**Permanent Status Program Review**

**Self-Study Report**

**Ph.D. in Nursing Science**

**School of Nursing**

**University of Delaware College of Health Sciences**

**December 21, 2018**

**by**

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**PhD Program Director**

**F. Self-Study Report**

1. General information about the program

**a. Brief introduction and history of the program**

The PhD program in Nursing Science at the University of Delaware (UD) School of Nursing (SON) was established in 2011, after receiving Provisional Status in 2010. It is the first and only PhD program in the state of Delaware, thus meets a critical state need for preparation of nurse scientists. The program opened with a small number of students due to the faculty research base in the school at the time. Early years of the program were devoted to curriculum development, planning and implementing benchmarks (e.g., comprehensive exam, proposal defense) and ensuring successful completion of the enrolled students. In 2015, the UD PhD in Nursing Science program underwent curricular revisions to better align with the American Association of Colleges of Nursing’s updated recommendations on research-focused doctoral programs in nursing as well as 1) opening the program to Bachelor’s prepared nurses, and 2) adding a part-time Plan of Study. Because potential outcomes stemming from these curricular changes would take time to materialize, in 2016 the SON requested, and was granted, a two-year extension for the permanent status review. Since its inception in 2011, four students have been granted PhD degrees: two in 2015 and two in 2017. Attrition rates have declined since 2011 and 2012. As of Fall 2018, the program has 12 enrolled students, with five of the 12 matriculating in the 2018-2019 academic year. The original recruitment goal of 6-10 students per year remains realistic and achievable, with the 2018-2019 matriculation number near the lower range.

**b. Explain how the program is compatible with academic priorities of the University**

UD is a major research university with extensive graduate and undergraduate programs that are committed to promoting an environment of intellectual curiosity, critical thinking, free inquiry, and respect for diverse views and values. Students in the PhD in Nursing Science program are expected to adopt a spirit of inquiry, exchange ideas, seek additional learning opportunities, cultivate mentoring relationships, exercise interest in diverse perspectives, and self-regulate goal setting and progress. Our graduates are positioned to assume leadership positions in the profession, and shape and advance healthcare with a goal of improving individual, family, and population health through the integration of theory, research, and evidence-based practice.

**c. Explain how the program helps student meet general education requirements**

Not applicable, graduate program

**d. Curricular requirements (50 – 62 credits)\***

The Doctor of Philosophy in Nursing Science requires a minimum of 50 credits post-Master’s degree and a minimum of 62 credits post-Baccalaureate degree. Assuming fulltime study, the program is designed to be completed in 4 years for post-Master’s prepared students and 5 years for post-Baccalaureate prepared students. The required credits include:

**Core Courses (13 credits)**

NURS 810: Philosophical & Theoretical Basis of Nursing Science (3)

NURS 849: Philosophy Theory & Curriculum in Nursing Education (3)

NURS 843: Policy & Finance for Health Care Delivery (3)

NURS 839: Nurse Scientist Seminar I (1)

NURS 850: Dissertation Proposal Seminar (1)

NURS 870: Writing for Dissemination (2)

**Research/Methods/Analysis Courses (16 credits)**

Statistics from ED, PSYCH, SOC (6)

NURS 812: Responsible Conduct of Research (online) (1)

NURS 814: Advanced Quantitative Research in Nursing Science (3)

NURS 816: Advanced Qualitative Research in Nursing Science (3)

Research Methodology Course (offered by other departments and relevant to student’s research focus) (3)

**\*Cognate Electives (12 – 24 credits)**

Post- Baccalaureate students will take 24 credits; post-Master’s students will take 12 credits.

**Dissertation (9 credits)**

Applicants must have completed a minimum of 3 credits undergraduate and 3 credits graduate level statistics. Post- Baccalaureate students must have a minimum GPA of 3.0 and post-Master’s a GPA of 3.5 for admission to the program.

Students must maintain a cumulative grade point average of 3.0 to be eligible for the degree. Students are required to obtain a B- or above in all graded courses to progress in the program.

**e.** **Results of assessments or evaluations regarding the quality of the program – must indicate policies and procedures, how the assessment was used, how the program changed because of it. What has the program accomplished in order to enhance assessment, particularly focusing on student learning outcomes?**

Students’ progress is formally assessed three times in the PhD program. The first assessment, the comprehensive exam, is administered after required coursework has been completed. The second exam is the dissertation proposal defense, completed during or immediately following the semester in which the comprehensive exam is successfully passed. The third assessment is the final dissertation defense.

The comprehensive examination involves a written extended take home exam, tailored to students’ specific research focus, to evaluate knowledge in 1) core course content, 2) research methods and analysis, and 3) area of cognate concentration. Successful completion of the written comprehensive examination is required prior to scheduling the dissertation proposal defense. A committee, composed of at least three members of the faculty, reads and grades the comprehensive examination, the outcome of which is one of the following determinations: Pass with distinction, Pass, Conditional outcome, and Fail.

Students receiving a grade of Conditional outcome are required to complete additional work within two months of formal notification of the committee’s decision. After reviewing the additional work, the committee will render a decision of Pass or Fail. Students may request a re-reading of a failed exam, and are permitted to repeat each of the three content area exams once. Failure on a repeat examination is permanent failure and results in dismissal from the program.

**As of December 2018, one of the 12 actively enrolled students have taken the comprehensive exam. That student received Pass on two of the three questions, and a conditional Pass on the third question. The student must submit a revised response by 2/5/2019 to the question receiving the Conditional Pass.  
Two other students will take the comprehensive examination in 2019.   
All four PhD program graduates successfully completed the comprehensive examination. Between 2011 and 2018, primarily in the early years of the program, six admitted students enrolled in classes and withdrew from the program before finishing coursework. Thus, there have been no comprehensive exam failures since the inception of the program in 2011.**

**A senior faculty member conducted exit interviews with students who withdrew before completing coursework. Transcripts of the interviews contain details about reasons for their withdrawal. Most students expressed difficulty completing the coursework required with fulltime attendance, especially when coupled with half-time assistantship hours. Four of the five interviews involved students who withdrew in 2012 and 2013, before the part-time PhD program was offered.**

Procedures for the dissertation proposal defense and the dissertation defense require that the written proposal and the written dissertation be made available to the dissertation committee members at least two weeks in advance of the oral defense dates. The dissertation proposal defense will be scheduled only after a majority of members of the dissertation committee have determined that a defense is appropriate. The dissertation defense will be scheduled only after the dissertation chair has determined that a defense is appropriate.

