nursing Research</td>
<td>3</td>
<td>Evidence-based Policy Development</td>
<td>3</td>
</tr>
<tr>
<td>Statistics for Nursing Research I</td>
<td>4</td>
<td>Statistics for Nursing Research II SUGGESTION: COMPLETE DRAFT REVIEW OF LITERATURE FOCUSING PAPER</td>
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| Subtotal Credits | 10 | 10 | 6 |

<table>
<thead>
<tr>
<th>Fall Semester Year 2</th>
<th>Cr</th>
<th>Spring Semester Year 2</th>
<th>Cr</th>
<th>Summer Year 2</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Quantitative Methods for Nursing Research or Advanced Qualitative Nursing Research Methods SUGGESTION: COMPLETE DRAFT METHODS QUALIFYING EXAM PAPER</td>
<td>4</td>
<td>QUALIFYING EXAM Role of the Nurse Scholar</td>
<td>3</td>
<td>COMPLETE DISSERTATION PROPOSAL</td>
<td></td>
</tr>
<tr>
<td>Dissertation Seminar</td>
<td>3</td>
<td>Research Practicum</td>
<td>3</td>
<td>Cognate</td>
<td>3</td>
</tr>
<tr>
<td>**Curriculum Design</td>
<td>3</td>
<td>**Psychometric Theory</td>
<td>3</td>
<td></td>
<td></td>
</tr>
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</table>

| Subtotal Credits | 7-13 | Subtotal Credits | 9 | 3 |

<table>
<thead>
<tr>
<th>Fall Semester Year 3</th>
<th>Spring Semester Year 3</th>
<th>Summer Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation*</td>
<td>6-9</td>
<td>Dissertation*</td>
</tr>
<tr>
<td><strong>DEFEND PROPOSAL</strong> Professoriate Role Practicum</td>
<td>3</td>
<td>**DEFEND DISSERTATION GRADUATE!</td>
</tr>
</tbody>
</table>

| Subtotal Credits | 9-12 | 6-9 | 3-6 |

| Total Minimum Credits | 66 |

*Minimum dissertation credits:15

** Required of students receiving NFLP funds for a total of 72 credits, minimum.
### 4-Year Part-Time Sample Plan of Study

<table>
<thead>
<tr>
<th>Fall Semester Year 1</th>
<th>Cr</th>
<th>Spring Semester Year 1</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>Philosophy of Nursing Science and Knowledge Development</td>
<td>3</td>
<td>Theory and Applications to Nursing Research</td>
<td>3</td>
<td>Measurement of Health Care Phenomena</td>
<td>3</td>
</tr>
<tr>
<td>Statistics for Nursing Research I</td>
<td>4</td>
<td>Statistics for Nursing Research II</td>
<td>4</td>
<td>SUGGESTION: COMPLETE THEORY FOCUSING PAPER</td>
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</table>

Subtotal Credits 7 7 3

<table>
<thead>
<tr>
<th>Fall Semester Year 2</th>
<th>Cr</th>
<th>Spring Semester Year 2</th>
<th>Cr</th>
<th>Summer Year 2</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>Qualitative Research Methods</td>
<td>3</td>
<td>Quantitative Methods in Nursing Research</td>
<td>3</td>
<td>Evidence-based Policy Development SUGGESTION: COMPLETE REVIEW OF LITERATURE FOCUSING PAPER</td>
<td>3</td>
</tr>
<tr>
<td>Professoriate Role Practicum</td>
<td>3</td>
<td>Cognate</td>
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Subtotal Credits 6 Subtotal Credits 6 Subtotal Credits 3

<table>
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<th>Fall Semester Year 3</th>
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<th>Spring Semester Year 3</th>
<th>Cr</th>
<th>Summer Year 3</th>
<th>Cr</th>
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<tbody>
<tr>
<td>Advanced Quantitative Methods for Nursing Research or Advanced Qualitative Nursing Research Methods SUGGESTION: COMPLETE METHODS FOCUSING PAPER</td>
<td>4</td>
<td>QUALIFYING EXAM Role of the Nurse Scholar</td>
<td></td>
<td>COMPLETE DISSERTATION PROPOSAL</td>
<td></td>
</tr>
<tr>
<td>**Curriculum Design</td>
<td>3</td>
<td>Dissertation Seminar</td>
<td>3</td>
<td>Cognate</td>
<td>3</td>
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<td>Cognate</td>
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<td>Research Practicum</td>
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</table>

Subtotal Credits 10 Subtotal Credits 9 Subtotal Credits 3

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<th>Spring Semester Year 4</th>
<th>Cr</th>
<th>Summer Year 4</th>
<th>Cr</th>
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<td>Dissertation*</td>
<td>3-6</td>
<td>Dissertation*</td>
<td>6-9</td>
<td>Dissertation*</td>
<td>3-6</td>
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<tr>
<td>DEFEND PROPOSAL</td>
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</table>

Subtotal Credits 6-9 Subtotal Credits 6-9 Subtotal Credits 3-6

Total Minimum Credits 66

*Minimum dissertation credits: 15:** Required of students receiving Nurse Faculty Loan Program funds for a total of 72 credits, minimum.
Post Baccalaureate to PhD Option

The BS to PhD program provides a viable accelerated pathway to the PhD for baccalaureate prepared nurses. The 91-92 credit program includes a 31-33 credit master’s degree option, focusing on either Nursing Leadership or Informatics. A master’s degree option in Population Health is in development.

1. Students admitted to the program will identify one of the two aforementioned tracks for the master’s degree. The 31-33 credit master’s degree, presented in a hybrid format, will be completed in Year 1 of the program. Both master’s tracks will include clinical experiences specifically designed for the BS to PhD student and these experiences will be developed in consultation with the Program Director. Additional opportunities to gain clinical skills will continue throughout the PhD program.

2. As with all master’s degree programs in the SON, students will not need to take the GRE for admission but will need to demonstrate acceptable scores on the GRE before commencement of the PhD portion of the program.

3. If a student decides not to continue with the PhD, he/she will need to complete the remaining number of credits if a traditional master’s degree in either Nursing Leadership, Informatics, or Population Health is desired.

4. Various financial aid options will be explored for incoming students, including existing funding through the Nurse Faculty Loan Program and Jonas Scholars.

5. Given the rigorous nature of this program, full-time study is strongly recommended.
### Post Baccalaureate PhD Program Curriculum – Informatics Master’s Full Time Plan of Study

<table>
<thead>
<tr>
<th>Semester</th>
<th>Before Starting Program</th>
<th>Year 1 Fall</th>
<th>Year 1 Spring</th>
<th>Year 1 Summer</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 1 Fall</strong></td>
<td>NURS 6060 Clinical Inquiry for EBP (3)</td>
<td>NINF 5110 Concepts in Nursing Informatics (3)</td>
<td>NINF 5302 Consumer Healthcare Informatics (3)</td>
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<tr>
<td><strong>Year 1 Spring</strong></td>
<td></td>
<td>NINF 5210 Information System Principles (3)</td>
<td>NINF 5303 Information Project &amp; Change Management (3)</td>
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</tr>
<tr>
<td><strong>Year 1 Summer</strong></td>
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<td>NINF 5301 Nursing Systems Developmental Life Cycle (4)</td>
<td>NINF 5305 Nursing Informatics Practicum (3)</td>
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</tr>
<tr>
<td><strong>TOTAL CREDITS = 10</strong></td>
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<table>
<thead>
<tr>
<th>Semester</th>
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<th>Year 2 Fall</th>
<th>Year 2 Spring</th>
<th>Year 2 Summer</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 2 Fall</strong></td>
<td></td>
<td>705:682 Philosophy of Science &amp; Knowledge Development (3)</td>
<td>SUGGESTION: COMPLETE THEORY FOCUSING PAPER 705:678 Theory &amp; Application to Nursing Research (3)</td>
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</tr>
<tr>
<td><strong>Year 2 Spring</strong></td>
<td>TOTAL CREDITS = 10</td>
<td>705:677 Qualitative Methods (3)</td>
<td>705:681 Quantitative Methods (3)</td>
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<tr>
<td><strong>Year 2 Summer</strong></td>
<td>TOTAL CREDITS = 9</td>
<td>705:683 Statistics I (4)</td>
<td>705:685 Statistics II (4)</td>
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<tr>
<td><strong>TOTAL CREDITS = 9</strong></td>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>TOTAL CREDITS = 6</th>
<th>Year 3 Fall</th>
<th>Year 3 Spring</th>
<th>Year 3 Summer</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 3 Fall</strong></td>
<td>SUGGESTION: COMPLETE METHODS FOCUSING PAPER 705:686 or 684 Advanced Qualitative OR Quantitative Methods (4)</td>
<td>QUALIFYING EXAM 705:687 Role of Nurse Scholar (3)</td>
<td>Cognate (3) COMPLETE DISSERTATION PROPOSAL</td>
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</tr>
<tr>
<td><strong>Year 3 Spring</strong></td>
<td>TOTAL CREDITS = 9</td>
<td>Cognate (3)</td>
<td>705:701 Dissertation Seminar (3)</td>
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</tr>
<tr>
<td><strong>Year 3 Summer</strong></td>
<td>TOTAL CREDITS = 3</td>
<td>705:689 Research Practicum (3)</td>
<td>705:703 Dissertation Research (6)</td>
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</tr>
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<td><strong>TOTAL CREDITS = 3</strong></td>
<td></td>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>TOTAL CREDITS = 9</th>
<th>Year 4 Fall</th>
<th>Year 4 Spring</th>
<th>Year 4 Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 4 Fall</strong></td>
<td></td>
<td>705:703 Dissertation Research (6)</td>
<td>DEFEND PROPOSAL 705:703 Dissertation Research (6)</td>
<td></td>
</tr>
<tr>
<td><strong>Year 4 Spring</strong></td>
<td>TOTAL CREDITS = 3</td>
<td>Dissertation Research (3)</td>
<td>DEFEND DISSERTATION GRADUATE!!</td>
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<tr>
<td><strong>TOTAL CREDITS = 3</strong></td>
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**Dissertation Research Credits Must Total Minimum of 15 Credits**
### Post Baccalaureate PhD Program Curriculum – Leadership Master’s Full Time Plan of Study

