W | **SCHOOL OF NURSING**

Doctor of Philosophy in Nursing Science

Student Handbook
2024 – 2025

SCHOOL OF NURSING
UNIVERSITY of WASHINGTON

TABLE OF CONTENTS

1 | ABOUT THE DOCTOR OF PHILOSOPHY IN NURSING SCIENCE STUDENT HANDBOOK

The Doctor of Philosophy in Nursing Science (PhD) Student Handbook is designed to help you navigate your program, start to completion. This handbook is a great place to start whenever you have questions about your degree, the School or Nursing, UW policies and procedures, and other student needs. It is a living document and is reviewed and updated annually.

2 | MISSION, VISION, AND VALUES OF THE SCHOOL OF NURSING

Our **mission** is to advance nursing science and practice through generating knowledge and preparing future leaders to address health.

Our **vision** is to pioneer improvements in health and health care through innovative nursing science, education, and practice.

Our **values** include:

- Collaboration*
- Social responsibility
- Integrity*
- Respect*
- Accountability
- Diversity*
- Excellence*

Note: those values with an asterisk are held in common with the overall University of Washington values.

3 | CREATING AND MAINTAINING A CLIMATE THAT IS SUPPORTIVE OF DIVERSITY, EQUITY, AND INCLUSION

A fundamental purpose of nursing is the provision of quality and equitable health care to all members, groups, and communities of society. Nursing knowledge and practice must be sufficiently broad in perspective and content to meet the requirements of a diverse, multicultural population. To this end, the University of Washington School of Nursing seeks to attract, admit/hire, and support diverse and racially representative students, staff and faculty members.

A central activity to support this diverse community is adequate preparation to interact with people from all cultures. This focus requires that nursing be responsive to, explicitly value, and incorporate a wide variety of perspectives and experiences. This open and flexible approach is based on respect for all cultures and their members, on examination of our own perspectives, biases, and socialization, and on the ability to examine and adjust our own perspectives, beliefs and behaviors.

We are committed to fostering a climate that is inclusive and welcoming of all groups. We recognize that this effort is a multi-dimensional one that includes: recruitment efforts, policies, curriculum, pedagogy, norms, practices, faculty/staff promotions, decision making, and continuing multicultural and anti-oppression education for faculty and staff members. We also recognize that nursing education and practice in the United States occurs within the social, cultural, and historical context of institutionalized racism (among other forms of oppression). Meeting our purpose thus requires a sustained and multi-dimensional effort.

We are committed to eliminating all forms of oppression resulting from socially and culturally constructed differences in race/ethnicity, sex/gender identity or orientation, socioeconomic status, language, age, physical characteristics, disability, pregnancy, veteran status, country of origin, citizenship, religious or political beliefs, military status, and others.

Read the latest draft of our DEI Strategic Action Plan.

UW School of Nursing principles of inclusion

- We affirm the inherent dignity of each individual and group.
- We affirm that group differences are socially, culturally, and historically constructed and hierarchically arranged, resulting in the inequitable distribution of resources among groups. This construction and distribution can be changed, and we commit to change it.

- We affirm our commitment to address difference, privilege, and power at the School of Nursing. We will address privilege and power using anti-racist and anti- oppression principles of on-going education, open dialogue, skill building, challenging the status quo, and accountability to people of color and other social groups.
- We affirm our commitment to increase the numbers of faculty, students and staff from underrepresented groups, and to support their leadership within the school.
- We affirm our commitment to work toward a climate of inclusiveness on all levels of the School of Nursing.

4 | UW SCHOOL OF NURSING PHILOSOPHY OF GRADUATE EDUCATION

Initial approval 2009; revised and approved by votes at UW Seattle, Tacoma, and Bothell campuses Autumn 2018

The School of Nursing faculty believes graduate education denotes the critical appraisal of the concepts and theories that underlie the nature and practice of nursing and the extension of the processes of inquiry (problem solving, critical thinking and research) for the development and testing of knowledge, and for the translation of evidence to practice. The organization of graduate programs recognizes the diverse areas of specialized and advanced practice in nursing, is guided by the current state of knowledge and societal needs, provides a foundation for the continuing evolution of new knowledge both in nursing and in other disciplines, and fosters leadership.

The faculty also believes that the diverse and varying educational, personal, and cultural experiences that students bring to their graduate studies are valuable to the programs and that the strengths of such backgrounds must be fostered and nurtured within educational environments that are characterized by free interchange among scholar/teachers.

Furthermore, graduate study requires that scholarly exchange, objectivity, and creativity must prevail in the learning environments of the classroom and the laboratory. The faculty believes that the goals of graduate education require that a high level of inquiry be attained through the development of a collaborative role that involves both faculty and students in the discovery and refinement of knowledge. Further, graduate education requires learning experiences and environments that represent the multicultural composition of the world and reflect the broad range of interests and concerns of faculty and students and the communities they serve.

The faculty recognizes that each student also comes with individual goals and that the attainment of these goals will be achieved in various ways. Scholarly inquiry is a component of all graduate programs in the school.

SCHOOL OF NURSING
UNIVERSITY *of* WASHINGTON

5 | APPROVED LEARNING GOALS FOR UW SCHOOL OF NURSING PhD PROGRAM

1. For students entering the program Autumn 2019 and earlier

For students entering the program Autumn 2019 and earlier, the program requires a minimum of 93 quarter credits for completion, and graduates must meet six expected student outcomes:

1. Generate knowledge that is inventive and rigorously tested within a selected area of nursing science;
2. Have multiple perspectives of knowing and also acknowledge multidisciplinary contributions to knowledge generation;
3. Be informed by social, cultural, and political issues related to their area of scholarship;
4. Provide leadership in nursing as well as various professional and public groups;
5. Test, generate, and extend knowledge relevant to nursing science and practice.
6. Demonstrate critical interrogation of positionality, recognition of implicit biases, as well as knowledge and application of anti-racism principles to promote health equity.

2. For students entering the program Autumn 2020 and later

For students entering the program Autumn 2020 and later, the program requires a minimum of 96 quarter credits for completion, and graduates must meet five expected student outcomes:

1. Have multiple perspectives of knowing and acknowledge multidisciplinary contributions to knowledge generation
2. Demonstrate substantive knowledge within a particular area of nursing science with particular emphasis on issues and questions within the field that require scholarly attention
3. Innovate and rigorously test, generate and extend knowledge in an area relevant to nursing science
4. Communicate, disseminate, and critique nursing science and scholarly activities in both oral and written formats
5. Demonstrate critical interrogation of positionality, recognition of implicit biases, as well as knowledge and application of anti-racism principles to promote health equity.

SCHOOL OF NURSING
UNIVERSITY *of* WASHINGTON

6 | ESSENTIAL BEHAVIORS FOR PhD STUDENTS

1. **Essential Behaviors**

   The following qualifications amplify requirements found in the University of Washington Student Conduct Code. For admission, continuation, and graduation from the PhD program, students must abide by the following specifications for behaviors and abilities.

   Cognitive
   Students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of the activities of their programs of study.

   Behavioral/Emotional
   Students must:
   - possess the emotional health required for the full utilization of intellectual abilities and the exercise of sound judgment in completing programs of study
   - demonstrate the timely completion of responsibilities in their programs of study
   - be able to maintain mature, sensitive, and effective relationships with study subjects, students, faculty and staff members, and other professionals, under all circumstances including highly stressful situations
   - have the emotional stability to function effectively under stress and adapt to environments that may change rapidly without warning and/or in unpredictable ways as relevant to their programs of study
   - be able to demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy
   - acknowledge that values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others
   - be accountable for any behaviors or actions that convey racism, bias, or discrimination and engage in reparations as necessary
   - be able and willing to examine and change behaviors when they interfere with productive individual or team academic relationships
   - demonstrate effective and respectful relationships with the diverse academic, professional, and community environments relevant to their programs of study

   Professional Conduct
   Students must:
   - demonstrate the attributes of compassion, integrity, honesty, responsibility, and inclusiveness
   - possess the ability to reason morally and conduct their discovery of knowledge relevant to nursing science in a manner consistent with ethical scientific and scholarly conduct and guidelines for the protection of human subjects.

2. **Reasonable Accommodations for Disabilities**

The School of Nursing is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education, and employment for students with disabilities. The School of Nursing works closely with Disability Resources for Students (DRS) in this process. DRS is the contact point for students with permanent or temporary sensory, physical or psychological disabilities interested in requesting reasonable accommodations due to the effects of a disability.

Students who wish to request reasonable accommodations are encouraged to contact DRS to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations may not be implemented retroactively so being timely in requesting your accommodations is very important. The University does have policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodations. To learn more about the process for establishing services through these offices please contact the appropriate office given your campus location:

Disability Resources for Students, UW Seattle
011 Mary Gates, Box 352808, Seattle, WA 98195-2808
206.543.8924 (V/TTY)
206.685.8379 (FAX)
http://depts.washington.edu/uwdrs/
uwdrs@uw.edu

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodation. The School of Nursing will work with the student and the respective campus disability office to provide reasonable and appropriate accommodations. While the School of Nursing will make every effort to work with our students and disabilities to accommodate their disability-related needs, it is important to more we are not required to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the program.

