

TABLE OF CONTENTS

Letter from the Director.....	3
School of Nursing Mandate & Mission Statement.....	4
Doctoral Program Philosophy & Purpose.....	5
A. DOCTORAL PROGRAM PLANNING	
Doctoral Program Advisement.....	6
Doctoral Program Plan.....	7
Steps in Program Plan Development.....	10
Concentrations.....	11
Research Experience for Doctoral Students.....	13
Work Experience.....	15
First Research Project.....	16
Human Subjects Education Requirement.....	16
Strategies for Developing Integrated Scholars.....	17
Program Planning Guidance Regarding NRSAs.....	18
Guidelines for Post-Baccalaureate PhD Students.....	19
B. PRELIMINARY EXAMINATION	20
Preliminary Examination Seminar.....	22
C. THE DISSERTATION	
Committee Membership & Guidelines.....	22
Dissertation Formats.....	25
D. CERTIFICATION PROGRAM	
Genetics.....	26
E. POLICIES & REGULATIONS	
Program Readmission Policy.....	27
Program Time Limits.....	27
Failure to Progress.....	28
Enrollment Requirement.....	29
Rackham Fee Requirements.....	30
Minimum Grade Requirement.....	30
Incomplete Grades.....	31
Grades for Preliminary Examination and Dissertation.....	31
Use of Subjects in Research and Petition to Waive or Modify Rackham Policies.....	32
Petitions to Waive or Modify Rackham Policies.....	32
Employment Guidelines.....	33
F. REGISTRATION & COURSE ELECTIONS	33
G. FINANCIAL SUPPORT	34
National Research Service Award.....	37
H. DOCTORAL COURSE DESCRIPTIONS	38
I. STUDENT RIGHTS & STANDARDS OF CONDUCT	
Student Code of Academic and Professional Conduct.....	43
Student Review Process.....	50

J. OTHER IMPORTANT INFORMATION

Wolverine Access FAQ.....53
Guidelines for Implementing Proper Use Policy.....60

K. APPENDICES

Program Planning Schedule.....64
Research Experience Form.....65
Work Experience Form.....66
First Research Project Checklist.....67
Title Page for Research Projects.....68
Independent Study Course Request.....69
Special Enrollment Request.....70
Doctoral Student Progression Checklist.....71
Nomination Samples for Prelims/Dissert. Committees.....72
Academic Code of Conduct Infraction Form.....74

LETTER FROM THE DIRECTOR

July 2008

The Doctoral Program Advisement Handbook has been compiled for reference by students and faculty in the University Of Michigan School Of Nursing Doctoral Program. Policies and procedures herein are subject to change and may be superseded by action of the Director and the faculty. When such change occurs, updated information will be provided in the form of substitute pages for this handbook.

Additional references, which contain certain policies for the Doctoral Program, include the following:

- *Graduate Student Handbook of Policies and Procedures*
Horace H. Rackham School of Graduate Studies
<http://www.rackham.umich.edu/StudentInfo/Publications/GSH/html/contents.html>
- Rackham Course Bulletin
Horace H. Rackham School of Graduate Studies
<http://www.rackham.umich.edu/Programs/index.html>
- Various School of Nursing resources, such as Student Handbooks, and School of Nursing Bulletin
University of Michigan School of Nursing
<http://www.nursing.umich.edu/admissions/links/>
- Office of Doctoral and Post Doctoral Studies
<http://www.nursing.umich.edu/odoc>

The special departmental forms enclosed in this handbook are to be used for the purposes indicated. **The forms are enclosed for your use and reproduction as necessary.** All forms are available through the Office of Doctoral and Post Doctoral website. Forms reproduced in this handbook from the Horace H. Rackham School of Graduate Studies can be downloaded from their website (www.rackham.umich.edu). Though a myriad of forms are made available to students on the Rackham website, please contact the Office of Doctoral and Post Doctoral Studies in the School of Nursing before completing any Rackham form, other than the *Petition for Modification or Waiver of Regulation*. **All Rackham forms must first be approved by the Director of the Doctoral Program before submission to the Graduate School.**

Please feel free to contact the Office of Doctoral and Post Doctoral Studies to address any questions you may have throughout your course of study.

Richard W. Redman
Director, Doctoral and Postdoctoral Programs

The University of Michigan School of Nursing

A distinguished university of world renown, the University of Michigan attracts students from all over the United States and many foreign countries. The University offers a wide range of degree programs at the undergraduate and graduate levels through the seventeen schools and colleges on the Ann Arbor campus and campuses at Flint and Dearborn. The School of Nursing is one of the professional schools of the University of Michigan offering baccalaureate through postdoctoral study on the Ann Arbor campus.

Our Mission

The School is an integral part of the University of Michigan, and, as such, subscribes to the three purposes of the University: Education, Research and Service. The School of Nursing strives to create an environment of mentorship and collaboration among faculty, students and staff. The primary mission of the School of Nursing is to promote the health and well-being of society, by educating nurses for leadership and practice roles in health care, by contributing to the development of a scientific body of knowledge, and by providing service. Furthermore, the School seeks to achieve its mission by building a community that values and respects and, indeed, draws its intellectual strength from the rich diversity of people.

PhD PROGRAM IN NURSING

Philosophy and Purpose

The philosophy of the School of Nursing is reflected in the Ph.D. program in Nursing. The doctoral program prepares nurses who contribute to developing the empirical and theoretical base of nursing organizations, health service systems, and other health related enterprises. Education at the doctoral level builds upon and extends content acquired at the baccalaureate and master's levels and emphasizes theory development and research skills. Students may be admitted post-baccalaureate or post-masters. It is possible for those admitted post-baccalaureate to earn a master's degree in one of the clinical program areas as part of their studies.

Doctoral study in nursing is designed to prepare scholars who are capable of developing an empirical base for nursing practice in both current and emerging health care systems. A unique strength of the PhD program is the opportunity to study inter-relationships of physiological, psychological and socio-cultural variables, alone or in combination, as they influence health outcomes. The program is predicated on professional preparation in nursing and includes a strong clinical knowledge base that integrates theory with practice.

To pursue research and theory development in nursing, graduates will be clinically proficient and have advanced preparation in nursing and related sciences, and in research methods and data analysis. In addition to offerings within the School of Nursing, the program draws on the curricular and research resources of other disciplines and institutes within the University.

In order to meet the diverse needs of the field of nursing and the goals of the student, the course of study provides flexibility. The program prepares nurses who are competent in research design, data analysis, and inferential processes, and thus capable of pursuing research related to the delivery of patient care, and of developing theory oriented toward the application of nursing practice.

Program Objectives

The PhD program is designed to prepare graduates to:

1. Engage in scholarly pursuits and independent research
2. Develop advance knowledge and skills in research methods, data analysis, and inferential processes, as they relate to nursing practice and theory development.
3. Investigate and test validity of current and developing theories related to nursing science.
4. Develop the ability to construct nursing theory, using knowledge from practice, research and related disciplines.
5. Provide intellectual leadership in the conduct of nursing research, development of nursing theory and expansion of the science of nursing.
6. Participate in policy development and decision-making at the state and national level.
7. Assume leadership roles in education, professional nursing organizations, health service systems and other health related enterprises.
8. Utilize related concepts, theories and strategies from nursing and related disciplines in the analysis of issues and in the resolution of problems confronting nursing and health care delivery systems.

DOCTORAL PROGRAM ADVISEMENT

Faculty Advisor

The Faculty Advisor is assigned by the Director of the Doctoral Program in consultation with the Admissions Committee and the Institutional Grant Principal Investigators. Every effort is made to match the student with an advisor whose research and clinical interests are similar to those of the student. An effort is also made to consider faculty workload, so that the advisement load is evenly distributed.

Should a student desire to change advisors, the Director of the Program should be notified. The request to change advisors should be submitted in writing, providing an explanation and appropriate justification for the requested change.

The advisor helps the student plan initial coursework and then aids in selecting program planning committee members. By the time the student is ready to choose the preliminary exam committee, the role of the advisor is less active and the student's research advisors begin to play a major role. Information about each stage of the doctoral student advisement is included in this handbook.

Role of the Advisor

Faculty advisors contribute to their student's planning in the following ways:

- Primary faculty contact person for the student
- Provide expertise in clinical content areas related to student interests
- Information source for program planning
- Consultant for University and School resources
- Advisor on professional development matters and career counseling

Primary Sources of Information

- Director of Doctoral Program and Staff
- School of Nursing Faculty
- School of Nursing Doctoral Advisement Handbook
- Horace H. Rackham Graduate School Staff and Administration
- Horace H. Rackham Graduate School Handbook of Policies and Procedures
- School of Nursing Graduate Student Bulletin

DOCTORAL PROGRAM PLAN

General Requirements

Students must satisfy the general fee, residence, and other requirements of the Rackham School of Graduate Studies. (See the *Graduate School Handbook*) All courses taken in fulfillment of program requirements must be Rackham-approved graduate level courses. If the student has had previous graduate level work, certain program requirements may be met by equivalency.

Program Design

The curriculum of the doctoral program builds on baccalaureate and/or master's education in nursing. The philosophy, purposes, and objectives elaborate, and are reflected in, the research, theory development, and nursing science direction of the program.

Program requirements are distributed across three areas of knowledge: nursing and nursing theory, research, and cognates. Nursing core and concentration courses afford the opportunity for advanced nursing practice and clinical specialization. Electives are available through courses offered in special and selected topics related to the area of specialization.

All courses listed below are applicable to post-baccalaureate students. For students who are graduates of master's degree programs in nursing, the program planning committee will evaluate the student's previous graduate work for equivalence in content for the 500- and 600- level courses. All students must complete the 800- level courses. With few exceptions, all 500- and 600- level courses must be completed before enrolling in 800- level courses.

Program Plan

The total number of coursework credits required in the doctoral program (not including prelim or dissertation credits), are distributed among the following components:

I. Nursing and Nursing Theory

a. Core (15 credits)

Core is the component of the curriculum that provides knowledge deemed essential to advanced study. It is the knowledge on which specialization builds, and provides students with breadth of understanding, as well as depth in selected areas.

i. REQUIRED: Three-course sequence on theory development (9 credits)

N532. The Theoretical Base for Advanced Nursing Practice (3 credits)

N801. Directed Study in Clinical Nursing (3 credits)

N821. Advance Nursing and Development (3 credits)

ii. REQUIRED: Minimum of one course on issues in health care systems and nursing leadership (3 credits)

N535. Strategy for Nursing and Health Care (3 credits)

iii. REQUIRED: One course in philosophy of science (3 credits)

N570. Philosophy of Science (3 credits) (cross listed as Philosophy 420)

b. Specialization (22 credits)

1. **Advanced Nursing Practice (13 credits)**

The objective of specialization in nursing is the preparation of clinicians who function in leadership roles in a specialized area of nursing. Nursing interventions by clinicians are guided by specialized scientific knowledge and empirical data. To attain the desired breadth and depth of knowledge and practice for specialized clinical practice, students will elect a series of courses and clinical practice that become increasingly focused on particular human responses to health problems and their management.

-- REQUIRED: A minimum of 13 credits of advanced courses in clinical areas within nursing (500- or 600-level courses in the School of Nursing, or their equivalent).

2. **Research and Theory in the Concentration Area (9 credits)**

The purpose of this component is to enable students to develop in-depth understanding in selected areas of nursing knowledge and theories with a view to developing the science of nursing. Courses in this sequence are intended to analyze relevant research to date, examine the theoretical propositions that have evolved, and identify gaps in knowledge. The subject matter is considered from the standpoint of knowledge- and theory-building, dealing both with theoretical and methodological concerns.

Students choose courses from one of four concentrations offered. These are Health Promotion/Risk Reduction, Bio-behavior, Nursing Business & Health Systems, and Women's Health.

--Required: Three nursing courses (9 credits) at the 800- level from the chosen concentration.

II. **Research**

A. **Core Courses (16 credits)**

REQUIRED: Research Methodology or Advanced Data Analysis

N 536: Utilization of Nursing Research in Advanced Practice (2 credits)

N603: Data Management Analysis & Representation for Advanced Practice in Nursing (2 credits)

N830: Advanced Measurement and Design (3 credits)

N831: Advanced Data Analysis (3 credits)

Two Statistics Courses (6 credits)

B. **Other (3 credits)**

At least one additional course in research methodology or advanced data analysis is required. The course is selected in consultation with the program planning committee for its relevance to the student's dissertation. Courses dealing with particular research strategies, or aspects of measurement, such as instrument development, sampling, or multivariate techniques, are appropriate for meeting this requirement.

C. **Research Projects**

Two research projects are required for completion of the doctorate. One of these projects may be a master's thesis or project. Research projects completed at the University of Michigan in fulfillment of a Master of Science degree in nursing meet this requirement. A thesis, with student as sole author, completed to fulfill requirements for a master's degree in nursing meets this requirement; all other types of projects, designated by various names, will

be evaluated by a students program planning committee, which will recommend its action to the Director of the Doctoral Program.

The second required research project is the dissertation. **Students must enroll for a minimum of 8 hours of N995 candidacy credits during the term in which they defend their dissertation.**

III. Cognates (12 credits, minimum)

Cognates are courses taken in other schools, departments or institutes within the University, which are selected for their relevance to the student's goals. These courses must demonstrably contribute to the student's goals and must have bearing on his or her ability to pursue research in a selected aspect of nursing. Therefore, they are selected with special attention to these factors, and are jointly determined by the student and the program planning committee. Students may want to list both first and second choice cognate courses on the program plan, so that in the event that a cognate course is unavailable in a particular term, the alternate course may be elected.

All courses selected as cognates must meet requirements of the Rackham School of Graduate Studies. Approved cognates include courses in Rackham programs, as well as non-Rackham programs, which offer individual courses that are approved for Rackham credit. Such courses, if appropriate for the student's program of student and approved by the program planning committee, may be applied toward Rackham degree requirements on the same basis as regular graduate program courses. (Refer to the Rackham Student Handbook)

IV. ELECTIVES, SPECIAL TOPICS, SELECTED TOPICS

The School of Nursing offers course in special topic (N887), selected topics (N795) and independent study (N797). Students may select from these and other available courses for program enrichment. (Refer to *Doctoral Handbook* for independent study approval form and guidelines)

V. ADDITIONAL REQUIREMENTS

- A. Completion of one unit of Work Experience
One unit of work experience is the equivalent of a full term of full time training. Refer to *Doctoral Handbook*
- B. Completion of a Research Experience
Refer to the *Doctoral Handbook*
- C. Completion of PEERRS training modules and certification
Refer to the *Doctoral Handbook*
- D. Attendance at the Center of Excellence Community of Scholars Seminar Series
Students attend seminars as they occur with regularity

NOTE: The program design is conceived to accommodate post-baccalaureate students as well as those who have completed a master's thesis in Nursing. The student's program planning committee evaluates prior learning, and designs a program of study uniquely suited to that student's goals. The committee may recommend requirements in addition to the plan described above, if they determine that the goals to be pursued and the student's background indicate further work.

STEPS IN DOCTORAL PROGRAM PLAN DEVELOPMENT

1. Initial Program Planning

- a. Upon admission to the program, the student is assigned a preliminary advisor with whom he or she can begin planning for first term registration and other program steps
- b. The student reviews program objectives and preliminary program ideas with advisor before or shortly after first registration
- c. The student forms the Doctoral Program Planning Committee with assistance of the advisor early in the first academic term (Post-baccalaureates may delay formation of the committee until the Fall of the second year)

2. Doctoral Student Program Plan Committee

a. Membership

1. A member of the graduate faculty of the School of Nursing serves as the chair
2. The remaining members must be members of the School of Nursing's graduate faculty or another graduate program at the University of Michigan. These members are selected by the student in conjunction with their advisor and/or chair. The student is responsible for contacting the faculty members and confirming their willingness to participate
3. The student must select a minimum of three (3) members for the Program Planning Committee. It is suggested that these committees be composed of no more than four (4) members to facilitate communication and scheduling of meetings.

b. Procedures

1. The student submits a memo to the Director of the Doctoral Program describing briefly his/her program interests and provides rationale for the selection of the Committee members. When the Director has approved the membership of the committee, the student and advisor/chair will be notified in writing. **The student should complete formation of the Committee early in the first term of enrollment.**
2. The student, in consultation with Committee members, will then prepare a plan for completing coursework and other pre-candidacy requirements: work experience, research experience, and first research project. The Doctoral Program Planning Schedule is provided to assist the student during this stage.
3. In submitting the program plan, the student completes the Doctoral Program Planning Schedule, gives the focus of the plan, describes his/her professional goals, provides rationale for how the proposed program is expected to fulfill the expressed goals, and provides a description of proposed cognate course.
4. When the program plan is complete and has been approved by the committee, the chairperson submits the plan to the Director of the Doctoral Program and writes a letter:
 - a. Indicating the Committee's endorsement of the plan
 - b. Describing how the first research project requirement is to be fulfilled (If the student has presented a project for evaluation, the committee's evaluation and a brief description of the project needs to be given. The First Research Project Review form should be submitted with the program plan.)
 - c. Describing how the work experience requirement is to be met . (The Work Experience Verification Form should be completed by the student and submitted to the Director with the program plan.)

d. Describing how the research experience requirement is to be met (The Doctoral Student Research Experience form should be submitted with the program plan.)

5. The Director will review the plan and notify the student and advisor of approval. The plan will become part of the student's permanent file. Any changes in the plan that may be necessary must be approved by the Committee and submitted to the Director in writing.

6. The student should obtain approval of the program plan by the end of the first year of enrollment

C. Equivalency

Students may be granted equivalency for program requirements if their Program Planning Committee approves the equivalency based on previous graduate-level coursework. This generally applies to 500- and 600- level courses only. Students with graduate-level work from the University of Michigan or other universities, who can show by transcript and syllabi that they have mastered content equivalent to program requirements in nursing or specialization courses, may request that their Program Planning Committee recommend equivalency.

All requests for equivalency must be submitted by the Committee and student as part of the program plan when it is prepared for approval by the Director of the Doctoral Program. Appropriate documentation (course descriptions or syllabi, for instance) should accompany the plan.

CONCENTRATIONS

The School of Nursing PhD program offers four concentrations, from which students select one. Students are expected to choose at least three (3) courses (or 9 credits) from that focus. The concentrations are Health Promotion/Risk Reduction, Bio-Behavior, Women's Health, and Nursing Business & Health Systems. A brief description of each concentration is provided below:

HEALTH PROMOTION/ RISK REDUCTION

Health Promotion/Risk Reduction scholarship refers to: (1) understanding factors that influence at-risk or health-promotion behaviors throughout the lifespan, (2) identifying interactions among behavioral, biophysical, genetic, cultural, and socio-economic processes that influence at-risk and health promoting behavior and related health outcomes, and (3) designing and testing of intervention to bring about changes in individual and aggregate health-related behavior.

Objectives:

1. Critically analyze empirical support for existing theories relevant to health promotion and risk reduction.
2. Develop new theoretical constructs and determine their usefulness in predicting health-promoting and risk-reducing behaviors of individuals, families, and community-based aggregates.
3. Demonstrates competence in behavioral and biological measurement of health interactions and health status parameters.
4. Demonstrate competence in designing multi-disciplinary studies to test the efficacy of interventions to improve health in socio-economically and ethnically diverse populations.
5. Demonstrate expertise in research design, data collection, and analytic techniques appropriate to the study of health behaviors and related health outcomes.