<table>
<thead>
<tr>
<th>Year 1 Fall</th>
<th>Year 1 Spring</th>
<th>Year 1 Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEFORE STARTING PROGRAM</td>
<td>NURS 6060 Clinical Inquiry for EBP (3)</td>
<td></td>
</tr>
<tr>
<td>NURS 6060 Clinical Inquiry for EBP (3)</td>
<td>CLDR 6420 Organizational Complexity Theory (3)</td>
<td>NURS 6040 Social Determinants of Health (3)</td>
</tr>
<tr>
<td>CLDR 6450 Quality &amp; Safety in Healthcare Theory (3)</td>
<td>CLDR 6430 Organizational Complexity Practicum (3)</td>
<td>Graduate Level Statistics Course (3): PhD Pre-Requisite</td>
</tr>
<tr>
<td>CLDR 6460 Quality &amp; Safety in Healthcare Practicum (3)</td>
<td>CLDR 6510 Managing Human Capital (3)</td>
<td></td>
</tr>
<tr>
<td>CLDR 6400 Leadership Across the Continuum Theory (3)</td>
<td>CLDR 6530 Healthcare Economics &amp; Business Practices (3)</td>
<td></td>
</tr>
<tr>
<td>CLDR 6410 Leadership Across the Continuum Practicum (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS = 12</strong></td>
<td><strong>TOTAL CREDITS = 12</strong></td>
<td><strong>TOTAL CREDITS = 6</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year 2 Fall</th>
<th>Year 2 Spring</th>
<th>Year 2 Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>705:682 Philosophy of Science &amp; Knowledge Development (3)</td>
<td>SUGGESTION: COMPLETE THEORY FOCUSING PAPER 705:678 Theory &amp; Application to Nursing Research (3)</td>
<td>SUGGESTION: COMPLETE REVIEW OF LITERATURE FOCUSING PAPER 705:679 Evidence Based Policy (3)</td>
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<tr>
<td>705:677 Qualitative Methods (3)</td>
<td>705:681 Quantitative Methods (3)</td>
<td>705:676 Measurement of Healthcare Phenomena (3)</td>
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<tr>
<td>705:683 Statistics I (4)</td>
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<tr>
<td>705:686 or 684 Advanced Qualitative OR Quantitative Methods (4)</td>
<td>QUALIFYING EXAM 705:687 Role of the Nurse Scholar (3)</td>
<td>Cognate (3) COMPLETE DISSERTATION PROPOSAL</td>
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<td>705:701 Dissertation Seminar (3)</td>
<td>705:689 Research Practicum (3)</td>
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<tr>
<td><strong>DEFEND PROPOSAL</strong></td>
<td><strong>DISSERTATION RESEARCH CREDITS MUST TOTAL MINIMUM OF 15 CREDITS</strong></td>
<td><strong>DEFEND DISSERTATION GRADUATE!!</strong></td>
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<tr>
<td><strong>DISSERTATION RESEARCH CREDITS MUST TOTAL MINIMUM OF 15 CREDITS</strong></td>
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**Notes:**
- Credits must total minimum of 15 credits per year.
- Summer courses are recommended for flexibility and personal development.
- Summer courses are not required but are strongly recommended for the program.
- Students are encouraged to review the suggested courses for complete understanding.
## Post Baccalaureate PhD Program Curriculum – Population Health Master’s Full Time Plan of Study (IN DEVELOPMENT)

<table>
<thead>
<tr>
<th>Year 1 Fall</th>
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<tr>
<td>Introduction to Population / Global Health (3)</td>
<td>Program Planning &amp; Evaluation (3)</td>
<td>Population Health Practicum (3)</td>
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<td>NURS 6980 Epidemiology (3)</td>
<td>Practicum Program Planning &amp; Evaluation (3)</td>
<td>Immersion (9)</td>
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<td>PHCO 0504J - Intro to Biostatistics Bio Statistics (3) (SPH)</td>
<td>NURS 5103 Community Assessment (3)</td>
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<td>NURS 6880 Leadership (3)</td>
<td>Practicum Community Assessment (3)</td>
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<td>705:682 Philosophy of Science &amp; Knowledge Development (3)</td>
<td>705:678 Theory &amp; Application to Nursing Research (3)</td>
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<td>705:677 Qualitative Methods (3)</td>
<td>705:681 Quantitative Methods (3)</td>
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<tr>
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<td>705:701 Dissertation Seminar (3)</td>
<td>705:679 Evidence Based Policy (3)</td>
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<tr>
<td>Cognate (3)</td>
<td>705:687 Role of the Nurse Scholar (3)</td>
<td>Cognate (3)</td>
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<td>705:703 Dissertation Research (6-9)</td>
<td>705:703 Dissertation Research (6-9)</td>
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<tr>
<td><strong>DISSERTATION RESEARCH CREDITS MUST TOTAL MINIMUM OF 15 CREDITS</strong></td>
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Student Advisement
Upon admission, each student is assigned an academic faculty advisor whose program of research or methodological expertise is a good match for the student’s interests. While it is advisable that the academic advisor become the dissertation chair, it is not a requirement. The academic advisor may or may not become the dissertation chairperson, depending upon the student and the advisor’s preferences. In the event that the academic advisor does not become the dissertation chairperson, the academic advisor will serve as the student’s primary advisor until the time when a research advisor (dissertation chairperson) is selected. The academic advisor provides the student with the following guidance:

- Preliminary development of research question(s) and selection of method and theoretical rationale.
- Selecting a Chair as well as the members of the Qualifying Examination Committee
- (the Academic Advisor may be a member of the Qualifying Examination Committee but may not serve as Chair)
- Sequencing and selecting courses consistent with the plan of study (see page xx).
- Approving cognates that inform the student’s dissertation research
- Supervising the student’s timely progression through the program
- Selecting a mentor for the Research Practicum
- Selecting a mentor for the Educational Practicum
- Ensuring a timely completion of the Qualifying Examination

Should it be necessary to make a change in the academic advisor, the change can be initiated by the advisor or advisee but must be coordinated with the Associate Dean of Nursing Science/PhD Program.

Although the Academic Advisor frequently becomes the Dissertation Chairperson, this is not always the case depending upon the student and faculty member’s preferences. The Dissertation Chairperson is selected and finalized no later than upon the student’s satisfactory completion of the Qualifying Examination. See page xx for a description of the responsibilities of the Dissertation Chairperson.

Cognates
The terms cognate and cognate courses refer to courses that enrich the substantive basis for the dissertation and beginning program of research. Finding the right mix of courses requires a partnership between the student and advisor. Frequently the nine hours allocated to cognate courses are inadequate and the student will choose to take more courses and increase his/her total credit hours beyond the minimum requirement. All cognate courses must be approved by the student’s advisor or dissertation chairperson.

Research Practicum Experience
Each student is required to engage in a 3-credit intensive research experience of at least one semester in length. The purpose of this experience is to allow the student to participate in phases of the research process under the tutelage of an experienced mentor. This experience precedes the student’s independent dissertation research. (“Mentor” will refer to the PI of the project; “advisor” refers to the RCN faculty. In many instances, this would be the same person).

The student works closely with a mentor who is a PhD-prepared faculty member (or non-faculty
researcher with comparable credentials—e.g., NIH Intramural Researcher) who is conducting a program of research related substantively and/or methodologically to the student’s anticipated dissertation topic. The student may work with his/her advisor or another faculty member in the School of Nursing; or the student may carry out the research experience in another setting in which state-of-the-science research is being conducted.

In this experience, the student is expected to participate actively as a member of the research team and to dedicate at least four hours per week for a minimum of 15 weeks to this experience. Thus, a minimum of 60 hours of research practicum experience is required. By the end of the research practicum, students are expected to have produced a tangible scholarly product. Specific activities and products are planned under the guidance of the advisor in collaboration with the mentor, and depend on the nature and stage of the research project. Examples of acceptable products include a publishable review of the literature, a poster or podium presentation at a professional scientific meeting, or a manuscript co-authored with the mentor. Students should engage in as many phases of the research process as possible.

The plan must be approved in advance by the student’s advisor. A written letter of agreement, signed by the student, advisor and mentor, specifies the objectives to be attained, experiences and activities for which the student is responsible, the time commitment (at least 60 hours of work), and the deliverable product(s). Upon completion of the experience, the advisor—with input from the mentor—determines the extent to which the objectives have been met satisfactorily and assigns a grade. Documents related to the letter of agreement, practicum objectives, achievement of objectives and scholarly products are filed in the student’s record. Copies should also be submitted to the Division of Nursing Science, Director of the PhD Program, Rutgers School of Nursing.

Program Milestones
During the course of the program, the student must:
1. Develop a plan of study that is approved by the Advisor and submitted to the, Rutgers School of Nursing, at the time of admission to the program. Adoption of the 3-year or 4-year plan of study as outlined in this handbook is strongly recommended. Any major revisions to plan of study that is approved by the advisor must be given to the Director of the PhD Program for approval.
2. Pass a qualifying examination for admission to doctoral candidacy
3. Develop a dissertation proposal
4. Secure committee approval of the dissertation proposal
5. Conduct and successfully defend the dissertation research, which must be independent and original work

Manuscripts and Research Grant Proposals
The PhD Program of Rutgers School of Nursing encourages our PhD students to prepare and submit manuscripts as well as research grant proposals while pursuing their degree. Please bear in mind, however, the following ethical guidelines:
• Never include a co-author on a manuscript without their knowledge and permission.
• It is strongly suggested that the student’s advisor or designee review the manuscript prior to submission for publication.
• PhD students should not submit a research grant proposal associated with their
dissertation research or other activities as a student without the review and approval of
the student’s dissertation committee.

**Important Academic Policies**

Students should familiarize themselves with the academic policies of the Graduate School-Newark and the School of Nursing by visiting the following websites:

- [http://catalogs.rutgers.edu/generated/nwk-grad_current/pg31.htm](http://catalogs.rutgers.edu/generated/nwk-grad_current/pg31.htm)
- [http://catalogs.rutgers.edu/generated/nwk-grad_current/pg182.html](http://catalogs.rutgers.edu/generated/nwk-grad_current/pg182.html)

The following are particularly relevant to PhD students:

- **Transfer Credit:** [http://catalogs.rutgers.edu/generated/nwk-grad_current/pg43.html](http://catalogs.rutgers.edu/generated/nwk-grad_current/pg43.html)
  - Can request credits for transfer after completing 12 credits at SON/Rutgers with a grade of B or better.
  - Can only transfer courses for which a B or better was received.
  - Can only transfer courses that are equivalent to PhD in Nursing core courses or a cognate approved by faculty advisor.
  - Research and independent study credits are not accepted as transfer credits.
  - No more than 40% of the 66 required credits for the PhD in Nursing degree can be accepted as transfer credits.
  - All request for transfer credits must be accompanied by an official transcript, a completed “transfer of credit form” and must be approved by the PhD program director, the Associate Dean of Nursing Science, and the Dean.

- **Continuous Enrollment / Matriculation Continued:** Unexpected life events may cause a student to interrupt their studies. In this event, the student should contact the School of Nursing’s Student Services and the Associate Dean of Nursing Science. ([http://catalogs.rutgers.edu/generated/nwk-grad_current/pg56.html](http://catalogs.rutgers.edu/generated/nwk-grad_current/pg56.html))
  
  Interruption of studies will require the approval of the Associate Dean of Nursing Science AND the Dean of the Graduate School-Newark. Upon securing these approvals, the student must register for Matriculation Continued or jeopardize their status as a student in good standing. See policy: [http://catalogs.rutgers.edu/generated/nwk-grad_current/pg34.html](http://catalogs.rutgers.edu/generated/nwk-grad_current/pg34.html)

- **Scholastic Standing:** Graduate students, including PhD in Nursing students, are expected to earn grades of B or higher in their coursework. No more than 2 courses (6 credits) with a grade of C or C+ can be used in meeting the degree requirements. Students must also maintain a minimum cumulative average of B or better during each semester of study to stay enrolled ([http://catalogs.rutgers.edu/generated/nwk-grad_current/pg56.html](http://catalogs.rutgers.edu/generated/nwk-grad_current/pg56.html)).

- **Grade of Incomplete:** If a student cannot complete the assigned work in a course due to an illness or a serious and unexpected life event, the student can request a grade of Incomplete from the course faculty member. It is at the discretion of the course faculty member whether or not the request will be granted. When a student receives a grade of Incomplete, the grade will become part of the permanent transcript if not converted to a letter grade within 12 months. The student will have up to 12 months to complete the course requirements and earn a letter grade. After 12 months, the grade of Incomplete converts to a permanent F. If
the course is needed as a prerequisite, the Incomplete needs to be converted to a letter grade by the end of the drop/add period of the next semester (http://catalogs.rutgers.edu/generated/nursing_current/pg138.html).