3. **Implementation of the Essential Behaviors for PhD Students**

Students will be advised of the Essential Behaviors for Admission, Continuation, and Graduation in application materials, during orientation, and via the School's website. If and when an enrolled student does not meet expectations for Essential Behaviors, and in accordance with UW Graduate School Policy 3.7: Academic Performance and Progress, the following will occur:

1) **Problematic behavior documented.** Problematic behavior will be identified to the student, communicated as needed to the student's adviser/supervisory committee chair, and may be documented in the student file by the supervising faculty member.

2) **Problematic behavior results in warning notice and contract.** If a pattern of problematic behavior or a single, very serious lapse in Essential Behaviors becomes evident, the steps below should be followed so that the student is apprised that the student's continuation in the program is in jeopardy:

   a. **Student's adviser/supervisory committee chair is informed.** The faculty member or Office of Student and Academic Affairs official will inform the student's adviser or supervisory committee chair of the behavior(s) of concern.

   b. **Warning notice and student contract are composed.** The faculty member, in consultation with an official of the School of Nursing Office of Student and Academic Affairs, will prepare a warning notice and compose an accompanying student contract providing documentation of lapse(s) in the Essential Behaviors and describing what the student needs to demonstrate, within a specified time frame, in order to meet the Essential Behaviors and thus remain in the program.

   c. **Masters/PhD Coordinating Committee (M/PhDCC) review and approval.** The warning notice and individual student contract are reviewed and approved by M/PhDCC. The documentation of the lapses in the essential behaviors must accompany the contract.

   d. **Student receipt of warning notice and contract.** An official of the Office of Student and Academic Affairs and the chair of M/PhDCC meet with the student to present the warning notice and individual student contract. After the student reads and signs the documents (signature indicates that the student has read it), they are placed in the student's academic file. The warning notice and individual student contracts will be purged from the student record upon graduation.

3) **Contract monitored quarterly by M/PhDCC.** Each quarter, M/PhDCC will monitor the contract and make a determination that: 1) the contract is resolved, 2) to continue the contract, or 3) if unresolved, M/PhDCC may recommend the student be placed on probation.

   a. **Resolution**. If the student fulfills the contract and Essential Behavior concerns are resolved, M/PhDCC will vote to resolve the warning notice. An official of the Office of Student and Academic Affairs will draft a notice to the student that the Warning Notice and student contract are resolved. A copy of this notification will be placed in the student's file.

   b. **Continuation**. If the student is making progress but has not yet resolved the concerns outlined in the warning notice and contract, M/PhDCC may vote to continue the warning notice. An official of the Office of Student and Academic Affairs will draft a notice to the student that the Warning Notice and student contract will continue; the letter will outline areas of progress and areas still requiring resolution. A copy of this notification will be placed in the student's file.

   c. **Probation**. If the concerns outlined in the warning notice and contract are not resolved, M/PhDCC may vote to recommend to the Graduate School that the student be placed on probation (see UW Graduate School Policy 3.7 Academic Performance and Progress). This status is used for a student who has failed to resolve problems with student performance or progress that the program has previously documented and communicated to the student. An official of the Office of Student and Academic Affairs will draft a letter recommending probation summarizing the unresolved concerns. All students must be informed of the reason for the probation, steps the student must take to remove the probation, and the consequences the student will face if steps were not taken to remove the probation. An official of the Office of Student and Academic Affairs will send the probation recommendation to the student with a copy to the Graduate School no later than the 10th business day of the probation quarter.

4) **Probation status monitored quarterly by M/PhDCC.** Each quarter, M/PhDCC will monitor the student's progress and make a determination that: 1) concerns are resolved, 2) to continue probation, 3) recommend final probation, or 4) recommend a drop from the program.

Resolution. If the Essential Behavior concerns are resolved, M/PhDCC will vote to resolve the probation status. An official of the Office of Student and Academic Affairs will draft a notice to the student that the Probation status is resolved. A copy of this notification will be placed in the student's file. Notification of resolution is not sent to the Graduate School; probationary status will automatically resolve unless a recommendation for probation is filed each quarter by the program.

a. **Continuation**. If the student is making progress but has not yet resolved the concerns outlined in probation recommendation letter, M/PhDCC may vote to continue the probation recommendation. An official of the Office of Student and Academic Affairs will draft a letter recommending probation summarizing areas of progress and areas still requiring resolution. An official of the Office of Student and Academic Affairs will send the probation recommendation to the student with a copy to the Graduate School no later than the 10th business day of the probation quarter.

b. **Final Probation.** If the concerns outlined in the probation recommendation are not resolved, M/PhDCC may vote to recommend to the Graduate School that the student be placed on final probation (see UW Graduate School Policy 3.7 Academic Performance and Progress). This status is used for a student who has failed to resolve problems with student performance or progress that the program has previously documented and communicated to the student. An official of the Office of Student and Academic Affairs will draft a letter recommending final probation summarizing the unresolved concerns. An official of the Office of Student and Academic Affairs will send the final probation recommendation to the student with a copy to the Graduate School no later than the 10th business day of the probation quarter. The Graduate School will review the final probation letter and, if accepted, the Graduate School will send an additional letter from the Dean of the Graduate School to the student informing the student of final probation status. All students must be informed of the reason for the probation, steps the student must take to remove the probation, and the consequences the student will face if steps were not taken to remove the probation. The graduate program must issue one quarter of final probation prior to a drop from the program, except in clearly documented situations outlined in Graduate School Policy 3.7.

c. **Drop.** If the concerns outlined in the prior probation recommendation letters remain unresolved, M/PhDCC may vote to recommend a drop from the program. The graduate program must issue one quarter of final probation prior to a drop

from the program, except in clearly documented situations outlined in see UW Graduate School Policy 3.7 Academic Performance and Progress. Drop is an official action that terminates a student's enrollment from a graduate program; a program drop is distinct from dismissal, which is an official action that terminates a student's affiliation with the University. An official of the Office of Student and Academic Affairs will send the drop recommendation to the student with a copy to the Graduate School no later than the fifth business day of the drop quarter. If the Graduate School approves the drop, the drop status will appear on the student's official transcript and the student will receive a drop letter from the Dean of the Graduate School. When dropped, a student is not eligible to complete the program or return later to complete the degree. A student dropped from one graduate program may apply to and enroll in a different graduate program if accepted.

5) **Appeals.** UW Graduate School Policy 3.8 outlines the Academic Grievance Procedure that Graduate students may follow if they believe they have been subjected to unfair treatment in the administration of academic policies. Policy 3.8 applies to the application of departmental, college, or Graduate School policies, as well as deviations from stated grading practices (but not individual grade challenges).

W SCHOOL OF NURSING
UNIVERSITY *of* WASHINGTON

7 | OFFICE OF STUDENT AND ACADEMIC AFFAIRS (OSAA)

1. **Front Desk**

   Contact the front desk if you would like to:
   - Drop off and pick up documents
   - Check in for meetings
   - Obtain a copy of your clinical evaluations
   - Get directions
   - Ask general questions

   Phone: 206.543.8736
   E-mail: asknursing@uw.edu
   Hours: Monday - Friday 8:00 a.m. – 5:00 p.m. Closed on University Holidays.

2. **Program Advising**

   In addition to your faculty advisor, the staff PhD Program Adviser can help guide you through School of Nursing and UW Graduate School policies, as well as assist in documenting your program milestones. This individual is a SoN staff member whose role is to work directly with students.

   Current PhD students can schedule an advising appointment with the PhD Program Adviser by emailing phdadv@uw.edu.

   You also have a faculty adviser assigned on program entry. This faculty advisor will meet with you at least quarterly during the academic year, until you form your dissertation committee. At that time, your committee chair will take over primary advising duties.

3. **Student Counseling Services**

   The SoN provides a counselor, Resa Regan, PhD, who is available to confidentially meet with students about school of personal issues/concerns. There is no charge for counseling sessions. She may be contacted for individual appointments via email at resa@uw.edu.

   In addition to the SoN counselor, there are many counseling resources available to students through the University of Washington. Students are highly encouraged to take advantage of the services offered as many of these are provided with no additional fees.

4. **Financial Support**

   1) **Funding and Tuition Billing**

   State-tuition based programs like the PhD program follow graduate student tuition rates. Tuition for state-based tuition tracks is a flat rate for a course load of between 10 and 18 credits per quarter during the academic year and between 7 and 18 credits during summer quarter. See student tuition rates for tuition estimates.

   2) **Academic Student Employment Opportunities**

   At the University of Washington, there are three types of graduate student assistantships:

   - **Teaching Assistant:** work with students in a classroom, lab, or quiz section setting
   - **Research Assistant:** work on research projects; does not involve teaching
   - **Staff Assistant:** other types of duties, such as advising or administration

   Academic Student Employees (ASEs), which include the above-mentioned graduate student assistantship positions, are covered by the UAW/UW Academic Student Employee union contract. The union contract governs policies and procedures for appointments, salary, job definitions and leave time. You are encouraged to familiarize yourself with this contract.

   3) **Finding a Position**

   At the University of Washington, ASEs are hired directly by the employing department. Each department conducts its own individual hiring process and can let you know what is required to be considered for such positions. Many departments hire their own students. Other departments – particularly those that do not have graduate students or administrative units that hire graduate students – will recruit widely for positions from relevant degree programs across campus.