The candidate will present a summary of the proposed or completed dissertation research, and will then field questions from the committee, attending faculty, and invited guests. After all questions have been fielded, the dissertation committee will meet privately to decide whether the proposal is accepted, rejected, or accepted with stipulations. A majority vote of the committee is required to accept the proposal. Similarly, at the dissertation defense, the candidate will field questions in the open session, then the dissertation committee will meet privately to decide whether the dissertation is accepted, rejected, or accepted pending revisions. A majority vote of the committee is required to accept the dissertation. Results of the meeting will then be presented to the student.

**All four PhD program graduates successfully proposed and defended their dissertations, two in 2015 and two in 2017.**

Publications and other forms of dissemination, as well as competitive funding are metrics by which students’ achievement can be measured. Our students demonstrate evidence of scholarly dissemination at scientific and clinical conferences and publication in peer reviewed journals. In additional to internal support, several students have received external funding. Table 1 below summarizes these accomplishments.

**Table 1. Summary of Current and Past School of Nursing PhD Students**

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| **Year Entered** | **Year Graduated** | **Name** |
| 2011 | 2015 | **Robbi Alexander (mentor: Cynthia Diefenbeck, Nursing)**  Publications  Oral Presentations   * Alexander, R., Diefenbeck, C. (2015, November). African American non-nursing science majors’ perceptions of nursing in the context of career ideals. Honor Society of Nursing- Sigma Theta Tau International 43rd Biennial Convention, Las Vegas, NM * Alexander, R., Diefenbeck, C. (2015, November). Career choice and longevity in psychiatric-mental health nursing. Honor Society of Nursing- Sigma Theta Tau International 43rd Biennial Convention, Las Vegas, NM * Alexander, R. (2015, December). Suicide Risk Assessment. [webinar] The Renfrew Center, Philadelphia, PA   Poster Presentations   * Alexander, R., Rempusheski, V. (2014, September). Perceptions of African American and Latino Non-nursing majors about nursing as a career option. 2014 State of the Science Congress on Nursing Research, Washington DC * Alexander, R., Castaldo, R., Rempusheski, V., Diefenbeck, C., Hall-Long, B. (2013, April). Utilization of qualitative methodologies in addressing the Institute of Medicine (IOM) Future of Nursing Report recommendations. ENRS 25th Annual Scientific Sessions Conference, Boston, MA * Alexander, R., University of DE senior nursing students. (2013, November). Tipping the Balance Toward Recovery: A Model for Teaching Medical Complications of Eating Disorders. 23rd Annual Renfrew Center Foundation Conference, Philadelphia, PA * Alexander, R, Diefenbeck, C., Brown, C. (2012, March). Someone saw something in me: Committed to a career in mental health nursing. ENRS 24th Annual Scientific Sessions Conference, New Haven, CT * Rempusheski, V., Alexander, R, Castaldo, R., Freidel, D. (2012, March) Complexity science and the intersection of advanced practice and PhD studies. ENRS 24th Annual Scientific Sessions Conference, New Haven, CT   Funding   * UD Graduate Fellowship; 2014-2015; $16,850 * Jonas Nurse Leader Scholar and Virginia Lee Franklin Scholarship; 2013-2014; $16,650 * SON/Jonas Nurse Leader Scholar; 2012-2013; $16,500 * Jonas Nurse Leader Scholar and Virginia Lee Franklin Scholarship; 2011-2012; $8,250 |
| 2011 | 2015 | **Ronald Castaldo (mentor: Bethany Hall-Long, Nursing)**  Publications   * Castaldo, R.R., Zickafoose, P.C., & Walker, R.D. (2018). Delaware’s Pathway to Achieving APRN Consensus. Journal of Nursing Regulation, 9(1), 23-30.   Oral Presentations   * Castaldo, R. Long Way Since AZT: HIV Pharmacology Review & Anesthesia Implications, American Association of Nurse Anesthetists Annual Congress, Boston, MA, September 22, 2018. * Castaldo, R. Delaware’s Pathway to Achieving APRN Consensus, Ohio State Association of Nurse Anesthetists, Columbus, OH, September 22, 2018. * Castaldo, R., Depression Hurts Too: Antidepressant Pharmacology Review & Anesthesia Implications, American Association of Nurse Anesthetists Annual Congress, Seattle, WA, September 22, 2017. * Castaldo, R. Stakeholders Perceptions of APRN Consensus Model in Mid-Atlantic States, Maryland Association of Nurse Anesthetists Spring Meeting, Columbia, MD, March 5, 2016.   Poster Presentations   * Castaldo, R. (2015). Stakeholders Perceptions of APRN Consensus Model Implementation in Mid-Atlantic States. Eastern Nursing Research Society 2015 Scientific Sessions (Washington, DC) * Castaldo, R. What Does It Mean to Achieve Consensus? Consensus: a Concept Analysis. 26th Annual Eastern Nursing Research Society Scientific Sessions, Philadelphia, PA, April 9, 2014. * Alexander, R., & Castaldo, R. Utilization of Qualitative Methodologies in Addressing the Institute of Medicine (IOM) Future of Nursing Report Recommendations. 25th Annual Eastern Nursing Research Society Scientific Sessions, Boston, MA, April 18, 2013. * Alexander, R., Castaldo, R., & Friedel, D. Complexity Science and the Intersection of Advanced Practice and PhD Studies. 24th Annual Eastern Nursing Research Society Scientific Sessions, New Haven, CT, March 30, 2012.   Funding   * UD Graduate Fellowship; 2014-2015; $16,850 * UD Graduate Fellowship; 2013-2014; $16,650 * SON/Virginia Lee Franklin Scholarship; 2012-2013: $16,500 * UD Graduate Fellowship; 2011-2012; $16,500 |
| 2013 | 2017 | **Beatrice Gaynor (mentor: Regina Sims Wright, Nursing)**  Publications   * Wright, R.S., Waldstein, S.R., Kuczmarski, M.F., Pohlig, R.T., Gerassimakis, C.S., Gaynor, B., Evans, M.K. & Zonderman, A.B. (2016). Diet Quality and Cognitive Function in an Urban Sample: Findings from HANDLS. *Public Health Nutrition*.      * Gaynor, B., & Prettyman, A.V. (2013). Increasing APRN Practice to Bridge Gaps in Healthcare. Delaware State Board of Nursing Advanced Practice Newsletter, 6, 1-3.      * Gaynor, B., & Prettyman, A.V. (2013). The Impact the Consensus Model will have on the practicing Advanced Practice Nurse. Delaware State Board of Nursing Advanced Practice Newsletter, 4, 1-2.   Oral Presentations   * Gaynor, B. (2015, October). Development of Nurse Practitioner Clinical Resource Module. Jonas Scholars Leadership Conference, Washington, D.C.   Poster Presentations   * Gaynor, B. & Wright, R.S. (2017, November). Community-based older adults’ acceptance of and willingness toward waist circumference measurement. 12th Annual Nursing Research Conference Advancing Nursing: Developing Excellence in EBP & Research, Newark, DE. * Gaynor, B., Habermann, B., & Wright, R. (2017). Examining the Diffusion of Waist Circumference Measurement in Primary Care: A Sequential Explanatory Mixed Methods Study. Bayhealth Medical Center Nursing Research Conference, Bayhealth Medical Center, Dover, Delaware. * Coleman, A., Gaynor, B., & Wright, R.S. (2016, August). The Association between Educational Attainment and Physical Activity in Community-Based Older Adults. Ronald E. McNair Post Baccalaureate Achievement Program, University of Delaware, Newark, Delaware. * Gaynor, B. & Wright, R.S. (2015, April). An explanatory mixed methods study of waist circumference utilization in primary care. Eastern Nursing Research Society, Washington D.C. * Gaynor, B. & Pretzer-Aboff, I. (2014, April). Effect of dance therapy in persons with Parkinson’s disease and their caregiver dance partner. Eastern Nursing Research Society, Philadelphia, Pennsylvania. * Pretzer-Aboff, I., Pohlig, R.T., Gaynor, B., Norton, M., & Winfree, K.N. (2014, June). Utility of the Sensole for evaluation of gait in people with Parkinson’s disease in the community setting. Gait and Clinical Movement Analysis Society, Newark, Delaware.   Funding   * Jonas Nurse Leader Scholar; 2015-2016; * Jonas Nurse Leader Scholar; 2014-2015; $10,000 * SON/Virginia Lee Franklin Scholarship; 2013-2014; $16,500 |
| 2013 | 2017 | **Marissa Scibilia** (**mentor** **Veronica Rempusheski, Nursing)**  Publications  Oral Presentations  Poster Presentations   * Scibilia, M. & Pretzer-Aboff, I. (April, 2015). Barriers and facilitators to exercise in patients with degenerative / cervical spine pain. Eastern Nursing Research Society, Washington, D.C.   Funding   * SON/Virginia Lee Franklin Scholarship; 2014-2015; $16,850 |