- Students should also be familiar with the School of Nursing Standards of Conduct found on our website: http://nursing.rutgers.edu/conduct/index.html. These policies govern activities such as use of cell phones and other electronic devices during class, attendance, civility, and other important topics.

- The University’s policies on Academic Integrity can be found at: http://studentconduct.rutgers.edu/wp-content/uploads/sites/46/2014/12/AI_Policy_2013.pdf

- The Graduate School-Newark policy prohibiting sexual harassment, sexual violence, stalking, and related misconduct can be found at: http://catalogs.rutgers.edu/generated/nwk-grad_current/pg73.html

- For information regarding reasonable accommodations for students with disabilities go to: https://ods.rutgers.edu/students/applying-for-services
QUALIFYING EXAMINATION FOR ADMISSION TO CANDIDACY

Statement of Purpose:
The Qualifying Examination, comprised of a written and oral component, is designed to determine whether a student has acquired sufficient mastery of core course content to warrant admission to candidacy for the PhD degree. The Qualifying Examination process has been designed to: 1) Strengthen students’ abilities to critically analyze and synthesize the available literature concerning their research topic; 2) Improve students’ written and oral presentation skills related to their research topic; and 3) Promote a seamless transition from coursework to the dissertation and reduce the amount of time to program completion. Thus, the three Focusing Papers, as the written component of the Qualifying Examination, are designed to prepare the student to develop and defend their dissertation research proposal. The purpose of this detailed procedure is to provide clear guidelines to students and faculty regarding the Qualifying Examination process.

Rationale:
To provide clear guidelines to students and faculty when planning for the Qualifying Examination. Each of the three Focusing Papers must be focused on the same phenomenon / concept of interest that is to be the core of the student’s dissertation research. With this unifying theme and a thorough synthesis of the literatures, the Focusing Papers will coalesce to address an important area of nursing science. The oral component of the Qualifying Examination is designed, primarily, to evaluate the student’s knowledge regarding this core phenomenon, their ability to articulate and synthesize that knowledge, to articulate the gaps in the science, and to describe the implications for their future directions.

Requirements:
The Qualifying Examination, comprised of a written and oral component, must be taken after the student has satisfactorily completed the following required courses: Philosophy of Nursing Science and Knowledge Development, Qualitative Research Methods, Theory and Application to Nursing Research, Statistics for Nursing Research I and II, Quantitative Methods in Nursing Research, Measurement of Health Care Phenomena, and Advanced Quantitative or Advance Qualitative Methods. All "incomplete" grades must be removed from the student's permanent transcripts before completing the examination. The Qualifying Examination will normally be completed during the Spring semester following the conclusion of the Advanced Qualitative or Advanced Quantitative course.

Procedure
1. Early in the fall semester after admission, students should meet with their assigned academic advisor to discuss options for the selection of a Qualifying Examination Committee. The Qualifying Examination Committee will be composed of three School of Nursing faculty, including the student’s advisor. While the advisor will often assume the future role of Dissertation Chairperson, and Qualifying Examination Committee members will often assume the role of Dissertation Committee members, this may not always be the case. Note that the student’s advisor and/or the future Dissertation Chairperson can be
a member, but cannot serve as the Chairperson of the Qualifying Examination Committee.

2. The written component of the Qualifying Examination consists of three Focusing Papers, pertaining to: 1) Theory; 2) Review of the literature and 3) Methodology, from the student’s area of focus. In the event that there is not a good fit between these categories and the student’s phenomenon of interest / area of science (e.g. the phenomenon / area of science is emerging and there is a lack of extant theory to review as in qualitative, theory-generating dissertations) then the nature of the Paper can be negotiated with the Chair of the Qualifying Examination Committee.

3. Each of the three Focusing Papers must be focused on the same phenomenon / concept of interest that is to be the core of the student’s dissertation research. The papers should synergistically coalesce to address this phenomenon of importance to nursing science. They should be publishable quality manuscripts/papers, although they do not need to be accepted or even submitted for publication. Because these papers will build on work completed each semester, it is important the students begin the process of preparation early.

4. It is expected that students will begin preparation of the Focusing Papers in consultation with members of their Qualifying Examination Committee, as they progress through the coursework. The three Focusing Papers can be revisions of written assignments submitted during coursework and refined with the help of the Committee. A wrap-around addition to a manuscript may be necessary in order to meet the rubric requirements of the Focusing Paper.

5. It is anticipated that each Committee member will work with the student around a particular Focusing Paper or aspect of the Focusing Papers. Before submitting the final version of the Focusing Papers, the student may submit one draft of each paper for the Committee’s review and feedback. Committee members should read each paper and provide feedback within approximately 3 weeks after receipt of the draft. The Committee members have the option of providing the student with written feedback individually, or requesting that the Chair summarize all feedback and provide the written summary to the student.

6. Although Committee members may provide advice and guidance to the student on their draft, the papers should reflect the student’s own work.

7. Each of the three Focusing Papers should be no more than 12-15 pages in length (exclusive of references and title page), be double-spaced, and adhere strictly to APA style formatting. Only the Review of the Literature Focusing Paper should include an Appendix, in the form of a required evidence table. In preparing the three focusing papers, students are expected to strictly adhere to the Rutgers University Academic Integrity Policy: http://studentconduct.rutgers.edu/academic-integrity/.
8. The student will ensure that Qualifying Examination Committee Form is signed by the Chair of the Qualifying Examination Committee. The student will submit the form to the PhD Program Director.

9. The student will formally complete the written and oral components of the Qualifying Examination during the Spring semester following completion of either the Advanced Qualitative or Advanced Quantitative course. The three Focusing Papers must be formally submitted to the Qualifying Examination Committee no later than four weeks before the last day of the Spring semester final exam period, as indicated by the Academic Calendar. The oral examination must also take place during the same Spring semester, and occur no later than the last day of the final exam period, as indicated by the Academic Calendar. In the unlikely event that the oral examination does not occur during the Spring semester, the Focusing Papers must be submitted at least four weeks prior to the date of the oral examination.

10. Using the approved rubric, each paper will be reviewed and graded by members of the Qualifying Examination Committee as either Pass (score of 79.49 or above) or Fail (score less than 79.49). To receive a grade of “Pass”, a majority of the Committee members (e.g. 2 of 3) must agree on the grade of Pass.

11. The Chair of the Examination Committee will be responsible for coordinating the grading process which includes collecting grades from each member of the Committee, determining if there is sufficient consensus for either a “Pass” or “Fail” (see #10 above), completing the Qualifying Examination Grade Form, which serves as a record of the grades, and informing the student and the PhD Program Office of the Committee’s decision.

12. The student must receive a grade of “Pass” on all three Focusing Papers (see #10) to progress to the oral component of the examination. If the Committee renders a grade of “Fail” on a Focusing Paper, the student has one opportunity to formally resubmit the paper(s) for grading. The resubmitted Focusing Paper(s) must be received by the Committee within the first month of the following semester, which in most cases (e.g. Spring examination) will be the following Fall semester. In the event of two failures on one or more Focusing Papers, the student will be dismissed from the PhD in Nursing program.

13. The oral component of the examination consists of questions from the Committee about any aspect of the three papers or other relevant core content within the PhD program curriculum. The oral examination assesses the student’s ability to communicate effectively in a verbal presentation. To successfully pass the oral component of the Examination, a majority of the Committee members (e.g. 2 of 3) must agree on the grade of “Pass”. If the student receives a grade of “Fail” the student has one more opportunity to retake the oral component of the examination. The oral examination retake must occur within the first month of the following semester, which in most cases (e.g. Spring examination) will be the following Fall semester. In the event of two failures on the oral component of the Qualifying Examination, the student will be dismissed from the PhD in Nursing program.
14. Similar to the process used in grading the written component of the Qualifying Examination, the Chair of the Examination Committee will be responsible for coordinating the Committee’s determination of a Pass or Fail. At the conclusion of the oral examination, the student will be asked to leave the room so that the committee can discuss and deliberate. The Chair of the Committee will lead this discussion and determine if there is consensus for a Pass or Fail (see #13), will complete the Qualifying Examination Grade Form, and obtain signatures from all Committee members. The student will be asked to return to the room and with all Committee members present, the Chair of the Committee will inform the student of the Committee’s determination and any further instructions as needed.

15. In the event of outstanding performance on the written and oral components of the Qualifying Examination, the Committee may elect to award a grade of Pass with Distinction. This determination is at the sole discretion of the Committee and will be made during the deliberations as explained above.

16. In the event that the student fails the initial written or oral component of the examination, the student must register for one (1) credit of Independent Study during the subsequent Summer semester in order to maintain matriculation. Once the student passes the Qualifying Examination, the 1 credit will be converted to a Dissertation credit.

17. Upon the student’s successful completion of the Qualifying Exam, the Chair of the Qualifying Examination Committee is responsible to ensure that the Examination Grade Form is completed, signed by their Committee members, and submitted to the Director of the PhD Program.

18. Upon successful completion of the Qualifying Examination, the student is expected to apply for advancement to candidacy.

19. Upon successful completion of the Qualifying Exam, the student is expected to apply for advancement to candidacy.

References

**Theoretical framework paper: RUBRIC**

This paper provides a critical examination of theories and conceptual models that have been used in the student’s topic of interest, and how they specifically explain the phenomenon at large, the variables of interest, and the way the variables relate to each other. This paper should also address how these theories have been used in other studies and why they would be useful in understanding the phenomenon of interest. Most importantly, this paper should discuss how he various theoretical frameworks could be integrated to inform research on the topic of interest.