   You may hear about ASE positions open to all graduate students from the following sources:

   - The UW Employment site under the category Academic Student Employee.
   - Handshake – UW's online job and internship database

- The Graduate Funding Information Service (GFIS), located in the Allen Library. GFIS maintains a blog for both UW and external funding, including job postings for assistantships.
- All ASE jobs within the school of nursing are posted for a minimum of 5 business days on the SoN website: https://nursing.uw.edu/students/financial/paid-student-opportunities/

All graduate appointments in the University of Washington must comply with the requirements detailed by the following websites:

- Executive Order 28: Graduate Student Service Appointments is in the University Handbook, Volume IV, Chapter 6.
- Executive Order 30: Graduate Student Fellowship and Traineeship Awards is in the University Handbook, Volume IV, Chapter 8.
- Graduate School Policy 5.1: Departmental Responsibilities Regarding Instruction by TAs
- Graduate School Policy 5.2: Conditions of Appointment for TAs who are not Native Speakers of English
- UW-UAW Contract
- Federal Educational Rights and Privacy (FERPA)

4) Supplemental Employment

Curricular Practical Training (CPT) is an opportunity for students on F-1 visas to learn practical skills related to their majors while studying at the University of Washington. CPT serves as a work authorization as a student engages in different types of activities related to their major.

The School of Nursing does not require paid employment or internships for any of its degree programs. The School of Nursing does not provide internships (paid or unpaid) for undergraduate or graduate students. International students interested in applying to work under the CPT need to meet individually with the Director of Student Services, Patrick Tufford (ptufford@uw.edu).

SCHOOL OF NURSING
UNIVERSITY *of* WASHINGTON

8 | ACADEMIC CALENDAR

The University of Washington Academic Calendar is accessible online.

Regular Academic Year

The regular academic year is 9 months in duration and runs September through June as per the Washington Administrative Code. Students should be aware that many SoN faculty may be on 9 month appointments and not available between June 16 – September 15.

Summer Session Terms

There are 2 terms in summer session: Term A and Term B. Some courses run full summer session (both A and B term). This information will be noted in the time schedule.

Official University Holidays are posted online.

9| ACADEMICS

1. **Academic Integrity Policies**

   1) **Student Conduct**

      School of Nursing students are expected to maintain the highest standards of ethics, integrity and accountability, and to this end they are held accountable to the University of Washington Student Conduct Code (WAC 478-121). The University has also developed two companion policies, Student Governance and Policies Chapter 209 and Chapter 210, which explain how student conduct proceedings work and a student's rights in the process.

      The School of Nursing works in collaboration with the UW Community Standards and Student Conduct office to engage students in an equitable process centered on the values of honesty, integrity, and respect. Students are encouraged to reflect on their actions to understand their impact on themselves, the learning community, and the profession of nursing.

   2) **Reporting Misconduct**

      As a matter of professional accountability, School of Nursing students are expected to report observed incidents of misconduct in a timely way to the appropriate instructor, Chair of the relevant Department, or the School of Nursing Conduct Officer (sonadaa@uw.edu). Students who report misconduct are expected to provide details, including student names and other specifics.

   3) **Off-Campus Activity**

      The University may hold students accountable for prohibited conduct that occurred off campus (i.e., not on University premises or in the context of a University-sponsored program or activity). See Student Governance and Policies Chapter 209, Section 5.D. Jurisdiction of the University.

   4) **Prohibited Conduct**

      The University of Washington Student Conduct Code defines the following acts as prohibited conduct. Students committing these acts may be found responsible for violating the Student Conduct Code and face disciplinary measures.

- Abuse of others
- Abuse of the student conduct process
- Academic Misconduct (see next section)
- Acts of dishonesty
- Aiding, assisting, and attempting
- Alcohol violations
- Computer abuses
- Creating a public nuisance in neighboring communities
- Discriminatory harassment
- Disruption or obstruction
- Drug violations
- Failure to comply
- Harassment or bullying
- Hazing
- Indecent exposure
- Intimate partner violence
- Possession or use of firearms, explosives, dangerous chemicals, or other dangerous weapons
- Research misconduct
- Retaliation
- Sexual assault
- Sexual exploitation
- Sexual harassment
- Stalking
- Theft
- Unauthorized keys, entry, or use
- Unauthorized recording
- Vandalism
- Violation of disciplinary sanctions
- Violation of law

2. **Academic Misconduct**

University of Washington students are expected to practice high standards of academic and professional honesty and integrity. As defined in Student Governance Policy, Chapter 209 Section 7.C, academic misconduct includes:

- "Cheating" which includes, but is not limited to:
  - The use of unauthorized assistance in taking quizzes, tests, or examinations, or completing assignments;
  - The acquisition, use, or distribution of unpublished materials created by another student without the express permission of the original author(s);

- o Using online sources, such as solution manuals, without the permission of the instructor to complete assignments, exams, tests, or quizzes; or
- o Requesting, hiring, or otherwise encouraging someone to take a course, exam, test, or complete assignments for a student.
- o Note, under the Student Conduct Code, **cheating includes the unauthorized use of assistance, including technology (i.e., Artificial Intelligence content generators, such as Chat GPT), in completing assignments or exams.**

"Falsification," which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s), or scholarly research.

- "Plagiarism," which is the submission or presentation of someone else's words, composition, research, or expressed ideas, whether published or unpublished, without attribution. The University of Washington has delineated what behaviors are considered to be plagiarism within the Student Conduct Policy.
  Plagiarism includes, but is not limited to:
  - o Using another writer's words without proper citation
  - o Using another writer's ideas without proper citation
  - o Citing your source but reproducing the exact words of a printed source without quotation marks
  - o Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came
  - o Borrowing all or part of another student's paper or using someone else's outline to write your own paper
  - o Using a paper writing "service" or having a friend write the paper for you
  - o In computer programming classes, borrowing computer code from another student and presenting it as your own
- Unauthorized collaboration.
- Engaging in behavior specifically prohibited by an instructor in the course of class instruction or in a course syllabus.
- Multiple submissions of the same work in separate courses without the express permission of the instructor(s).
- Taking deliberate action to destroy or damage another's academic work in order to gain an advantage for oneself or another.

- The recording of instructional content without the express permission of the instructor(s), unless approved as a disability accommodation, and/or the dissemination or use of such unauthorized records.

3. Behavioral Misconduct

1) University of Washington students are expected to be responsible members of the Husky community. As defined in Student Governance Policy, Chapter 209 Section 7.D, behavioral misconduct includes:

- Abuse of others
- Abuse of the conduct process
- Acts of dishonesty
- Alcohol violations
- Computer abuses
- Creating a public nuisance in neighboring communities
- Disruption or obstruction
- Drug violations
- Failure to comply
- Harassment or bullying
- Hazing
- Failure to comply
- Possession or use of firearms, explosives, dangerous chemicals, or other dangerous weapons
- Retaliation
- Theft
- Unauthorized keys, entry or use
- Unauthorized recording
- Vandalism
- Violation of disciplinary sanctions
- Violation of law

4. Conduct Procedures

Academic and behavioral misconduct may only be adjudicated under WAC 478-121 and Student Governance and Policies, Chapter 209 by those who have the authority to initiate a conduct proceeding. This ensures a student's due process rights, creates consistency in the process, and accountability for any additional misconduct by the

student. For additional information about the student conduct process visit [Student Conduct Process](#).

5. Reporting

Any non-emergency incident of alleged academic or behavioral misconduct are reported to the Community Standards & Student Conduct office https://www.washington.edu/cssc/facultystaff/report-academic-misconduct/

1) Information to Include

1. Your name and the name of the course (if applicable) in which the alleged misconduct took place.
2. The student(s) names and student ID number(s).
3. Any other student(s) or witnesses who are able to provide additional information.
4. Brief description of the incident such as observations of the student's behavior, information about the assignment, and areas in which you think academic or behavioral misconduct occurred.
5. Additional information could include any statements gathered from others, such as a teaching assistant who observed the alleged misconduct.

2) Examples of documents in evidence

- Course materials including handouts to the student explaining the assignment or examination for which they are charged with misconduct.
- The student's work. It is understandable that you might wish to provide copies, but if the quality of the paper, specific marks which do not reproduce well, or remains of attempts to alter a paper are essential to the case, originals may be necessary.
- Original sources if the allegation involves plagiarism.
- Annotated remarks including diagrams or marks to illustrate some point that may not be evident to the Conduct Officer.
- Correct answers to example questions.
- Course syllabus.

3) Conduct proceedings: An overview of the University Student Conduct Process is found here: https://www.washington.edu/cssc/for-students/overview-of-the-student-conduct-process/

- Conduct officer is assigned and begins fact-finding process

- An investigative interview will be scheduled for the respondent to review the alleged violation(s) of the Student Conduct Code and the report with the Conduct Officer.
    - During the investigative interview, the student respondent is provided with an overview of the Student Conduct Process and their rights.
    - The respondent has the opportunity to provide their account of what occurred, present relevant evidence, and provide names of witnesses for further consideration by the Conduct Officer during the fact-finding process.
- At the conclusion of the fact-finding process, the Conduct Officer will make a decision regarding whether there was a violation of the Student Conduct Code based on a "**preponderance of evidence**" standard. The decision will either be that the student is responsible or not responsible for a violation of the Student Conduct Code. If found responsible, the Conduct Officer will also determine what **sanctions** are appropriate for the violation(s). This written decision is called an **Initial Order**.
- The respondent has the option to request an **administrative review** (appeal) of the decision within 21 days of service of the Initial Order. If an administrative review is not requested the Initial Order is considered final.
- During the fact-finding process, the Conduct Officer may initiate a **full hearing**. Please click here for more information about full hearings.