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| 2015 |  | **Ludy Santiago-Rotchford (mentor: Kathleen Schell, Nursing)**  Publications  Oral Presentations   * Rechon, R., Santiago-Rotchford, L., Swartz, J. (2017, February). Webinar-CNS Best Practices to Impact Outcomes in Patients with Chronic Conditions Resulting In Reduced   Healthcare Costs. National Association of Clinical Nurse Specialists.   * Santiago-Rotchford, L., Dewey, A., Taylor, J., & Conley, S. (2017, March) Calling 911 to Reduce Hospital Acquired Conditions; Changing Culture Using the CNS as Clinical Outcomes Project Specialists (COPS). National Association of Clinical Nurse Specialists, Atlanta, GA * Santiago-Rotchford, L., Taylor, J., & Nichols, Jeanne (2016). Evidenced Based Practice Project, Implementation of a Modified Early Warning System: A Tool to improve Nurse Confidence and Trigger Early Identification of Clinical Deterioration. National Association of Clinical Nurse Specialists Conference, Philadelphia, PA   Poster Presentations   * Santiago-Rotchford, L.(2017, April). **“**Worsening of Symptoms” as Defined by Persons with Heart Failure: A Qualitative Study. Eastern Nursing Research Society Scientific Session, Philadelphia, PA * Santiago-Rotchford, L., Pares, J., & Colon, E. (2017, July). Transformation Starts Within: Views on Equity, Diversity, and Inclusion among Nurses in Hispanic National Nursing Organization. National Association of Hispanic Nurses annual conference, Phoenix, AZ * Santiago-Rotchford, L., Holmes, K., & Boateng, G. (2017, October). Take Five: Using Zen Dens to reduce staff stress. Planetree International Conference, Baltimore MD * Santiago-Rotchford, L. (2016, September). Patient Perceptions of Factors that Influence Self-Management of Heart Failure. Sigma Theta Tau International Leadership Conference, Indianapolis, IN * Santiago-Rotchford, L., & Weeks, M. (2016). Mentoring Nursing Students to Ignite Their Flame, Chapter Best Practices. American Association of Critical Care Nurses National Teaching Institute Conference, New Orleans, LA   Funding   * Wentz Grace Fellowship; 2018-2019; $2,000 * Jonas Nurse Leaders Scholars; 2016-2018; $10,000 * Wentz Grace Fellowship; 2017-2018; $2,000 * Rinehart Award; 2017-2018; $2,000 |
| 2015 |  | **Katherine Price (mentor: Della Campbell & Lorraine Phillips, Nursing)**  Publications   * Herrman, J. W., Kan, M., Feinberg, M., Hill, J., Palen, L., McGee, E., & Haigh, K. (2018). Teen parents’ perceptions of relationship violence: A focus group study. Violence Against Women, on-line: https://doi.org/10.1177/1077801218780356 * Herrman, J. W., Gordon, M., Rahmer, B., Moore, C., Habermann, B., & Haigh, K. (2017). Assessing the effectiveness of Wise Guys, a mixed-methods approach. American Journal of Sexuality Education, on-line: https://doi.org/10.1080/15546128.2017.1393647 * Herrman, J. W., Kelley, A., & Haigh, K. (2017). Teen perceptions of sexual decision-making and the promotion of safe sexual practices: A focus group study. American Journal of Sexuality Education, 12, 1, 83-102. * Herrman, J. W., Finnegan-Carr, N., & Haigh, K. (2016). Intimate partner violence and pregnant and parenting teens in out-of-home care: Reflections on a data set and implications for intervention. Journal of Clinical Nursing, 26, 15-16, 2409-2416.   Oral Presentations   * Haigh, K., Herrman, J., Luckner, K. (July 2017). Perceptions of health, healthy decision-making and healthy living: A focus group study of young mother’s in Jamaica. Sigma Theta Tau, Intl, International Nursing Research Congress 2017, Dublin, Ireland. * Haigh, K., Herrman, J., Luckner, K. (July 2017). Perceptions of health, healthy decision-making and healthy living: A focus group study of young mother’s in Jamaica. Sigma Theta Tau, Intl, International Nursing Research Congress 2017, Dublin, Ireland. * Herrman, J. W., Moore, C., Haigh, K., Rahmer, B., Gordon, M., & Habermann, B. (May 2017). Research with teens: Why mixed methods work in an evaluation of the Wise Guys program. Innovative Discovery Series, Delaware Clinical & Translational Science ACCEL, Newark, DE. * Herrman, J., Haigh, K. (April 2017). Young parents’ perceptions of and experiences with relationship violence: A focus group study. Eastern Nursing Research Society, Philadelphia, PA. * Herrman, J. W., Moore, C., Haigh, K., Rahmer, B., Gordon, M., Habermann, B. (April 2017). Focus on teen men: Assessing the effectiveness of Wise Guys in Delaware. Delaware Health Infant and Mother Consortium, Wilmington, DE. * Herrman, J. W., Moore, C., Haigh, K., Rahmer, B., Gordon, M., & Habermann, B. (January 2017). A mixed methods evaluation of Wise