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<tr>
<th>Criterion</th>
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<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
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<tr>
<td>The concept / phenomenon of study is clearly introduced, defined, and relevance to nursing / healthcare is briefly summarized.</td>
<td>Concept/phenomenon is clearly and fully introduced and defined, and relevance to nursing and/or healthcare is clearly summarized</td>
<td>Concept/phenomenon is clearly and fully introduced and defined but relevance to nursing and/or healthcare is weak</td>
<td>Concept/phenomenon is not clear or not fully introduced but relevance to nursing and/or healthcare is clearly summarized</td>
<td>Concept/phenomenon is superficially introduced and defined and relevance to nursing and/or healthcare is weak</td>
<td>Not addressed</td>
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<tr>
<td>Pertinent theories that describe and/or explain the concept are examined and presented. How each theory specifically describes and explains the concept / phenomenon is presented.</td>
<td>Pertinent theories are examined and presented. Clear theoretical and operational definitions of relevant concepts in each theory are provided. Fully presents how each theory describes and/or explains the student’s concept/phenomenon of interest (relevance).</td>
<td>Concepts in each theory are identified, theoretical and operational definitions of relevant concepts in each theory are provided, but the relevance of the theory to the student’s concept/phenomenon of interest is weak.</td>
<td>Concepts in each theory are identified but the theoretical or operational definitions of concepts are weakly defined or not defined.</td>
<td>Concepts in each theory are minimally identified, defined, and relevance of the theory to the student’s concept/phenomenon of interest is weak.</td>
<td>Not addressed</td>
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<td>The relevant propositions (non-directional and directional) from each pertinent theory, as specified, are presented. If directional, the direction between variables is specified (e.g. inverse relationship, positive relationship).</td>
<td>Relevant propositions (non-directional and directional) from each of the presented theories are clearly explained. Directional propositions are clearly specified.</td>
<td>Relevant propositions (non-directional and directional) from each of the presented theories are clearly explained.</td>
<td>Not all relevant propositions from each of the presented theories are identified. Specification of directional propositions is incomplete/or poorly explained.</td>
<td>Not all relevant propositions from the identified theories are presented. Directional propositions are not identified and/or not specified.</td>
<td>Not addressed</td>
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<td>Theoretical framework paper: RUBRIC (continued)</td>
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<td>Describes how the pertinent theories, as specified, have been used in other studies including as appropriate, the propositions that have been tested and relevant propositions that have not been tested. Describes how the theories are useful in understanding the phenomenon of interest.</td>
<td>Presents quantitative and qualitative studies as appropriate, and clearly describes how the pertinent theories, as previously specified, have been used in these studies including as appropriate, the propositions that have been tested and relevant propositions that have not been tested. Fully describes how the theories are useful in understanding the phenomenon of interest.</td>
<td>Presents some studies that are relevant to pertinent theories, as previously specified, have been used in these studies or (2) only partially describes how the theories are useful in understanding the phenomenon of interest.</td>
<td>Studies are presented that did not apply or test the pertinent theories as previously specified. Description of how the theories are useful in understanding the phenomenon of interest is missing or weak.</td>
<td>Not addressed.</td>
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<td><strong>15 Points</strong></td>
<td><strong>13 Points</strong></td>
<td><strong>8 Points</strong></td>
<td><strong>4 Points</strong></td>
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<td>Describe how these various theories / frameworks can be integrated to inform further research.</td>
<td>Fully describes how appropriately selected relational and/or non-relational propositions from the previously specified theories can be linked to develop a synthesized, integrated theoretical framework that informs further research related to phenomenon of interest.</td>
<td>Fully describes how selected relational and/or non-relational propositions from the previously specified theories can be linked to develop a synthesized, integrated theoretical framework but application to further research related to concept / phenomenon of interest is either superficial or lacks clarity.</td>
<td>Partially describes how selected relational and/or non-relational propositions from the previously specified theories can be linked to develop a synthesized, integrated theoretical framework. Application to further research related to phenomenon of interest is superficial or lacks clarity.</td>
<td>Not addressed.</td>
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### Theoretical framework paper: RUBRIC (continued)

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<td>Writing style reflects clarity, precision, logical flow, correct grammar and is free of spelling errors.</td>
<td>Strict adherence to APA format; writing style is consistently clear, concise, and logical. Consistent use of correct grammar; no spelling errors.</td>
<td>Mostly adheres to APA format; writing style is consistently clear, concise, and logical. Consistent use of correct grammar; no spelling errors.</td>
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<td>One of the following are noted: (1) Poor adherence to APA format; writing style (2) Writing style lacks clarity, precision, and/or logic; (3) Incorrect use of grammar and multiple spelling errors.</td>
<td>All of the following are noted: (1) Poor adherence to APA format; writing style (2) Writing style lacks clarity, precision, and/or logic; (3) Incorrect use of grammar and multiple spelling errors.</td>
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**Literature review paper: RUBRIC** This paper provides a review and critical examination of preexisting work on the topic of interest. It should define the phenomenon of interest, describe the extent of the problem, and discuss aspects and factors that are related to the problem. This paper should clearly identify and describe the gap in knowledge about the topic of interest.

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<th>Criterion</th>
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<tr>
<td>The extent of the problem is described.</td>
<td>The core health-related problem is identified. The extent of the problem (e.g. incidence, prevalence, suffering, costs) is not substantiated with current references.</td>
<td>The core health-related problem is identified. However, the extent of the problem (e.g. incidence, prevalence, suffering, costs) is not sufficiently addressed.</td>
<td>The core health-related problem is vague. The nature of the problem is not clear. Does not answer the question “So what?”.</td>
<td>Not addressed</td>
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| The phenomenon of interest and its’ relationship to the problem is described and explained. | The phenomenon of interest associated with the problem is clearly introduced, described, and defined. Key theoretical propositions linking the phenomenon of interest to the problem or to other relevant concepts are summarized. Based on the literature, the role of the phenomenon of interest as an antecedent, consequence, or correlate of the problem is described. | The phenomenon of interest associated with the problem is partially introduced, described, and defined. Key theoretical propositions linking the phenomenon of interest to the problem or to other relevant concepts are only partially identified and summarized. The relationship of the phenomenon of interest to the health-related problem is not clear. | Either a definition/ description of the phenomenon of interest is absent or the description / explanation of the relationship of the phenomenon of interest to the health-related problem is absent. | Not addressed |
| An extensive review of the literature is conducted and presented. | An integrative review of relevant empirical literature is presented. A table of evidence is included. Studies that support or generate relevant theoretical propositions (relational and nonrelational) are presented and summarized. If existing theory and literature is mostly descriptive, a descriptive table of evidence is presented and relationships / descriptions are summarized. | An integrative review of empirical literature and a table of evidence (propositions supported or descriptions) is presented. Supported propositions and / or descriptions of the phenomenon are summarized. The relevance of at least some of the evidence to the phenomenon of interest, however, is not clear. | An integrative review of empirical literature (propositions or descriptions) and a table of evidence is presented. A summary of relational and/or non-relational propositions that are generated or supported, however, is lacking. | An integrative review of the empirical literature is presented. The relevance of at least some of the evidence to the phenomenon of interest is not clear. Either a table of evidence and/or a summary of supported propositions / descriptions is lacking. | Not addressed |

| 30 Points | 25 Points | 15 Points | 10 Points | 0 Points |
Based on the review of the literature, gaps in knowledge are clearly identified.

<table>
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<tr>
<th>Writing style reflects clarity, precision, logical flow, correct grammar and is free of spelling errors.</th>
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<tr>
<td>Most of the gaps in knowledge identified are clearly described and justified by the review of the literature.</td>
</tr>
<tr>
<td>Most of the gaps in knowledge identified are not clearly described or are not justified by the review of the literature.</td>
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**RUBRIC Literature review paper (Continued)**

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| Most of the gaps in knowledge identified are clearly described and justified by the review of the literature. |
| Mostly adheres to APA format; writing style is consistently clear, concise, and logical. Correct use of correct grammar; no spelling errors. |
| Mostly adheres to APA format; writing style is mostly clear, concise, and logical. Correct grammar, no spelling errors. |
| One of the following are noted: (1) Inconsistent adherence to APA format; (2) Writing style lacks clarity, precision, and/or logic; (3) Incorrect use of grammar or multiple spelling errors. |
| All of the following are noted: (1) Poor adherence to APA format; writing style (2) Writing style lacks clarity, precision, and/or logic; (3) Incorrect use of grammar and multiple spelling errors. |
**Methods paper: RUBRIC** This paper provides a critical examination of the methodologies that have been used in examining the topic of interest. This includes both quantitative and qualitative designs, sampling, and data analysis methods. For quantitative designs, students should discuss threats to validity (internal, external, construct, and statistical conclusion). In addition, students need to address measurement issues and critique specific instruments that have been used to measure the phenomenon of interest. For qualitative designs, students should discuss the rigor and trustworthiness (e.g., credibility, authenticity, thick description, reflexivity, triangulation, member checking, audit trail, transferability, etc.).

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<tr>
<td>Sampling procedures including sampling frame, sampling procedures, sample size, and response rates as appropriate, that have been used in studies to examine the phenomenon of interest are critically examined and critiqued.</td>
<td>Sampling procedures that have examined the phenomenon of interest are fully critiqued and strengths and weaknesses/gaps are identified.</td>
<td>Sampling procedures that have examined the phenomenon of interest are described but not fully critiqued and either strengths or weaknesses/gaps are not identified.</td>
<td>Sampling procedures that have examined the phenomenon of interest are described but not critiqued and neither strengths nor weaknesses/gaps are identified.</td>
<td>Sampling procedures that have examined the phenomenon of interest are inadequately identified and described. Weaknesses / gaps are not addressed.</td>
<td>Not addressed</td>
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**30 Points**

| Methods used in qualitative designs that have examined the phenomenon of interest are critiqued including credibility, authenticity, thick description, reflexivity, triangulation, member checking, audit trail, and transferability. | Methods used in qualitative designs are fully critiqued, including credibility, authenticity, thick description, reflexivity, triangulation, member checking, audit trail, and transferability. Weaknesses and gaps in previously used methods, as appropriate, are not fully identified. | Methods used in qualitative designs are only partially critiqued in that indicators of either rigor or trustworthiness are not fully addressed. Weaknesses and gaps in previously used methods, as appropriate, are not fully identified. | Methods used in qualitative designs are inadequately critiqued in that neither the indicators of rigor nor trustworthiness are fully addressed. Weaknesses and gaps in previously used methods, as appropriate, are not fully identified. | Methods used in qualitative designs are inadequately critiqued in that neither the indicators of rigor nor trustworthiness are fully addressed. Weaknesses and gaps in previously used methods, as appropriate, are not identified. | Not addressed |

**25 Points**

| Methods used in quantitative designs that have examined the phenomenon of interest are critiqued including threats to internal and external validity. | Methods used in quantitative designs are fully critiqued, including threats to internal and external validity. Weaknesses and gaps in previously used methods, as appropriate, are identified. | Methods used in quantitative designs are only partially critiqued in that threats to internal and external validity are superficially discussed. Weaknesses and gaps in previously used methods, as appropriate, are not fully identified. | Methods used in quantitative designs are inadequately critiqued; either threats to internal validity or threats to external validity are not addressed. Weaknesses and gaps in previously used methods, as appropriate, are not fully identified. | Methods used in quantitative designs are superficially presented and neither threats to internal nor external validity are addressed. Weaknesses and gaps in previously used methods are not fully identified. | Not addressed |

**15 Points**

| Methods used in qualitative designs that have examined the phenomenon of interest are critiqued including credibility, authenticity, thick description, reflexivity, triangulation, member checking, audit trail, and transferability. | Methods used in qualitative designs are fully critiqued, including credibility, authenticity, thick description, reflexivity, triangulation, member checking, audit trail, and transferability. Weaknesses and gaps in previously used methods, as appropriate, are not fully identified. | Methods used in qualitative designs are only partially critiqued in that indicators of either rigor or trustworthiness are not fully addressed. Weaknesses and gaps in previously used methods, as appropriate, are not fully identified. | Methods used in qualitative designs are inadequately critiqued in that neither the indicators of rigor nor trustworthiness are fully addressed. Weaknesses and gaps in previously used methods, as appropriate, are not fully identified. | Methods used in qualitative designs are inadequately critiqued in that neither the indicators of rigor nor trustworthiness are fully addressed. Weaknesses and gaps in previously used methods, as appropriate, are not identified. | Not addressed |

**10 Points**

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| Methods used in qualitative designs that have examined the phenomenon of interest are critiqued including credibility, authenticity, thick description, reflexivity, triangulation, member checking, audit trail, and transferability. | Methods used in qualitative designs are fully critiqued, including credibility, authenticity, thick description, reflexivity, triangulation, member checking, audit trail, and transferability. Weaknesses and gaps in previously used methods, as appropriate, are not fully identified. | Methods used in qualitative designs are only partially critiqued in that indicators of either rigor or trustworthiness are not fully addressed. Weaknesses and gaps in previously used methods, as appropriate, are not fully identified. | Methods used in qualitative designs are inadequately critiqued in that neither the indicators of rigor nor trustworthiness are fully addressed. Weaknesses and gaps in previously used methods, as appropriate, are not fully identified. | Methods used in qualitative designs are inadequately critiqued in that neither the indicators of rigor nor trustworthiness are fully addressed. Weaknesses and gaps in previously used methods, as appropriate, are not identified. | Not addressed |

**Not addressed**
## Methods paper: RUBRIC (Continued)

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<tr>
<td>Specific instruments that have been used to measure the phenomenon of interest or if no measures exist, a similar phenomenon of interest are adequately critiqued.</td>
<td>Specific instruments are adequately critiqued. The critique includes face validity, content validity, criterion-related validity, construct validity, reliability, and sampling. Strengths and weaknesses of the instruments are summarized.</td>
<td>Specific instruments are adequately critiqued, but the critique does not address one or two indicators of reliability and validity. Strengths and weaknesses of the instruments are summarized.</td>
<td>Specific instruments are inadequately critiqued in that the critique does not address several indicators of reliability and validity. Strengths and weaknesses of the instruments are summarized.</td>
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Directions: Follow the guidelines for selection of the Qualifying Examination Committee described in the PhD Program in Nursing Handbook for Students. Submit this form to the PhD Program Director after all signatures of the Qualifying Examination Committee are obtained.