For more details about the student conduct process, please visit Student Governance Policy, Chapter 209.

4) Grading during conduct process

Instructors leave an "x" grade annotation if grades are due before the Conduct Proceedings are resolved.

6. Online Testing Procedures

If a course uses online testing it will be via Canvas, the SoN learning management system.

7. Ethics of Conducting Original Research

The UW Graduate School requires that graduate students and chairs of all newly formed committees are required to sign a form documenting that the student has been advised of human and animal subjects guidelines. This change was prompted by several incidents in which the required human subjects Institutional Review Board (IRB) approval was not obtained, jeopardizing doctoral research and degrees.

For further information, you may go to the following sites:
UW Graduate School
Human Subjects Division
Office of Animal Welfare

8. Student Absence Policy

The student absence policy according to UW Student Governance and Policies states "A student absent from any examination or class activity through sickness or other cause judged by the instructor to be unavoidable shall be given an opportunity to take a rescheduled examination or perform work judged by the instructor to be the equivalent. If the instructor determines that neither alternative is feasible during the current quarter, the instructor may exempt the student from the requirement. Examples of unavoidable cause include death or serious illness in the immediate family, illness of the student, and, provided previous notification is given, observance of regularly scheduled religious obligations and might possibly include attendance at academic conferences or field trips, or participation in University-sponsored activities such as debating contests or athletic competition. The regulations for Incompletes in Scholastic Regulations, Chapter 110, Subsection 1.A.3 shall apply". Information on leave of absence is provided in handbook section 9.18.

9. SoN Policy on Planned Student Absences

A student who has a justifiable reason for being absent from class will discuss this need with their course instructor and will make any necessary arrangements with the instructor prior to the student's absence from the class. Thus, leave arrangements will be a primary concern between the student and their instructor. It is hoped, however, that the student will plan ahead for any contemplated leave of absence from classes (didactic, lab or clinical) so that they may make satisfactory arrangements for make-up work (if needed) or to meet any other kind of class requirements which might be due while they are gone.

The instructor of the class is responsible to carefully appraise the request with the student and to give the final approval of the request. They will determine whether or not the student needs to compensate for the work missed and to determine with the student what is needed by the student to meet the objectives of the course. See SoN Memo 9.

10. UW Email Account Use

When you enroll at the University of Washington, you are asked to sign up for email service through UW Office 365 or UW G Suite by Google. As a nursing student, you should choose Office 365 for your email service because you may be communicating sensitive information that cannot be transmitted via Google servers. Office 365 is HIPAA and FERPA compliant while Google is not. <u>For this reason, you must choose Office 365 to meet the UW School of Nursing and UW Medicine Workforce compliance requirements.</u> School of Nursing students are considered as a UW Medicine Workforce member.

Students are **not permitted** to set their University of Washington email accounts to forward automatically to non-University of Washington email accounts (i.e., personal email accounts such as AOL, Gmail, Comcast, Hotmail, Yahoo, etc.).

11. UW School of Nursing Social Networking Policy

Summary of relevant UW and UW SoN policies (for full background and policy) can be found here: https://students.nursing.uw.edu/policies/student-policies/social-media/

1) Confidential, proprietary and trade-secret information about UW SoN or its affiliates, students, employees, or alumni may not be posted.

2) Patient privacy must be maintained in all communications. Do not disclose information that may be used to identify patients or their health condition and remember that even de-identified information may be recognized by patients, their families, or their employees.

3) **Copyright and intellectual property rights** must be preserved. For comprehensive guidance, consult the UW Copyright Connection at http://depts.washington.edu/uwcopy/Copyright_Connection/. This useful site contains links to relevant laws and university policies including the UW Patent, Invention, and Copyright Policy at https://www.washington.edu/admin/rules/policies/PO/EO36.html and the Digital Millennium Copyright Act information at http://www.washington.edu/itconnect/policy/dmca.html. Violations may result in lawsuits, fines, and imprisonment. Copyright content can be very valuable; owners may routinely search to see if their material is being used without permission and may take steps to enforce their rights.

4) The UW owns and controls its name(s) and other marks, logos, insignias, seal, designs, and symbols. Unauthorized use of these trademarks is prohibited by UW

trademark and licensing policies and is subject to civil and criminal penalties. The UW reserves the right to assess financial penalties, issue cease and desist orders, or take other legal action.

5) **Respect university time and property**. The use of university computers, internet access, networks, and time on the job is subject to a number of specific rules and policies, including but not limited to the following:

6) Student use of computers and networks is subject to UW policies, including, but limited to the following:

   a. Using your computer in residence halls
   b. Chapter 478-121 WAC Student Conduct Code for the University of Washington

7) In general, do not use Social Media sites for personal, non-work-related purposes when you are supposed to be doing your job (student work). Recognize that the other clinical agencies or departments may also set more restrictive or specific policies regarding access to Social Media sites. When in doubt, check with your unit head.

8) Unless you are serving as an approved, official spokesperson for UW SoN, online communications are your personal opinions and do not reflect the opinion of UW SoN or its affiliated entities. Each workforce member is personally responsible for their posts (written, audio, video, or otherwise).

9) There should be no expectation of privacy when using a University account to visit internet websites. Email communications and internet use may be subject to disclosure under the Public Records Act for audit purposes.

10) Adhere to the rules that apply to all other aspects of your responsibilities as a UW SoN workforce member, including professionalism, integrity, confidentiality, and security. Relevant University and UW SoN policies include but are not limited to the following:

   a. UW Electronic Information Privacy Policy on Personally Identifiable Information
   b. The UW Access and Use Agreement
   c. UW Information Security policies

11) UW Minimum Data Security Standards: UW APS 2.10, UW Minimum Data Security Standards.

     a.   UW Data Management Policy
     b.   UW Guidelines for Electronic Discovery

12. Husky Card and Health Sciences Building Card Access

1) Husky Card: The Husky Card is the official identification card for members of the UW community and is available to students, faculty and permanent staff. Obtaining a Husky Card gives you access to a variety of services. You will need to obtain your Husky Card before coming to orientation.

2) Your Husky Card is your Health Sciences Building access card for building and library access afterhours.

13. Enrollment Status

Full-time quarterly enrollment for graduate students is 10 credits during the academic year.

In summer quarter, graduate students are generally considered full time if taking 2 credits; however, this is not universal. Students are who are on Visas, working as ASEs or on scholarship may be required to take 10 credits. Students are highly encouraged to verify registration requirements with the PhD Program Adviser (phdadv@uw.edu).

Graduate degree requirements normally consist primarily of graduate-level coursework at the 500 level. Students can petition to have elective courses at the 400 level be part of a student's course of study and applied toward graduate degree requirements when acceptable to the student's graduate program and meets specific requirements of the Graduate School.

14. Registration

1) Access to Course Materials and Websites

Only registered (audit or for credit) students will be granted access to course materials and Canvas course websites. Students who are planning to use tuition waiver and must delay registration should contact course faculty of record to request that they be manually added to a course Canvas website (see Memo 50: Student Access to Courses).

The only expected reason to register for a course late (on or after day 1 of the quarter) is to take advantage of a possible tuition exemption option. Students who are eligible for tuition exemption will not register until day 3 or 4 of the quarter. Students registering late for other reasons (e.g., missed deadlines, upper campus "registration holds" on their student account, unpaid fees or tuition in a previous quarter, etc.) will not be given access to course websites by faculty or staff until officially registered. Students using tuition exemption may contact course faculty directly via email to be added to the course website.

2) Auditing Courses

To audit a course you must first register for the course as per usual methods and then complete a Registration Transaction Form (Section 2) to change the course to audit. Students must initial on the form that they have received approval to audit the course from the instructor. The audit option can be changed starting once registration has begun through the end of the second week of the quarter. You cannot change a course to audit status on MyUW/MyGrad. A change of registration fee will be charged starting the second week of the quarter.

Attendance in courses as an auditor is based on the consent of the instructor and space availability. You may not audit a course if you have not completed a prerequisite. Permission to audit is ordinarily granted for lecture classes only. You may not participate in class discussion or laboratory work and your registration may be canceled at the discretion of the instructor. Audited courses are not recorded on your permanent record.

Auditors pay standard tuition and fees and must be regularly admitted and registered in the course. Although credits for audited courses are not listed on your transcript, they will be included in the billing on the fee statement. Audit credits count in the calculation of fees. Courses audited may not be changed to credit registrations after Friday of the second week of the quarter.