Guys: A final analysis. Current Issues in Nursing Research, CCHS, Newark, DE. * Haigh, K., Herrman, J. W., Moore, C., Rahmer, B., Gordon, M., & Habermann, B. (November 2016). Video journaling as a qualitative research methodology. Nursing Research Conference, Newark, DE. * Herrman, J. W., Moore, C., Gordon, M., & Haigh, K. (November 2016). It’s a two-way street: Teaching, listening to and learning from youth. Healthy Teen Network, Las Vegas, NV. * Herrman, J. W., Kelley, A., & Haigh, K. (September 2016). Teen perceptions of sexual decision making, sexual activity and the promotion of safe sexual practices: Final analysis of a focus group study. Council on the Advancement of Nursing Science, Washington, DC. * Herrman, J. W., Kelley, A., & Haigh, K. (April 2016). Teen perceptions of sexual activity, decision-making, and the promotion of safe sexual practices: Final analysis of a focus group study. Eastern Nursing Research Society, Pittsburgh, PA.   Poster Presentations   * Herrman, J., Kan, M., Palan, L., Feinberg, M., Hill, J., Haigh, K. (2018). Preventing intimate partner violence among teens who are pregnant or parenting: A pilot study. Healthy Teen Network, San Diego, CA. * Nathaniel, S., Kuczmarski, A., Haigh, K., Wenner, MM. (2018). Endothelin-1 receptor responses in overweight women. Experimental Biology 2018, San Diego, CA. * Herrman, J., Kan, M., Palan, L, Feinberg, M., Hill, J., & Haigh, K. (2018). Preventing intimate partner violence among teens who are pregnant or parenting: A pilot study. Eastern Nursing Research Society 30th Annual Scientific Session, Newark, NJ. * Nathaniel, S., Kuczmarski, A., Haigh, K., Wenner, MM. (2018). Endothelin-1 receptor responses in overweight women. University of Delaware, Center for Cardiovascular Health Symposium, Newark, DE. * Haigh, K., Feinberg, R., Taylor, H., Wenner, MM. (2017). Estrogen and endothelin-1 receptor responses in women. American Heart Association, Conference on Hypertension, San Francisco, CA. * Haigh, K., Herrman, J. W. (September 2016). Young adults’ perceptions of their future fertility potential. Sigma Theta Tau, Intl., Leadership Connection, Indianapolis, IN.   Funding   * Virginia Lee Franklin Scholarship; 2018-2019; $5,000 * UD Summer Doctoral Award; 2018; $4,500 * Beta Xi Chapter, Sigma Theta Tau International Research Award; 2017; $1,000 * Graduate Research Assistantship; 2016-2017; $18,000 * CHS Assistantship Award; 2015-2016; $17,500 |
| 2016 |  | **Michelle Ness (mentor: Jennifer Saylor, Nursing)**  Publications   * Ness, M., Saylor, J., & Selekman, J. (in press). Maternal Experiences of Transitioning Their Emerging Adult with Type 1 Diabetes to College. *Diabetes Educator*. * Saylor, J., Lee, S., Ness, M., Ambrosino, J., Ike, E., Zieglar, M., Roth, C., & Calamaro, C. J. (in press). Positive health benefits of peer support and connections for college students with type 1 diabetes. *Diabetes Educator*. * Saylor, J., Calamaro, C. J., Hardie, T., Ness, M., & Selekman, J. (in press) Are college students told by healthcare providers about their risk factors for developing diabetes? *Journal of the American Association of Nurse Practitioners*. * Saylor, J., Lee, S., Ness, M., Ambrosino, J., & Ike, E. (in press) Perceived Health and Mental Well-Being of College Students with Type 1 Diabetes. *Diabetes*.   Oral Presentations   * Saylor, J., Calamaro, C., & Ness, M. (May 2018) The effect of sleep on diabetes management among college students with type 1 diabetes. 2018 American College Health Association Annual Meeting, Washington, DC.   Poster Presentations   * Saylor, J., Lee, S., Ness, M., Ambrosino, J., Ike, E., Zieglar, M., Roth, C., & Calamaro, C. J. (June 2018). Positive health benefits of peer support and connections for college students with type 1 diabetes. American Diabetes Association, 78th Scientific Sessions., Orlando, FL. * Ness, M. (June 2018) Type 2 Diabetes in School Aged Children: What School Nurses Need to Know. National Association of School Nurses, 50th Annual Conference., Baltimore, MD. * Ness, M. (April 2018). Maternal Experiences of Transitioning Their Emerging Adult With Type 1 Diabetes To College. 30th Annual Scientific Sessions, Eastern Nursing Research Society, Newark, NJ. * Ness, M. (April 2018). Perspectives of Transitioning of Transitioning High School Seniors With Type 1 Diabetes To College. 8th Annual Graduate Students’ Forum, University of Delaware, Newark, DE.   Funding   * CHS Assistantship Award; 2018-2019; $20,000 * Alfred I. DuPont Nursing Scholar; 2017-2018; $4,000 * Virginia Lee Franklin Scholarship; 2017-2018; $5,000 * Virginia Lee Franklin Scholarship; 2016-2017; $18,000 |