Doctoral Student Name: ___________________       ___________________       MI

Last       First

Semester in which the Qualifying Examination papers will be submitted and oral examination will occur:
Year: ____________       Semester: ______________

QUALIFYING EXAMINATION COMMITTEE MEMBERS:
SCHOOL OF NURSING:

Chairperson (typed/printed)       Chairperson (signature)       Date

Member (typed/printed)

Member (typed/printed)

Reviewed and filed by:

_________________       ___________________       Date _________

Director, PhD in Nursing Program
Rutgers, The State University Of New Jersey  
SCHOOL OF NURSING  
QUALIFYING EXAMINATION GRADE FORM– PHD IN NURSING PROGRAM

The members of the Qualifying Examination Committee of  
________________________________________  
Student’s Name

have graded the component(s) of the Qualifying Examination as indicated below. Reaching consensus (majority), the Committee certifies the following decision(s):

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<tr>
<th>EXAM COMPONENT</th>
<th>PASS</th>
<th>FAIL</th>
<th>DATE</th>
<th>COMMENTS</th>
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<tr>
<td>Focusing Paper: Theory</td>
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<td>Focusing Paper: Review of the Literature</td>
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<td>Focusing Paper: Methods</td>
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<td>Oral Examination</td>
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Name of Chair (Print)  
Chair’s signature  
Date

Name of Member (Print)  
Member’s signature  
Date

Name of Member (Print)  
Member’s signature  
Date

Reviewed and filed by:  
Director, PhD in Nursing Program  
Date: __________________

NOTE: The components of the Qualifying Examination are to be submitted by the student and graded by the Committee prior to the end of the semester in which the Qualifying Examination was scheduled to occur. This form is to be completed and given to the Director, PhD in Nursing Program within 10 days of the Committee’s Final Grading Decision.
DOCTORAL DISSERTATION

Overview
Each candidate for the doctorate shall pursue, under faculty direction, an original investigation of a problem of significance to nursing and present the results of this investigation in a dissertation. The dissertation must be approved by a faculty committee of at least four members selected by the candidate and appointed by the Director of the Graduate Program.

Policy
1. The dissertation committee is officially constituted after the student passes the qualifying examination for admission to candidacy.

2. To constitute the dissertation committee, the candidate must file the Dissertation Committee Form through the office of the Associate Dean for Nursing Science/PhD Program and signed by all members of the committee. Once the committee is officially formed, the candidate cannot initiate changes in the membership; however, a faculty member may resign from the committee. In the latter case, the candidate must select another faculty member and this new member must be appointed by the Director of the PhD Program. The Associate Dean for Nursing Science/PhD Program and the Associate Dean for Student Services are to be informed in writing of the change.

3. Selection of the Dissertation Committee:
   a) Criteria for Dissertation Chairperson
      1. Holds regular graduate faculty status in the School of Nursing and in the Graduate School-Newark;
      2. Has earned a research doctoral degree (e.g., PhD, DNSc, EdD);
      3. Has research experience and expertise related to some important aspect of the dissertation; and,
      4. Is available to the candidate on a regular basis during the academic year.
   b) Criteria for Committee Members
      1. Three members selected in consultation with the dissertation chairperson;
         • Members must have a research (PhD) or clinical (DNP) doctoral degree. Whenever possible, the four members of the Committee should possess complementary areas of expertise to guide the content and methods of the dissertation.
   c) Composition of the Committee
      1. The Dissertation Chairperson and two members of the committee must be from the School of Nursing with Graduate Faculty status in the Graduate School-Newark.
      2. A fourth member of the committee must be from outside of the School of Nursing. The person may be from outside of Rutgers and from outside the discipline of nursing.
4. Role of the Dissertation Committee:

a) Chairperson Responsibilities
   1. The faculty member who is invited to become chairperson of the committee may defer acceptance until the candidate has submitted a specific area of inquiry or a beginning research problem which the candidate has identified;
   2. The faculty member who accepts the role of chairperson becomes the candidate’s academic and research advisor;
   3. The chairperson will assure IRB compliance, guide the preparation of the dissertation proposal, the research process, and the final dissertation;
   4. At the discretion of the dissertation chairperson, selected chapters of the dissertation can be written in a manuscript format. In contrast to the traditional style, this option is a mixed format in which 1 or more manuscripts submitted for publication comprise a portion of the dissertation. The choice of manuscript option should be approved by the dissertation chairperson no later than the date of the dissertation proposal defense.
   5. The chairperson is responsible for ensuring that the entire committee meets with the student at least once before the candidate’s dissertation proposal is submitted for review and approval. It is advisable that there be at least two meetings of the entire committee, one early in the development of the dissertation proposal and one closer to the time the dissertation proposal is submitted for review.

b) Committee Member Responsibilities
   1. Be available to meet with the candidate; critique drafts of the developing dissertation proposal; participate actively in the committee meeting(s) on the dissertation proposal; review drafts of the final dissertation, and the final dissertation product; and share critique and concerns with the student and the chairperson.
   2. Participate actively in the conduct of the dissertation defense and vote on the decision regarding pass/fail.

5. Responsibilities of the Candidate

a) The candidate is responsible for the careful editing and accuracy of both the dissertation proposal and the final dissertation. The student is also responsible for adhering to the "Thesis and Dissertation Form" available in the Graduate School-Newark Office of the Dean (https://etd.libraries.rutgers.edu/login.php). The chairperson shall not accept the dissertation if these standards have not been met.

b) The candidate is responsible for completion of all requirements for the degree and certification of same. The Registrar’s Office must have re-coded the record and all paper work must be submitted on time and on proper forms with all required signatures. It is the student’s responsibility to make sure all forms are signed and received by the proper authorities by the posted deadline dates of Graduate School-Newark.
Doctoral Dissertation: policy (continued)

6. Registration Process

   a) The candidate should register for dissertation credits upon advisement of the Dissertation Chairperson; and,

   b) The candidate must register for at least 1 credits of dissertation credit during the two semesters that the dissertation proposal review and dissertation oral defense are planned, even if they have completed the 18 hours of dissertation credits.

PLEASE GO TO https://gsn.newark.rutgers.edu/Doctoral%20Candidate%20Information FOR THE LATEST VERSIONS OF REQUIRED FORMS INCLUDING:

Application for Candidacy Forms
Dissertation Defense Report and Forms
DISSERTATION PROPOSAL

Overview
The candidate is required to submit a dissertation research proposal for review, which should be developed under supervision of the Chairperson and members of the dissertation committee.

Policy
1. Preparation of the Dissertation Proposal
   a) The dissertation proposal should include the first three chapters of the dissertation, including the plan for the management and analysis of the data. The proposal is characterized by logical progression of thought, good literary style, and acceptable practices of scholarly writing;
   b) The dissertation proposal should adhere to the most recent edition of the Publication Manual of the American Psychological Association (APA) except where this publication differs from the directions for dissertations distributed by the Graduate School-Newark in the pamphlet: “Thesis and Dissertation Form.” Where discrepancies occur, the Graduate School-Newark instructions are to be followed.
   c) The dissertation proposal should not exceed 50 pages, double-spaced, exclusive of table of contents, references, and appendices, etc.
   d) The title of the dissertation proposal should include an indication of the research approach (e.g., correlational, experimental, qualitative) and the major variables to be studied. Inclusion of the target sample is optional.

2. Dissertation Proposal Defense Meeting
   a) The candidate, chairperson, and members of the candidate’s committee must attend the proposal review meeting. The chairperson is responsible for recording basic points made during the meeting and the recommendations for revision, if any.
   b) The candidate should be prepared to discuss the entire proposal, including potential problems that might be encountered and plans to manage such situations.
   c) At completion of the proposal defense, the chairperson will summarize the major points raised by the reviewers and ask for their recommendations.
   d) The committee may choose to: 1) accept the proposal as is or with minor revisions and no re-review; 2) require minor or major revisions and re-review; or 3) reject the proposal. Examples of reasons for rejection include major safety or human rights issues to research subjects; major theoretical or methodological flaws that would preclude valid or interpretable findings; or a non-feasible plan that cannot be implemented (e.g., too many subjects, too complex) within a reasonable time frame.
Dissertation Proposal: policy (continued)

e) In the case of approval with minor revisions required, the candidate must submit notification of the completion of the revised dissertation proposal that has the approval of the Dissertation Chairperson to the Associate Dean for Nursing Science/PhD Program within one month of the proposal review. At this time, the properly signed Dissertation Proposal Approval Form must be given to the Associate Dean for Nursing Science/PhD Program, and should be facilitated by the Dissertation Chairperson, and copies of the revised proposal will be sent to each Committee member in a timely fashion. If a candidate does not put forth a proposal that is considered acceptable by the committee after two tries, the candidate can be dismissed from the program.

f) In the case of major revisions required or approval denied, the candidate must develop a significantly revised or a new proposal. The Dissertation Chairperson will work with the candidate. The Dissertation Committee will review the new proposal and all prior steps will be repeated.

3. Required Procedures

a) The student candidate obtains the Dissertation Proposal Approval Form from the Division of Nursing Science/PhD Program, completes, and delivers the Dissertation Proposal Approval Form after the dissertation committee has approved the proposal and affixed their signatures (sample in Appendix C). The Dissertation Proposal Form is signed by all members of the committee, including any member from outside Rutgers and attests that the entire committee has met as a whole and approved the proposal. The completed form is submitted to Division of Nursing Science/PhD Program within 10 days of a successful proposal defense meeting.

b) Concurrent with submission of the dissertation proposal, the student must apply for IRB approval to the Office of Research and Sponsored Programs (ORSP) and, if appropriate, to the official IRB committee(s) at the site(s) of data collection. Approval from agency IRBs must be forwarded, along with the completed application form of the cooperating agencies, to the Office of Research and Sponsored Programs of Rutgers Biomedical Health Sciences (RBHS) in a timely manner. No data can be collected until IRB approval has been obtained from RBHS ORSP.