3) Independent Study Procedures

Students wishing to complete independent guided study with a faculty member need to meet and develop specific objectives for the quarter in advance of registering. Students and faculty will need to agree upon the specific course (NURS 599 Selected Readings in Nursing Science OR NMETH 600 Independent Study or Research) that is most appropriate based on these objectives, deliverables and methods to achieve

them. Faculty and students also need to concur on the number of credits for the independent study, recognizing that 1 credit is approximately 30 hours of work/quarter to meet stated objectives. Once these have been established. The student and faculty complete the required [form](#) (e.g., NURS 599 or NMETH 600). Students should email phdadv@uw.edu to initiate the required form through DocuSign. Students should only be provided with a faculty add code to register for the independent study after form is completed and signed off. Please note that in summer quarter, the faculty's chairperson signature is also required prior to registration. A copy of the completed form is provided to the Graduate Program Adviser for student file.

At the end of the quarter, student and faculty evaluate progress towards objectives, and complete Section II of the form denoting what grade will be awarded. Following completion, the form is again filed with student and academic services, and the faculty submits student grade to registrar (credit or no credit).

4) **Courses that Require Permission to Register**

Certain courses may require either an add code or faculty permission to register. These details and how to obtain permission will be provided in the time schedule.

5) **Petition for Reduced Enrollment**

In exceptional cases, students may submit a petition for reduced enrollment to the Graduate school. If approved, the student is eligible to be employed and/or receive the position benefits while registered in less than 10 credits. This petition process is only for eligibility to work as an RA/TA/SA/Predoctoral Instructor or receive a stipend as a fellow or trainee. Please see the [Graduate School policy](#) regarding eligibility criteria and the petition process.

6) **Withdrawal from Courses**

   a. **Withdrawal (W)**

   It is your responsibility to withdraw if you are unable to attend for the quarter. Through the end of the *Unrestricted Drop Period*, you may withdraw by dropping all courses from your MyUW registration page. Beginning the first day of the *Late Course Drop Period* through the last date of instruction, you must withdraw by following the Adviser-Assisted Drop process, as listed on the [Current](#)

Quarter Drop webpage. Review the UW Office of the Registrar Withdrawal policy.

Students who withdraw may be entitled to a refund of all or a portion of the tuition and fees for a given quarter depending on the time of the quarter the withdrawal is completed.

b. **Former Quarter Drop (previously known as a hardship withdrawal)**

The University of Washington understands that, as a student, you may face a variety of challenges and obstacles while attending the University. The Former Quarter Drop (FQD) process was designed to help you address the impact these challenges and obstacles may have on your ability to achieve academic success.

The FQD process providers students with a method to petition for a grade earned in a former quarter to be changed to a Registrar Drop (RD) due to the student having an extenuating circumstances prevented them from using Current Quarter Drop Process.

The following information outlines how you can the FQD process to request to drop a class or classes completed in a quarter that has already ended. See Former Quarter Drop policy here.

15. **Grading**

1) **University and SoN Graduate Student Grading Policies**

The School of Nursing follows **Scholastic Regulation, Chapter 110.1.B: Grading Practices for Graduate Students**.

2) **PhD Grading Scale and Policies**

The Grading Scale for Nursing PhD courses to convert from percentile to 4.0 scale. The conversion is published in each course website on the PhD Resource page. **Final grades are not rounded.** The use of this scale and rounding rules are standardized and used by all instructors. It is not negotiable.

Courses taken outside the SoN may have different grading scale.

Grades below 1.7 will be recorded as 0.0 by the Registrar and no credit is earned. Courses in which a student received a grade below 2.7 are not able to be applied towards the degree.

3) **S/NS Grading**

Note: Core PhD Courses (NURS 587, 588, 589, 595, 610; NMETH 579, 582, 596, 610) are not eligible for S/NS grading.

You may elect to take other courses on a satisfactory/not satisfactory (S/NS) basis, up to 20 credits. If you are a graduate student and earn grades of 2.7 or above, you will receive a grade of S while 2.6 or below are recorded as NS.

Students must have the written permission of their faculty adviser to take a course for S/NS grading unless the student has officially formed their Supervisory Committee. If the student has an approved Supervisory Committee, then the Chair of that committee should be contacted with a request for approval of S/NS grading in eligible courses. Students are advised to copy themselves and PhD Program Adviser (phdadv@uw.edu) on all such emailed requests.

If approval is granted, the student must elect the S/NS option either when registering or no later than the end of the seventh week of the quarter.

4) **Incompletes in Courses**

An incomplete may be given only when the student has been in attendance and has done satisfactory work to **within two weeks** of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

To obtain credit for the course, a student must successfully complete the work, and the instructor must submit a grade within the next quarter of study. A petition may be filed to extend the period for completion, but in no case may an incomplete be converted into a passing grade after a year. An incomplete received by the graduate student does not automatically convert to a grade of 0.0 but the "I" will remain as a permanent part of the student's record.

5) **N Grade (No Grade-in Progress)**

An N grade indicates that satisfactory progress is being made, but evaluation depends on completion of the research, thesis, or dissertation, at which time the grade will be converted to CR (credit).

6) Warning Notices and Learning Contracts

A warning notice and learning contract is issued for any nursing student who is doing less than satisfactory work in a School of Nursing course. A Warning Notice and learning contract may be issued at any point in the quarter but will be issued for ANY student who is not meeting course objectives, is in danger of failing and/or who has less than a 2.7 grade at mid-quarter. The warning notice includes a learning contract which outlines what the student must do for the remainder of the quarter to pass the course. See Memo 6: Warning Notice and Learning Contract for more information.

7) Course Repeats and Failures

Graduate students may repeat any course. Both the original grade and the second grade are computed in the GPA. Subsequent grades will not be included but will appear on the permanent record. The number of credits earned in the course will apply toward degree requirements only once. Veterans receiving benefits must receive approval before a course is repeated. See Registration Restrictions for additional information about repeating courses.

16. Annual Reporting and Review of Student Progress

Consistent with UW Graduate School Policy 3.7 Academic Performance and Progress, the UW School of Nursing will review student progress annually. Annual student progress letters will be sent by the Office of Student and Academic Affairs.

1) Student in Good Standing

To be considered a graduate student in good standing, the student must be making satisfactory progress, be meeting Essential Behaviors and University and School standards relative to scholarship and performance in pursuit of their degree. This includes the following criteria:

- Meet University requirements for a graduate degree

- Maintain satisfactory performance and progression toward completion of the degree, as outlined in Graduate School Policy 3.7: Academic Performance and Progress
- Earn a quarterly GPA of 3.00 or higher
- Earn a grade of 2.7 or higher in required courses
- In programs of study where course work is sequential, achieve course objectives and earn credit for each course each quarter in order to progress to the next course in the sequence

Review of students who maintain a 3.0 grade point average (GPA) is undertaken at least annually (Spring quarter) by M/PhDCC. Students whose cumulative or quarterly GPA falls below a 3.0 must be reviewed quarterly and be provided with a written explanation. An official from the Office of Student and Academic Affairs works with the Chair of M/PhDCC to provide annual and quarterly progress letters to students.

2) **Academic Warn/Probation/Final Probation/Drop**

When review of a student's performance and progress result in a determination that it has been unsatisfactory, the name of the student and recommendation for action (i.e. probation, final probation, or drop) are transmitted by the SoN to the Dean of the Graduate School. Students must receive written notification of this action which includes information regarding the necessary steps the student must take to maintain good standing in their graduate student status. Graduate School Policy 3.7: Academic Performance and Progress

a. **Warn**

This is an early status for a student who has failed to meet expectations for performance or progress. Warnings are optional in the probation process and are managed internally by the program with a goal of resolving problems before escalating to probation. The Chair of M/PhDCC will work with an official from the Office of Student and Academic Affairs to prepare the warning notice and describe what the student needs to demonstrate to resolve the problems with student performance or progress. An official from the Office of Student and Academic Affairs will send the student the warning notice and place a copy in the student's academic file. The program may issue multiple warning letters to the student and the Graduate School is not notified. The Graduate School recommends that programs use the warning status prior to a probation status.

- Recommended for students whose cumulative GPA has dropped slightly below 3.0–i.e. 2.99-2.95.
- Recommended for students who have failed to meet expectations for performance and progress as determined by the graduate program.

b. Probation

This status is used for a student who has failed to resolve problems with student performance or progress that the program has previously documented and communicated to the student. If M/PhDCC votes to recommend to the Graduate School that the student be placed on probation, an official of the Office of Student and Academic Affairs will draft a letter recommending probation summarizing the unresolved concerns. An official of the Office of Student and Academic Affairs will send the probation recommendation to the student with a copy to the Graduate School no later than the 10th business day of the probation quarter. All students must be informed of the reason for the probation, steps the student must take to remove the probation, and the consequences the student will face if steps were not taken to remove the probation.

- Recommended for students who have not corrected the deficiency which caused the warn action within the time limit specified by the graduate program.
- Recommended for students who depart suddenly and substantially from scholarly achievement as defined by the graduate program.

c. Final Probation

This status is used for a student who has failed to resolve the documented problems in the student's probation status as submitted to the Graduate School. If M/PhDCC votes to recommend to the Graduate School that the student be placed on final probation, an official of the Office of Student and Academic Affairs will draft a letter recommending final probation summarizing the unresolved concerns. An official of the Office of Student and Academic Affairs will send the final probation recommendation to the student with a copy to the Graduate School no later than the 10th business day of the probation quarter. All students must be informed of the reason for the final probation, steps the student must take to remove the final probation, and the consequences the student will face if steps were not taken to remove the final probation.