| 2016 |  | **Melanie Horning (mentor: Barbara Habermann, Nursing)**  Publications  Oral Presentations  Poster Presentations  Funding   * Graduate Research Assistantship; 2018-2019; $20,000 * Graduate Research Assistantship; 2017- 2018; $19,000 * Graduate Research Assistantship; 2016-2017; $18,000 |
| 2017 |  | **Michele Norton (mentor: Lauren Covington, Nursing)**  Publications  Oral Presentations   * Norton, M. (2018). NICU To Home Study: The experience of mothers’ post NICU discharge in caring for infants dependent on medical technology. Nursing Research Conference, Christiana Care. Newark, Delaware.   Poster Presentations   * Norton, M. (2018). The experience of mothers’ post NICU discharge in caring for infants dependent on medical technology. 34th Annual National Association of Neonatal Nurses Conference, Anaheim, California. * Norton, M (2018). NICU to home: The experience of mothers’ post NICU discharge in caring for infants dependent on medical technology. Sigma Leadership Connection Conference, Indianapolis, Indiana. * Shin, J.Y, Horning, M., DiFusco L., Norton, M., Habermann, B. (2018). Symptom Progression in People with Advanced Parkinson’s disease: A Qualitative Descriptive Study. ENRS Annual Conference.   Funding   * CHS Assistantship Award; 2018-2019; $20,000 * CHS Assistantship Award; 2017-2018; $19,000 |
| 2017 |  | **Katelyn Clements** **(mentor: Emily Hauenstein, Nursing)**  Publications  Oral Presentations  Poster Presentations  Funding   * CHS Assistantship Award; 2018-2019; $20,000 * CHS Assistantship Award; 2017-2018; $19,000 |
| 2017 |  | **Leigh Ann DiFusco** **(mentor: Kathleen Schell, Nursing)**  Publications   * DiFusco, L.A., Patton, A. M., White, R. M., Bober, C. M., Miller, K. D. (2018). Home is where the HeartWare is. *American Society for Artificial Implanted Organs Journal (ASAIO), 64*(6), e166-e171. * DiFusco, L.A., Helman, S.M. (2018). Management of pediatric driveline sites in the hospital and home setting. *American Society for Artificial Implanted Organs Journal (ASAIO), 64*(6), e181-e186.   Oral Presentations   * DiFusco, L.A. There’s No Outpatient in Inotropes…or is there? (2018, February) Cardiology. * DiFusco, L.A. An Entourage for Enteral Tubes. (2018, February) Cardiology.   Poster Presentations   * The Beat Goes On: The Evolution of Ventricular Assist Device (VAD) Education. (2018, January) The Children’s Hospital of Philadelphia. * DiFusco, L.A. Management of Pediatric Driveline Sites in the Pediatric Cardiac Intensive Hospital and Home Setting. (2017, December) Pediatric Cardiac Intensive Care Society.   Funding   * DuPont scholarship; 2018-2019; $4000 * Virginia Lee Franklin Scholarship; 2018-2019; $5000 |
| 2018 |  | **Grace George (mentor: Ju Young Shin, Nursing)**  Publications   * George, G.M., Sharma,K.K., Ramakrishnan,S. & Gupta, S.K. (2014). A study of cardiovascular risk factors and its knowledge among school children of Delhi. *Indian Heart Journal,66*(3), 263-271. https://doi.org/10.1016/J.IHJ.2014.03.003   Oral Presentations  Poster Presentations  Funding   * CHS Assistantship Award; 2018-2019; $20,000 |
| 2018 |  | **Shawn Frapp** **(mentor: Bethany Hall-Long, Nursing)**  Publications   * Frapp, S. (2018). Use of Geo-Social Media and Incidence of Sexually Transmitted Infection among Men that have Sex with Men (MSM): A Review. *Nursing Research 67*(2) pp. E147-E147 * Raymond, E., Tan, Y., Crenin, M., Grant, M., Hannum, C., Frapp, S., Weaver, MA. (2018) Self- Assessment of Medical Abortion Outcome using Symptoms and Home Pregnancy Testing. *Contraception.*   Oral Presentations   * Frapp, S. Care of the LGBT adolescent: Examining practices and disparities. (Accepted for 2019, May) 28th Annual American Pediatric Surgical Nurses Association Scientific Conference in Boston, MA. * Frapp, S. (2018) Staff Education: Perioperative considerations for the transgender and gender non-binary patient. Thomas Jefferson University Hospital.   Poster Presentations  Funding   * CHS Assistantship Award; 2018-2019; $20,000 |
| 2018 |  | **Dara Hall (mentor: Lauren Covington, Nursing)**  Publications  Oral Presentations  Poster Presentations  Funding   * CHS Assistantship Award; 2018-2019; $20,000 |
| 2018 |  | **Aastha Dahal** **(mentor: Emily Hauenstein, Nursing)**  Publications  Oral Presentations  Poster Presentations  Funding   * CHS Assistantship Award; 2018-2019; $20,000 |
| 2018 |  | **Mollie Graham (mentor: Lorraine Phillips, Nursing)**  Publications  Oral Presentations  Poster Presentations  Funding   * Jeanne K. Buxbaum Endowment; 2018-2019; $20,000 [Student deferred matriculation until Spring 2019, which will reduce award by half.] |