6. Report research findings in nursing and multi-disciplinary publications in a critical and scientifically sound manner.
7. Identify implications of health promotion and risk reduction research for informing health policy.
8. Critically analyze genetic/behavior/environment interactions in terms of implications for health promotion intervention.

BIO-BEHAVIOR

The focus of the Bio-Behavior concentration relates to human responses/behaviors during illness and in the restoration of health that arise from the interaction of biological and environmental processes. The purpose of the concentration is to develop scientists with the theoretical and methodological expertise pertinent to this focus. The concentration is directed toward: (1) expanding scientific knowledge of fundamental mechanisms underlying human responses (behaviors) during illness; and (2) developing and empirically testing the efficacy of theoretically valid and culturally appropriate therapeutic strategies for nursing treatment, support, or manage of these responses.

Guiding Assumptions:

1. Foundational introduction is necessary for students selecting the concentration. At least two levels are conceptualized, the foundational as the first level (N869), and a second level that builds on this foundation.
2. A broad paradigm/perspective organizes the concentration, allowing for use of a multiplicity of theoretical and methodological approaches.
3. Objectives should address theory, methods, and values pertinent to the focus; they should be at the highest levels of learning taxonomies.
4. Consideration of human diversity (genetics, age, gender, ethnic/racial origin, sexual orientation, economic status, and physical/mental ability) is an intrinsic component of the environment-cognition-behavior framework and, thus, mandated content area. Diversity and genetics are incorporated into all courses of the concentration. Expertise in the use of information technology is a requirement for faculty and students of the concentration.

Objectives:

1. Critically evaluate empirical evidence and existing theories relevant to the understanding and treatment of human responses during illness and in the restoration of health that arise from the interaction of biological and environmental processes;
2. Synthesize defensible frameworks or theories to guide investigation of human responses and phenomena emphasizing biological aspects of the person interacting with the environment;
3. Evaluate the therapeutic usefulness of nursing interventions and innovations that use the interaction of biological and environmental processes to counteract the impact of illness to restore health, and evaluate the implications of interventions for health policy;
4. Demonstrate competence in the selection and use of appropriate methodological approaches and analytic measurement techniques;
5. Design and implement research paradigms for developing or testing theories pertinent to a person-environment interaction framework;
6. Act on pertinent ethical principles in the design of research protocols addressing mental and/or physical impairments of those involving persons so affected.

NURSING BUSINESS & HEALTH SYSTEMS

Nursing Business and Health Systems is conceptualized as the providers, resources, structures, methods and processes essential for the efficient and effective delivery of nursing care to aggregates of individuals. The concentration is directed toward preparing nurse scientists with expertise in (1) evaluating theoretical and empirical knowledge about inter- and intra-organizational phenomena relevant to the delivery of nursing care and production of health outcomes; (2) developing and validating new theoretical constructs and models that explain nursing phenomena from a systems perspective. Specific research projects in the nursing systems domain include: (1) evaluation of the effectiveness and related outcomes produced by provision of various nursing interventions; (2) identification of the effect of various professional practice models on nursing structures such as turnover rates and on specific outcomes, such as nurse satisfaction and patient outcomes; (3) comparison of the relative cost-effectiveness of different but commonly used nursing practices; (4) identification of the resource requirements needed to provide evidence-based and high quality care; (5) identification of the work processes required of nurses and assistive personnel; the redesign of registered nurse work and measuring the effects of the redesign, and (6) assessment of the effect of changes in nurse training funding on education of nurses and on nursing practice.

Specifically, the objectives of this focus are to:

1. Critically evaluate the theoretical and empirical knowledge about inter- and intra- organizational phenomena relevant to the understanding of nursing systems;
2. Develop and validate new theoretical constructs and models that explain nursing phenomena from a systems perspective;
3. Contribute to knowledge development in the domain of nursing systems through the generations of new knowledge, as well as the synthesis of nursing knowledge with that of related disciplines;
4. Extend and refine the definition of the domain of nursing systems;
5. Demonstrate expertise in research design, data collection, and analytic techniques appropriate to the study of the nursing systems domain, including large data sets;
6. Demonstrate competence in the measurement of macro- and micro- level variables central to nursing systems.

WOMEN'S HEALTH

Women's health pertains to the physical, psychological and social well-being of women. This area of study takes into account: (1) the diversity and heterogeneity of women; (2) the variety of concerns affecting their well-being; and (3) a feminist perspective that acknowledges the socio-political context which, in many ways, determines the health of women. For example, the feminization of poverty, the disproportionate demand on women as caretakers, higher levels of violence against women, imputation of pathology to physiologic function, and gender-bias in treatment decisions clearly influence health outcomes. A feminist perspective affirms that women's bodies and their health needs are different from those of men. Fertility control, menstruation, and menopause concerns affect women more directly. The power shift that occurs when women's healthcare needs are medicalized and pathologized extracts the greatest toll from women.

The women's health concentration is directed toward expanding the capability of nurse-scientists for knowledge-building that will maximize the health of women and transform the values and structures of the healthcare system. The long-range consequence of such transformation is to better healthcare across gender, ethnic, class, and other barriers that unjustly influence the quality of care. Students in this concentration will generate sound frameworks to support testing nursing theory that will lead to evidence-based nursing practice.

Specifically, the objectives of this concentration are to:

1. Critically analyze the theoretical and empirical evidence relevant to women's health;

2. Evaluate the status of women's health and the healthcare available to women, comparing quality across race, class, age, sexual orientation, or geographic region;
3. Examine nursing theory, empiricism, and critical theory as frameworks for scientific inquiry about the health of women;
4. Develop new theoretical constructs that bridge identified gaps between modern feminism, emancipatory theory, and traditional science in the service of improving the health of diverse populations;
5. Use contemporary technology, such as the Internet and other applications, to search for relevant resources and to communicate with international scholars;
6. Demonstrate competence in the measurement and accurate representation of parameters and events, with attention to reflecting the meaning and perspectives of study participants;
7. Develop research designs, data collection methods, and analysis procedures that actively involve study participants and incorporate multidisciplinary view points;
8. Report research findings in a scientifically sound manner that makes the knowledge produced publicly accessible and available to form the foundation for future research.

RESEARCH EXPERIENCE FOR DOCTORAL STUDENTS

Research experiences are indispensable to doctoral study at the University of Michigan School of Nursing. While these guidelines specify procedures for a formally designed and mentored experience lasting one term, it is hoped that participation in research is an ongoing part of a student's program of study.

The purpose of this experience is to provide an introduction in participating in ongoing research. In addition to involvement in research, it will contribute to student socialization as scholars.

A variety of research experiences are appropriate. An example is participation in data collection: subject recruitment; development and testing of experimental protocols; instrument development and testing; conduct of focus groups; development and testing of coding schemes for observational data. Examples of experiences not deemed appropriate are library search or data entry, if these are the exclusive planned activities.

For the purpose of this experience, it is not necessary that a faculty member's research be funded; it is only necessary that the faculty member is actively pursuing research.

Timeline

It is desirable for a student to complete this experience by the end of his/her third semester of doctoral study. It is the responsibility of the Program Planning Committee to design and monitor this experience. A student's program plan should include the specifications of how this experience will be met. Complete the Doctoral Student Research Forms and forward it to the Office of Doctoral Studies for Director approval **before** the experience is undertaken. Students cannot proceed to the preliminary examination until the research experience has been completed.

Procedures

1. Student obtains information on the research of faculty members within the School of Nursing, by reviewing the faculty profiles (www.nursing.umich.edu/faculty/), and/or by individual pursuit. Research experiences are chosen: (A) to be in the student's area of research interest; or (B) to augment methods and skills needed for future use in the student's selected

research area. Research experiences can be obtained elsewhere within the University. Rationale for experiences outside the School of Nursing must be approved by the student's Program Planning Committee.

2. The mentoring faculty member and student establish mutually agreed upon objectives that will be achieved upon completion of the experience, and include a written statement of the sorts of activities that will facilitate achieving the objectives. The Doctoral Student Research Experience Form is signed by the student, program planning chair and mentoring faculty member, and is then forwarded to the Director of the Doctoral Program. (See the Doctoral Handbook for the required form.)

3. In an experience such as this the student is typically involved in work on the faculty member's research. However, it is advisable that the student negotiates his/her role in advance and authorship status in any anticipated outcome of the experience; for example, in abstracts that are submitted for presentation, papers submitted for publication, or other scholarly products.

4. It is not intended that this experience will lead to students' dissertation research.

Guidelines

- This requirement entails approximately four (4) hours of work per week for one semester in the specified experience.
- At this point, when student and mentoring faculty member mutually agree that the established goals are met, the mentoring faculty member informs the student's program planning committee in writing. If the parties disagree, then the mentoring faculty member and the student put forth their respective views in separate communications to the program planning chair and Director of the Doctoral Program.

Note:

- Under some circumstances, a research assistant position may be used to meet this requirement. For example, this may occur when a student's research experience goals are congruent with the activities and focus of the research assistant role. In order for this to occur, it needs to be planned in advanced according to the above specifications and guidelines.
- These guidelines are intended to provide a general framework within which faculty and student can creatively develop learning opportunities that are flexible and responsive to individual needs and situations.
- Faculty and students have resources available to them for addressing and resolving scientific integrity issues that might arise. Recent examples of such documents are the National Academy of Sciences' publication "On Being a Scientist," and the Midwest Nursing Research Society's "Guidelines on Scientific Integrity". Continued and open dialogue on these matters is encouraged.

WORK EXPERIENCE REQUIREMENT

In order to fulfill the purposes of the Ph.D. Program in Nursing, graduates must be proficient in the practice of their discipline and prepared to expand its boundaries through research and theory development. A necessary ingredient to attaining the required proficiency and preparation is practical work experience.

There are three (3) types of training involved in work experience:

1. Teaching at the college/university level
2. Research experience other than represented by the dissertation, and usually of a more applied nature
3. Practice experience in nursing

The School of Nursing Doctoral Program requires one (1) unit of work experience in any one of the three training activities. The work requirement must be met prior to candidacy. One unit of work experience is the equivalent of a full

term of full-time training (560 hours total: 40 hours per week for 14 weeks). For example, if you work one-third time for a full term, it would yield one-third of a credit; if you work one-third time for one-half term, it would yield one-sixth of a credit.

The student's program planning committee is responsible for helping the student plan and carry out a work experience consistent with the purposes of the Doctoral Program, the problem focus of the student's own program of study, and the student's academic and career goals. **With approval of the program planning committee, work carried out prior to beginning doctoral study may be counted towards this requirement.** Work experience credits may be earned through professionally oriented activities at the University or elsewhere. See page 65 in the Doctoral Handbook for the required form.

FIRST RESEARCH PROJECT

Doctoral students must complete one research project before beginning the dissertation. Program planning committees will evaluate whether a previous project meets this doctoral program requirement. A master's thesis from an accredited graduate nursing program, if solely authored, which incorporates all or most of the elements of the research process, is likely to fulfill this requirement. Program planning committees make a recommendation to the director of the Doctoral Program regarding any previously completed project, which may fulfill the first research project requirement. A checklist is provided for this purpose.

If it is determined that the student must complete a research project, the student and supervising faculty jointly determine the nature and scope of the project. In this instance, for procedural matters only, students should consult the School of Nursing document and relevant Appendices of "Guidelines for Theory, Research, and Leadership Core Requirements," available from the Office of Academic and Multicultural Services. This publication describes the policies and procedures of the School of Nursing master's programs for the research project. A student working on a research project under the supervision of a research advisor should enroll for two (2) credits of N699, using the advisor's ID number to identify the section of enrollment. All research conducted to meet this requirement must be approved by a University of Michigan Institutional Review Board, usually IRB-Health. Visit the IRB online (www.research.umich.edu) for details of policy governing this review.

An unbound copy of the research project report should be submitted to the Director of the Doctoral Program for the student's file. The title page of the finished research report should state that the report is "submitted in fulfillment of the first research project requirement for the degree of Ph.D. (Nursing)." Refer to the title page example in the Doctoral Handbook.

HUMAN SUBJECTS EDUCATION REQUIREMENT

Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS)

The University of Michigan has had formal mechanisms to assure the rights of human subjects in research since 1966, well before the federal regulation existed. Use of human subjects in research at the University of Michigan is guided by three basic ethical principles – Respect for Persons, Beneficence, and Justice, as currently described in the "Belmont Report" (Report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 4/18/79. Also see guidelines for the Conduct of Research Involving Human Subjects at the National Institute of Health, revised 3/2/95). To bolster the Federal commitment to the protection of human research participants, several new initiatives to strengthen government oversight of medical research were announced by HHS. This announcement also reminds institutions of their responsibility to oversee their clinical investigators and institutional review boards (IRBs). One of the new initiatives addresses education and training.

PEERRS consists of educational modules and short tests covering basic rules, procedures and professional norms for the responsible conduct of research by anyone involved in research and scholarship at the University of Michigan. Some

aggregate statistics of the use of PEERRS will be collected to help evaluate and improve the system. The Doctoral program requires that students complete each of the seven (7) basic modules.

Note: PEERRS training replaces the Human Subjects Training previously offered by UM and fulfills the NIH requirements for human subjects training.

Note: To insure that you see the correct requirements in PEERRS, you must select the School of Nursing and Graduate Student in your profile.

Timeline

It is desirable for students to complete this requirement by the end of the first semester of doctoral study. Students cannot proceed to the preliminary examination until the education requirement has been completed.

Procedures

PEERRS certification (valid for three years) is based on passing a short test (5-10 questions) associated with each topic with a score of 80% or better. The Human Subjects modules require a score of 100% to pass. The tests are generated randomly from a bank of questions developed for each module. Users will be able to take a test as many times as necessary to attain a passing grade.

The program has the capacity to provide a certificate and a certification number indicating completion of the program. It would be prudent to keep both a copy of the certificate and the certification number. Upon completion of the training module, a copy of the certification should be submitted to the Office of Doctoral and Post Doctoral Studies.

For More Information Contact:

U-M Institutional Review Boards (IRB): <http://www.research.umich.edu/training/peerrs.html>

STRATEGIES FOR DEVELOPING INTEGRATED SCHOLARS GUIDANCE FOR PhD STUDENTS AND FACULTY ADVISORS

The PhD program Steering Committee held discussion regarding the possibility of requiring doctoral students to formally develop a scholarly portfolio, and at the time reviewed the plan from another institution. The spirit was endorsed by students and faculty, and is highly recommended, though not yet required. It was acknowledged that such a portfolio development should occur throughout the doctoral program as a result of all the educational experiences and the mentorship provided by faculty and can be achieved in varying ways.

Introduction

A variety of formal and informal strategies are suggested in order to provide students with ongoing experiences that will assist those in becoming integrated scholars and to prepare them for their future roles. It is intended that the activities undertaken fit together and are connected to the substantive focus that the student is pursuing during doctoral study, rather than being pursued as isolated events.

Strategies

1. Curriculum Vitae and Bio-sketch

2. Research Experience. This goes beyond formal requirements of the program. Students work with faculty, on an ongoing basis and under their supervision, to extend their experience as they move in the program.

3. **Participation in research interest groups.** In this type of participation with faculty, post doctoral fellows and peers provide opportunities for important group learning and mentorship and help cultivate the habits of mind and behavior that signify a scholar.
4. **Submission of several research grant application.** Examples of funding sources for which students might apply include the individual NRSA, NIH/NINR or other NIH institute, private foundations, STTI, ANF, AAUW, or other private and public sources related to individual specialty areas.
5. **Several paper or poster presentations at scientific conferences.** These include various nursing or interdisciplinary and specialty meetings.
6. **Several manuscripts submitted for publication review.** These may be single or multiple-authored collaborative works that result from research undertaken as part of program requirements, from work as a research assistant, or from work as a part of an ongoing research experiences.
7. **Manuscript in publishable format** based on the dissertation research at the time of defense.
8. **Attendance at the University's Research Responsibility Curriculum.** This is a year-long series organized by the Graduate School and the Office of Vice President for Research to enable students to learn the norms of science and scholarship. Provided each year.
9. **Demonstrated teaching experience.** This might include serving as teaching assistant, presenting a workshop, or giving a guest lecture. Teaching experiences need to occur under faculty supervision that extends the student's level of competence in this area upon entering the program.
10. **Service to the school and profession.** Experiences included here are those as doctoral student, involving activities related to school committee membership, leadership of DSO, participation in Rackham student government or other campus activities, participation in hosting prospective students to campus and other recruitment events, professional society or honor society leadership roles.
11. **Ongoing attendance at research conferences.** Numerous opportunities exist for local, regional and international professional and scholarly meeting participation.

PROGRAM PLANNING GUIDANCE FOR PRE-DOCTORAL TRAINEES ON INSTITUTIONAL NRSA_s

In order to assure that pre-doctoral trainees meet doctoral program requirements and NRSA grant objectives, the following guidance is provided to advisors and trainees.

The NRSA_s are administered within the Centers of Excellence. The principal investigators are Carol Loveland-Cherry, Antonia Villarruel, and Carolyn Sampsel, all of whom work closely with the director of the doctoral program for optimum coordination. Each grant has an identified Faculty Training Committee that makes trainee appointments, and evaluates progress to assure the achievement of training objectives. In most cases, members of the faculty training committee serve as advisors for trainees. In cases when advisors are not members of the faculty training committee, the advisor should review programmatic advisement plans with the principal investigator of the NRSA.

Training grants have been prepared in consistency with the PhD curriculum. Trainee experiences need to be carefully supervised or "tailored" individually to achieve training goals that should be consistent with both program goals and student goals as well.

Faculty advisors are urged to acquaint themselves with the grant application and its objectives. Advisors should be aware that trainees have agreed to study full-time; work commitments, if assumed, may not exceed ten hours/week. Advisors are in the best position to monitor any deviation in the employment status of trainees.

All students, in accepting the traineeship, agree to focus on the relevant concentration, and need to take those courses. This needs to be reinforced by faculty advisors. For particular specialized interests, students may propose independent study as a substitute for one of the three concentration courses, following the usual procedure for independent study. Requests for approval of the independent study should occur **prior to** registration in the independent study course (N797). Requests should be approved by the director of the doctoral program and the principal investigator of the NRSA.

Student trainees should attend meetings of the associated research interest groups, including the Centers of Excellence Community of Scholars Seminar Series and the Research Responsibility Curriculum series, offered annually through the Office of the Vice President for Research and the Graduate School.

It is now a condition of the award that students prepare an individual NRSA application by the end of their first year on the training grant.

For any grant-related questions, please consult with the relevant principal investigator; for questions related to consistency with the doctoral program, consult with the director of the doctoral program.

GUIDELINES FOR POST-BACCALAURETTE PhD STUDENTS

In advising students who are admitted into the PhD program following the baccalaureate degree, the following guidance has been developed to assist students and advisors in developing the student's program plan. These are addressed in several domains, recognizing that there will be variation among students.