4. Protocol for Communication between Candidate and Chair regarding the Dissertation prior to Graduation

a. For the purpose of federal guidelines involving human subjects, the Dissertation Chair is considered the Principal Investigator of the dissertation project. In addition, any external communication or reporting about the dissertation reflects on Rutgers and the School of Nursing. Therefore, it is important that the candidate keep the Chair informed as follows:

1. Communicate with Committee Chair before submitting any research grants to fund all or part of dissertation research.
2. Communicate with Committee Chair before submitting any abstracts for conferences or publications that will report dissertation findings.
3. Communicate with Chair of Committee before submitting to the public domain any materials that are an integral component of the dissertation.

4. Determine the appropriateness of copyrighting the dissertation with the inclusion of any instruments (e.g. in Appendix) authored by another (whether copyrighted or not).
GENERAL GUIDELINES FOR THE TRADITIONAL DISSERTATION MANUSCRIPT*

Obtain from Graduate School-Newark website the “Style Guide for Doctoral Dissertation Preparation” at Follow this guide for all the details of style, font, margins, references, tables, figures and formatting. The Style Guide also prescribes the format of the title page, the abstract, and the vita page.

The following 2 sections provide detailed guidelines for the substance of a quantitative or qualitative dissertation as recommended by School of Nursing Graduate Faculty. Appendix B contains a more detailed exposition of the guidelines for writing up a quantitative study.

DISSERTATION OUTLINE AND COMPONENTS: GUIDE FOR QUANTITATIVE STUDY

An outline and component descriptions for quantitative studies is provided. This format is a guide. Additional or different information may be needed in select components depending upon the nature of the study. The Dissertation Advisor and Committee have final say on the most appropriate outline to match the study. The outline guide is shown below.

- Title Page
- Copyright Page (copyrighting is optional)
- Acknowledgments
- Table of Contents
- List of Tables
- List of Figures

CHAPTER I. THE PROBLEM
Discussion of the Problem
Statement of the Problem (Interrogative Form)
Sub–problems (if appropriate and substantive)
Definitions of Terms - Conceptual and Operational
Delimitations
Significance of the Study

CHAPTER II. REVIEW OF THE LITERATURE
Independent and Dependent Variables
Theoretical Rationale
Hypotheses
Note: Chapter II should include a well-organized evidence table that summarizes relevant information from each study discussed in the literature review.

**CHAPTER III. METHODS**
Description of Research Setting
Sample
Instruments
Procedure(s) for Data Collection
Experimental Operational Definition (if appropriate)
Equipment (if appropriate)

**CHAPTER IV. ANALYSIS OF THE DATA**
Statistical Description of the Variables
Psychometric or Biometric Properties of Instruments used in the Study
Hypotheses
Additional or Ancillary Findings and Analysis of Same

**CHAPTER V. DISCUSSION OF THE FINDINGS**
Findings for each Hypothesis
Additional or Ancillary Findings

**CHAPTER VI. SUMMARY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS**
Summary
Conclusions
Implications and recommendations (for further research; for theory development/testing; for nursing practice)

**REFERENCES**

**APPENDICES**
TRADITIONAL DISSERTATION COMPONENT OUTLINE:
GUIDE FOR QUALITATIVE INQUIRY

Qualitative inquiry is concerned with modes of systematic inquiry in which knowledge is
generated for understanding human beings within the larger cultural, political, and social
contexts. The philosophical assumptions underlying these modes of inquiry are steeped in the
naturalistic paradigm, which provides an alternative perspective toward the meaning of reality.
These assumptions provide the base for methods that are appropriate for gathering and
interpreting data relevant to questions about human behaviors.

The primary data sources in qualitative inquiry are texts, which may be field notes, interviews, or
any printed or visual data available for reading, reviewing, or hearing.

The subject matter of qualitative inquiry centers on understanding the meanings human beings
give to past and/or current ideas and experiences. The form and characteristics of the data
depend on the focus of the research, the purpose of the qualitative study, and the chosen research
method.

The presentation of research findings follows the writing convention of the humanistic essay
more so than the scientific article. The results generally are offered in an interpretive-narrative
writing style, and typically the findings are presented and discussed in appropriate chapters.
Following is a general outline for research based on a naturalistic study. The Dissertation
Advisor and Committee have final say on the most appropriate outline to match the study.

- Title Page
- Copyright Page (copyrighting is optional)
- Acknowledgments
- Table of Contents
- List of Tables
- List of Figures

CHAPTER I. INTRODUCTION AND THEORETICAL PERSPECTIVE
The Concern to be addressed
The Phenomenon of Interest
The Purpose of the Research
Foundational Assumptions
The Significance of the Study

CHAPTER II. LITERATURE REVIEW
Purpose of the Literature Review in Qualitative Inquiry
Background of the Phenomenon
Related Phenomena
Research Question(s)
Traditional Dissertation Component Outline: Guide For Qualitative Inquiry (Continued)

Note: Chapter II should include a well-organized evidence table that summarizes relevant information from each study discussed in the literature review.

CHAPTER III. METHODS
In Support of Method
Description of the Setting(s)
Characteristics of the Participants
Protection of Human Subjects
Data Source and Collection
Data Analysis
Trustworthiness

CHAPTER IV. CONTEXT AND INFORMANTS
Historical and Sociocultural Context of the Research
Introduction to the Participants
Description of the Audit Trail

CHAPTER V. DESCRIPTION AND DISCUSSION OF THEMES
Major Theme
Related Themes
Sub-Themes
Meanings Inherent in the Theme(s)

CHAPTER VI. DISCUSSION OF FINDINGS
The Research Question(s)
Relationship among Themes
Relationship of Findings to the Extant Literature
Contribution of Findings to Current Knowledge

CHAPTER VII. CONCLUSION
Summary
Conclusions
Strengths and Limitations
Implications for Knowledge Generation and Practice
Recommendation
DISSERTATION MANUSCRIPT OPTION

The manuscript option is formally recognized by the Graduate School- Newark (GS-N). A benefit of the manuscript option is that parts(s) of the dissertation contribute(s) to the student’s publication record earlier than with the traditional dissertation format. This option would make the PhD student a stronger candidate for faculty positions or post-docs at research intensive schools post-graduation.

Format: Students who choose this option will be able to submit 1-3 manuscripts for the corresponding chapters of the dissertation. Examples of acceptable topics for the manuscript(s) include a review of the literature or systematic review relevant to the topic; a discussion of the theoretical framework/model/theory; review of instrument design, development and testing; results of pilot studies or results of the main study.

Details of the manuscript option are as follows:

1. The student and their dissertation chairperson should discuss the planned format of the dissertation and decide if the manuscript option is a feasible choice as soon as the academic advisor or faculty member assumes their role as the dissertation chairperson. This should occur as early as possible, but certainly no later than the proposal defense date.

2. If the manuscript option is desired, the student and dissertation chairperson will agree to substitute 1-3 manuscripts for the corresponding chapters of the dissertation, as outlined above. The manuscripts must be in a publishable format- either submitted, under review or accepted for publication at the time of the dissertation defense. Written permission from the journal editor to include the manuscript(s) in the dissertation document is required to prevent copyright infringement. Other requirements may be determined following input by the student’s Dissertation Committee- this may include the number and type of manuscripts permitted and the identification of a peer-review journal for publication.

3. At least one manuscript must be based on the results of the main study.

4. The dissertation should read as one cohesive document. In addition to the manuscripts, students who choose this option must also include:
   a) An abstract
   b) Table of contents that includes each chapter and it figures and tables
   c) An introductory chapter- this presents the overall unifying theme of the dissertation, addresses the distribution of content across manuscripts or chapters, discusses how the manuscripts and chapters address the theme and explains the relationship of the manuscripts to each other. In addition, the Introduction should discuss the overall need and significance of the research topic and study and the originality of the findings.
   d) A summary chapter- this consists of a synthesis and integration of the overall findings of the study, integrating the content of all manuscripts and chapters. This synthesis should take into account the unifying theme and an explanation of the importance of
the manuscripts in relation to the main topic. Directions for future research and implications of results for nursing practice and policy, as appropriate, should be identified.

5. Manuscripts should be formatted appropriately, using APA style references or conforming to the requirements established by the journal to which the paper was submitted.

6. When co-authored papers are included in the dissertation, the student must be the first author of the paper.

7. Students can use publishable papers or accepted manuscript(s) that were previously included in the qualifying exam as part of the manuscript option. When included manuscripts accepted for publication, be sure to obtain written permission from the journal editor to include them in the dissertation document.

8. The student Committee will ultimately review the manuscripts and other chapters and content as part of the final examination, similar to a traditional dissertation defense.

Process Policy: Traditional Dissertation and Manuscript Option Dissertation

1. The final draft of the dissertation should be prepared in strict adherence with the instructions given in the pamphlet "Style Guide for Doctoral Dissertation Preparation" available at the Office of the Dean of the Graduate School-Newark:


2. The candidate shall follow the application process for final oral defense as specified by the Office of the Dean, the Graduate School-Newark.

3. The final public presentation shall be held under the auspices of the candidate’s doctoral dissertation committee and the candidate will be present on campus. The candidate may be questioned by members of the audience in advance of the private questioning by the Dissertation Committee members. This can also occur with some of the committee members online or by telephone.

4. The candidate must defend the dissertation and otherwise satisfy the committee and other non-voting faculty in attendance that he or she is qualified to receive the degree of Doctor of Philosophy. The Dissertation Committee will move to a private room to complete the questioning and will ask the candidate to leave during the voting process.

5. In the event of one or more negative votes, the candidate fails the dissertation defense. The Committee must make recommendations to the Chair regarding next steps. The Committee may recommend significant revisions of the dissertation or additional study/coursework in
the area of the knowledge deficiency. A timeline will be set. The candidate will be given a second opportunity to successfully complete the oral defense. In the event of two failures, the candidate will be dismissed from the program.

6. Once the Dissertation Committee votes to confer the degree, the proper forms must be signed and the candidate is responsible for returning them to the Office of the Dean, Graduate School-Newark on or before the published deadline date. This may be facilitated by the Dissertation Chairperson. Signatures must be obtained on the Graduate School-Newark form, as well as on the cover sheet of the dissertation. The GS-N form is the same form used for the Qualifying Examination. It must be obtained from GS-N by the candidate, the Chairperson, or the Associate Dean of Nursing Science/PhD Program (Sample in Appendix B).

7. After the committee accepts the dissertation, the student files the original and one copy with the office of the Dean of the Graduate School by the deadline (see the Graduate Catalog – Newark). An additional copy is given to the School of Nursing where it will be filed in the Office of Grants and Research. It is also customary to give a copy of the dissertation to each committee member.

APPLICATION FOR THE CONFERRAL OF THE DEGREE

The candidate must file a diploma application according to announced deadlines specified in the Graduate School-Newark bulletin in order to receive a diploma at commencement. Diploma forms are available in the Office of the Dean of the Graduate School-Newark and may be obtained online. For students completing the defense at any time other than April/May, certification of completion is issued upon request. Awarding of diplomas and the hooding ceremony occur at the School of Nursing and Graduate School-Newark graduation ceremony in May of each year.