NOTE: Funding data were obtained from multiple sources, including students’ curriculum vitas, SON financial records, and PhD program records. In some entries, sources and amount of funding are our best estimates. CHS: College of Health Sciences.

**f. What are the departments/unit’s strategies for student advisement?**

At the time of application to the PhD program, students are asked to identify one or two potential advisors from among the faculty conduction research in a similar area of interest. The applicant is encouraged to initiate an email communication with the identified faculty member(s) to solicit feedback about the match between their area of interest and the faculty member’s expertise. The faculty member(s) is/are invited to attend the in-person applicant interview, provided the application process proceeds to the interview stage. At least three faculty members participate in the in-person interview. During the interview, faculty complete a **PhD in Nursing Science Applicant Interview Guide,** the components of which include an item to rate the fit of the candidate to a SON faculty mentor. At the conclusion of the interview, and after the applicant exits, faculty provide their recommendation regarding admission to the PhD Program Director. The potential for an optimal mentor-mentee match is a key determinant of admission to the program. Ultimately, the faculty advisor accepts responsibility for overseeing the student’s academic progress in the program. In collaboration with the student, the faculty advisor develops the student’s program of study, assists the student to identify elective coursework outside of the SON, guides the student in scheduling the Comprehensive Exam, facilitates organization of the dissertation committee, and most importantly, mentors the student in developing the dissertation topic and conducting the dissertation research. Monthly meetings between the advisor and the student are recommended throughout the students program of study.

If during a student’s academic program, the advisor is unable or unwilling to continue as advisor, the student will discuss options for a new advisor with the SON PhD in Nursing Science Program Director. The new advisor must be identified within 6 months for the student to be considered making satisfactory progress toward the degree. **This situation occurred for one student in the program. A new advisor assumed that role for one student soon after matriculation (Fall 2015), but later the student transferred to another department in the CHS (Spring 2017). This same student subsequently returned to the SON (Fall 2018), but the second advisor had already retired, which resulted in a third advisor being selected. Also, during the student’s absence from the SON, the curriculum was revised, necessitating a slightly revised Plan of Study compared to the original Plan of Study developed in 2015. To support this student’s academic progression, the ‘retired’ advisor expressed interest in serving on the student’s dissertation committee once established.**

Students may also elect to switch to a different advisor at any time with the approval of the PhD in Nursing Science Program Director and with the consent of the new faculty advisor. Switching advisors does not change the deadlines for completing the requirements for a degree.

The student and his/her advisor will establish a dissertation committee at the time the student begins to develop the dissertation proposal. The dissertation committee shall include at least three university faculty members from within the PhD in Nursing Science program, and one member from outside of the program. Prior to the first committee meeting, the student provides to the committee a portfolio of their work that includes their plan of study, key course papers and/or published manuscripts, and a draft of the dissertation proposal. Although students meet regularly with their advisor (dissertation chair), meetings with the entire committee are scheduled to accomplish specific assessments (i.e., dissertation proposal defense or dissertation defense). **To date, all students who have progressed to dissertation stage have graduated from the program.**

**g. Accreditation requirements:** Not applicable

**h. Report any changes in the program admission criteria, degree requirements, or subject areas since the program was initiated.**

In the Fall semester of 2015, the program underwent revisions to the curriculum and admission criteria that were submitted to Faculty Senate. These revisions included the following changes:

1. Admission criteria at the time the program launched in 2011 included a Graduate Record Exam (GRE) score of 1050 on the combined math and verbal sections. **The revised admission process does not require applicants to submit GRE scores.**
2. Admission criteria at the time the program launched in 2011 included a Master’s degree in nursing or other health related discipline**. To facilitate efficient progression to a terminal degree in the profession, the revised admission criteria require only a Baccalaureate in nursing degree. To fulfill requirements for graduation, Baccalaureate-prepared PhD students are required to complete an additional 12 credits of cognates, above and beyond those required for Master’s-prepared PhD students.**
3. Curricular changes were instituted to align program content with the American Association of Colleges of Nursing guidelines for Research Focused Doctoral Programs that were published in November 2010, one year after the original PhD in Nursing Science Academic Program Approval form was submitted to the UD Faculty Senate. **The curricular changes involved changing Core Course content but not credit count:**

* **Developing and adding two new courses [NURS 843: Policy and Finance for Health Care Delivery (3 cr) and NURS 870: Writing for Dissemination (2 cr)]**
* **Condensing three 1-credit Nurse Scientist Special Topics Seminars (I, II, and III) into one 1-credit Nurse Scientist Seminar I course (NURS 839)**
* **Combining NURS 841: Philosophical and Theoretical Basis of Nursing Education (3 cr) and NURS 842 Nursing Higher Education: Structure, Process, and Outcomes (3 cr) into one course, NURS 849 Philosophy, Theory and Curriculum in Nursing Education (3 cr)**

A curriculum revision to offer a manuscript option format for the dissertation, in addition to the standard chapter format, was recently submitted in Curriculog and is currently undergoing the Graduate Faculty Senate approval process. This revision does not change admission criteria, degree requirements, or subject areas. Rather, the intent of allowing a manuscript option for the dissertation book is to facilitate scholarly publications from our graduates. In summary, the curricular revisions were initiated to prepare our students for success as a scientist in the nursing profession and to maintain the UD SON’s prominence in the regional academic marketplace. The UD School for Nursing remains the only Nursing PhD program in Delaware.