1. Advance nursing practice. Students will need to enroll in relevant advanced nursing courses at the master's level. Clinical placements for such students need to be developed with care to enable them to begin exploring the phenomena of clinical interest to them.
2. Practice experience. The lack of experience in nursing practice is a concern for those students who are recently graduated and have not had any opportunity to practice their nursing skills. The question of interest is, "What is needed to help the student become a scholar?" Familiarity with the nature of nursing practice at a level defined as competent (along the novice to expert continuum) is expected to provide a foundation for advanced practice. In some cases, guided practice, part-time or summer, may be indicated. In other instances, an independent study with a clinical practicum may be the approach of choice.
3. Research and quantitative skills. Given the current focus on research utilization at the master's level, these students may be guided into other research courses to systematically and progressively build their research skills. If the student wishes to obtain a master's degree, advisors need to determine in advance, from the relevant master's program, the nature of the requirements that must be met and ascertain that any substitutions made for courses will be accepted by the master's program. Both Statistics and the Methods modules should be completed prior to enrollment in N536 and N603. These requirements should be fulfilled prior to enrollment in N699. (For those wishing to obtain certification in the nurse practitioner program, students should be made aware that a master's degree is required for this credential so that they are not disadvantaged in the future).
4. First research project and research experiences. It should be the aim to develop the research project in a manner that will support students' research direction and lead to prelim and dissertation work so that these are progressive; same with the research experiences. The elements of a scholarly portfolio, previously circulated, should guide students and advisors. This should help students begin to work with faculty investigators early and become incorporated as team members of research groups throughout their study, receiving scholarly socialization all along the way.
5. Other core courses. N532 is foundational and should be taken very early. N535, classified as a leadership course, is another important foundation, and is required. Substitutions may be made if the student's master's program accepts such a substitution.

6. Cognates. Assuming that student becomes clear early on as to research focus, cognates can be selected to support research direction. A total of 12 credits are required. These courses can help meet part of the master's degree requirement if such is student's aim, without adding credits overall. Again, this would be a function of whether such selections have been made with relevance to student's research.

7. Professional issues. If these students are real neophytes, some informal means need to be found to help them understand the field. Professional associations and their role, credentialing issues, certification, accreditation, levels of preparation for licensing, are examples. The faculty will develop periodic lunch-time ("Brown Bag") seminars for these topics. Advisors and students are asked to submit additional topics to the above list for inclusion.

PRELIMINARY EXAMINATION

NOTE: As outlined in Rackham's "Candidacy Requirements", a student must be enrolled or otherwise be eligible for campus privileges, for a minimum of one credit [of N990], during the term in which preliminary exams are taken (*section 1.3.1*) or be otherwise eligible for campus privileges. A student who has been enrolled full-time during successive fall and winter terms is eligible for campus privileges in May immediately following the winter term. Students who will be enrolled for either the spring or summer half term immediately following two successive terms of fall and winter term enrollment may take preliminary exams anytime during the spring or summer half terms. (<http://www.rackham.umich.edu/policies/gsh/section2/#21>)

Purpose

The preliminary examination focuses on an identified nursing problem that integrates and synthesizes knowledge from nursing practice and theory, cognate studies, and research. The student should demonstrate sufficient expertise on the theoretical and methodological issues related to the problem as a basis for pursuing his/her own research topic. The specific purposes of the examination are to: 1) enable the student to move to candidacy and establish School sponsorship of the student; 2) begin preliminary work on the dissertation, and 3) provide students the opportunity to engage in scholarly discourse with faculty and obtain expert faculty guidance. Students must be registered for N990 each term they are working on their preliminary examination, including the term in which they defend. In addition, students are expected to participate in an on-campus seminar each term while registered in N990.

The Examination

The preliminary examination is comprised of a written paper and an oral exam. The focus of the oral exam is a discussion of the written paper. Any variation from this form (e.g. where two papers are to be written instead of one) should be developed and agreed to mutually by the student and the committee. The student provides a description and rationale to the Director of the Doctoral Program in writing.

Committee Membership Guidelines

The preliminary Examination Committee shall consist of a **minimum** of three members, including a doctoral-prepared nurse from the School of Nursing and one other member from outside the School of Nursing. All committee members must be regular members of the Graduate Faculty in a Rackham graduate program. "Graduate Faculty is defined as any person holding an unmodified, i.e., not visiting, adjunct, etc., appointment at the University of Michigan as a Professor or an Associate Professor, or as an Assistant Professor with an earned doctorate from an accredited institution" (Rackham Dissertation Handbook). In cases where individuals do not qualify under this definition, the student should consult with the Director of the Doctoral Program.

Committee Nomination Procedures

1. The student reviews the policies and timelines established by the School of Nursing and the Horace H. Rackham

Graduate School, regarding the Preliminary Examination.

2. The student selects the Chairperson of her/his committee, from the School of Nursing graduate faculty.
3. The student works with the Chair to begin planning the focus of the preliminary exam topic.
4. The student submits the following to the Director of the Doctoral Program:
 - a. A one-page synopsis of the problem of interest
 - b. Nominations of committee members and rationale for choices. Full name, title, and graduate program affiliation of committee nominees should be included. (Please refer to format samples provided in the Doctoral Handbook)

Chairperson Responsibilities

The Chairperson of the Preliminary Examination Committee responsibilities include:

1. Assisting the student in formulating the topic for examination and in determining if the student is ready to take the exam;
2. Assisting the student in forming the preliminary examination committee;
3. Assuming responsibility for assuring that the examination meets the established criteria and is of acceptable quality;
4. Reporting the results to the Director of the Doctoral Program.

Criteria for Evaluation

The following criteria will be used to evaluate the preliminary exam:

1. The problem selected is relevant and significant to the field of nursing;
2. Literature relevant to the problem is reviewed, evaluated and meaningfully synthesized;
3. Ideas are developed logically, and in a manner reflecting intellectual creativity and ability to conceptualize;
4. Both theoretical and methodological issues relevant to the problem are identified, examined and critiqued;
5. Elements of scholarly writing are observed.

Examination Procedures

- When the written paper is completed, the student distributes copies to the committee and schedules a date (within two to three weeks after the submission of the paper) for the examination to be conducted.
- At the close of the oral examination, the student is excused from the room so that the committee can discuss its evaluation and formulate recommendations.
- Upon completion of the examination, the chairperson of the committee notifies the Director of the Doctoral Program in writing of the date of the examination, the committee members present, the recommended action (Pass or Fail), and provides a summary of the committee's critical evaluation of the paper and oral presentation utilizing the aforementioned criteria.

- When notified that the student has passed the preliminary examination, the Director of the Doctoral Program submits an official candidacy form to the Rackham School

PRELIMINARY EXAMINATION SEMINAR

Beginning in the Fall 2008 semester, a seminar will be implemented for students who are registered for N990 and working on their preliminary examinations. This seminar will be offered each Fall and Winter term. It is strongly recommended for eligible students during the 2008-2009 academic year. It will be required for all eligible students beginning in Fall 2009. Eligible students will participate each term they have registered for N990 until they advance to candidacy.

The N990 seminar will be scheduled at a time that works best for all enrollees. It will be based on a minimum of one hour per week, but it may be scheduled for longer periods at less frequent time intervals.

During the seminar, each student will be expected to take responsibility for a presentation. When a student presents, it is expected that the student's preliminary exam committee chair will attend.

THE DISSERTATION

NOTE: As outlined in Rackham's "Candidacy Course Registration", a student must register for N995 during the term in which the dissertation defense is conducted and doctoral requirements are completed. A student who defends in the Spring/Summer term must register for either 8 credit hours of N995 for the Spring/Summer full term, or for 4 credit hours of N995 in both the Spring half term and the Summer half term.
(<http://www.rackham.umich.edu/policies/gsh/section2/#21>)

The Horace H. Rackham Graduate School Office of Academic Records and Dissertations (OARD) is the main source of information on dissertation regulations. Students should obtain a copy of the Rackham *Dissertation Handbook* from the OARD or online at www.rackham.umich.edu/StudentInfo/Publications/DissertationHandbook/.

The selection of dissertation committee members is of critical importance to the success your doctoral degree work. Committee members are expected to have specific and complementary knowledge of your area of research and to provide you with guidance and support throughout the research and writing process. Give careful thought to the people you are considering for your committee and begin assembling the committee at the earliest opportunity following attainment of candidacy. The following guidelines are provided to assist you in approaching this task.

Committee Membership Guidelines

- Dissertation committees must have at least four members, three of whom are regular members of the Graduate Faculty, and two of whom are from the School of Nursing. (Refer to "Eligibility..." for definition of Graduate Faculty)
- Each committee must have a sole Chair or two Co-Chairs; the Chair or one of the co-chairs must be a Graduate Faculty member from the School of Nursing.
- In selecting a committee chair, students should bear in mind the following dissertation chair qualifications: earned doctoral degree, publication in refereed journals, expertise in the substantive area of the student's research, prior experience as member of dissertation committees, and research involvement.
- A cognate member must be appointed who is familiar with the standards for doctoral research; holds at least a .50 appointment in a Rackham doctoral program related to your research interest (not the School of Nursing); and does not hold any fraction of an appointment in the School of Nursing.

- The full dissertation committee should be appointed and approved in a timely fashion to allow members the opportunity to contribute to the shaping and direction of the dissertation.
- The preliminary examination committee is not the dissertation committee, and members should not be appointed automatically to serve on the dissertation committee.
- It is important that intellectual diversity be represented in the composition of the dissertation committee. Members should be chosen because they are expected to bring a specific strength and unique perspective to the study of the problem.
- Students may encounter unique issues that must be resolved; no set of broad guidelines can adequately anticipate every situation that may arise. For special cases, it is suggested that students consult the Director and/or the Doctoral Program Staff.

Committee Nomination Procedures

1. The student reviews the policies and time lines established by the School of Nursing and the Horace H. Rackham Graduate School regarding the Dissertation.
2. The student selects the Chairperson (or Co-Chairs) of her/his committee, from the School of Nursing graduate faculty.
3. The student works with the Chair(s) to begin planning the focus of the preliminary exam topic. The student identifies eligible graduate program faculty members who have expertise related to the area of interest and who are willing to serve as committee members.
4. The student submits to the Director of the Doctoral Program the following:
 - a. A summary of the dissertation plan
 - b. Nominations of committee members and rationale for choices. Full name, title, and graduate program affiliation or university affiliation of committee nominees should be included. (Please refer to format samples provided in the *Doctoral Handbook*.)
5. The Director of the Doctoral Program will review the request and once approved, will submit a nomination form to Rackham on the student's behalf. The student and Committee Chair(s) will be notified of approval by the Graduate School.

***If the student is not ready to appoint the full committee, but knows who the committee chair will be, the student should write a memo to the Director of the Doctoral Program requesting approval for the appointment of the chair.*

Once approval of the Committee is achieved, the student works closely with Committee members to clarify procedures, methodology and timetable for the Dissertation. The student should arrange for Human Subjects Research Review Committee clearance as necessary (refer to the *Doctoral Handbook*). Students should refer to the guidelines in the Rackham *Dissertation Handbook* for detailed information regarding dissertation requirements, deadlines, procedures, format and evaluation. Once the student notifies Rackham of the oral defense, the student should inform the Office of Doctoral Studies. Students can contact the Doctoral Program staff for assistance securing a location within the school, and any requests for audio/visual equipment should be directed to the Clinical Simulation Lab (734-936-1410).

The Candidate is responsible for announcing the Dissertation Defense to the School of Nursing community, as the presentation is typically an open event. The Candidate, Chair or other Dissertation Committee member should distribute an announcement, electronic or hardcopy, detailing the date, time, location and dissertation topic. Email announcements are typically sent to the Nursing Doctoral Students (sn-dso@umich.edu) and the School of Nursing Faculty (sn-faculty@umich.edu). The student is responsible for posting and removing any hardcopy announcements placed in the appropriately designated areas within the School, once the defense is complete.

All nominations must be approved by the Graduate School and the Doctoral Program Director and are subject to the following guidelines:

1. **Regular members of the Graduate Faculty**—i.e., Professors, Associate Professors, and Assistant Professors—affiliated with a Rackham doctoral program and who hold an earned doctorate from an accredited institution may serve as a member of the committee, or as sole Chair, Co-Chair, or Cognate member.
2. **Regular members of the Graduate Faculty *not* affiliated with a Rackham doctoral program** may serve on dissertation committees. They may also serve as Co-Chair with a regular member of the Graduate Faculty affiliated with a Rackham doctoral program, but not as sole Chair or Cognate member.
3. **Instructors and Lecturers** who have no appointment as members of the regular Graduate Faculty may serve on dissertation committees if they hold an earned doctorate from an accredited institution. They may also serve as Co-Chair with a regular member of the Graduate Faculty affiliated with a Rackham doctoral program, but not as sole Chair or Cognate member.
4. **Retired and *emeriti* Professors** who were affiliated with a Rackham doctoral program may serve on dissertation committees. They may also serve as Co-Chair, or by special arrangement (see Special Membership form), as sole Chair or Cognate member.
5. **Senior Research Scientists and Senior Associate Research Scientists** who are affiliated with a Rackham doctoral program may serve on dissertation committees if they hold an earned doctorate from an accredited institution. They may also serve as co-Chair, regular member or, by special arrangement (see Special Membership form), as sole Chair, but not as Cognate member. Those not affiliated with a Rackham doctoral program may serve on dissertation committees if they hold an earned doctorate from an accredited institution.
6. **Regular Primary Research staff** (i.e., Research Scientists, Associate and Assistant Research Scientists, and Research Investigators) of the university who are affiliated with a Rackham doctoral program, may serve on dissertation committees if they hold an earned doctorate from an accredited institution (see Special Membership form). They may also serve as co-Chair with a regular member. They may not serve as cognate member.
7. **All those who do not have an earned doctorate**, whether affiliated with a Rackham doctoral program or not, must be approved for dissertation committee service on a case-by-case basis. If approved, they may serve as a member of the committee, but not as the sole Chair, Co-Chair, or Cognate member.
8. **University faculty and staff not included in the preceding categories and qualified individuals outside the University** whose service is desirable may serve on dissertation committees, subject to review on a case-by-case basis. They may also serve as Co-Chair with a regular member of the Graduate Faculty affiliated with a Rackham doctoral program, but not as sole Chair or Cognate member.¹

Nomination for Special Assignment on the Dissertation Committee

University faculty and staff who are not regular faculty and qualified people from outside the University of Michigan who may or may not hold academic appointments and whose service on the Dissertation Committee would contribute significantly may be nominated for special membership by submitting:

- Special Membership form with the Doctoral Program Director's signature (www.rackham.umich.edu/OARD/forms.html)
- a memo detailing the nominee's expertise in the dissertation topic
- a vita or résumé
- Dissertation Committee nomination and dissertation plan memorandum

¹ Note: If the outside member of the Committee is unable to attend the defense, an appropriate replacement must be found. See the Rackham Dissertation Handbook for further information.

Dissertation Formats

Dissertations in the School of Nursing can follow one of two formats: a) traditional book format or b) a collection of manuscripts. These formats differ only in organization; the extent of the dissertation research is the same for both formats. The choice of the format is made by the doctoral candidate in collaboration with the dissertation committee. In either case, the text and format must conform to the guidelines as found in the Rackham *Dissertation and Handbook* and the *Abstract and Dissertation Format Guidelines*. Both of these documents are available on the Rackham website.

Traditional book-style dissertations typically consist of:

- An Abstract
- Table of Contents, lists of tables and figures
- An initial 1-3 chapters presenting the introduction, statement of the problem, background of problem, review of the literature, the research questions or hypotheses to be tested, the theoretical and conceptual framework for the study, and significance of the study
- A methods chapter which includes design, sampling, data collection, measures, and method of analysis
- A results and discussion chapter
- Conclusions, implications for practice and the discipline, and future research

A manuscript-style dissertation is an acceptable alternative to the traditional book-style dissertation. This format consists of a collection of papers that have a cohesive, unitary character and serve as a report on a completed research project. Generally, the papers are ready for submission for publication but, in some cases, they may also include papers that have already been submitted, accepted for publication, or already published. However, none of the papers may have been published prior to the student's matriculation into the program. The text of these papers must conform to the formats outlined in the Rackham *Dissertation Handbook* and the *Abstract and Dissertation Format Guidelines*.

This dissertation format is more than a collection of manuscripts. All components must be integrated into a cohesive unit with a logical progression from one chapter to the next. The first chapter serves as an overview and the final chapter discusses all the papers and brings them into a broader focus.

Manuscript-style dissertations typically consist of:

- An abstract
- Table of Contents, list of tables and figures
- A clear succinct global introduction and literature review that links all papers together and states the overall problem addressed in the research along with the purpose of each individual paper
- Three manuscript-style papers, one of which includes report on the completed research (i.e., the problem statement, purpose, research questions or hypotheses, methods, data analysis, results, and discussion); the other two papers can include topics such as a concept analysis, development of a model, an integrative review of the literature, or a particular methodological issue addressed in the research
- A final chapter for the dissertation which synthesizes and discusses all the papers, bringing them into a broader focus. The synthesis chapter should provide:
 - 1.) an overview of the major research findings
 - 2.) a discussion of the significance: the ways in which the research contributes to the field, that is, where it confirms previous work or breaks new ground, or the context in which the research should be placed, and the applications to knowledge development and practice the work suggests;
 - 3.) a discussion of the major strengths and weaknesses of the work;
 - 4.) the directions for future research

While this format may be more challenging, it offers the advantage of speeding up the process of publication of results. As manuscripts for publication frequently are very concise documents, and additional materials should be provided in sufficient detail to allow a clear and precise judgment to be made of the importance and originality of the research reported in the dissertation. This may be done in the introductory or synthesis chapters or in appendices.

When previously published copyrighted material is presented in a dissertation, the candidate must obtain a signed waiver from the copyright owner. Then the candidate needs to submit this to the dissertation chair and, if necessary, the Graduate School. When co-authored papers are included in a dissertation, the candidate must be the first author of the

paper. In addition, the candidate is required to make an explicit statement about who contributed to such work and to what extent in a preface to the dissertation.

At the time of defense of dissertation proposal, the student and dissertation committee will negotiate the final scope of the dissertation research and the format of the dissertation, based on the appropriateness of the selected format to the research question, the project, and the student's publication plans.

CERTIFICATE PROGRAM

Genetics

This advanced practice of nursing concentration is designed to extract and use the exponential flow of relevant and technological advances arising from genetics research and the Human Genome Project. This information explosion provides the launching pad for changing the way in which, health, illness and the risk appraisal are conceptualized. And, it presents unlimited possibilities and challenges for health care delivery practices at all levels. The premise of the proposed concentration is that genetic information and technology is more than foundational knowledge or a cognate science to current nursing education, it is necessary to effective nursing practice at all levels in this new Century. Understanding the potential and implications of genetic transfer technologies and recognizing how each individual response associated with health and illness could be understood and possibly better managed, as a complex phenotype, are necessary to the nursing practice of today and tomorrow.

For PhD students the genetics certificate would build upon or be incorporated within one of the four available concentrations, not replace it. PhD students in the genetics concentration would be required to take N724—Genetics Nursing Seminar: Translation of Genetics into Nursing Care Innovations. This course can be taken in lieu of one of the required courses in the N860 to N870 specialty content sequence.

Objectives

1. Develop and test appropriate nursing innovations for those individuals/families affected by or with genetic conditions
2. Engage in genetic research within the context of the Discipline of Nursing
3. Be an active contributor in genetic health care policy development

Recommended Course Requirements:

- Epidemiology 515. Introduction to Genetics (3 credits)
- Epidemiology 516. Genetics in Epidemiology (3)
- Health Management & Policy 517. Issues in the Public Health Genetics (3)
- BIOSTAT 666². Statistical Models and numerical Methods in Human Genetics (3)

Admissions

For more information contact the School of Nursing Division of Acute, Critical and Long Term Care, 734-763-0010.