The Graduate School will review the final probation letter and, if accepted, the Graduate School will send an additional letter from the Dean of the Graduate School to the student informing the student of final probation status. The graduate program must issue one quarter of final probation prior to a drop from the program, except in clearly documented situations outlined in Graduate School Policy 3.7.

- Recommended for students who have not corrected the condition(s) that caused the probation recommendation within the time limit specified by the graduate program.

- Recommended for students who may have corrected previous probation conditions but failed additional performance requirements and did not progress toward completion of the graduate program.

d. Drop

If the concerns outlined in the prior probation recommendation letters remain unresolved, M/PhDCC may vote to recommend a drop from the program. The graduate program must issue one quarter of final probation prior to a drop from the program, except in clearly documented situations outlined in see UW Graduate School Policy 3.7 Academic Performance and Progress. Drop is an official action that terminates a student's enrollment from a graduate program; a program drop is distinct from dismissal, which is an official action that terminates a student's affiliation with the University. An official of the Office of Student and Academic Affairs will send the drop recommendation to the student with a copy to the Graduate School no later than the fifth business day of the drop quarter. If the Graduate School approves the drop, the drop status will appear on the student's official transcript and the student will receive a drop letter from the Dean of the Graduate School. When dropped, a student is not eligible to complete the program or return later to complete the degree. A student dropped from one graduate program may apply to and enroll in a different graduate program if accepted.

If the Graduate School approves the drop, the Registrar is notified by the Graduate School and the student is immediately removed from the graduate program. The drop status will appear on the student's official transcript. Drop letters are sent to the student from the School and from the Dean of the

Graduate School. When dropped, a student is not eligible to complete the program or return later to complete the degree. A student dropped from one graduate program may apply to and enroll in a different graduate program if accepted.

This is the final action to be recommended for students who have not corrected the condition(s) that caused the final probation recommendation within the time limit specified by the graduate program.Additional considerations as described in the graduate program policy may result in an immediate recommendation to drop a student without progressing through Probation and Final Probation. The most common examples of this are unsatisfactory performance in the following:

- Qualifying or Preliminary Examinations: As defined in a graduate program policy.
- Doctoral General Exam or Final Exam performance: if graduate faculty determine the student did not pass the general or final exam, the graduate faculty may indicate on the committee signature form that the student is recommended to be dropped from the program. See Graduate School Policy 1.1 for general exam and final exam requirements.
- Fieldwork or professional performance: As defined in a graduate program policy.

e. **Appeals**
   Students may appeal these recommendations directly to the Coordinating Committee Chair or Director of the PhD program. Appeals beyond this point must follow the process outlined in Graduate School Policy 3.8 , Academic Grievance Procedure

3) **Essentials Warning and Monitoring**

   Please see section 6 above on Essential Behaviors.

17. **Leave of Absence Policy**

To be eligible for On-Leave Status, a graduate nursing student must comply with the policies and procedures outlined in University of Washington Graduate School Policy 3.5, On-Leave Policy to Maintain Graduate Student Status.

Steps for Petitioning for On-Leave Status:

1. Review policies and procedures outlined in [University of Washington Graduate Policy 3.5: On-Leave Policy to Maintain Graduate Student Status](#).
2. Obtain the written approval of the Associate Dean for Student and Academic Affairs (sonadaa@uw.edu) and the student's faculty adviser or doctoral supervisory chair. These approvals may be submitted by e-mail to the PhD Program Adviser (phdadv@uw.edu).
3. Once the student receives approval, they should log into MyGrad to submit the On-Leave request online. Requests for leave must be submitted quarterly during the regular academic year to maintain graduate student status.
4. Submit fee payment online. Payment must be received by 5PM Pacific the last day of instruction. This will not be automatically billed to student account.
5. Upon return to the University from On-Leave status, the student is advised to meet with faculty adviser, PhD Program adviser, and/or supervisory chair. The PhD program adviser will ensure re-subscription to the appropriate student group contact lists.

18. Policy and Procedures for Request for Reinstatement

A matriculated student previously registered in the Graduate School who has failed to maintain graduate student status (on-leave status or registration) loses their graduate student status. To resume studies in their previous graduate program, the student pursue reinstatement with the UW Graduate School and the School of Nursing. The Graduate School procedures and request for reinstatement can be found at https://grad.uw.edu/policies/reinstatement/.

NOTE: The UW Graduate School requires that doctoral degree students (DNP, PhD) complete all degree requirements within 10 years from the original date of matriculation. This includes quarters spent on-leave or out of status as a graduate student.

Reinstatement decisions are made at the discretion of the degree program and may be based on the applicant's academic status when last enrolled, activities while away from campus, the length of the absence, the perceived potential for successful completion of

the program, as well as any other factors or considerations regarded as relevant by the program.

Eligibility for Consideration (not necessarily approval) of requests for reinstatement may be considered for students who have been inactive and have completed at least one quarter of graduate study in one of the UW-Seattle SoN Graduate Programs. If applicable, the degree and specific track within the degree program must be currently active. Requests for reinstatement must specify the academic quarter for which reinstatement is sought and must be submitted no less than eight weeks before the start of said quarter.

1) **Reinstatement Procedures**

Graduate School

Students who wish to resume studies within the same degree program must file a request for reinstatement to the Graduate School in MyGrad. Requests will first be reviewed and approved by the department (see process for SoN review below). Once department has approved the request and the Graduate School has confirmed the students' eligibility for reinstatement, students will be notified to pay a non-refundable reinstatement fee before registering for the requested quarter of reinstatement. The fee for readmission is subject to change by the Graduate School.

School of Nursing

Graduate students who are not enrolled and who have not maintained "on leave" status are automatically withdrawn from the University. A former student must contact the PhD Program Director regarding the possibility of re-entry into the Degree Program. A formal re-entry request must be sent to the PhD Program Director and PhD Coordinating Committee (M/PhDCC) by week 5 of the quarter prior to requesting reinstatement that includes the following:

1. the request for re-entry,
2. the reason for the lapse in on-leave standing,
3. a specific plan for completion of the program (to include a timeline for program milestones for PHD students), and

4. a statement from the Faculty Adviser/Supervisory Committee Chair concurring with the petition and plan and conveying their willingness to work with the student to complete the program.

In the event that the student's faculty adviser/chair is unavailable, the student should identify other faculty members familiar with the student's graduate work to complete this statement.

The request must be signed by the student and Faculty Adviser/Supervisory Committee Chair (email approval in lieu of signature is allowed). The M/PhDCC has final authority to re-admit upon the recommendation of the PhD Program Director. A final decision regarding the student's request will be communicated in writing.

Students approved for reinstatement will be provided with a revised program of study that may include additional coursework if curriculum changes have been made since the student last attended.

19. Grievance Procedures

1) Grievances

A graduate student enrolled in the School of Nursing who believes they have a grievance involving unfair treatment or an injustice of substantial proportions involving academic affairs with the School of Nursing may initiate action to redress such grievance. If the matter may involve discrimination, refer to the University of Washington Operations Manual, D 46.3.

Steps in the SoN Graduate Student grievance procedure are described below. Each step must be completed prior to going to the next step. The University Ombudsman may be consulted at any point in the procedure. This procedure is intended to expedite the handling of grievances that arise within the School of Nursing and is supplementary to Graduate School Policy 3.8: Academic Grievance Procedure.

i. Student-Instructor Discussion:

Many problems can be resolved by an open discussion between the student and the faculty member. Thus, if a student has a grievance with a faculty

member the student needs to make an appointment with the faculty member and state the purpose of the meeting is to discuss a grievance. Either the student or faculty member may request another faculty member to be present during the student-instructor discussion. The faculty member involved is responsible for preparing a summary of the points discussed and outcome of the meeting to be placed in the student's file. A copy of this summary is also given to the student.

ii.   **Department Chairperson Meeting with Student and Faculty Member:**

If student-instructor discussion does not resolve the issue, the student may file a written complaint with the department chairperson. If more than one department is involved, the original should be sent to the department chairperson most directly involved. Copies of the complaint should be sent to the chairperson of each department involved and to the Associate Dean for Academic Affairs (sonadaa@uw.edu). The chairperson of the department most directly involved will arrange a meeting with the student and the faculty member together in order to seek a resolution of the problem. Within two weeks of the date that the grievance is filed, the department chairperson will provide a written summary of the meeting including the decision and will send a copy to the ADAA. If other departments are involved, a copy of the decision should be sent to each chairperson involved. The student and involved faculty member also must receive a copy of the written summary.

If a student has a grievance with the Department Chairperson, the student should contact the Associate Dean for Academic Affairs to discuss appropriate steps to resolve the issue.

iii.   **Meeting with the Associate Dean for Academic Affairs:**

Within two weeks from the date the grievance was filed with the Departmental Chairperson, if the problem has not been resolved to the satisfaction of the student the matter may be referred to the ADAA. The ADAA will endeavor to determine the basis of the student's continuing dissatisfaction and explore with the student alternatives for further action. The ADAA is responsible for writing a summary of the discussion and

outcome of the meeting. The original summary goes into the student's file and a copy is given to the student. Upon the request of the student, the ADAA will refer the matter to a Grievance Committee within the School of Nursing (PhDCC). If a member of the committee is involved with the student's grievance, a substitute faculty member, with no known bias in the matter, will be appointed for the consideration of the grievance.