PLEASE GO TO THE LINK BELOW FOR CURRENT REQUIREMENTS AND DEADLINES FOR DOCTORAL DEGREE CANDIDATES

PLEASE GO TO https://gsn.newark.rutgers.edu/Doctoral%20Candidate%20Information FOR THE LATEST VERSIONS OF REQUIRED FORMS INCLUDING:

- Dissertation Defense Report and Forms
- Embargo Request Form
- Diploma Application
PUBLICATION OF DISSERTATION AND ACADEMIC DATA

After granting of the doctorate, the Graduate School-Newark submits the dissertation to be microfilmed. Information concerning the preparation of the dissertation and abstract, and the agreement with University Microfilms, Ann Arbor, Michigan, which the candidate is to sign, are available in the Office of the Dean of the Graduate School-Newark. As part of this process, the student must choose whether or not to apply for copyright. (See note on page 4 of the Graduate School-Newark pamphlet “Style Guide for Doctoral Dissertation Preparation” regarding copyrighting of instruments and the materials that constitute the intellectual property of others).
APPENDIX A

DETAILED GUIDE FOR WRITING A QUANTITATIVE STUDY

CHAPTER I. THE PROBLEM

Discussion of the Problem
In this section, the problem should be described in a clear and concise manner. The description of the problem will vary according to the state of knowledge regarding the phenomenon of interest and the type of research approach that will be used in the study.

Statement of the Problem
The statement of the problem should clearly emerge from the above description of the problem. It should be presented using the interrogative form and it should meet the criteria for a good problem statement. For example:

A. What is the relationship of self-disclosure, interpersonal dependency and life change events to loneliness in young adults?

B. What is the effect of X treatment on the rate of return to functional independence among elderly subject’s post knee replacement surgery?

The statement of the problem may then be presented as sub-problems whereby each independent variable is linked to the dependent variable (or variables if there are more than one) in question form. For example:

A. What is the relationship between self-disclosure and loneliness in young adults?

B. Sub-problems may not be appropriate in some cases.

Definition of Terms *
Each variable in the problem statement should be defined conceptually and operationally. In experimental studies, define the experimental intervention(s) (treatment conditions) conceptually in this section and operationally in Chapter III. If the sample to be studied represents a particular phase of human development or has an acute or chronic illness, these terms also should be defined. For example, if the sample will consist of patients who have had an acute myocardial infarction, this term should be defined and documented.

* Asterisk indicates that the section should be written in the future tense for the Dissertation Proposal and the past tense for the final Dissertation.
Delimitations
In this section, the parameters (characteristics) of the sample that will be studied should be specified. It should be clear who will be included and who will be excluded from the analysis of the data and why. Therefore, reasons for the delimitations imposed on the sample should be documented, if possible.

Significance
In this section, discuss why it is important to society in general and nursing in particular to investigate the research problem. State clearly how the research findings will contribute to nursing knowledge and potentially to nursing practice.

CHAPTER II. REVIEW OF THE LITERATURE

It is understood that the student, in order to become a content expert regarding the variables under investigation, will do a comprehensive review of the literature on each variable in the problem statement. However, only that literature pertinent to the development of relationships or differences to be tested by the hypotheses should be reported.

This chapter should be introduced in one paragraph that succinctly indicates the organization of the content that will be presented. Further, the organization of the content will vary according to the type of research approach that will be used in the study. For example, in most experimental studies, the literature related to the independent variable(s) is presented before the literature related to the dependent variable(s). Conversely, in most ex post facto and correlational studies, the literature related to the dependent variable(s) is presented first followed by the literature related to the independent variables. In all studies, however, the development of ideas/relationships relevant to the present investigation should be evident in the literature presented.

Independent and Dependent Variables
Using the above guidelines, treat each variable separately. In organizing the literature presented for each variable, first present the theoretical literature that discusses the variable. This section should be followed by a summary of the theoretical linkages, relational statements, or themes emerging from the theoretical literature.

Then, present a critical analysis of the empirical studies pertinent to the present investigation. Group the studies under appropriate headings. Focus on the progression of knowledge development from earlier to later studies. Critically analyze the contributions made to knowledge development, the methodological or sample-size flaws that may explain conflicting findings, and the problems inherent in definitional and instrument discrepancies. Each segment of studies should be followed by a summary paragraph that pinpoints the present state of knowledge, gaps in the knowledge, and conflicts in findings, in conceptualization/definitions, in sensitivity of instruments and issues related to dosage in experiments and power of the sample to detect differences.

Theoretical Rationale
Using relevant literature from the above sections, link each independent variable to the dependent variable (or variables) in a logical and explanatory or predictive manner. This section clearly and
concisely expresses the theoretical relationships that have been developed in the present investigation. The Theoretical Rationale provides the theoretical basis for the derivation of the hypotheses.

**Hypotheses**

Formulate and state research hypotheses that are clearly derived from the above theoretical rationale. Where appropriate, each hypothesis should answer a Sub-Problem. For example: There is an inverse relationship between self-disclosure and loneliness in young adults. In other cases, the hypotheses derive directly from the problem statement.

**CHAPTER III. METHODS**

This chapter should be introduced in one paragraph that briefly indicates the research design of the study and the methods that will be presented.

**The Research Setting**

Describe the characteristics of the research setting moving from the general to the specific. For example, if high school students will be studied, describe the sociodemographics of the community in which the high school is located -- while maintaining its anonymity -- and indicate the state in which the community is located. Describe the sociodemographic characteristics of the high school that will be used, again maintaining its anonymity. Then describe the physical characteristics of a typical classroom (the specific research setting) in which the data will be collected. In some instances, the researcher may not be able to describe the specific research setting until after the data are collected. Therefore, the specific research setting should be indicated in the Dissertation Proposal and described more fully in the final dissertation. Also, in some instances, it may be necessary to only describe the specific research setting, e.g., laboratory, and the institution in which it is located.

**The Sample**

For the dissertation proposal, restate the characteristics of the sample that will be used to investigate the research problem. Describe the sampling method for bio-behavioral research or experimental research, be precise in listing exclusion criteria for the experimental and control groups. If appropriate to the research design, describe the method of random assignment or matching procedure that will be used. Substantiate from the literature the sample size needed to test the hypotheses. Present the results of a power-calculation to justify the sample size chosen.

For the final dissertation, restate the sampling method(s) used and how the sample size needed was substantiated.

Indicate the number of subjects approached to participate, the number of subjects who voluntarily participated in the study, the number of subjects who withdrew (if any), and the number of subjects in the final sample, that is, those subjects included in the data analysis. For example:

**A. Of the 270 tenth graders initially approached to participate in the study, 182 students**

---

*A Asterisk indicates that the section should be written in the future tense for the Dissertation Proposal and the past tense for the final Dissertation.*
agreed to participate. The responses of 36 students were excluded from the analysis due to the delimitations of the study. Two students withdrew from the study and the incomplete responses of 3 students were discarded. The final sample consisted of 141 students.

B. During the duration of the study, 150 persons received the surgery and 75 fulfilled the study criteria. Of these 75, 50 agreed to participate and signed consents. There were 7 drop outs: 3 had post-op complications that prevented use of the experimental protocol, 2 changed their mind about participating, and 2 died in the post-operative period.

Then, using frequencies and/or percentages, describe the characteristics of the final sample, which must include gender and ethnicity. Data collected on additional socio-demographic characteristics of the sample such as age should be described by the mean, standard deviation and range. If there is more than one group of subjects under investigation, e.g., in experimental and descriptive-comparative studies, describe each group separately. Descriptive statistics of selected characteristics of the sample(s) should be presented in a table. In experimental studies 2 group statistics should be performed to determine if there were statistically significant differences between or among the groups on demographic characteristics.

**Instruments**

It is understood that paper and pencil instruments used to carry out research for the doctoral dissertation have acceptable reliability coefficients (.70 or greater) and sufficient evidence of validity. Biomedical instruments also must be valid and reliable according to accepted practices in biometrics.

Each instrument used to collect data in the study must be addressed in this section; this includes biomedical instruments and technological equipment. If the instrument(s) to be used do not have published reliabilities for the sample that will be investigated, a pilot study should be conducted prior to the dissertation proposal and the results reported. If a paper and pencil instrument is developed for the investigation, describe in detail the steps used to establish the psychometric properties of the instrument, which should include a pilot.

In this section, treat each instrument separately; use the name of the instrument as a heading. Then, in one paragraph, report the purpose, description, method of administration, scale format, range of possible scores, and scoring procedure for the instrument. Then in one paragraph, report the published reliabilities obtained on the instrument in previous research, focusing preferably on those reliabilities obtained on a sample similar in characteristics to one to be studied in the present investigation. Then, report published evidence of validity obtained on the instrument in previous research, including that evidence obtained on a sample or samples similar in characteristics to the one to be studied in the present investigation.

For biomedical instrumentation describe the calibration procedures, the temperature and humidity specifications and the step-by-step procedures to decrease reliability problems.

**Procedure for Data Collection**

*Asterisk indicates that the section should be written in the future tense for the Dissertation Proposal and the past tense for the final Dissertation.*
Restate the specific research setting in which the data will be collected. Then describe when, how, and by whom that data will be collected. Describe how constancy of conditions will be maintained in the specific research setting, whether natural or laboratory. Using published ethical guidelines, discuss how the rights of human subjects will be protected; indicate in the final dissertation that IRB approval was obtained.

For biomedical data collection specify the exact step-by-step procedure for data collection, handling/storage of specimens, and the procedure for the testing and scoring/scaling of the results.

**Experimental Operational Definition**
For experimental and quasi-experimental studies, describe how the independent variable will be manipulated. The experimental intervention(s) (treatment conditions) should be discussed with sufficient detail so that the study could be replicated. When there are two or more treatment conditions, the descriptions should clearly differentiate one from the other(s). Steps taken to assure validity of content and/or consistency of process should be described for select treatment conditions involving experimental interventions. In quasi-experimental studies, steps taken to control for extraneous independent variables should be discussed. Any equipment used as part of the treatment conditions should be described in detail.

**Plan for Data Analysis**
For the dissertation proposal, the plan for analysis of the data should be presented in Chapter III. The plan should indicate the statistics that will be used for testing the hypotheses and the level of significance (alpha) at which the research hypotheses will be accepted. This section is deleted from Chapter III in the final dissertation.

**CHAPTER IV. ANALYSIS OF THE DATA**

This chapter should be introduced in one paragraph. Initially, state the purpose of the study in the past tense. Briefly indicate on whom the data were collected and the instruments used. End the paragraph by stating that the analysis of the data is presented in this chapter.

**Statistical Description of the Variables**
In this section, discuss the descriptive statistics (range, median, mean, and standard deviation) obtained on the responses of the sample to the study instruments. In correlational studies, these statistics should also be presented in a table. In an experimental study using a pre-test-post-test design, descriptive statistics obtained on the responses to the instrument(s) used should be presented in a table.

**Psychometric Properties of Instruments**
Unless an instrument had been developed for one of the study variables, the psychometric properties of instruments reported in this chapter will involve reporting only the alpha coefficients obtained on the responses of the sample to the study instruments.

Briefly discuss the reliabilities obtained, using the criterion for acceptable reliability coefficients as a guide. If more than one instrument has been used in the study, present the alpha coefficients in a table.
If an instrument has been developed for the study and factor analysis is performed on the responses of the sample to the instrument in the actual study, present the findings in a table and discuss them in a narrative.

For biomedical research, describe the results of reliability tests performed during sample analysis and the results of the calibration studies on the instruments over the course of data collection.