² University of Michigan's School of Public Health's Inter-disciplinary Program in Genetics

PROGRAM READMISSION POLICY

The PhD Program is committed to providing research training and educational experiences that prepare graduates for state of the art knowledge and research methods. Individuals who were previously admitted to the Program but have withdrawn voluntarily from active pursuit of their PhD degree requirements are eligible to apply for re-admission consideration. The Rackham School of Graduate Studies requires students who have not been enrolled for more than one year (12 months) to seek readmission with the exception of students who have been on an approved detached study. Re-admission to the Program is dependent on School of Nursing review and then, if appropriate, a recommendation is sent to the Rackham Graduate School for an admission decision.

Individuals who wish to be considered for readmission will need to submit the following to the PhD Program in the School of Nursing:

- A letter of re-application which addresses why re-application is sought, a description of the kinds of activities the applicant has been engaged in since leaving the doctoral program, and a detailed plan and timeline for completing the PhD degree requirements;
- A current CV
- A goal statement which addresses the students research interests and goals
- Two letters from faculty, one of which will be from a proposed advisor or chair, supportive of the applicant's re-admission;
- An official copy of the University of Michigan transcript.

In addition to these materials, applicants must submit a Readmission Application to Rackham.

After the materials are received, a subcommittee of the School of Nursing Doctoral Program Steering Committee will be appointed to review the reapplication materials. This committee will consist of three doctoral program members and will be coordinated by the Director of the PhD Program (who will be non-voting in the re-admission decision). The review process will consider various factors including the applicant's academic standing at the time he/she left the program, the length of time since the applicant has been engaged in coursework, the relevancy of that coursework to the student's current goals, the professional activities the applicant has been engaged in since leaving the doctoral program, a fit between the applicant's research interests and a potential mentor on the faculty, and an assessment of what has changed in the applicant's circumstances that will now permit successful re-engagement in doctoral studies. A meeting will also be held with the applicant and the review committee to provide any additional information needed for the readmission assessment.

After the review committee has reviewed all available information, a recommendation will be made to support or deny the re-admission. The application materials and recommendation will be forwarded to CAASS for review if one or more PhD Admissions Criteria are not met. The degree requirements in place at the time of reapplication will apply if the student is offered readmission. If there is support to re-admit, the committee will identify any stipulations for re-admission. These will be outlined in a letter offering readmission if appropriate. Readmission recommendations will be sent to Rackham for a final decision on whether to re-admit. (Approved May 2008).

PROGRAM TIME LIMITS

A student must achieve candidacy within **four years** from the date of first enrollment in the PhD program, and must complete all doctoral work within **seven years** from the date of first enrollment. A student who exceeds the maximum time limit to degree or candidacy should submit a petition to the Director of the Doctoral Program (refer to "Petition for Modification or Waiver of Regulation"). If the Director of Doctoral Program recommends support for the time extension, the student's petition is forwarded to Rackham for final approval of the extension. The student will be notified directly by Rackham of the Graduate School decision.

The most up-to-date timetable for candidacy deadlines is available from Rackham's Office of Academic Records and Dissertations, and can be found online at: www.rackham.umich.edu/OARD/candidacydeadlines.html. A copy of the deadline schedule is sent to the student when notified of Preliminary Committee membership approval.

Exceptions

The Detached Study and Dependent Care Policy both provide exceptions to this policy (refer to the Rackham *Handbook* for complete descriptions and policies). The procedures for each of these things need to be adhered to if the student is claiming exception under these provisions. Waiver or modification of Rackham policies for other reasons can be requested and are considered on a case-by-case basis. (Refer to the Doctoral Program *Handbook: Petition for Modification or Waiver of Regulation*)

FAILURE TO PROGRESS

There are instances when a Chair of an N990 project believes that, despite provision of a variety of resources through which a student might improve, the quality of the project is not acceptable. In such instances, the following process will be enacted:

1. If the student is not making sufficient progress after passage of a reasonable amount of time (one calendar year from completion of course work or initiation of the N990 project) and use of resources within the School and the University have been implemented, the chair of the N990 will give the student a **written** warning that a grade of Unsatisfactory could result if progress is not made.
2. If the Unsatisfactory grade is given, a meeting of the preliminary examination committee, the student, and the Director of the Doctoral Program will be convened to prepare a written plan for completion of the project with a one-year timeline to demonstrate satisfactory progress. Appropriate resources will be identified and included in the plan and specific outcomes indicated on a timeline. The plan will be placed in the student's academic file. **The Director of the Doctoral Program will inform CAASS and the Office of Academic Affairs of this action.**
3. Should the student fail to make progress within one year, a written notification of dismissal from the program will be issued to the student. **The N990 Chair will inform CAASS, the Director of the Doctoral Program and the Office of Academic Affairs of the action and advise whether an extension is appropriate within the framework of Rackham policy (see Rackham Student Handbook of Policies and Procedures). If an extension is not appropriate, a final grade of Unsatisfactory will be issued for the N990 project and the student will receive notification of dismissal from the program.**

ENROLLMENT REQUIREMENT

The School of Nursing requires that all doctoral students enroll continuously until completion of the dissertation. Faculty resources will not be made available to students unless they are enrolled as specified.

- i. All students who have completed course requirements and are working on the preliminary examination requirement must maintain continuing enrollment each semester in N990. This includes enrollment during the term when the preliminary examination is defended (including spring/summer term).
- ii. One (1) credit is sufficient to maintain student status* though there is no limit on the number of terms or N990 credits for which a student may enroll, except for the overall 4-year time limit to achievement of candidacy.
- iii. All candidates are required to enroll during the Fall semester of each year for N995. In addition, students are required to enroll for the term in which they plan to defend their dissertations.

Students who are not candidates and who have not been enrolled in the Graduate School for one year (12 months) must apply for readmission to the program. Readmission is not automatic. The Doctoral Program Admissions Committee will carefully review all requests for readmission.

Students on fellowships and training grants should follow the stipulations of those fellowships and grants. If those policies are at odds with the above policy, they are urged to consult with the Director of the Doctoral Program or program staff.

Exceptions

The Detached Study and Dependent Care Policy both provide exceptions to this policy. Refer to the *Rackham Handbook* for complete descriptions and policies. The procedures for each of these needs to be adhered to if the student is claiming exception under these provisions.

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- Note: this is a School of Nursing, and not a Horace H. Rackham Graduate School policy. Rackham allows units to establish their own policies, and is in support of this policy by the School of Nursing.
 - International students should check with the Rackham Graduate School and/or the International Center regarding the minimum number of credits they can carry each semester, as government regulations do exist. Retaining full time student status is currently compulsory for all International students.

RACKHAM FEE TOTAL REQUIREMENTS

Each doctoral student enrolled in the Rackham Graduate School must accumulate a minimum number of fee credits in order to be recommended for Candidacy and to receive the doctoral degree. Rackham Fee Totals (RTFs) are calculated according to the number of credit hours you elect, as well as the total number of credit hours you pay for. Since tuition is assessed for no more than nine credit hours in a full term (five in a half term), no more than nine credits may be counted toward the RFT in a full term (five in a half term), regardless of the number of hours elected.

Examples:

Fall term, 2006:
Student enrolls for 12 hours
RFT accumulated: 9 hours

Spring Half Term, 2007:
Student enrolls for 6 hours
RFT accumulated: 5 hours

Specific details of the Rackham Fee Total policy are as follows:

1. Each doctoral student enrolled in a Rackham graduate program must accumulate at least 68 fee credits overall, consisting of course and dissertation work. At least 36 fee hours must be accumulated prior to admission to doctoral candidacy.
2. Each doctoral student who enters Rackham with a relevant master's degree from an accredited American or foreign institution will have his or her minimum requirement reduced by 18 fee credit hours. Thus, the minimum fee requirement for such students is reduced to 50 fee credit hours. Relevancy is determined by the department and is contingent upon receipt of an official transcript from the degree granting institution.
3. Each doctoral student who completes a Rackham master's degree will earn credits toward program (CTP). These credit hours may be counted toward the Rackham Fee Total.
4. Undergraduate and visited courses taken as a Rackham student will generate RFTs, but transferred credits and free courses elected with the Candidacy enrollment will not.
5. An eight-hour registration for the term of the oral defense is required; this registration will count toward the Rackham Fee Total.
6. A deficiency in fee hours at the time of admission to Candidacy or at the time of completion of the doctoral degree requirements may be made up by payment at the student's current rate per credit hour without actual enrollment.

Refer to Rackham *Handbook: Rackham Fee Totals (RFTs)* for additional information and the complete policy.

MINIMUM GRADE REQUIREMENT

Effective in the Fall 2008 term, Doctoral students are required to meet a minimum grade of B- in all mandatory School of Nursing courses. Doctoral students must maintain an overall cumulative GPA of "B" (5.0 on a 9-point scale). In addition, current Rackham policy states that graduate students must complete cognate course requirements (for nursing doctoral students these are courses taken outside of the School of Nursing) with a grade of "B-" or better. Rackham maintains that courses in which grades of "D" or "E" are earned cannot be used in the fulfillment of degree requirements.

If a student receives a grade lower than "B-" in any course, required or cognate, the student must meet with his/her advisor and the doctoral program director. An assessment will be made to determine what action will be required. In some cases, students will have to petition the Committee on Academic Admissions and Scholastic Standing (CAASS) to determine progression in the program.

POLICY ON INCOMPLETE GRADES

The Horace H. Rackham School of Graduate Studies Policies and Procedures instructs that you may receive a grade of Incomplete ("I") for a course only if:

- The unfinished part of your work from the course is small,
- The reason(s) for the unfinished work is acceptable to your instructor, and
- Your standing in the course is that of a grade of "B" or higher.

Should you find that you are unable to complete the work for a course on time, arrange to meet with your instructor and discuss a schedule for completing the remaining work before the instructor assigns you a grade of "I". Your grade point average will continue to be based on the hours of coursework you have completed. (*Rackham Handbook*)

The Horace H. Rackham School of Graduate Studies policy limiting the number of terms a student is given to complete the incomplete work was extended from two semesters to four semesters.

The School of Nursing policy requires completion of coursework for "I" grades within **two semesters** for all School of Nursing graduate level courses. For cognate courses, the policy of the Graduate School or that of the school/department applies. It is the responsibility of the student to determine which deadline is applicable.

Note: A grade of "I" stays on your academic record permanently. If you have made up the coursework according to the procedures noted above, your grade for the course will appear on your academic record, for example, as "I - B+".

POLICY ON GRADES FOR PRELIMINARY EXAMINATION AND DISSERTATION

Grading for students enrolled in N990 (preliminary examination) and N995 (dissertation) is on a Satisfactory (S) and Unsatisfactory (U) basis. The "Y" grade, used for work that is still in progress, is not acceptable for either N990 or N995. Students will receive an S or U grade for each registration based on their progress and performance. The "Y" grade has been approved for use with the N699, the first research project.

The Doctoral Program follows all Rackham Graduate School Guidelines grading system and policies. These are described in detail in the *Rackham Student Handbook of Policies & Procedures*. The Handbook is also available at the Rackham website: <http://www.rackham.umich.edu/StudentInfo/Publications/GSH/html/contents.html>

USE OF SUBJECTS IN RESEARCH

Federal regulations and University policy require that all investigations using human beings or animals as subjects of research be reviewed and approved by an appropriately constituted committee *before* any such investigations commence. ***No dissertation based on the use of human beings or animals as subjects can be accepted without this prior review and approval.*** In many instances, the faculty advisor will request the review, but graduate students should verify with their advisors that the necessary review has taken place and approval for the investigation has been granted. More detailed information is presented in the Rackham Handbook *Student Rights and Standards of Conduct*.

Contact the Institutional Review Board (IRB-Health) at 734-936-0933 or online at: www.irb.research.umich.edu/IRB_Health/IRB_Health.html for application and additional information for human subject investigations.

Contact the Division of Research Development and Administration (DRDA) at 734-764-5500 or online at: www.research.umich.edu/policies/policies.html for policies, requirements and regulations regarding animal subjects in research.

One exception to the IRB policies is the use of publicly available data sets that are stripped of identifiers. Under federal regulations, use of these data sets does not require IRB review when researchers are conducting secondary analysis research. The data sets on this approved UM list are:

- Inter-University Consortium for Political and Social Research (ICPSR)
- National Center for Health Statistics
- National Center for Education Statistics
- National Election Studies
- Roper Center for Public Opinion Research
- U.S. Bureau of the Census

IRB approval may be required if the archive hosting the data explicitly requires approval before the host will release the data for use. Also, research projects that merge more than one data set are not covered by this exception. In those instances, IRB approval is required. If uncertain on how to proceed, investigators should check with IRB staff.

PETITIONS TO WAIVE OR MODIFY RACKHAM POLICIES

All Graduate School policies have been formulated by the Executive Board with one objective: the pursuit of academic quality. This goal requires that the policies be equitably and uniformly applied to everyone; however, the Graduate School does recognize the infrequent occurrence of extenuating circumstances that warrant individual consideration. Rackham graduate students may petition the Graduate School for waiver of any Rackham policy. To do so, you should obtain a Petition for Modification or Waiver of Regulation form from the Office of Academic Records and Dissertations (OARD) or download a copy from the OARD website: www.rackham.umich.edu/OARD/pdf/petition.pdf.

Procedures

1. The student completes the form and states in writing all facts that have a bearing on the case you wish to present
2. In all instances requests must be submitted, reviewed, and approved by the Director of the Doctoral Program
3. If the petition involves a course (i.e., N990) it must also be approved by the instructor/committee chair

4. The Doctoral Program submits the petition to the Graduate School for approval
5. Rackham notifies the student of the Graduate Schools' decision.

GUIDELINES REGARDING DOCTORAL STUDENT EMPLOYMENT

From time to time there has been discussion concerning extent of employment advisable for full-time doctoral students. After careful consideration of the issues involved, the PhD Program Steering Committee thought that while an explicit policy is not necessary, a set of guidelines may be helpful to guide doctoral students and their advisors in planning a workload that enables and facilitates rather than hinders achievement of doctoral program goals by students. To this end the School of Nursing encourages students to study full-time, and continues to make every effort to provide fiscal assistance in various forms to enable them to do so. These guidelines are posited in that spirit.

A major consideration should be the extent to which employment provides students enrichment, augments goals of doctoral study, places students in a position of interaction with faculty and peers, serves to avail students of the variety of educational and research opportunities at the University of Michigan, and serves to enhance their socialization as scholars.

- It is suggested that employment commitments be limited to no more than 10-12 hrs/week.
- Students are urged to utilize GSA opportunities available within the School. It is advisable for students to have a mix of TA and RA experience over the course of their doctoral study.
- Students are urged to participate in SN governance by serving as members of standing and ad hoc committees, by being involved in faculty and student recruitment and search matters, by participating in the Doctoral Student Organization and the like. While these do not yield remuneration, they are seen as important professional experiences.

Each student's situation should be considered with care and as appropriate to the particular student's learning needs. Consultation with peers, faculty advisors and/or program director may be sought as needed.

REGISTRATION & COURSE ELECTIONS

Complete registration information is available online from the University Registrar's Office (www.umich.edu/~regoff/timesched). You can also contact them at 734-763-5174. Course offerings and registration information is also available on Wolverine Access and in the University of Michigan *Schedule of Classes*, which are printed each term and are widely available on campus prior to registration.

In most cases, students will enroll in coursework for credit. Regular class attendance is expected and students are responsible for fulfilling course requirements. The grades received will be entered on the student's permanent academic record in the Office of the Registrar. You also have the option of choosing to elect a course as an Official Visit or for Satisfactory/Unsatisfactory grading (S/U) grading. A description of the grading system appears in the Rackham *Handbook: Chapter 3*. Students who register on or after the first day of classes (not including adds, drops or changes to the initial registration) will be charged a late registration fee.

Courses Approved for Rackham Graduate Credit

All courses taken in fulfillment of Rackham degree requirements must be approved for Rackham graduate credit. No undergraduate course may be used to meet any Graduate School requirement. A student must make sure that any

course you plan to take, **especially one numbered in the 400s**, is approved for Rackham credit **before** enrollment. The Graduate School policy on courses is as follows:

- **Courses at the 300 level and below are not acceptable for graduate credit.** (Undergraduate level foreign language courses may occasionally be used in fulfillment of some *departmental* foreign languages requirements.)
- Courses at the 400 level and above are acceptable for graduate credit if they have been approved by the Graduate School. Approved courses are listed in Rackham's *Bulletin: Program Information and Course Offerings*, available online at: www.rackham.umich.edu/Programs/
- If a student is uncertain whether or not a course is approved for Rackham credit, the student is advised to check with the department offering the course, or with the Rackham Course Approval Officer (734-764-8221).
- If a course is elected that has not been approved for Rackham credit, it will appear on the Rackham transcript with the notation "Not for Graduate Credit". The grade will appear on the Rackham transcript, but will not be averaged into the cumulative grade point average or credit toward program (CTP).
- Under unusual circumstances, a student may petition for graduate credit for a graduate level course not regularly approved by Rackham. Since there is no guarantee of approval, the student must petition the Graduate School **before** the course begins. The Petition for Modification or Waiver of Regulation must be endorsed by the course instructor and the Doctoral Program Director. The student will be expected to perform graduate level work in the course and the petition must detail how this will be accomplished.

FINANCIAL SUPPORT

The increasing cost of graduate education has placed an added strain on both institutions and students in recent years. All applicants should plan their finances with as much care and foresight as possible. Unfortunately, not all students seeking assistance can be supported by available institutional funds. Students are encouraged to look into multiple sources if they think financial assistance will be needed. This insures that some amount of aid will be available.

Financial assistance is available in the following forms: 1) Graduate Student Instructor (GSI) positions; Graduate Student Research Assistantships (GSRA); 2) Fellowships; 3) work-study programs and other employment; and 4) loans. A student's graduate years might be partially financed by combinations of these forms of assistance in addition to personal resources.

Rackham Assistance

Rackham's Office of Fellowships and Recruitment provides information on University fellowship programs from Rackham graduate students and the major federal programs (including the National Science Foundation and the Fulbright Grants for Study Abroad). Rackham also sponsors such programs as the dissertation/thesis grant, fellowships for non-traditional students, and pre-doctoral fellowships. See Rackham's on-line Fellowship Finder to search for fellowship opportunities based on your situation and preferences (www.rackham.umich.edu/Fellowships/sources.html).

The School of Nursing Graduate Programs

The School of Nursing has several major sources of funding available to its graduate students, which include the Professional Nurse Traineeship Program (PNTP) and Rackham Block Grant Awards. Each graduate program receives an allocation of these funds based on their enrollment, and awards are made at the discretion of the Director.

The Division of Nursing, Public Health Service, and the Department of Health & Human Services fund the Professional Nurse Traineeships. They are awarded to full-time students who are U.S. citizens or permanent residents. Graduate programs within the School are notified of their allocations by July each year. The PNTP awards provide varying levels of support, including partial or full tuition and/or a stipend. There is no payback requirement for any term that is completed

satisfactorily, and if upon graduation, the students accepts employment in a teaching, administration, supervision, or practice in the nursing specialty for which they received support.

The Block Grant funds are allocated by the Horace H. Rackham School of Graduate Studies to the School as a whole and then are made available to each graduate program. Block grant awards may be given to any student in good academic standing.

Application

Application for all School of Nursing awards is done by completing the financial aid form disseminated to all newly admitted doctoral students. Eligibility for aid continues throughout the student's doctoral program, provided that the student meets the specific requirements of the type of aid that is awarded (frequently full-time study is required). Once a year, students are requested to update their financial status information, and provide pertinent information regarding requests for aid. Doctoral program financial aid awards are made at the discretion of the Director, based on scholarly potential and financial need.