If the student's grievance is with the ADAA, the student will be referred to the Executive Dean for further guidance.

iv. **Consideration of Matter by Grievance Committee:**

The Grievance Committee may review the written materials regarding the student's grievance and make its decision based solely on the written material. Alternatively, a hearing about the matter may be requested by the committee, the student, or the faculty member involved. The hearing should be held as soon as those involved may be assembled. A written summary of the hearing (the findings) and the committee's recommendation are to be submitted to the ADAA within 48 hours of the hearing. The ADAA will advise the student, faculty member, and department chairperson(s) of the recommendations.

v. **Associate Dean for Academic Affairs:**

Upon receiving a report of the findings and recommendations of the Grievance Committee, the ADAA may decide to intervene or not. Within ten days, the ADAA will notify the student of this decision and send a copy of the notification to the Dean of the School of Nursing and to the Dean of the Graduate School.

vi. **File Formal Complaint with the Dean of the Graduate School:**

If after the ADAA within the School of Nursing has arrived at a decision for no further action within the School of Nursing, the student continue to believe further consideration is desirable, the student may file a formal complaint with the Dean of the Graduate School.

2) **Communicating Concerns about Instruction Procedures**

If a student has any concerns about a course, course instructor, or course Teaching Assistant (TA), please see the TA or instructor about these concerns directly and as soon as possible. Direct communication with the affected parties is the simplest way to resolve any misunderstandings and miscommunication. If you are not comfortable talking with the TA or instructor, or are not satisfied with the response that you receive, you are encouraged to speak to the Department Chair of the course faculty.

3) **Grade Disagreement**

If a student has a concern about a grade on an assignment or within a course, they should first refer to the course syllabus for specific guidance on rebuttals or grading procedures. In the absence of specific guidance from the course syllabus, students should follow the Grade Appeal Procedure outlined here https://www.washington.edu/students/gencat/front/Grading_Sys.html.

4) **Role of the University Ombudsperson**

The Office of the Ombud is a place where all members of the University of Washington community, including students, can seek information, consultation, and assistance. Each year, the Ombud Office collaborates with hundreds of individuals who are facing challenges. They provide a safe environment to voice concerns and develop constructive options to address situations.

SCHOOL OF NURSING
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10| STUDENT RESOURCES

1.   **Student Spaces**

1) **Study Spaces**
    - Study rooms are available in the Health Sciences Library and may be reserved. https://hsl.uw.edu/spaces/ - study-spaces
    - Suzzallo Library Carrels and Scholar Study Rooms http://www.lib.washington.edu/suzzallo/study/carrels

2) **Student Lounge**
    The SoN student lounge is located on the 4th floor (T441). A code is required for access and will be provided to students at orientation, or you may contact the staff PhD Program Adviser (phdadv@uw.edu) to obtain the code. The lounge includes a kitchenette area.

3) **PhD Student Carrells**
    Carrell Assignments:
    - Will be assigned at initial orientation
    - Assignment Length: Assignments are valid until graduation

4) **Lactation Rooms**
    Private lactation rooms are available in the Health Sciences Building and the South Campus Center.

    - Health Sciences has four secured rooms available for lactating individuals.
    - Three rooms are located in the T-wing and one room in South Campus Center.
    - There are two stations in each room available on a first-come, first-served basis.
    - Please see the Lactation Room request form for guidance on accessing the lactation rooms.
    - The School of Nursing student lounge (located in Health Sciences Building T-441) has a designated mini fridge exclusively for breast/chest milk storage. Please label and store your breast/chest milk in the provided

fridge. Door code is required for access and will be provided to students at orientation, or you may contact your Graduate Program Adviser.

For additional locations and how to access, please see: https://hr.uw.edu/worklife/child-care-and-caregiving/lactation-spaces/uw-seattle/

5) **Prayer/Meditation Space**
Spaces for prayer/meditation on campus, including Wellness Room space in the Health Sciences Education Building reserved for student use, can be found here: https://www.washington.edu/diversity/prayer-meditation-spaces-on-campus/

2. **Transportation**

1) UW Transportation Services: https://facilities.uw.edu/transportation/

2) ORCA/UPASS: The U-PASS provides students with a variety of low-cost transportation options. All Students who pay the Service & Activities Fee are automatically U-PASS members and required to pay the U- PASS Fee.

3) Parking: Students can purchase daytime or evening parking permits, as well as motorcycle permits from Transportation Services. Parking lot availability changes based on occupancy levels and whether or not the permit is for evening parking (after 4 p.m.) or daytime parking (before 4 p.m.).

3. **Student Representation on Graduate Curriculum Coordinating Committees (PhDCC)**

Each of the curricular coordinating committees include and encourage student representation. The student representatives can bring forward items for the agenda and collectively have one vote on motions. Calls for nominees occurs at the beginning of the academic year.

4. **Student Organizations Relevant for Graduate Students**

1. *UW School of Nursing Student Leadership Board:* The School of Nursing Student Leadership Board's (SLB) mission is to represent, advocate for, and build connections among all students in the School of Nursing (SoN).

2. *Graduate and Professional Student Senate*: The [Graduate and Professional](#) [Student](#) [Senate (GPSS)](#) is the official student government for all graduate and professional students at UW-Seattle.

3. *Office of Student Veteran Life*. http://depts.washington.edu/vetlife/

   [Veteran's Education Benefits Office:](#) The University of Washington Veterans Education Benefits office serves current service members, veterans and their dependents during their time as students at the UW. The Veterans Education Benefits staff provides students with information about VA educational benefits, certifies GI Bill® benefits, and answers questions about financial aid.

4. *Sigma Honor Society of Nursing Psi-at-Large Chapter*: https://thecircle.sigmanursing.org/psichapter/community-home

5. *Additional student groups are open to both UG and Graduate students*. See list at: https://nursing.uw.edu/students/clubs/

5. Disability Resources for Students Services

The School of Nursing is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education and employment for students with disabilities. The School of Nursing works closely with [Disability Resources for](#) [Students](#) (DRS) in this process. DRS is the contact point for students with permanent or temporary sensory, physical or psychological disabilities interested in requesting reasonable accommodations due to the effects of a disability.

Students who wish to request reasonable accommodations are encouraged to contact DRS to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations may not be implemented retroactively so being timely in requesting your accommodations is very important. The University does have policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodations. To learn more about the process for establishing services through these offices please contact the appropriate office given your campus location:

SCHOOL OF NURSING
UNIVERSITY *of* WASHINGTON

Disability Resources for Students (DRS)

011 Mary Gates Hall, Box 352808, Seattle, WA 98195-2808

206.543.8924 (V/TTY)

206.616.8379 (FAX)

uwdrs@uw.edu

https://depts.washington.edu/uwdrs/

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodation. The School of Nursing will work with the student and the respective campus disability office to provide reasonable and appropriate accommodations. While the School of Nursing will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note it may not be possible to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the program.

6. **Student Parent Resource Center**

   Student Parent Resource Center provides resources and financial support to students with children. Student parents at the UW can find the resources they need to support the successful completion of their degree.

7. **Methodology and Statistical Support**

   The Office of Nursing Research supports the UW School of Nursing's research mission to advance nursing science. The ONR provides consultation services which are available, free-of-charge to students for study design, qualitative analysis and statistical support. In addition, the ONR supports modeling parties (grant reviews) for student researchers preparing extramural applications.

8. **Writing Resources**

   - The School of Nursing has a Student Writing TA available to assist with writing support. The writing TA holds a variety of group courses on writing, as well as 1:1 consultation sessions. To access their services, email SONWriting@uw.edu

- Allen Library Research Commons is specifically targeted for graduate student writers working on long-term projects. No appointment is needed and sessions can last up to 90 minutes. Writing support at Allen Research Commons is staffed by graduate tutors who are trained to support your writing through thoughtful questions and conversational peer-to-peer feedback. In case of simultaneous requests for drop-in sessions, graduate students have priority at this site.

- The Odegaard Writing and Research Center provides by appointment writing support for students.

- Health Sciences Librarians are available to assist with research and search support services.

9. **Guidance on Authorship in Scholarly or Scientific Publications**

   1) **General Principles**

      The public's trust in and benefit from academic research/scholarship relies upon all those involved in scholarly endeavors adhering to the highest ethical standards, including standards related to publication and dissemination of findings and conclusions.

      Accordingly, all scholarly or scientific publications involving faculty, students, and/or staff rising from all academic activities performed under the auspices of the University of Washington School of Nursing must include appropriate attribution of authorship and disclosure of relevant affiliations of those involved in the work, as described below. This guidance applies to both student-led and faculty-led work throughout the doctoral program.

      These publications, which, for the purposes of this guidance, include articles, abstracts, manuscripts submitted for publication, presentations at professional meetings, and applications for funding, must appropriately acknowledge contributions of colleagues involved in the design, conduct or dissemination of the work by neither overly crediting contribution nor ignoring meaningful contributions. Work that results from a paid Research Assistantship may or may not warrant authorship.