**i. General description of recruiting procedures – include any information for underrepresented populations**The SON uses several recruiting mechanisms.

1. Annually, the PhD Program Director displays a vendor table at the Eastern Nursing Research Society yearly conference. This organization is the primary nursing research society for our region. Students from Baccalaureate and Master’s nursing programs often attend these meetings, so become potential applicants for our program. UD SON faculty attending the conference are encouraged to engage with student poster presenters to both exemplify excellence in education at UD and to plant the thought-seed for graduate education opportunities at UD SON. The PhD Program Director periodically supplies PhD program flyers to faculty to distribute at other conferences they may attend.
2. The PhD Program Director meets yearly with our undergraduate nursing students recruited to UD by way of a Nursing Diversity Workforce grant funded by the Health Services Resources Administration (HRSA).
3. The CHS Associate Dean for Diversity holds a tenured appointment in the SON and hiring of underrepresented minority faculty candidates has increased since the program opened in 2011. Visibility of faculty photographs on the SON website may enhance interest from underrepresented populations. The SON website also hosts a YouTube video documenting student experiences in the PhD Program. **Among our 12 actively enrolled students, one student is a multiethnic male and three students are females of diverse racial and ethnic backgrounds.**
4. **All students who have applied for assistantship funding, to date, have received this level of support** (i.e., graduate stipend and tuition waiver). The availability of financial support, through the CHS, the Jeanne K. Buxbaum scholarship endowment, or faculty research grants, is enormously beneficial to our success recruiting PhD students.
5. PhD Program open houses have been held periodically over the past 5 years to market the program throughout the state of Delaware, including outreach efforts to the UD Dover and Lewes campuses. On December 18, 2018 an open house to attract potential students interested in either the PhD or the Doctor of Nursing Practice program was held on the STAR Campus. Seven individuals attended the open house, two of whom were interested just in the PhD program and one who was interested in learning more about both doctoral programs. As an incentive for attendees to begin the application process immediately, their application fee will be waived if the application is initiated before January 1, 2019.
6. The PhD Program Director maintains close in-person, telephone, and/or email communication with potential applicants. These individuals are asked to describe their research interests to the Director, and then identify and contact by email one or more faculty who could be a potential mentor-mentee match. This process lays the foundation for developing self-directed learning and intellectual risk-taking. If, however, there is no possible mentor-mentee match, that situation is explained to the potential applicant at the time they contact the Director.
7. The newly appointed PhD Program Director will attend the American Association of Colleges of Nursing doctoral education conference in January 2019. A full day pre-conference entitled *Strengthening the Pipeline to the PhD in Nursing* will address challenges in PhD education, one of which is recruitment and retention of students. Additionally, the new Director will request, from the Office of Graduate and Professional Education, a market analysis from which a current marketing/recruitment plan will be developed and implemented.

2. Student Information

1. **Application and enrollment history**

All data to 2018 was provided by the Office of Graduate and Professional Education on October 16, 2018.

Figure 1. Application and enrollment history:

Note: The count of 4 matriculated students for 2018 does not include one student who deferred enrollment until Spring 2019. Thus, total matriculated for the 2018-2019 academic year is 5.

Figure 2. Total enrollment by gender:

Figure 3. Total enrollment by race/ethnicity:

Figure 4. Total degrees awarded:

Figure 5: Total number of students who dropped

1. **Annotated evidence of student placement who have graduated – indicate how the department facilitates placement.**2015 Graduate (male): Anesthesia Services, PA, New Castle, DE

2015 Graduate (female): University of Delaware School of Nursing, Newark, DE  
  
2017 Graduate (female): Dr. Fernando Delasotta, M.D, Linwood, NJ

2017 Graduate (female): University of Delaware School of Nursing, Newark, DE  
  
Two of the four graduates listed above remained in their respective advanced practice roles. One of the aforementioned graduates has served as adjunct faculty in the UD SON. The two other graduates were appointed to academic positions in the UD SON. Due to the dearth of PhD prepared faculty in the discipline of nursing, it is not uncommon for Schools of Nursing to hire graduates of their program.   
  
The SON encourages and supports PhD student presentations at the Eastern Nursing Research Society, Sigma Theta Tau International, and CHS Research Day. Students are also supported to attend interdisciplinary conferences, such as the Gerontological Society of America and the American Diabetes Association.

1. **Identify sources and levels of financial support for students in the graduate program and the proportion receiving assistantships.**
   1. Demand and competitive factors for attracting students: The UD PhD in Nursing Science program is the only Nursing PhD program in the state of Delaware. Additionally, **all** students who have attended full-time have received graduate student stipends and tuition remission. Students who have attended part-time have had some level of scholarship support. The Jonas Center for Nursing Excellence has provided some level of support for the PhD program since its inception. For the past two years, the SON has been able to offer an increasing number of CHS assistantships and 10 CHS assistantships are being requested for the next budget year. For the first time since the Jeanne K. Buxbaum Scholarship commenced in 2006, a PhD student whose dissertation research will focus in gerontological nursing has been awarded the Buxbaum assistantship.  
        