**Hypotheses**
Introduce this section by stating the statistics used to test the hypotheses and, when indicated, whether a one- or two-tailed test was used. Also indicate the statistical package used to analyze the data.

Then, treat each hypothesis separately, using Hypothesis 1, Hypothesis 2, and so forth, as subheadings. Restate the research hypothesis under the subheading, indicate the results obtained when testing the hypothesis (value and probability level) and whether or not the hypothesis was supported. Do not interpret the findings, simply report them. Present the results of the hypotheses testing in a table or tables.

**Additional Findings or Unexpected Findings**
In this section, results obtained from analysis of the study variables are presented. The results are also presented in tabular or graphic format. Present any unexpected findings.

**CHAPTER V. DISCUSSION OF THE FINDINGS**

It is understood that the results obtained when testing the hypotheses are interpreted in this chapter and that meanings are given to the findings in terms of the theoretical relationships that were presented in earlier chapters.

Briefly introduce this chapter by restating the purpose of the study and the theoretical relationships developed. Then, discuss each hypothesis separately, using the names of the variables in the hypothesis as a heading. For example, using the “A” and “B” examples given earlier an “A” heading could be Self-Disclosure and Loneliness, a “B” heading could be Group Differences in Functional Independence. Use the following guidelines for interpreting the hypotheses.

1. If the hypothesis is supported, discuss the findings in light of the explanatory or predictive level theory that served to develop the theoretical relationship from which the hypothesis was derived. In correlational studies, consider the strength of the relationship in terms of the magnitude of the correlation found, also realizing that correlation does not mean causation. Do not "go beyond the data" with your interpretation. In quasi-experimental studies, consider threats to internal validity as competing explanations for obtained results.

2. If the hypothesis is not supported, discuss the findings first in terms of shortcomings of theory developed from which the hypothesis was derived. Consider theoretical reasons for why the hypothesis was not supported. Then, consider methodological problems that might have occurred in the conduct of the study that could have contributed to the non-significant finding. In experimental studies consider the dosage issues, effect size issues, and sample
size issues as possible reasons for non-significance.

3. If the hypothesis is significant but the results are opposite to those hypothesized, it is understood that the researcher has critically scrutinized the data analysis procedures before accepting and reporting the finding. The discussion should focus on both theoretical and methodological reasons for this unhyphothesized significant finding.

Additional findings should be interpreted in light of theory and/or previous research concerning the variables under investigation.

CHAPTER VI. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary
This chapter begins with a summary of the study that summarizes the major components addressed in the previous chapters, e.g., the purpose of the study, the theoretical relationships developed in the study, the hypotheses, a brief description of the sample, the instruments used, procedure for analysis, and the results. The summary should be no longer than four (4) pages.

Conclusions
Although the findings from the testing of the hypotheses should guide the conclusions drawn, do not restate the findings as conclusions. Based on the findings make general concluding statements about the theory (new knowledge) developed in the study.

Implications for Nursing
Discuss the theoretical and practical implications of the findings for nursing.

Recommendations
Based on the findings, specify areas for future study. These areas should be enumerated and briefly discussed. Include as appropriate specify changes in nursing practice that should emanate from the study results, policy implications, and directions for further research.

PLEASE GO TO THE LINK BELOW FOR CURRENT REQUIREMENTS AND DEADLINES FOR DOCTORAL DEGREE CANDIDATES

PLEASE GO TO https://gsn.newark.rutgers.edu/Doctoral%20Candidate%20Information FOR THE LATEST VERSIONS OF REQUIRED FORMS INCLUDING:

- Application for Candidacy Forms
- Dissertation Defense Report and Forms
- Embargo Request Form
- Diploma Application
APPENDIX B - SAMPLE CANDIDACY FORM

Download the Application for Admission to Candidacy for the Degree of Doctor of Philosophy Form from the Graduate School Newark website at http://gsn.newark.rutgers.edu/. Click on “downloadable forms” in the left column.
https://gsn.newark.rutgers.edu/Doctoral%20Candidate%20Information
GRADUATE SCHOOL-NEWARK
Application for Admission to Candidacy
for the Degree of Doctor of Philosophy

To the student: This application form is to be used on two occasions, first at the time you take your qualifying examination, and again at the time of your final examination.

You should complete the first page of this form and present it to the chairperson of your committee at the time of your qualifying examination. After the members of your committee have signed it, return it to the dean’s office, preferably in person rather than by mail.

On the day of your final examination, collect this form from the dean’s office and carry it with you to the place of the examination to obtain the signatures of the members of your dissertation committee.

Please read the italicized instructions elsewhere on this application and familiarize yourself with all requirements for graduation.

Name...................................................... First ................................

Address..........................................................

..........................................................

Email Address........................................ RUID#:..............................

Graduate program in which you are enrolled..........................................

I apply for admission to candidacy for the degree of Doctor of Philosophy.

Date........................................ Signature of applicant.....................
PART I

Qualifying Examination Committee Report

A. We recommend that ........................................... be admitted to candidacy.

(Print Name) ..................................................
Program Director ..........................................

(Signature) ..................................................

Chairperson ..............................................
Committee Members ......................................

..................................................

Date .....................................................


B. We recommend that ........................................... not be admitted to candidacy. The chairperson of this committee shall summarize the committee recommendations in a letter to the applicant and shall forward a copy to the dean’s office within three days of the examination.

(Print Name) ..................................................
Program Director ..........................................

(Signature) ..................................................

Chairperson ..............................................
Committee Members ......................................

..................................................

Date .....................................................


To the student: Before you return this form to the dean’s office, please note the following: you must collect this form again at the time of your final examination; you must maintain continuous registration until that date, and you must file a separate DIPLOMA APPLICATION several weeks or months before your anticipated date of graduation (see Graduate School-Newark for graduation deadline dates).
PART II

Final Examination Committee Report

To the student: If your address has changed since the qualifying examination, please substitute the new address for the old one on the first page of this form. Present this form to your committee at the time of your final examination.

We certify that ................................................................. has satisfied all residency requirements, that his/her graduate study and research, both in content and duration, justify admitting him/her to final examination, and that he/she has completed a dissertation that we have approved.

Title of dissertation ................................................................

..............................................................................................

A. We certify that ................................................................., passed the final examination.

(PRINT NAME)                                             (SIGNATURE)

Program Director ............................................................

Chairperson .................................................................

Committee Members .......................................................  

..............................................................................................

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Date.............................................................. Date..............................

B. We certify that ................................................................. did not pass the final examination. The chairperson of this committee shall summarize the committee recommendations in a letter to the candidate and shall forward a copy to the dean’s office within three days of the examination.

(PRINT NAME)                                             (SIGNATURE)

Program Director ............................................................

Chairperson .................................................................

Committee Members .......................................................  

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Date.............................................................. Date..............................
APPENDIX C: DISSERTATION COMMITTEE FORM– PHD PROGRAM

Rutgers, The State University Of New Jersey
SCHOOL OF NURSING
DISSERTATION COMMITTEE FORM– PHD PROGRAM

Directions: Follow the guidelines for selection of the Dissertation Committee described in the PhD Program in Nursing Handbook for Students. Submit this form to the Graduate Program Director after all signatures of the Dissertation Committee are obtained.

Doctoral Student Name: ___________________________ ___________________________
                     Last            First            MI

Dissertation Topic: _________________________________________________________________

________________________________________________________________________________

DISSERTATION COMMITTEE:

SCHOOL OF NURSING:

Chairperson (typed/printed)       Chairperson (signature)       Date

Member (typed/printed)           Member (signature)           Date

Member (typed/printed)           Member (signature)           Date

NON-NURSING COLLEGE/DEPARTMENT:

Member (typed/printed)           Member (signature)           Date

Reviewed and approved by:

Associate Dean Nursing Science (typed/printed)     Associate Dean/Nursing Science (signature)     Date
APPENDIX D: DISSERTATION PROPOSAL APPROVAL FORM

Rutgers, The State University Of New Jersey
SCHOOL OF NURSING: PHD PROGRAM IN NURSING
DISSERTATION PROPOSAL APPROVAL FORM

The members of the dissertation committee of ________________________________

Student’s Name

Have met and agree that the proposal, ________________________________

Title

_________________________________________________________________________________

has sufficient merit for the study to be conducted.

Name of Chair (Print) ________________________________ Chair’s signature ______________ Date ______________

Name of Member (Print) ________________________________ Member’s signature ______________ Date ______________

Name of Member (Print) ________________________________ Member’s signature ______________ Date ______________

Name of Member (Print) ________________________________ Member’s signature ______________ Date ______________

NOTE: This form is to be completed and given to the Associate Dean for Nursing Science/PhD Program within 10 days of the Committee Approval Meeting. Append one (1) copy of the full proposal with this form.

Date Received: ____________________
# APPENDIX E: DISSERTATION DEFENSE FORM

Rutgers, The State University Of New Jersey  
SCHOOL OF NURSING: PHD PROGRAM IN NURSING

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### Dissertation Defense Report
for the Degree of Doctor of Philosophy

**To the student:** Present this form to your committee at the time of your final examination. Your committee must also sign the title page of your dissertation after they have certified your passage of the final examination and after they are satisfied that the dissertation meets their requirements. You must then seek the authorization of your graduate program director below and return this form to the Graduate School-Newark office.

**Title of dissertation**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
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</table>

**To the faculty:** Please sign section A or B below.

**A.** We certify that the candidate has passed the dissertation defense.

Date

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<thead>
<tr>
<th>PRINT NAME BELOW</th>
<th>SIGNATURES BELOW</th>
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<tbody>
<tr>
<td>Committee Chairperson</td>
<td></td>
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<tr>
<td>Committee Members</td>
<td></td>
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</tbody>
</table>

**B.** We certify that the candidate has not passed the dissertation defense.

The chairperson of this committee shall summarize the committee recommendations in a letter to the candidate and shall forward a copy to the Graduate School-Newark office within three days of the examination.

Date

<table>
<thead>
<tr>
<th>PRINT NAME BELOW</th>
<th>SIGNATURES BELOW</th>
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<tbody>
<tr>
<td>Committee Chairperson</td>
<td></td>
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<tr>
<td>Committee Members</td>
<td></td>
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</tbody>
</table>

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**Report to the Graduate Program Director**

I certify that the candidate has satisfied all the program requirements for the Doctor of Philosophy Degree.

Date

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
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**Report to the Dean**

I report to the Graduate Faculty that the candidate has completed all the requirements for the degree of Doctor of Philosophy and advise that the candidate be recommended to the Board of Governors for this degree.

Date

<table>
<thead>
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<th>Name</th>
<th>Signature</th>
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[http://gss.newark.rutgers.edu](http://gss.newark.rutgers.edu)
APPENDIX F: CURRICULUM TRACKING SHEET

APPENDIX A

PHD. PROGRAM PLAN
SCHOOL OF NURSING

NAME:               CURRICULUM TRACKING SHEET

DATE OF ADMISSION:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Towards PhD</th>
<th>Semester</th>
</tr>
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<tbody>
<tr>
<td>Philosophy of Nursing Science and Knowledge Development</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualitative Research Methods</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics for Nursing Research I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory and Application to Nursing Research</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Statistics for Nursing Research II</td>
<td>4</td>
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Other____________________
Other____________________

66 credits minimum
APPENDIX G

PLAN OF STUDY: PLANNING SHEET

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Student Name ____________________________