Center for the Education of Women (CEW)

CEW provides counseling and information on academic programs, childcare, community resources and job searches. They also maintain a loan and reference library. CEW sponsors thirty scholarships each year for women whose education has at some time been interrupted for at least twenty-four consecutive months and who are pursuing an academic or professional program of full or part-time study at The University of Michigan. Completed applications are due to CEW in January each year. Small emergency grants are also available. For more information, visit CEW at, 330 E. Liberty, Michigan Square Bldg., call 734-998-7080 or visit www.umich.edu/~cew.

Graduate Student Assistantships/Research Assistantships

Graduate students may be appointed as Teaching Assistants or Research Assistants while they are enrolled in the School of Nursing, generally in the second or third year of graduate study. Students are appointed to these positions for a full term (four months). Students appointed as GSA/GSRA's for at least ten hours a week (25% appointment) are eligible for health insurance benefits, and also receive a full tuition waiver, in addition to the compensation they earn on the job. Tuition waivers are considered taxable income. Positions as a Teaching Assistant or Research Assistant in the School of Nursing are available on a limited, as needed basis, depending upon the teaching and research needs of the School. Employment opportunities are posted on a campus wide basis in order to ensure that all qualified graduate students are given equal opportunity to apply. See the Office of Academic Human Resources: www.umich.edu/~hraa/acadhr/gsi.html.

Office of Financial Aid

The Office of Financial Aid assists students with budgeting and administers emergency and/or short-term loans (for education expenses only). Students are encouraged to use the office's counseling services even if they are not receiving aid. Loan programs available include the Federal Perkins Loan and Federal Stafford Loan programs. This office also offers short-term, emergency loans. All graduate students may apply for Work-Study and/or loan assistance through the Office of Financial Aid. Students should apply as early as possible. For further information, particularly on deadlines, contact OFA at 2011 Student Activities Building or 734-763-6600.

International Center

The Center's Overseas Opportunities Office advises those seeking opportunities outside the U.S. and provides information on study abroad programs, employment abroad, the Peace Corps volunteer program, and other overseas volunteer opportunities. The International Center also offers many services for new international students, such as programs to help orient and assimilate students new to the United States and information programs on fellowship and

scholarship opportunities for foreign graduate and undergraduate students. The Center is located at 603 E. Madison. For more information call 734-764-9310 or visit www.umich.edu/~icenter.

International Institute

The Institute promotes the advancement across the University of international and area research and training, and provides resources for the development of study and research. Funding opportunities include graduate fellowships, funds for development of conferences and workshops, study abroad programs, and many other programs. To be eligible, students must be registered with the Institute, and registered for the term for which they request support. The International Institute office is located at 2660 School of Social Work Building. You may call 734-763-9200 or visit the International Institute website (www.umich.edu/~iinet). The Institute also publishes the Guide to Resources in Support of International and Area Studies.

Library

The Reference Room on the second floor of the Harlan Hatcher Graduate Library has a wide selection of books pertaining to fellowships, scholarships, and grants. Ask for the Information and Reference Center flyer, "Sources of Information and Loans on Scholarships, Fellowships and Research Grants." The library also has some fellowship listings on line. For more information, call the Reference Desk at 734-764-9366.

Employment

Sources for jobs are the federal government, the University of Michigan, and public and private employers on and off campus. Many jobs in addition to work-study employment are available, and financial aid is not generally a factor in selection. Don't forget to check the local newspapers for off-campus jobs. Jobs Listings at the University of Michigan are available online and are updated weekly. The UM Employment Office is located at G250 Wolverine Towers, or call by phone: 734-764-6580. The Hospital Employment Office is located at 300 N. Ingalls Building, Room 8A04, or by phone at 734-647-2375. For temporary employment at the University, see the Student Employment Office website (www.finaid.umich.edu/employ/) for current openings. The Student Employment Office is located at 2503 Student Activities Building, Ann Arbor, MI 48109-1316, or by telephone at 734-763-4128, fax: 734-647-3081, or e-mail: student.employment@umich.edu.

NATIONAL RESEARCH SERVICE AWARDS (NRSA)

The National Research Service Award is a doctoral training program sponsored by the National Institutes of Health. Most nursing students receive their awards through the National Center for Nursing Research. Doctoral students apply directly to the National Center for Nursing Research for a two to three-year **individual** award. All NRSA awards for F/Y 2007, awarded students \$20,772 for the academic year. A portion is allocated towards tuition and other training expenses, and the remainder is dispersed in the form of a stipend.

The individual to be trained must be a citizen or a non-citizen national of the United States or have been lawfully admitted for permanent residence at the time of award. A non-citizen national is a person, who, although not a citizen of the United States, owes permanent allegiance to the U.S. They are generally persons born in outlying possessions of the United States (e.g., American Samoa and Swains Island). Individuals who have been lawfully admitted for permanent residence must be in possession of a currently valid Alien Registration Receipt Card (I-551), or must be in possession of other legal verification of such status. **Individuals on temporary or student visas are not eligible for support from the NRSA.**

An applicant for an individual fellowship must have a baccalaureate degree and show evidence of both high academic performance in the sciences and significant interest in research in areas of high priority to the participating Institutes. The applicant must be enrolled in a PhD program, and supervised by a mentor in that scientific discipline when the application is submitted. The typical applicant will apply during the first year of school for funding to begin in the second year; however, applications may be submitted at any stage.

Prospective applicants should contact the relevant Institute Program Staff at NIH, for a pre-application consultation and information regarding the application process. The Individual National Research Service Award application kits are available from the Division of Research Development and Administration (DRDA), 734-764-5500 as well as the Division of Extramural Outreach and Information Resources, National Institutes of Health, Telephone: 301-435-0714, Email: GrantsInfo@nih.gov. Application kits are also available on the Internet: www.nih.gov/grants/forms.htm. It is important that prospective applicants consult "National Research Service Awards Guidelines," which can be downloaded (<http://grants.nih.gov/grants/guide/notice-files/not97-009.html>). Be certain to retrieve and request a **pre-doctoral** trainee packet for nursing.

The following criteria will be used in making award decisions: (1) overall merit of the application; (2) relevance of the application to the research priorities and mission of the awarding institute and program balance; and (3) availability of funds. The responsibility for award decisions resides solely with NIH. Deadlines for individual NRSA grant applications are April 8, Aug. 8, and Dec. 8, yearly.

The School of Nursing also has institutional NRSA grants, which provide stipends and tuition coverage for trainees each year. The institutional traineeships awards are made to students based on academic and research training potential. These students are expected to apply for individual NRSA's.

It is required by the School of Nursing Office of Doctoral and Post Doctoral Studies that you submit a copy of the final version of your NRSA Grant to our office and report the status of its submission so that we may retain a record for our office.

DESCRIPTIONS OF DOCTORAL COURSES

CORE AND REQUIRED COURSES

Note: Prerequisites are indicated in italics after the title, followed by credit hours in parentheses.

N532. The Theoretical Base for Advanced Nursing Practice. (3)

Critical analysis of theory and the utilization of various levels of nursing theory as a base for nursing practice. The course further examines the inter-relationship of theory, research and practice in the development of the scientific body of nursing knowledge. The process of theory analysis and evaluation is utilized to design theory-based practice and to develop a theoretical perspective to formulate potential research questions.

N535. Strategy for Nursing and Health Care. (3)

This course is designed to provide students as present and future leaders with a political, economic, and financial understanding of the health care industry. In addition, fundamentals of strategic planning are introduced to facilitate the merging of the financial side of patient care with the clinical dimension. Fundamental changes in industry structure brought about by the growth of alternate health care delivery models and other aspects of health care reform will also be stressed.

N536. Utilization of Nursing Research in Advanced Practice. *N532* (2)

The goal of this course is to promote research-based nursing practice. The course focused on the critical analysis of scientific knowledge related to clinical problems. An understanding of the research process, applicable theories, organizational dynamic, and leadership function are applied to design and plan a process of implementing research in health care settings.

N570. Philosophy of Science. (3)

Systematic study of contemporary philosophy of science. Topics for discussion include the aims and methods of philosophy of science; the nature of scientific theories; theory change and confirmation; explanation, causation, laws, and probability; physics and metaphysics; and philosophy of social science. Taught by the Department of Philosophy.

N603. Data Management, Analysis and Representation for Advanced Practice in Nursing. (2) This course is an in-depth

coverage of the strategies involved in data management and data analysis, including statistical procedures and interpretation of data, for nursing research, and relevance to clinical practices. Students will apply knowledge of descriptive, parametric, and non-parametric, univariate, and selected multivariate approaches to data analysis. Emphasis will be on interpretation of statistical results and on evaluation of published research and its applicability to clinical practice. Interpretation of statistical results and published research will be evaluated in terms of potential bias and relevancy related to gender, race, ethnic, socioeconomic, and socio-demographic factors. Computers will be used for data analysis. SPSS for windows will be the statistical system used in the course.

N801. Directed Study in the Development of Nursing Science. (3)

Doctoral Student Standing or P.I.; Completion of 500- and 600-level Courses.

The purpose of this course is to provide opportunities for students to begin to conceptualize a nursing phenomenon in their area of interest. Processes of intellectual activity will be emphasized to enable students to: critically evaluate the linkage between clinical practice and research, raise relevant issues about nursing research, and engage in constructive critique and commentary. Using experiential observations, as well as published theoretical and research literature, students will begin to conceptualize and develop a model for a selected nursing phenomenon, apply the model to a real world test, and subsequently, evaluate the validity of the model. Students will work with an assigned faculty preceptor, who, along with course faculty, will provide supervision and expertise.

N821. Advanced Nursing Theory Development. *N532, N570, and N801, or P.I.* (3)

Students synthesize theory development knowledge with strategies for testing theoretical statements. The student critically evaluates, compares, and contrasts the major theory development strategies used in nursing. This knowledge will be used to construct theoretical statements at a specific theory level, as well as design nursing research in which the theoretical statements will be examined.

N830. Design, Methods, and Analysis, I. *N821, N570, N603 or equivalent, 2 grad. statistics courses.* (3)

This seminar is the first in a two-course sequence designed to assist students in gaining advanced understanding of research design, methods, and data analysis. It builds on prerequisite courses in nursing theory, philosophy of science, and statistics, and focuses on the acquisition of knowledge and techniques needed for hypothesis development, measurement, and sampling in the investigation of various nursing research questions. Ethical issues surrounding study participation are discussed. Attention throughout the course is given to issues of cultural sensitivity and diversity in research question development, hypothesis testing, measurement, and sampling as these issues influence research participation and outcome. In addition, the critical contribution of marginalized populations to the development of nursing knowledge is underscored. Analytic procedures for addressing related measurement issues are examined. Ongoing and published research as well as students' proposed research serve as a focus for critical discussion of ideas and various methodologies. Students conduct computer-based analyses using various statistical procedures for assessing reliability and validity, and for estimating power.

N831. Design, Methods, and Analysis II. *N830.* (3)

This seminar is the second in a two-course sequence in research design, methods, and data analysis. The merits and limitations of non-experimental, quasi-experimental, experimental, and randomized clinical trial designs to investigate nursing phenomena are evaluated with particular consideration of threats to validity. Decisions about design appropriateness are justified by identifying links with level of inquiry and principles of measurement mastered in earlier courses, and including concerns specific to racial/ethnic diversity and gender. Data analytic techniques for various designs and research questions are examined. An introduction to causal modeling is included. Readings and computer assignments include quantitative and qualitative techniques of data analysis. Relevant ethical issues in the conduct of research are identified and discussed throughout the course. Consideration of cultural sensitivity and recognition of the important knowledge to be gleaned from the study of marginalized populations is a theme throughout all phases of the research process. Critical analysis of ongoing, published, and students' proposed research reports utilizing principles of design, methods, and analysis serves as a forum for applying knowledge.

N990. Dissertation: Pre-candidacy. (1-8)

Elected for dissertation or preliminary examination work by doctoral students not yet admitted to status as a candidate.

N995. Dissertation: Candidacy. (8)

Dissertation work by students admitted to doctoral candidate status. Full-time enrollment is required for the term in which a candidate takes a final examination on her/his dissertation.

HEALTH PROMOTION/RISK REDUCTION CONCENTRATION

Note: Prerequisites are indicated in italics after the title, followed by credit hours in parentheses.

N842. Health Care Decision Making: Theory and Research Methods

This multidisciplinary course is designed to explore both theoretical and empirical approaches to understanding complex and socially-relevant decision problems in health care. The course will focus on analytic, normative, descriptive and behavioral decision theories as well as the evaluation of the outcomes of health care interventions and treatment decisions. The neural processes instrumental in decision making including cognition, memory, information processing and judgment will be explored. Further, the psychological and philosophic considerations of choice are provided as a way of understanding the social and political context of contemporary health care decision making.

N845. Physical Activity and Health in Nursing. *N801, concurrent or P.I.* (3). This seminar facilitates students in their advanced level to analyze the factors that influence changes in physical activity behavior and to examine how different types and doses of physical activity affect various health outcomes. Students examine interaction between health

behavior determinants and physical activities applying different theoretical models, measurements, and analytical approaches.

N862. Conceptual and Methodological Issues in Health Behavior. *N801, concurrent or P.I.* (3) This course is designed to provide an opportunity for synthesis and integration of knowledge regarding the phenomenon of health behavior. The focus is on critical examination of theoretical and empirical work in the area of health behavior from a nursing perspective. Health behavior is examined as a concept relevant to the promotion and maintenance of health in clients, including individuals, groups, families, and populations at domestic and global/international levels. Students propose health behavior research using either an existing model or one that they develop. *First level course.*

N864. Family Systems and Health: Theoretical and Methodological Issues. *N801 and N862, or PI.* (3) This course is designed to provide an opportunity for synthesis and integration of knowledge related to family systems and health/illness in nursing. The seminar focuses on in-depth, critical analysis of theoretical perspectives used in nursing for studying the family, including formulations from other disciplines. Extant empirically based knowledge related to families and health/illness is reviewed and evaluated in terms of conceptual, practice and research issues in nursing. Socio-cultural, technological, political, genetic and environmental factors that affect health behavior and health outcomes in families are examined. Emphasis is placed on the evaluation of the empirical base for the development of nursing interventions and implications for health policy at national and global/international levels. Students will propose research related to families and health. *Second level.*

N866. Health Promotion Intervention Research Across the Life Span. *N801 and N862, or PI.* (3) Students analyze and synthesize research on health promotion interventions directed to various adult population groups. The focus is on critical examination of the theoretical bases, designs, methods, data analyses, conclusions, and significance of multidisciplinary research measuring the outcomes of health promotion interventions. Special attention is given to the multiple contexts for intervention, such as families, educational settings, work sites, communities and primary care settings. Students synthesize the research relating to specific health promotion goals, hypothesize the applicability of findings to nursing practice, and propose future research logical to their analyses and significant to the field and to health policy at national and international levels. *Second level.*

N884. Topics in Health Promotion/Risk Reduction Nursing. *Level one course.* Course may be repeated twice with different topic. See pp. 30-31. (3) This doctoral course is intended to enable students to identify and pursue special areas of theory and research in the HPRR concentration that is of interest to them. It will serve as the third level course and is taught by the HPRR faculty. It may be conducted as independent study with individual students or in small groups. Thus, the particular themes addressed will vary somewhat as a function of student interest in phenomena related to the particular concentration. *Third level.*

BIO – BEHAVIOR CONCENTRATION

Note: Prerequisites are indicated in italics after the title, followed by credit hours in parentheses.

N869. Human Responses and Altered Biological Function. *N801.* (3) The focus of this course is the biological phenomena that constitute, maintain and reflect the health and well being of individuals, and the human responses associated with alterations in biological life processes. The phenomena to be explored in this course are neurobehavioral processes basic to a) energy balance or homeostatic mechanisms; b) neuroendocrine processes, and c) rhythmic or cyclical bio-behavioral phenomena. Students examine basic physiological processes and the biological and behavioral consequences of alterations in these processes. General content to be examined in this course includes functional neuroanatomy, neurotransmission, neurohormonal regulation of behavior, and plasticity. Specific bio-behavioral phenomenon to be explored will include, but not be limited to, alterations in memory and cognition, sleep patterns and reproductive rhythms, and appetite. *First level.*

N870. Human Responses and Altered Biological Function: Altered Memory. *N801.* (3) This course is one of a series of advanced nursing science courses for Ph.D. students in nursing. The specific biological phenomenon to be explored in this course is altered memory. Selected theoretical models of memory and

impaired memory are analyzed and critiqued. Major research paradigms are evaluated. Patterns of behavioral and cognitive changes which accompany memory loss are examined, and specific nursing therapeutic models are developed. *Second level.*

N871. Human Responses and Altered Biological Function: Altered Energy Regulation and Cardiovascular Risk. N801.

(3) The specific phenomena to be explored in this course are the genetic, dietary and exercise factors associated with increased cardiovascular risk. Students examine and evaluate: a) the survey evidence that is basic to population policies directed towards reduction of cardiovascular disease risk, and b) the basic bio-behavioral and nursing research necessary to the development of intervention models aimed specifically at reducing an individual's cardiovascular risk. Specifically, the biological basis of hyperlipidemia, hypertension, obesity, and the cardiovascular disease association are examined. *Second level.*

N872. Cognitive Impairment in the Elderly: Models, Measures, and Methods. N801, N861, N869. (3)

This course focuses on the phenomenon of cognitive impairment in the elderly. The course is designed to explicate and evaluate nursing knowledge concerning physiological, psychological, social, and environmental bases associated with behavioral patterns in the cognitively impaired elderly. Theoretical models of cognitive impairment, measurement and methodological issues in studying cognitive impairment, and empirical support for various nursing interventions are examined. The view of cognitive impairment and any/all interventions as related to spiritual/cultural values are also considered. *Second level.*

N873. Affect and Cognition. N869 or P.I. (3)

In this course, the relationship between affect and cognition will be examined from a bio-behavioral perspective. Students will examine the biological basis of affective systems. In addition, students will explore the interaction between biological and environmental processes that influence the development, maintenance, and modulation of affect. Cognition will be examined from its role in affect regulation. The interactions among environmental and socio-cultural factors will be examined on affect regulation and cognition. Students will have the opportunity to explore a specific area of interest related to affect and cognition and to analyze and synthesize research relevant to their topic. *Second level.*

N874. Enhancing and Restoring Cognition through Environment: Research Methods. N801 and N869. (3)

The purpose of this course is to provide doctoral students with the opportunity to critically analyze how research methodologies are applied in the design and testing of models that link environment, cognition, and behavior. Human diversity is specifically addressed in discussion of research paradigms and methodologies of person-environment interaction. The student will critically evaluate and compare and contrast major theories and related research methodologies used to test aspects of the environment-cognition-behavior framework in health and illness. The overall aim of the seminar is to generate ideas and hypotheses about the design and testing of a variety of therapeutic strategies. *Second level.*

N883. Topics in Bio-Behavior Nursing Level one course. (3). See pp. 30-31. Course may be repeated twice with different topic.

This doctoral course is intended to enable students to identify and pursue special areas of theory and research in the bio-behavior concentration that is of interest to them. It is taught by the bio-behavior faculty. It may be conducted as independent study with individual students or in small groups. Thus, the particular themes addressed will vary somewhat as a function of student interest in phenomena related to the particular concentration. *Third level.*

NURSING BUSINESS AND HEALTH SYSTEMS CONCENTRATION

Note: Prerequisites are indicated in italics after the title, followed by credit hours in parentheses.