      The PhD program has transitioned to a hybrid format for classes. PhD level courses include an online component, reducing the frequency with which students must attend class in-person. Some SON courses are shared with the Doctor of Nursing Practice program, whose courses are all distance-mediated. As most nursing PhD students (nationwide) are also practicing nurses, offering flexibility with class times and delivery method keeps the UD Nursing PhD program competitive. Additionally, our faculty to student ratio is relatively high, facilitating close mentoring relationships between faculty and students.
   2. Factors that make this program unique: Situated within the SON in the CHS, the PhD in Nursing Science program offers interdisciplinary opportunities for our students. Students may complete cognate or methods courses in related disciplines within the College (e.g., Behavioral Health and Nutrition, Kinesiology and Applied Physiology, etc.), which introduces the student to faculty in those departments who have historically served on the students’ dissertation committees. The SON faculty themselves are interdisciplinary and include researchers trained in the disciplines of psychology and sociology.
   3. Overview of interdisciplinary relationships: See response to #2 above.
   4. Adequacy of facilities for this program: The UD SON has dedicated research space on the 5th floor of the STAR Tower. This laboratory houses 2 clinical examination suites and equipment for studies examining biological, psychological, and social factors associated with a variety of symptoms (i.e. pain), outcomes (falls, functional ability), and the promotion of healthy aging. The CHS grants management office can assist with grant application submission to external funders.

The SON now has a critical mass of research faculty to provide research practicum experiences, support the curriculum, and mentor new scholars in nursing. Table 2 below presents a summary of the SON research faculty, their advisees, and faculty funding since the program inception in 2011. The list includes six tenure-track assistant professors (one of whose tenure application is currently under review), most of which have been hired within the last few years to grow the SON research base and faculty support for PhD students.

**Table 2. Summary of School of Nursing Research Faculty**

|  |  |  |
| --- | --- | --- |
| **Research Faculty Supporting PhD Program** | | |
| **Faculty Name** | **Advisees** | **Funding** |
| Hilary Barnes, PhD, APRN  Assistant Professor |  | Academy Health: awarded, 2016 |
| Mary Elizabeth Bowen, PhD  Assistant Professor |  | VA Rehabilitation R&D Merit Review Award: Awarded, 2011-2018  VA Rehabilitation R&D: Awarded, 2018-2022 |
| Kathleen Brewer-Smyth, PhD, RN, CRRN, FAAN  Associate Professor |  | GUR: Awarded, 2017-2019 |
| Lauren Covington, PhD, RN  Assistant Professor | Dara Hall  Michele Norton |  |
| Mari Griffioen, PhD, RN  Assistant Professor |  | NIH (subcontract with University of Maryland): Awarded; 2018-2012 |
| Barbara Habermann, PhD, RN, FAAN  Professor | Melanie Horning | Jonas: Awarded, 2016-2018  Jonas: Awarded, 2018-2020  NIH: Awarded, 2003-2006  Ethel Clarke Fellowship: Awarded, 2011-2012  Indiana University Roybal: Awarded, 2009-2010  Neuroscience Nursing Foundation: Awarded, 2001-2003  University of Alabama: Awarded, 2001-2003  NIH: Awarded, 1998-2000 |
| Bethany Hall-Long, PhD, RN, FAAN  Professor | Shawn Frapp | DPH: Awarded, 2011-2015  DMRC: Awarded, 2012-2015  NACCHO Capacity Building Awards for DMRC: Awarded, 2014-2016  DHSS CDSMP: Awarded, 2016-2018  DHSS/DMRC: Awarded, 2017-2018  DHSS CDSMP: Pending  DHSS/DMRC: Pending |
| Emily Hauenstein, PhD, LCP, RN, FAAN  Professor | Katelyn Clements  Aastha Dahal | NIH: Awarded, 2016-2019  Parkinson’s Council: Awarded, 2018  NIH: Awarded, 2010-2014  UVA Intramural: Awarded, 2009  UVA (P20): Awarded, 2009  UVA Summer Fellowship: Awarded, 2009  NIH: Awarded, 2003  UVA: Awarded  Virginia Health Care Foundation: awarded, 1996-1998  UVA (P50): Awarded, 1996  UVA: Awarded, 1996  NIH: Awarded 1994 |
| Xiaopeng, PhD, RN  Assistant Professor |  | GUR: Awarded, 2018-2020  ANF: Pending |
| Paula Klemm, PhD, RN  Professor |  | HRSA: Awarded, 2016-2018 |
| Lorraine Phillips, PhD, RN, FAAN  Associate Professor  Jeanne K. Buxbaum Chair of Nursing Science | Mollie Graham  Katie Price | NIH: Pending  MU Research Council: Awarded, 2016-2017  Missouri Department of Health and Senior Services: Awarded, 2015-2017  MU R24 Pilot Awards: Awarded, 2014-2015  NIH: Awarded, 2011-2014  Gerontological Nursing Intervention Research Center: Awarded, 2008-2010  John A. Hartford Foundation: Awarded, 2008-2010  MU Interdisciplinary Center on Aging: Awarded, 2008-2010 |
| Jennifer Saylor, PhD, RN  Assistant Professor | Michele Ness | GUR: Awarded, 2016-2018  STTI: Awarded, 2016-2017  ANF: Awarded, 2016-2018 |
| Kathleen Schell, PhD, RN  Associate Professor | Leigh Ann DiFusco  Ludy Santiago-Rotchford | RWJF: Awarded, 2015-2017 |
| Ju Young Shin, PhD, APRN, ANP-C  Associate Professor | Grace George | GAPNA: Pending |
| Regina Sims Wright, PhD  Associate Professor |  | NIH/COBRE: Awarded, 2015-2018  NIH: Pending |

NOTE: ANF (American Nurses Foundation); CDSMP (Chronic Disease Self-Management Program); COBRE: Centers of Biomedical Research Excellence; DHSS (Delaware Health & Social Services); DMRC (Delaware Medical Reserve Corps); DPH (Delaware Public Health); GAPNA (Gerontological Advanced Practice Nurses); GUR (University of Delaware General University Research); Jonas (Jonas Center for Nursing Excellence); MU: University of Missouri; NACCHO (National Association of County and City Health Officials); NIH (National Institutes of Health); STTI (Sigma Theta Tau International); UVA: University of Virginia .

* 1. Budgetary requirements beyond typical unit expenses: There are no additional budgetary requirements beyond the typical unit expenses.