N847. Nursing Systems: Theoretical & Methodological Issues. N801 or concurrent. (3).

This course is designated to engage the students in the synthesis and integration of knowledge regarding the nursing systems phenomenon. The focus is on critical examination of nursing systems conceptual framework and related empirical work in the areas of nursing management/leadership, entrepreneurship, informatics and policy. Nursing systems, as a concept, is examined along with the systems theory as it applies to the structure, process and outcomes of nursing and the health care system. Students will propose nursing systems research using an existing model or one they develop.

N875. Outcomes Research: Methods and Measurement. *N801 or P.I.* (3) The purpose of this seminar is to examine models, nursing phenomena, methods and measures that deal with evaluation of the end results of the provision of nursing and health care services to patients and families. Evaluation of provider interventions, clinical outcomes, and patients' assessment of care are examined. Emphasis is on: nursing phenomena, methods, instrumentation and psychometrics, patient characteristics as risk adjustors, knowledge development in nursing and health services research.

N879. Nursing and Health Policy Development. *N801, or P.I.* (3).

This seminar is designed to integrate theory and empirical research about national and state public sector policy that affects nursing. The goal is to understand nursing roles both as participants in policy processes and as professionals affected by policy changes. Emphasis is given to policy strategies that affect quality in and access to health care services in a cost-constrained environment. Particular attention is given to the variables of class, race, ethnicity, gender, and sexual orientation as they are addressed in and affected by health care policy. State and national policy issues are addressed.

N885. Research and Theory: Topics in Nursing Systems. *N801, or P.I.* (3)

This doctoral level course is intended to enable students to identify and pursue special areas of theory and research in the nursing systems concentration that is of interest to them. It is taught by the systems faculty. It may be conducted as independent study with individual students or in small groups. Thus, the particular themes addressed will vary somewhat as a function of student interest in phenomena related to the concentration. *Doctoral student status required.*

WOMEN'S HEALTH CONCENTRATION

Note: Prerequisites are indicated in italics after the title, followed by credit hours in parentheses.

N852. Feminism and Health. *N801 or P.I.* (3)

The course deals with the convergence between nursing, public health and feminist theoretical views of gender and social relationships. In particular, students will critically examine those nursing perspectives that have failed to account for the gender bias that negatively affect women's well being. This course will prepare students to investigate women's lives, especially those factors that influence health, by systematically focusing on what has been left out of health theories and developing more scientifically applicable theory.

N853. Transforming Women's Health Care: Theory and Methods. *N801, N852, or P.I.* (3)

Women are considered as both providers and recipients of health care. The course will critique models of nursing, biomedical, and other women's health research with particular attention to the consistency of the inquiry paradigm and selected method of gaining knowledge. Nursing theory development will be addressed from the standpoint of the interface with feminist theory (as a form of critical theory) and traditional science (positivist/post-positivist paradigm). Issues of measurement, accurate representation, design, data collection, and analysis will be discussed in light of the standards of a modest empiricism. Working within selected areas of interest, students will formulate hypotheses and propose research methods that address issues of gender and diversity in the delivery of health care and promote the development of transformative models of women's health care.

N854. Globalization, Culture, and Women's Health. *N801, N852, or P.I.* (3)

This seminar will examine global perspectives on women's health, with an emphasis on the interaction of personal with structural factors. Personal factors include both biological and psychosocial conditions; structural factors include social, economic, and political systems. Particular attention will be devoted to understudied issues and the effects of gender-based assumptions and traditions for women at high risk for poor health. Role of women as recipients, active participants in, and providers of care with a goal of critiquing and developing theories about the state of women's health worldwide will be considered. Issues of measurement, accurate representation, design, data collection, and analysis will be discussed.

N886. Research and Theory: Topics in Women's Health. N801, or PL. (3)

This doctoral level course is intended to enable students to identify and pursue special areas of theory and research in the women's health concentration that is of interest to them. It is taught by the women's health faculty. It may be conducted as independent study with individual students or in small groups. Thus, the particular themes addressed will vary somewhat as a function of student interest in phenomena related to the concentration. *Doctoral student status required.*

OTHER COURSES

Note: Prerequisites are indicated in italics after the title, followed by credit hours in parentheses.

N724. Genetic Nursing Seminar: Translation of Genetics into Nursing Care Innovations. EPID 515 or equiv; EPID 516 or

equiv. (3) The course is designed to provide a guided experience applying in the basic concepts and principles of genetics to clinical nursing phenomena. Using a case-based approach, students will be asked to integrate the concepts and principles of genetics, genetic testing, genetic disease, and the strengths and limitations of genetic therapies to develop a clinical intervention model that will address the specific phenomenon. Ethical, legal and clinical practice issues and perspectives, including, but not limited to bias, will be addressed as well as the evolving role of the genetic nurse specialist.

N795. Selected Topics in Nursing. (1-3)

This doctoral-level course consists of selected topics in nursing or nursing research. The topic will be announced one semester in advance. (Elective).

N797. Independent Study. (1-3)

This course is an independent study in the field of nursing research for students in the doctoral program. (Elective).

N841. Qualitative Research Methods. (3)

This course will provide an overview of selected qualitative research methods and an opportunity to engage in comparative analyses of these methods. For each of the methods discussed, content will be included regarding philosophical origins, language use, conceptual/theoretical issues, and methodological issues. Exposure to the ideas and methods of the course will broaden students' perspectives on the possibilities for research approaches in nursing, and will stimulate them to pursue additional inquiry on their own. A selective rather than an exhaustive approach to methods and techniques will be used. (Elective).

N887. Special Topics in Nursing. (3)

This doctoral-level seminar deals with special topics not otherwise covered in the required curriculum. It may be offered by School of Nursing faculty or by visiting faculty. The topic of the course will be announced one semester in advance. (Elective).

STUDENT CODE OF ACADEMIC AND PROFESSIONAL CONDUCT

The University of Michigan, School of Nursing has a Code of Academic conduct that all students are expected to follow. Any questions regarding the honor code should be addressed immediately to relevant faculty, the Academic Advisor, the Director for Undergraduate and Non-Traditional Programs, or the Associate Dean for Academic Affairs. In addition, each student is furnished with a copy of the code when they enter the Nursing Program. A form acknowledging that the student has received a copy of the code and will abide by it must be signed by the student and returned to the School of Nursing Registrar who places it in the student's file.

INTRODUCTION

The education of the students at the University of Michigan, School of Nursing is based on the concept that integrity, sense of responsibility, and self-discipline are inherent to the profession of nursing. The responsibility of the individual student to sustain high ethical standards is parallel to the concept that the professional nurse must be accountable for professional standards in the practice of nursing (published in the American Nurses Association Code for Nurses, 2001). The continuation and enhancement of ethical standards within the academic community and nursing profession are the individual responsibility of each student and faculty member. Mutual respect and trustworthiness between the faculty and students promotes optimal learning.

DEFINITIONS OF UNACCEPTABLE BEHAVIOR

1. Plagiarism

Taking credit for someone else's work or ideas regardless of the media, stealing others' results or methods, copying the writing of others without acknowledgment, or otherwise taking credit falsely. (See Appendix B).

2. Cheating

Using unauthorized notes, study aids, and/or information from another person on an examination, report, paper, or other evaluative document; unauthorized altering of a graded work after it has been returned, then submitting the work for re-grading; and allowing another person to do all or part of one's work and to submit the work under one's own name.

3. Falsification of Data

Dishonesty in reporting results, ranging from sheer fabrication of data, improper adjustment of results, and gross negligence in collecting and analyzing data, to selective reporting or omission of conflicting data for deceptive purposes.

4. Aiding and Abetting Dishonesty

Providing material, information or assistance to another person with the knowledge or reasonable expectation that the material, information or assistance will be used to commit an act that would be prohibited by this Code or that is prohibited by law or another applicable code of conduct.

5. Assignments

Although independent study is recognized as a primary method of effective learning, at times students benefit from studying together and discussing home assignments and laboratory experiments. When any material is to be turned in for inspection, grading or evaluation, it is the responsibility of the student to ascertain what cooperation, if any, between them, is permitted by the instructor.

6. Falsification of Academic Records and Official Documents

Altering documents affecting academic records, forging signatures of authorization, or falsifying information on an official academic document, election form, grade report, letter of permission, petition, clinical record or any other official University document, without proper authorization.

7. Use of Computers and Other Facilities

Violating the University's Information Technology Policies and Guidelines, which defines proper and ethical use of computers.

8. Nurse-Patient Relationships

The students at The University of Michigan, School of Nursing are expected to exhibit behavior appropriate to the profession of nursing. They must assume personal responsibility for being in physical and mental condition to give safe nursing care and for the knowledge and skills necessary to give this care. Unacceptable behavior includes, but is not limited to, the following:

- a. Providing nursing care in a predictably unsafe or harmful manner. For Example:
 - (1) Carrying out a procedure without competence or without the guidance of a qualified person
 - (2) Willfully or intentionally doing physical and/or mental harm to a client
 - (3) Exhibiting careless or negligent behavior in connection with the care of a client
 - (4) Refusing to assume the assigned and necessary care of a client and failing to inform the instructor with immediacy so that an alternative measure for that care can be found
- b. Disrespecting the privacy of a client
 - (1) Using the full name or position of a client in written assignments and/or patient data of any sort, e.g., computer generated forms that will be removed from the clinical area.
 - (2) Discussing confidential information in inappropriate areas, such as elevators.
 - (3) Discussing confidential information about a patient with third parties who do not have a clear and legitimate need to know.
- c. Falsifying patient records or fabricating patient experiences.
- d. Failing to report omission of or error in treatment or medications.

9. Drugs and Alcohol

Using, possessing, selling or distributing illicit drugs; illegally using, selling, possessing, or distributing and drugs or alcohol; or using prescribed, over the counter, or illicit substances in such a manner as to impair one's judgment or performance as a nursing student.

10. Commission of a Crime

Engaging in illegal activity that would impact the student's ability to obtain or maintain a professional license or employment in the nursing profession. The results of criminal proceedings will not be determinative of proceedings under this Code

11. Other Professional Conduct

Violation of the ANA Code of Ethics for Nurses is unacceptable. Nursing students are expected to "maintain compassionate and caring relationships with colleagues and others with a commitment to the fair treatment of individuals, to integrity-preserving compromise, and to resolving conflict...This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one's actions on others" (ANA Code, 2001, p.9).

SANCTIONS FOR VIOLATION OF THE CODE OF ACADEMIC CONDUCT

It is recognized that the unacceptable behaviors described above are often indications of need for assistance by the student. Each incident and each individual involved is unique, and all mitigating circumstances should be considered with each infraction. This does not, however, suggest that infractions can be dealt with lightly.

A violation of the above code may result in one or more of the following sanctions:

- Oral or written disciplinary warning or reprimand. Written warnings or reprimands will be placed in the student's file.
- Requiring counseling as a condition of continuation in or return to a program, course of study, or enrollment.
- Assigning a grade record of no report or incomplete, or assigning a lower or failing grade.
- Additional course or clinical experience.
- Noting misconduct on a student's transcript.
- Suspension for a specified period or an unspecified period, or with stipulated conditions for readmission to the School.
- Permanent expulsion from the School.
- Withholding or rescinding a School of Nursing degree.

PROCEDURES FOR HANDLING INFRACTIONS OF THE CODE OF ACADEMIC AND PROFESSIONAL CONDUCT

Reporting Suspected Infractions

- a. Reporting by Faculty/Staff: Suspected infractions of Code of Academic and Professional Conduct must be reported by faculty/staff to the faculty member in charge of the course (if applicable), the Division Director and Associate Dean for Academic Affairs
- b. Reporting by Students: Suspected infractions of the Code of Academic and Professional Conduct must be reported by students to the faculty and/or Division Director and/or the Associate Dean for Academic Affairs, and/or the Program Director.
 - 1) Students can choose to report to either the faculty, Division Director, Program Director, or Associate Dean for Academic Affairs, depending on the circumstances.
 - 2) If the student selects to first contact the faculty or the Division Director, that person will inform the Associate Dean for Academic Affairs, Program Director and appropriate faculty. If the student selects to first contact the Associate Dean for Academic Affairs, the Associate Dean will inform the appropriate faculty, Division Director, and Program Director.

Preliminary Inquiry

Before a preliminary inquiry is conducted, the Associate Dean for Academic Affairs will provide the student charged with violating the Code a written description of the charge, the name of the person(s) bringing the charge and a description of all available evidence, including witnesses, in support of the charge.

The Associate Dean for Academic Affairs will conduct a preliminary inquiry into the suspected infraction within 30 days, or the matter will automatically be forwarded to CAASS for a hearing. The inquiry must include discussion with all parties involved in this dispute. At this point there are FOUR possible outcomes:

- A. Agreement by all parties (Associate Dean for Academic Affairs and both sides) that NO infraction occurred and the situation is ended.
- B. Agreement by all parties that an infraction occurred and that they are willing to go to a consensus process to determine the sanction/outcome.
- C. Agreement by all parties that an infraction occurred and that they are willing to go to mediation to determine the sanction/outcome;
- D. No agreement by all parties that an infraction occurred, or any of the parties requests a full hearing by a CAASS appointed panel.

All parties will have the opportunity to ask questions and make a statement at any point in the above process. All parties may be accompanied by an advisor; however, the advisor may not participate directly in the proceedings, but may advise their party only.

All parties may review all documents relevant to the inquiry.

3. Resolution Process

a. Consensus

The purpose of the Consensus Process is to determine an appropriate sanction/outcome for the infraction when the infraction has been determined to occur by the Preliminary Inquiry. When the Consensus Process is used, it is based on unanimous agreement that a violation has occurred and that the nature of the violations such that sanctions can be determined among the parties involved in the preliminary inquiry.

The Consensus Process is facilitated by the Associate Dean for Academic Affairs.

1. The Associate Dean asks each of the parties involved for a recommendation for sanctions.
2. All parties must agree on the sanctions.
3. If any one of the parties chooses NOT to accept the proposed sanction, or no consensus agreement can be reached, the case will be forwarded to a full CAASS panel hearing.

The Consensus Process is voluntary and may or may not result in a consensus agreement. If a consensus agreement is accepted by all parties, it may not be appealed.

After the Consensus Process meeting, the Associate Dean has one business day to prepare a written report that includes the summary of the discussion and the agreed upon sanction. Both parties must sign the statement within two business days after submission to them. If BOTH parties do not sign and agree, then the case will go to a full CAASS panel hearing.

When a consensus agreement is reached, the Associate Dean for Academic Affairs will report the agreement for final approval by CAASS.

b. Mediation

The purpose of Mediation is to determine an appropriate sanction/outcome for the infraction when the infraction has been determined to occur by the Preliminary Inquiry. When Mediation is used, it is based on a unanimous agreement that a violation has occurred.

Mediation is arranged by the Associate Dean for Academic Affairs and includes:

1. A Mediator: selected by the Associate Dean for Academic Affairs AND agreed upon by both parties.
2. Student(s) who committed the infraction;
3. Party(ies) who reported the infraction;
4. Optional: All parties may be accompanied by an advisor. If an advisor will be present, the party bringing the advisor must notify the Associate Dean for Academic Affairs within two business days prior to the mediation meeting. The Associate Dean for Academic Affairs will in turn inform all parties by phone or e-mail immediately.

When a mediated agreement is reached, the Associate Dean for Academic Affairs will report the mediated agreement for final approval by CAASS.

Mediator Qualifications:

Voting faculty member

Faculty trained in mediation

Not directly involved in the course/issue in question.

Mediation Process:

- Mediator chairs the meeting.
- Mediation should include an opportunity for both parties to present statement with recommendation for sanction.
- Mediation is a voluntary process that may or may not result in a mediated settlement. If a mediated agreement is accepted by all parties, it may not be appealed.
- If either party chooses NOT to accept the proposed sanction, refuses to sign, or no mediated agreement can be reached, the case will be forwarded to a full CAASS hearing panel for the determination of appropriate sanctions only. The mediator's report will be provided to all parties. Any party will have an opportunity to submit a written statement in response to the mediator's report to the CAASS hearing panel.
- After the Mediation meeting, the Mediator has two business days to prepare a written report that includes the summary of the discussion and the agreed upon sanction. Both parties and the Mediator must sign the statement within two business days after submission to them. If BOTH parties do not sign and agree, then the case will go to a full CAASS panel hearing.

- If at any point in the mediation process it is clear that a sanction agreement cannot be reached, the case goes to a full CAASS panel hearing.
- The Mediator reports the outcome of the Mediation to the Associate Dean for Academic Affairs.

c. Hearing

(1) If the parties involved in the dispute do not choose mediation, if the Associate Dean for Academic Affairs reports a failed mediation or if the nature of the complaint makes mediation unrealistic, the Associate Dean for Academic Affairs will report the incident to CAASS. The dispute will then be resolved at a CAASS hearing pursuant to the procedures outlined below. CAASS will notify the student and offer the student an opportunity to appear at the Hearing. The notice will include the purpose of the hearing, the nature of the charge, list of witnesses expected to appear at the hearing, hearing procedures, the possible sanctions, and the names of individuals serving on the hearing panel.

(2) The hearing is to determine if an infraction has occurred and/or to make recommendations for sanctions if there are any.

(3) The hearing shall be conducted by a three party panel comprised of CAASS Committee members (two voting members, at least one of whom is faculty, and one student representative). The accused student shall have an opportunity to appear before the hearing panel and present his/her case. The accused student may review all documents considered by the panel and may question any witnesses who appear before the panel.

(4) The accused student also may present his or her own evidence and witnesses; however, the panel may limit testimony based on redundancy or lack of relevance.

(5) The party(ies) who reported the infraction has a right to be present, provide relevant information, and make recommendations regarding sanctions.

(6) Optional: All parties may be accompanied by an advisor, who may be an attorney; however the advisor may not participate directly in the proceedings but may only advise the reporting party(ies). If an advisor will be present, the party bringing the advisor must notify the Chair of CAASS within 2 business days prior to the hearing. The CAASS Chair will inform all parties by phone or e-mail immediately.

(7) The hearing will be closed to the public and will be recorded. The panel will deliberate in private.

(8) If the accused student fails or declines to appear before the panel, the panel will proceed to hear the case and make findings and recommendations without the student's participation. After reviewing the case, the panel will submit a report to the full CAASS Committee and to all parties involved. The report will include the panel's factual findings and recommendations for sanctions, if any. The decision on sanctions will be made by a majority vote of the CAASS Committee. The student may submit a statement that will be appended to the report.

After approval by CAASS, the decisions will be reported to the student and reporting party(ies) by the Associate Dean for Academic Affairs.

d. Appeal

The student may appeal the CAASS decision by using the Student Formal Review Process. However, unless the student has new evidence that was not available at the time of the hearing, this is a limited appeal. The appeal is limited to determining whether proper procedures were followed in the hearing and/or whether any sanctions were appropriate.

RECORDING

A finding that the student has committed any of the above infractions will be recorded and sent to:

1. The Division Director
2. The Program Director
3. The student's Academic Advisor
4. The Chairperson of the Committee on Academic Admissions and Scholastic Standing
5. The student's academic record for the period specified within the sanction.

Adopted by Faculty May 15, 1992, for implementation Fall Term 1992, and to continue in effect thereafter unless and until altered or revoked by faculty). Revised and approved by faculty April 21, 1999. Revised and approved by faculty May 14, 2003.

STUDENT REVIEW PROCESS

Revised and Adopted May, 1979

INTRODUCTION

The purpose of the Review Process is to provide a mechanism for objective internal review of faculty and staff actions or School committee decisions.

This Review Process may be utilized by students enrolled in courses in the School of Nursing who believe these decisions resulted from inequitable and/or discriminatory* decision-making procedures or processes. The wisdom of a decision is not a grievable matter. Only the process that is believed to be inequitably applied, within the referent group, is grievable. Implicit in this process is the need for the cooperation, openness, and good faith of all parties involved.

The Review Process provides procedural safeguards for students and faculty through provision for: (1) applicability of being subject to only those rules which are published and operable at the time of the incident; (2) freedom from prejudgment before and during the Formal Review Process; (3) notice of the complaint and the facts which support it; (4) adequate time for response to the complaint; (5) a Formal Review, if indicated, at which time there is opportunity to answer the complaint or to remain silent; (6) decision by an impartial board based solely on the evidence; and (7) a record of the Formal Review.

Graduate Nursing students who are enrolled in the Horace H. Rackham School of Graduate Studies may use either the Review Process provided by the Graduate School or the School of Nursing Review Process. Students enrolled in courses in other schools and colleges should utilize the review process within those respective units if there is a grievance regarding courses in those schools.

It should be emphasized to students, faculty, and staff that the role of the Review Board is advisory, and that the decision of the Review Board is made in the form of a recommendation that is not binding on the principals making the original decision.

INITIAL REVIEW PROCESS

Most disputes can be resolved following a thorough discussion of the issues by the parties involved. During the following Initial Review Process the student may avail him/herself of these resources: the student's academic advisor, the University Ombudsperson (see Appendix C-I), and the Associate Dean for Academic Affairs. The faculty may consult with their Unit Representative (see Appendix C-II).

A GRIEVANCE IN REGARD TO FACULTY OR STAFF

STEP 1: The student shall make an appointment with the faculty or staff member involved within ten (10) school days* after the incident in question.

STEP 2: If the student does not find that the matter is resolved, the student should seek an appointment with the Undergraduate Coordinator (where applicable) to discuss the matter.

STEP 3: If the student does not find that the matter is resolved, the student should seek an appointment with the Division Director to discuss the matter.

STEP 4: If the student does not find that the matter is resolved, the student should seek an appointment with the Associate Dean for Academic Affairs.

A GRIEVANCE IN REGARD TO A SCHOOL COMMITTEE

The student shall seek an appointment with the committee involved to discuss the matter in question. The student shall contact the chairperson of the committee, within ten (10) school days after the incident in question, to make an appointment with the committee.

FORMAL REVIEW PROCESS

STEP 1: WRITTEN GRIEVANCE

The Written Grievance initiates the Formal Review Process. The student shall submit a written grievance to the Associate Dean for Academic Affairs requesting a formal review. (See Appendix C-III.)

The Written Grievance shall be submitted within thirty (30) school days following the date of the incident in question. The Associate Dean for Academic Affairs will facilitate the process with timely and adequate notice for both parties involved.

STEP 2: RESPONDENT'S STATEMENT

The Respondent shall submit to the Associate Dean for Academic Affairs his/her answer to the grievance within ten (10) school days* after receipt of the Written Grievance. (See Appendix CIV.)

STEP 3: COMPOSITION, SELECTION, AND ELIGIBILITY OF THE REVIEW BOARD

- **Composition.** The Review Board will be composed of three (3) faculty and two (2) students. The chair will be occupied by a faculty member selected by the constituted Board. Depending on the nature of a specific grievance, the Dean may appoint an additional panel member.
- **Selection Process:** Membership will be determined by computerized random selection from eligible student and faculty pools.
- **Eligibility Criteria. Appeals of undergraduate students:** All sophomore, junior, and senior nursing students are eligible unless disqualified. **Appeals of graduate students:** All graduate nursing students are eligible unless disqualified. All governing faculty are eligible unless disqualified.
- **Automatic Disqualification.** A student is automatically disqualified from the student pool if he/she is not currently in good academic standing or is currently serving on another Formal Review Board. A faculty member is automatically disqualified from the faculty pool if he/she is a part of the Initial Review Process, occupies a hierarchical superior line position in relation to the involved faculty member, or is currently serving on another Formal Review Board.

*A school day is defined as any day the School of Nursing is in session and/or open to transact business.

- **Self-Disqualification.** A student or faculty shall disqualify him/herself if he/she has prior knowledge of any facts, positions, or circumstances of the given review, which the student/faculty recognized would bias him/her toward the issue.
- **Principals' Disqualification.** Each principal may exercise the right to disqualify, without statement of cause, a total of two (2) Review board members not previously eliminated by automatic or self-disqualification criteria.

STEP 4: THE RECOMMENDATION

Within five (5) school days following the Formal Review, the Review Board will communicate its recommendation and rationale for the same, in writing to all parties. The written communication will constitute the end of the Formal Review Process. Each separate allegation may be reviewed only once.

APPENDIX C-I: UNIVERSITY OMBUDSPERSON**

The role of the University Ombudsperson is to:

1. Work cooperatively to help students solve problems encountered in the often impersonal and complex bureaucracy of the University.
2. Provide direction for the student searching for University resources.
3. Assist in cutting red tape.
4. Assure a just settlement for the students' grievances.
5. Guide the student with a complaint through existing channels of redress.
6. Act on the resolution of the conflict.
7. Maintain accurate information about the structure of the institution.
8. Provide detailed knowledge of the rules and process of the University.
9. Initiate referrals as procedurally appropriate.

APPENDIX C-II: UNIT REPRESENTATIVE FOR THE FACULTY

Faculty who are University Senate members annually elect a Unit Representative from the Faculty. This representative is a Senate member, which requires professorial rank.

The role of the Unit Representative is to advise and support faculty who are named in a written grievance by a student.

APPENDIX C-III: GRIEVANT'S STATEMENT

The Grievant's Statement must include the course name and number, the student(s)/faculty or committee member(s) involved, and a summary stating the specific policies, procedures, or due process violated, and the specific actions upon which the violations are based. It is recommended that this summary be kept to one typewritten page. Supplementary materials relevant to the complaint may be attached to support the grievance.

APPENDIX C-IV: THE RESPONDENT'S STATEMENT

The Respondent's Statement must include the course name and number, the student(s)/faculty or committee member(s) involved, and a summary stating the policies and criteria upon which the decision was based as well method by which the decision in question was applied. It is recommended that this summary be kept to one typewritten page. Supplementary materials relevant to the complaint may be attached to support the Response.

* These procedures may be used for charges of discrimination on the basis of sex, race, age, handicap status, national origin, religion, Viet status, or on the basis of any other characteristic or status prohibited by law.

**From: Guide to Student Services and Counseling. Counseling Services, Office of Student Services, the University of Michigan. 1977-78

WOLVERINE ACCESS

Registration is done online at: <http://wolverineaccess.umich.edu>

Additional information and instructions are available on the site and from the Registrar's Office. Please direct questions to the Registrar's Office by phone 734-763-5174 or email at (ro.registration.questions@umich.edu). Technical support issues should be directed to the ITCS Accounts Office (itd.accounts@umich.edu) or phone 734-764-8000.

Hours of Operation

Mon-Fri	7am - 2am for Student Business
Sat	7am - 7pm
Sun	Noon - Midnight

Wolverine Access is an electronic information service you may use to access your academic record from secured UM databases. You may access the following information in the current Wolverine Access system:

- Update your billing, permanent, and current addresses and phone numbers. (Departments must be notified by the student directly.)
- Search for classes in the UM Course Catalog.
- Register for classes.
- View current and historical grade reports, cumulative GPA and credits, and class schedules for each academic career.
- View financial account and disbursed aid information.
- Order official transcripts
- View and print unofficial transcripts.

Registration appointments are needed to register for courses, which can be viewed on the Wolverine Access site. These dates and times are determined by the Registrar's Office; please contact them at 734-763-5174, should you have any questions regarding the matter or if you have not been given an appointment time. Enrollment in any School of Nursing independent or directed study course (including N990 & N995) requires an override granted by the department. Please contact the Office of Doctoral Studies regarding overrides for any 700-900 level independent study courses. Contact the appropriate concentration (division) office for any 500-600 level independent study courses.

Drop/add forms are used when the registration and modifications period closes on Wolverine Access for the term. Withdrawal notices are used in special circumstances, when advised by the Registrar's Office and must be signed by the department. Both of these forms can be obtained from the Registrar's Office (413 E. Huron St. or B430 LL North Pierpont Commons) or the Office of Doctoral Studies. Please contact the Registrar's Office to determine which signature(s) should be obtained for drop/add approval.

How do I get an account to use Wolverine Access?

You must have a UM username and password to access secured data on the system. If you don't have a username and password to use the services that require authentication contact the ITCS Accounts Office at 734-764-8000. Services accessed through the Student Business menu choice are mainly for student use only. If you are alumni and would like to continue using Wolverine Access, you need to subscribe to UM Online to obtain a username and password.

I live/work out of the area. How can I access Wolverine Access remotely?

If you have access to the Internet and Web, simply go to <http://wolverineaccess.umich.edu/>. If you have a valid username and password, you can access the system just as you would from campus. Note: You do not need a username and password to search for classes or to view the UM Course Catalog.

What software do I need to use Wolverine Access?

Wolverine Access runs on both Mac and PC platforms. The Web browser requirements are as follows:

Student Business Users:

Minimum browser requirement: Netscape 4.0 or Internet Explorer 4.0

Browser not supported: Netscape 6.0

Required browser settings: Cookies and Javascript must be enabled. Java must be disabled

Where are the instructions for using the system?

Wolverine Access Online Help provides step-by-step instructions for performing tasks within the system. If you aren't sure how to use the system, simply click the Help button. The online help system also includes definitions for every column heading or field on every panel. If you don't know the meaning of certain fields, such as "class number" or "posted date," the online help provides that information to you.

Will I be "timed out" of the system if I log in but do not use the system?

Yes, the system times out after ten minutes of inactivity. If you are no longer using the system, we recommend that you log out to close your session and ensure that your information is secured.

How do I print my information?

Make sure that you click in the main panel (the main text section on the right side of the screen) before you select File, Print Frame or click the Print button. If you do not click in the main panel, the system may print the header (at the top of the screen) or menu list (at the left side of the screen) instead.

If I am both a student and a UM employee, does it matter if I update address information by navigating to Student Business or Human Resources?

No. Either way, the information will be updated for all UM business purposes.

Who can update their address information on Wolverine Access?

Current UM employees, retirees, and current students

Student Business Users

General

I'm a current student. What information can I view or change?

You may access the following information in the current Wolverine Access system:

- Update your billing, permanent, and current addresses and phone numbers.

- Search for classes in the UM Course Catalog.
- Register for classes.
- View current and historical grade reports, cumulative GPA and credits, and class schedules for each academic career.
- View financial account and disbursed aid information for Spring 2000 and beyond.
- Order official transcripts
- Order unofficial transcripts.
- View and print unofficial transcripts.

I am both a student and a University employee. If I change my address through Wolverine Access will Payroll have the updated address?

The Payroll system uses your Current Address, as you have entered it in Wolverine Access. Please keep your address and phone number information up to date in Wolverine Access.

Financial Aid checks and pay stubs are also mailed to your Current Address; however if there is no Current Address in the system, they are sent to your Permanent Address or Billing Address (in that order).

Note: If you have been employed by UM in this calendar year or you are a non-resident alien, the system does not allow you to delete your Current Address because Payroll needs it to mail your pay stubs/ paychecks and W2s/1099s.

If I'm a student updating my address information, do the changes I make only apply to the term I selected when I entered Wolverine Access?

No. While many other changes you make within Wolverine Access are specific to a particular term, the changes you make to your address information are not specific to the term. They apply to all terms.

Pre-Registration Backpack

What is Backpack?

The Pre-Registration Backpack ("Backpack") works much like the "shopping carts" you may have seen on many retail web sites. Your Backpack provides you with the ability to build a proposed class schedule with alternates prior to your registration appointment. Basically, it's a place to select the classes you want to take until your appointment starts and you can register.

To register for classes in your Backpack, you wait until your enrollment appointment begins and then go back into your Backpack and click the **Register** link next to each class that you still want to take or waitlist.

NOTE: Please remember that placing a class in your Backpack does not enroll you in that class. You must register for a class to become enrolled in it.

Who can use Backpack?

All UM students may use this feature.

Am I required to use Backpack in order to register for classes?

The Pre-Registration Backpack is an optional feature in Wolverine Access; you can successfully register for classes without using the Backpack feature. It is a pre-planning tool available to help your registration process go more smoothly by identifying your desired classes with alternates ahead of your appointment time.

How do I use Backpack?

Note: For detailed instructions on using your Backpack, please refer to <http://wolverineaccess.umich.edu/help/register.html>. This page provides links to help you use your Backpack effectively. To place a class in your Backpack, follow these steps:

1. Click **Student Business** from the Wolverine Access main menu.
2. Log in using your unickname and password.
3. Select the term and career in which you want to use your Backpack.
4. Click **Registration, Backpack and Registration** from the Student Business main menu.
5. Identify the class you want to add to your Backpack:
 - If you know the class number, enter it in the **Class Number** field and click **Find**.
 - If you don't know the class number, use the search options (**Subject Code and Catalog Number, or Subject Description**) to locate it and then click **Find**.
6. The system displays the Class Details page. Enter any class modifications you need to make (i.e., No. of Credits, Grading Basis, Upper-Level Writing Requirement). Click **Add class to backpack**.
7. The system takes you to your Backpack, where the class is now listed.

Note: From the Backpack, you can register for, modify, or remove classes listed in your Backpack. Use the **Register, Modify, and Remove** links located next to each primary class number in your Backpack. **Please remember that placing a class in your Backpack does not enroll you in that class. You must register for a class to become enrolled in it.**

Am I automatically enrolled in a class if it is in my Backpack?

No. Placing a class in your Backpack does not register you for the class (nor does it put you on any waitlist). It does not guarantee you a space in any class, either. It does give you a head start on actually enrolling (registering) into the class when your appointment starts, because you have already located and saved the necessary class information in your Backpack. To register for classes, you must wait until your enrollment appointment begins and then go back into your Backpack and click the **Register** link next to each class that you still want to take or waitlist.

Will the system allow me to add classes to my Backpack that are closed or have reserved seats?

Yes, and it's a good idea to keep this in mind when you use your Backpack. You may opt to add a class with a Class Status of "Closed" to your Backpack in hope that it could change to "Open" later. Make a practice of checking the Class Status column in your Backpack before you attempt to register for a specific class after your registration appointment arrives. Class restrictions and prerequisites (including reserved seats) are not checked by the system when you add a class to your Backpack. However, the system does check for these restrictions when you attempt to register for each class. Refer to the Class Details page or the Time Schedule for information about restrictions for each class.

When can I use my Backpack?

You can use your Backpack in advance of your registration appointment and until the end of the registration period for a given term.

Can I set up more than one Backpack for a given term?

At present, you can only set up one Backpack for a given term. In the future, functionality may be added to allow you to set up more than one per term.

Registering for Classes

What do I need to know before I begin to register?

To register for classes, you need:

- Access to the Web
- A username and password
- A list of courses that you would like to take.
 - Refer to the printed or online UM Schedule of Classes for a list of classes offered.
 - Remember to identify any alternate courses that you might want to take in case your first choices are not available.
 - Log in to Wolverine Access to find out which courses are open, waitlisted, or have entry restrictions, and to find out which courses require two or more sections.
 - Keep track of the classes you want to take via one of these methods:
 - Log in to Wolverine Access and add them to your Pre-Registration Backpack; or
 - Fill out a worksheet and weekly planner to help you with your registration. Write down the class numbers (e.g., 19433) for the class sections that you would like to add.
- A registration appointment start date and time
Note: To view your appointment, go to the Wolverine Access web site, select Student Business, log in with your username and password, and select the appropriate Term and Academic Career. Next, select Registration, Appointment. You may register anytime during Wolverine Access hours after your appointment.
- Electronic permission, if instructor or department permission is required or the class/section has entry restrictions, etc.

Can I register at any time?

You may register within Wolverine Access hours anytime after your official registration appointment start time. The system will not allow you to register prior to your appointment.

What is the difference between a class number and a catalog number?

A **class number** is a unique identifying number that is assigned to each class. Class numbers are specific to each term. Class numbers appear in the UM Schedule of Classes and are the numbers that you use to register for classes. A class number may be up to five digits, for example, 19433.

A **catalog number** is the number that identifies a course within a subject. For example, in the case of "Math 115," the catalog number is "115". You do not use the catalog number when actually registering for classes. However, you may use the catalog number in conjunction with a subject code to search for information on a class.

How do I find out if a class has a prerequisite?

View the information in the printed UM Schedule of Classes or your school bulletin, or contact your advisor, department, or school or college.

How do I find out if a class is open or closed?

There are two ways to find out if a class is open or closed.

One way is to select Student Business from the Wolverine Access home page, log in with your username and

password, and select the appropriate Term and Academic Career. Next, select Registration, Backpack and Registration.

- If the class is already in your Pre-Registration Backpack, the system displays the class status (Open or Closed) in the Status column for that class in your Backpack.
- If the class is not already in your Pre-Registration Backpack, locate it by entering the class number or performing a class search using the Find Classes section at the top of the page. The system displays the class status (Open or Closed) in the Status column on the Class Sections page and in the Status field on the Class Details page.

The other way is to select UM Course Catalog from the Wolverine Access home page. Next, select Class Information, Class Search. Locate the class by entering the class number or performing a class search. The system displays the class status (Open or Closed) in the Status column on the Class Sections page and in the Status field on the Class Details page.

Note: Information about class restrictions such as reserve capacity (seats reserved for specific groups of students) or other requisites displays on the Class Details page.

How do I find out if a class has seats reserved for a specific group of students?

Information about seats reserved for a specific group of students appears in a field called Open Seats Reserved For on the Class Details page. This field displays directly beneath the Open Seats field, and does not display unless the class was set up with seats reserved for a specific group of students.

How do I waitlist a class?

If a class is closed and has a waitlist available, the 'Add me to waitlist if this class is closed' option will appear as a checkbox you can select on the Class Details page for this class. For more detailed information, please refer to the Wait-listing a Class topic in online help.

Can I register for two classes offered at the same time?

Yes. You may register for two classes offered at the same time by checking the 'Time Conflict is okay' checkbox on the Class Details page.

How do I take a class as pass/fail?

If a class has an optional grading basis, like pass/fail, the Optional Pass/Fail grading basis option will appear in a drop-down list on the Class Details page for that class. For more detailed information, please refer to the *Modifying a Class in Your Pre-Registration Backpack or Schedule* topic in online help.

How do I register for a class that requires special permission or consent?

If a class requires consent, you need to go to the department to request permission. The department enters an electronic permission into the system that allows you to enroll in the class. Once the permission has been entered, you must register for the class just as you would any other class.

How do I register for classes that require more than one component, such as a lecture and discussion, that must be taken together?

If a class has multiple required components, such as a lecture and discussion, the components will be linked in the system. When you add the primary component (designated with a "P" in the UM Schedule of Classes), the system will prompt you to select the required secondary component (designated with an "S") before it enrolls you in the class. It does not allow you to enroll in one component without enrolling in the other component.

Some class components have automatic enrollment (designated with an "A"). You will be automatically enrolled in these class components when you enroll in the primary component.

How will I know that I'm actually enrolled in the classes that I selected?

After you register, click the View Printable Schedule button on the Backpack and Registration page, or select My Class Schedule, Class Schedule from the Student Business main menu, to view your classes. The system displays all classes that are currently in your schedule, including those that you have waitlisted.

Who can I call or email for help?

If you have questions about:

Contact:

Using or troubleshooting problems with Wolverine Access or the Academic Advising Report

MAIS Help Desk
maishelpdesk@umich.edu
936-7000

Your unqiqname and password

ITCS Accounts Office
itd.accounts@umich.edu
764-8000

For more information on these and other topics,
Please visit Wolverine Access FAQ's: (<http://wolverineaccess.umich.edu/help/register.html>)

GUIDELINES FOR IMPLEMENTING THE PROPER USE POLICY OF THE UNIVERSITY OF MICHIGAN RESPONSIBLE USE OF TECHNOLOGY RESOURCES

Revised June 1997

"The Proper Use of Information Resources, Information Technology, and Networks at the University of Michigan" (Standard Practice Guide 601.7) applies to any member of the University community, whether at the University or elsewhere, and refers to all information resources, whether individually controlled or shared, stand alone or networked.

To assist the community in the administration of the Proper Use policy, these guidelines specify the responsibilities each member of the UM community agrees to assume by his or her use of campus technology resources. It stands as the base set of guidelines for use of resources offered by all service providers[§] across campus, including the Information Technology Division, the Computer Aided Engineering Network, Medical Center Information Technology (MCIT), and others.

Service providers may supplement this document with more unit-specific guidelines for their users, but unit-specific guidelines do not supersede this document or the Proper Use policy.

The University of Michigan provides information technology resources to a large number and variety of users—faculty, staff, students, and outside clients. As members of the University of Michigan community, and in accordance with the Proper Use policy, all users have the responsibility to use those services in an effective, efficient, ethical, and legal manner.

Ethical and legal standards that apply to information technology resources derive directly from standards of common sense and common courtesy that apply to the use of any shared resource. The campus computing community depends first upon the spirit of mutual respect and cooperation that has been fostered at the University of Michigan to resolve differences and ameliorate problems that arise from time to time.

These guidelines are published in that spirit. Their purpose is to specify user responsibilities in accordance with the Proper Use policy and to promote the ethical, legal, and secure use of computing resources for the protection of all members of the University of Michigan computing community. The University extends membership in this community to its students and employees with the stipulation that they be good citizens, and that they contribute to creating and maintaining an open community of responsible users.

Appropriate and Responsible Use

Central to appropriate and responsible use is the stipulation that, in general, computing resources shall be used in a manner consistent with the instructional, public service, research, and administrative objectives of the University. Use should also be consistent with the specific objectives of the project or task for which such use was authorized. All uses inconsistent with these objectives are considered to be inappropriate use and may jeopardize further access to services.

Although service providers provide and preserve security of files, account numbers, authorization codes, and passwords, security can be breached through actions or causes beyond their reasonable control. You are urged, therefore, to safeguard your data, personal information, passwords and authorization codes, and confidential data; to take full advantage of file security mechanisms built into the computing systems; to choose your passwords wisely and to change them periodically; and to follow the security policies and procedures established to control access to and use of administrative data.

User Responsibilities

When you use the University of Michigan's computing services, you accept the following specific responsibilities:

1. To respect the privacy of other users; for example, you shall not intentionally seek information on, obtain copies of, or modify files, tapes, or passwords belonging to other users or the University, shall not represent others, unless authorized to do so explicitly by those users, nor shall you divulge sensitive personal data to which you have access concerning faculty, staff, or students without explicit authorization to do so.
2. To respect the rights of other users; for example, you shall comply with all University policies regarding sexual, racial, and other forms of harassment. The University of Michigan is committed to being a racially, ethnically, and religiously heterogeneous community.
3. To respect the legal protection provided by copyright and licensing of programs and data; for example, you shall not make copies of a licensed computer program to avoid paying additional license fees or to share with other users.
4. To respect the intended usage of resources; for example, you shall use only those resources (username and password, funds, transactions, data, processes, etc.) assigned to you by service providers, faculty, unit heads, or project directors for the purposes specified, and shall not access or use other such resources unless explicitly authorized to do so by the appropriate authority. You may not use University resources assigned to you or others for profit-making or fund-raising activities unless explicitly authorized to do so by the appropriate authority.
5. To respect the shared nature of resources; for example, you shall avoid activities that unreasonably tax system resources or that, through frivolous use, go beyond the intended use of the system.
6. To respect the intended usage of systems for electronic exchange (such as e-mail, IRC, Usenet News, World Wide Web, etc.); for example, you shall not send forged electronic mail, mail that will intimidate or harass other users, chain messages that can interfere with the efficiency of the system, mass mailings not related to the topic(s) of the addressed group(s), or promotional mail for profit-making purposes. Also, you shall not break into another user's electronic mailbox or read someone else's electronic mail without his/her permission.
7. To respect the integrity of the system or network; for example, you shall not intentionally develop or use programs, transactions, data, or processes that harass other users or infiltrate the system or damage or alter the software or data components of a system. Alterations to any system or network software or data component shall be made only under specific instructions from authorized faculty, unit heads, project directors, or management staff.
8. To respect the financial structure of a computing or networking system; for example, you shall not intentionally develop or use any unauthorized mechanisms to alter or avoid charges levied by the University for computing, network, and data processing services.
9. To adhere to all general University policies and procedures including, but not limited to, policies on proper use of information resources, information technology, and networks; acquisition, use, and disposal of University-owned computer equipment; use of telecommunications equipment; ethical and legal use of software; and ethical and legal use of administrative data.

Service Provider Responsibilities

All service providers have the responsibility to offer service in the most efficient, reliable, and secure manner while considering the needs of the total user community. At certain times, the process of carrying out these responsibilities may require special actions or intervention by service provider staff. In such circumstances, service providers are bound by the policies governing their actions. At all other times, staff have no special rights above and beyond those of other users; they are required to follow the same policies and conditions of use that other users must follow. Every effort shall be made to ensure that persons in positions of trust do not misuse computing resources or data or take advantage of their positions to access information not required in the performance of their duties.

Service providers are not responsible for policing user activity. However, when they become aware of violations, either through the normal course of duty or by a complaint, it is their responsibility to initiate an investigation. At the same time, to forestall an immediate threat to the security of a system or its users, service providers may suspend access of the people involved in the violation while the incident is being investigated. They may also take other actions to preserve the state of files and other information relevant to an investigation.

Service providers will act in accordance with existing policy governing privacy of user information by seeking permission to examine the content of e-mail and other private files. In instances where user permission cannot be obtained and the content of files may jeopardize the security of systems, safety of users, or ability of the University or its constituent parts to conduct necessary business, service providers must obtain authorization from a higher administrative authority working in conjunction with General Counsel to examine content.

Violations of Guidelines

Violations of any of the above guidelines are certainly unethical and may be violations of University policy or criminal offenses. You are expected to report information you may have concerning instances in which the above guidelines have been or are being violated.

In accordance with established University practices, policies, and procedures, confirmation of inappropriate use of University of Michigan technology resources may result in termination of access, disciplinary review, expulsion, termination of employment, legal action, or other disciplinary action. Service providers will, when necessary, work with other University offices such as the Judicial Advisor, the Department of Public Safety and Security, schools and colleges disciplinary councils, the Office of the General Counsel, and others in the resolution of problems.

Other Responsible Use Guidelines for Specific Services

Additional responsible use guidelines applying to the use of networks and telecommunications services and administrative data processing systems and services can be found in the Standard Practice Guide online.

Also, other external networks to which the University of Michigan maintains connections (e.g., MichNet) have established acceptable use standards (see the World Wide Web for details). It is your responsibility to adhere to the standards of such networks. The University cannot and will not extend any protection to you should you violate the policies of an external network.

Reporting Incidents

- In general, reports about violations of these guidelines should be directed to the administrative school, college, or unit for the system involved.
- At the College of Engineering, contact CAEN Security by sending e-mail to security@engin.umich.edu or calling 763-4910.
- For services provided by ITD, contact the ITD User Advocate by sending e-mail to itdua@umich.edu or calling 763-8940.
- If possible, please forward a copy of any information relevant to the incident you are reporting.
- If it isn't clear where to report the problem, you may send it to the ITD User Advocate. The Advocate will redirect the incident to the appropriate person(s) for action or will handle it directly.

Further Information

These guidelines and the University's Proper Use policy are available on the Information Technology Policies and Guidelines web site.

The University's Standard Practice Guide is also available on the Web.

§ "Service provider" is used to mean a University department or unit that is providing some kind of information technology service (mail, file service, computational cycles, statistical analysis, etc.) to other users within that unit, and/or to others outside of it.

DOCTORAL PROGRAM PLANNING SCHEDULE*

Name: _____
Date of Admission: _____

Program Planning Chair: _____
Committee Members: _____

I. NURSING & NURSING THEORY

Core (15):	Term of Completion
N532	(3) _____
N535	(3) _____
N570	(3) _____
N801	(3) _____
N821	(3) _____

Specialization (22):

a. Advanced Nursing Practice (13)

1.	() _____
2.	() _____
3.	() _____
4.	() _____
5.	() _____

b. Concentration (9)

N8 _____	(3) _____
N8 _____	(3) _____
N8 _____	(3) _____

Note: One 3-credit Independent Study (N797) is permitted

II. RESEARCH (19)

N536	(2) _____
N603	(2) _____
Stat Level I	(3) _____
Stat Level II	(3) _____
N831	(3) _____
N830	(3) _____
Other	(3) _____

III. COGNATES (12)

1.	() _____
2.	() _____
3.	() _____
4.	() _____

IV. PRELIMINARY EXAMINATION

	Anticipated Date of Completion
N990	_____

V. RESEARCH PROJECTS

	Anticipated Date of Completion
1. First Project	_____
2. Dissertation	_____

OTHER REQUIREMENTS

1. Work Experience**
_____ (Term Completed)
2. Research Experience**
_____ (Term Completed)
3. PEERRS Certification
_____ (Year Completed)

Approved by Program Planning Chair/Date

Approved by Doctoral Director/Date

*This schedule reflects minimum requirements. Program Planning Committees may stipulate additional work, depending on student's background and goals.

**Attach form, if met by equivalency

DOCTORAL STUDENT RESEARCH EXPERIENCE FORM*

Name: _____

Term for Research Experience: _____

Objective of the Research Experience

Description of the Research Experience

Signature of Student

Date

Signature of Project Faculty Mentor

Date

Signature of Program Planning Chair

Date

*This form should be attached to the proposed program plan when it is submitted to the Director of the Program for approval. The student, advisor, and mentoring faculty should retain copies of the signed form.

PhD WORK EXPERIENCE VERIFICATION FORM

Please submit this form to verify that the work experience requirement has been met, listing all activities that contributed to the generation of the work experience credits.

Submit the form:

- With your program plan, if your program planning committee affirms that prior work experience sufficiently fulfills the requirement
- To the Director of the Doctoral Program upon completion of the requirement

Name: _____

Identify the type of experience using the following codes:

- T= Teaching at the college/university level
- R= Research experience other than represented by the dissertation
- P= Practice experience in nursing

Title	Duration	Duties	Experience Fraction
			= ONE UNIT

Student Signature/Date

Program Plan Committee Chair Signature/Date

Program Director Approval:

This experience [DOES] [DOES NOT]
fulfill this requirement.

Program Director Signature/Date

CHECKLIST FOR REVIEW OF FIRST RESEARCH PROJECT

Student: _____

Papers qualifying for this requirement must demonstrate the following characteristics:

	Present	Absent
A. Project is conducted with a student as sole author of the project.	<input type="checkbox"/>	<input type="checkbox"/>
B. Evidence that the paper was the product of a research project requirement in a master's degree program. Course papers are not acceptable.	<input type="checkbox"/>	<input type="checkbox"/>
C. A comprehensive report that includes the following components:		
Specific questions or aims	<input type="checkbox"/>	<input type="checkbox"/>
A comprehensive, relevant literature review	<input type="checkbox"/>	<input type="checkbox"/>
Description of methods used to collect data	<input type="checkbox"/>	<input type="checkbox"/>
Substantive data analysis conducted on data collected by the student for the unique project or data analyzed in conjunction with the advisor's research project	<input type="checkbox"/>	<input type="checkbox"/>
A comprehensive discussion of the study findings	<input type="checkbox"/>	<input type="checkbox"/>
D. Quality expected of a graduate student:		
Clarity	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensiveness	<input type="checkbox"/>	<input type="checkbox"/>
Logic	<input type="checkbox"/>	<input type="checkbox"/>
Relevance to nursing	<input type="checkbox"/>	<input type="checkbox"/>
E. The document adheres to an accepted manual of style, such as APA.	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments regarding the research project: _____

The student's program planning committee has reviewed the research report completed during the student's previous graduate work and have verified that the project meets the requirements for the first research project in the doctoral program.

 Chairperson, Student's Program Planning Committee

 Date

TITLE

by

(STUDENT NAME)

**THE UNIVERSITY OF MICHIGAN
SCHOOL OF NURSING**

(DATE, 20XX)

RESEARCH REPORT SUBMITTED IN FULFILLMENT OF
THE FIRST RESEARCH PROJECT REQUIREMENT
FOR THE DEGREE OF PhD (NURSING)

Approved by Committee Member #1 Signature/Printed Name

Date

Approved by Committee Member #2 Signature/Printed Name

Date

SPECIAL ENROLLMENT REQUEST

(N883, N884, N885, or N886)

These courses are intended to enable students to pursue special areas of theory and research within their concentrations. They may be conducted as independent study with individuals or in small groups. N883 and N884 serve as the third level in the concentrations and presume that students have completed the first two courses. N883/884 may be repeated twice; N885/886 may be repeated up to three times. They may be taken during any semester, depending on faculty availability. The courses are offered for three (3) credits each.

Procedures

(must be submitted at least two weeks prior to the start of the semester in which the course will be taken)

1. Independent study requires approximately 3-4 hours of work per week for each credit of enrollment.
2. The student initiates enrollment in the course.
3. Student discusses the focus of the selected topic with advisor and identifies relevant faculty. Agreement is then obtained from the faculty member who will provide supervision.
4. Faculty and student jointly develop a plan for the course, objectives to be attained, and requirements to be met.
5. The student completes and signs the Special Enrollment Request Form, obtains the signature of the supervising faculty and the director of the doctoral program, in that sequence.
6. If approval is obtained from all parties, the student may proceed to register for the course.

Name (Please Print) _____

Date _____

I request approval for course number _____ for three (3) credits.

Term of consideration:

Year:

Fall Winter Spring Spring/Summer Summer

20_____

Proposed plan and rationale for course selection (describe how the course fits into program plan and goals for study): _____

List concentration courses completed to date: _____

Student Signature/Date

Supervising Faculty Signature/Date

Program Director Approval:
This request [IS] [IS NOT] approved.

Program Director Signature/Date

DOCTORAL STUDENT PROGRESSION CHECKLIST

This checklist is a summary of the doctoral program progression stages and permissions needed at each step.
More detailed information is contained in the Doctoral Program Advisement Handbook.

ACTION	TIMELINE	APPROVALS		DATE
Plan first term courses (complete election worksheet)	Prior to first term enrollment	Advisor		
Form program planning committee (memo from student to Director)	Early in first term	1. Advisor 2. Director		
Complete program plan, work experience and research experience forms	By the end of the first term	1. Planning Committee Chair 2. Director		
PEERS Certification	By end of the first year	1. Director		
Research Experience	By the end of the third term	1. Planning Committee Chair 2. Director		
Form preliminary exam committee (nomination documentation to director)	After completion of coursework requirements	Director		
Prelim Committee Chair notifies Director of Completion of Exam	After prelim requirement is met (within four years of first enrollment)	1. Director 2. Rackham		
Form Dissertation Committee (notification documentation to Director)	Immediately after preliminary examination	1. Director 2. Rackham		
Prepare Dissertation Proposal	Prior to data collection	Dissertation Committee		
Submit proposal for IRB approval	Prior to data collection	IRB—Health or Animal Rights Study Sites		

Note: The Horace H. Rackham Graduate School governs subsequent dissertation activities, see the *Rackham Dissertation Handbook*. All requirements for the degree must be completed within seven years of first registration in the program.

NOMINATION SAMPLE

MEMORANDUM

To: Janice Dough, PhD, RN, FAAN
Director of Doctoral and Postdoctoral Programs

From: Jane Doe, RN, MSN
Doctoral Studies (Student/Candidate)

Re: Nominations for (Preliminary/Dissertation) Committee Members

Topic: Cross-cultural nurse-patient relationships

Background: The rapidly increasing diversity in the United States population and evolving demographics demand that nurse-patient relationships are analyzed. . .

Committee Membership Nominations

Chairperson:

Gwendolyn Brooks, PhD, RN, FAAN
Professor, School of Nursing, University of Michigan

Dr. Brooks has been an excellent mentor during the course of my studies and will provide the leadership...

School of Nursing Committee Members:

Ntozane Shange, EdD, RN, FAAN
Professor of Nursing
Director of the Center for Health Promotion

Dr. Shange is a leading expert in the field. . .

Sonia Sanchez, PhD, RN, CS
Associate Professor of Nursing
Director of the Center for Multicultural Initiatives

Dr. Sanchez, as co-principal investigator of the. . .

Cognate Member:

Barbara Chase-Riboud, MD
Associate Professor, Internal Medicine Department
School of Medicine, University of Michigan

Dr. Chase-Riboud will extend the conceptual understanding of the cultural framework. . .

Special Membership:

Octavia Butler, EdD, MSN, CNP, CNS
Professor and Director of Education
Department of Internal Medicine, Michigan State University

Dr. Butler is renown for her research. . .

NOMINATION SAMPLE

Mr. James Doe
1000 University of Michigan Lane
Ann Arbor, MI 48105

December 1, 20xx

Joseph Dough, PhD
Director, Doctoral and Postdoctoral Programs
University of Michigan-School of Nursing
400 North Ingalls
Ann Arbor, MI 48109

Dear Dr. Dough,

I would like to nominate the following individuals to constitute my (dissertation) committee. Each person has been identified for their expertise in the areas of _____ and _____. I believe this committee will provide the support and. . .

Chairperson:

Alice Walker, PhD, RN, FAAN
Professor, School of Nursing, University of Michigan

Dr. Walker has been an excellent mentor during the course of my studies and will provide the leadership. . .

Member:

Maya Angelou, PhD, RN, CS
Associate Professor, School of Nursing, University of Michigan

Dr. Morrison, as co-principle investigator of the. . .

Member:

Audre Lorde, PhD
Assistant Professor, School of Medicine, Michigan State University

Dr. Lorde is renown for her research. . .

Cognate Member:

Toni Cade Bambara, MD
Associate Professor, Internal Medicine Department, School of Medicine, University of Michigan

Dr. Bambara will extend the conceptual understanding of the cultural framework. . .

Sincerely,

James Doe, RN, MSN

THE UNIVERSITY OF MICHIGAN SCHOOL OF NURSING
RECORD OF ALLEGED INFRACTION OF STUDENT CODE OF ACADEMIC CONDUCT

NAME: _____ **DATE:** _____

AREA/YEAR: _____ **FACULTY:** _____

DESCRIPTION OF INCIDENT: (WRITTEN BY FACULTY)

RECOMMENDATIONS:

STUDENT COMMENT ABOUT THE INCIDENT:

FACULTY MEMBER SIGNATURE/DATE

STUDENT SIGNATURE/DATE
(INDICATING STUDENT HAS READ THIS DOCUMENT)