As it represents a conflict of interest (COI), and they are usually not appointed to the reading committee, the Graduate School Representative (GSR) is not normally included as an author on publications. In addition, the UW SoN specifically has adopted the standards of the Graduate School for GSR participation. As such, they are only expected to ensure standards of rigor expected for a PhD at the UW, be a mediator for issues that arise between the committee and student, and to attend oral portions of the General and Final (dissertation) examination. This level of participation should not warrant authorship. Should the GSR meet criteria for authorship (see below) and be added as an author to a planned paper from the dissertation, they are precluded from serving in the GSR role due to the COI and may require reconstitution of the PhD Committee.

In addition, financial and other supporting relationships of those involved in the scholarly work must be transparent and disclosed in publications arising from the work. These supports would include grants (training and research), scholarships, in-kind contributions of equipment, supplies or other resources as well as relevant financial relationships. Support provided to a student via research, teaching or student assistantships do not need to be disclosed.

2) **Authorship Standards**

The intent of these standards is to avoid situations in which graduate students or faculty feel that their contribution to published work has not been fairly recognized. Authorship discussions should be a routine part of conversations about intellectual collaboration. The UW SoN endorses the ICMJE criteria for authorship.

All authors are responsible for fairly evaluating their roles in the project as well as the roles of their co-authors to ensure that authorship is attributed according to these standards in all publications for which they will be listed as an author. As such, it is not expected that all committee members will be included on all papers resulting from the dissertation simply because of committee membership. In rare cases, solo authored papers may result from doctoral study. The student is encouraged to discuss this option early on with their committee. Because of these nuances, the student and committee are highly encouraged to discuss authorship when planning papers as part of the proposal approval.

3) Requirement for Attribution of Authorship

Each author should have participated sufficiently in the work to take public responsibility for its content. All co-authors should have been directly involved in all three of the following:

- planning and contribution to some component (conception, design, conduct, analysis, or interpretation) of the work which led to the paper or interpreting at least a portion of the results;
- writing a draft of the article or revising it for intellectual content; and
- final approval of the version to be published. All authors should review and approve the manuscript before it is submitted for publication, at least as it pertains to their roles in the project.

Some diversity exists across journals regarding acceptable standards for substantive contributions that would lead to attribution of authorship. The below seeks to provide some guidance on this point.

First (Lead) Author
The first author is usually the person who has performed the critical aspects of the project. Often, this individual is also the person who has prepared the first draft of the manuscript. The lead author is ultimately responsible for ensuring that all other authors meet the requirements for authorship as well as ensuring the integrity of the work itself. The lead author will usually serve as the corresponding author.

Co-Author(s)
Each co-author is responsible for considering their role in the project and whether that role merits attribution of authorship. Provision of a dataset for secondary analysis is not on its own meritorious of authorship. Co-authors should review and approve the manuscript, at least as it pertains to their roles in the project.

External Collaborators, Including Sponsor or Industry Representatives Individuals including consultants (i.e., ONR methodologists) who meet the criteria for authorship should be included as authors irrespective of their title or institutional

affiliations., Individuals who have contributed significant portions of the text should be named as authors or acknowledged in the final publication. Other external contributors must meet the requirements for authorship or acknowledgement must be appropriately listed as contributors or authors on the article and their external affiliation must be disclosed in the published article.

<u>Acknowledgements</u>

Individuals who do not meet the requirements for authorship but who have provided a valuable contribution to the work should be acknowledged for their contributing role as appropriate to the publication. Such contributions would include provision of study data for analysis if authorship criteria are not met. Please be aware that in some cases, the journal requires the acknowledged author to approve of this recognition.

<u>Courtesy or Gift Authorship</u>

Individuals do not satisfy the criteria for authorship merely because they have made possible the conduct of the research and/or the preparation of the manuscript. Under no circumstance should individuals be added as co- authors based on the individual's stature as an attempt to increase the likelihood of publication or credibility of the work. For example, heading a research program or department where the research takes place does not, by itself, warrant co-authorship of a scholarly paper. Nor should "gift" co- authorship be given to those whose only contributions were to provide, for example, routine technical services, to refer patients or participants for a study, to provide an instrument, to assist with data collection and entry, or to review a completed manuscript for suggestions. Although not qualifying as co-authors, individuals who assist the research effort may warrant appropriate acknowledgement in the completed paper.

Senior faculty members should be named as co-authors on work independently generated by their trainees only if they have made substantial intellectual contributions to the design, interpretation of findings and manuscript preparation.

4) **Authorship Disputes**

Determinations of authorship roles are often complex, delicate, and potentially controversial. To avoid confusion and conflict, discussion of attribution should be initiated early in the development of any collaborative publication. For disputes that cannot be resolved amicably, individuals may seek the guidance of the M/PhDCC chair and the Associate Dean for Academic Affairs.

Adapted from: Yale University Office of the Provost, NIH, INANE, and ICMJE guidance on authorship.

10. Public Speaking Resource

The Center for Speech & Debate offers a space for speech practicing. Students need to sign up for a time on the website and then they can practice, record their speech, and receive feedback from a speaking tutor.

11. Funding Resources

1) Funding your Education

Many funding opportunities are available for nursing students, both within the School and UW and also the community at large. Students, no matter their need level, are encouraged to apply for as many funding sources as possible.

Complete information about the types of student funding available, as well as how to complete the Free Application for Federal Student Aid (FAFSA), can be found on the UW Office of Student Financial Aid website.

School of Nursing Financial Support Application

The School of Nursing has several scholarships to support nursing students enrolled at the Seattle campus during the academic year (autumn through spring). Though some scholarships are limited, we are able to help many of our students who have high unmet need.

Unmet need is determined from the Cost of Attendance (CoA) minus federal loans minus student/parent contribution; what is left is called unmet need. This figure is determined from the student's Free Application for Federal Student Aid (FAFSA) and the UW Office of Student Financial Aid (UW OSFA).

More information on the application can be found here:
https://nursing.uw.edu/students/financial/application/

2) Funding your Scholarship/Research

Hester McLaws Nursing Dissertation Scholarship

The Hester McLaws Nursing Dissertation Scholarship provides funding up to $5,000 for allowable dissertation-related expenses. This is available to any PhD student who has passed their General Exam.

Scholarship travel awards

Each Autumn and Spring, travel award announcements from the Graduate School are sent out to all graduate students who will be attending and presenting at a national conference to help offset the cost. The Graduate and Professional Student Senate also has travel awards available. Other sources include the de Tornyay Center for Healthy Aging and the Center for Global Health Nursing.

3) Teaching Grants

i. NIOSH student funding

PhD nursing students may be eligible for funded traineeships from the National Institute for Occupational Safety and Health (NIOSH) through the Northwest Center for Occupational Health and Safety for 16 quarters. To be eligible, students must be enrolled full time (10 credits or more), take all of the required occupational health and safety courses, and complete their PhD dissertation related to an occupational health and/or safety issue. Depending on availability, the traineeships may cover tuition costs and some stipend. Contact Dr. Jenny Tsai (communityhealthnursing@uw.edu, 206.543.6079) for more information.

ii. Biology to Society (B2S) Research Training Grant

The University of Washington School of Nursing has a T32 training program in Interdisciplinary Nurse Scientist Training in Multilevel Approaches: Biology to Society, funded by the National Institute of Nursing Research (T32NR016913). The grant focuses on training of nursing science doctoral students and postdoctoral trainees with skills necessary to incorporate biological measures as they consider individual, family, community, and societal impacts on health and disease. The grant supports opportunities for pre-and post-doctoral research training. For more information, please see
https://nursing.uw.edu/prospective/doctoral-training/

iii. **Research in Nursing and Global Health Training Grant (RiNGH)**
The University of Washington School of Nursing has a T32 training program RiNGH, funded by the National Institute of Nursing Research (T32NR019761), prepares junior scientists with knowledge and skills to advance global health equity through team-based, interdisciplinary research. This training grant offers pre-doctoral traineeships and post-doctoral fellowships to support enhanced education, scholarly mentorship, and career development. For more information, please contact the training program director Dr. Pamela Kohler (pkohler2@uw.edu).

11| PhD DEGREE REQUIREMENTS

The PhD in Nursing Science program is designed for individuals seeking to develop a career as a nursing science researcher.

1. **For students entering the program Autumn 2019 and earlier**

    The program requires a minimum of 93 quarter credits for completion, and graduates must meet expected student outcomes as detailed on page 10 of this handbook. It is anticipated that the average student will exceed the required number of credits by adding courses that provide knowledge that is unique to their area of research interest. Each student's supervisory committee has the final responsibility for approving their program of study.

    Of the 93 credits required for graduation, 41 credits are defined as Theory and Domain of Knowledge, and 52 credits are defined as Scholarly Inquiry.

2. **For students entering the program Autumn 2020 and later**

    The program requires a minimum of 96 quarter credits for completion, and graduates must meet expected student outcomes detailed on page 10 of this handbook. It is anticipated that the average student will exceed the required 96 credits by adding courses that provide knowledge that is unique to their area of research interest. Each student's supervisory committee has the final responsibility for approving their program of study. A specific breakdown of program requirements follows:

Course type	Credits
Nursing Science Core	29
Statistics Sequence	12 (minimum)
Epidemiology	4 (minimum)
Clinical Trials	3 (minimum)
Policy	2 (minimum)
Advanced Nursing Science or Nursing Methods Electives	6 (minimum)

Related Fields (non-nursing)	6 (minimum)
Teaching Practicum	3
Research Practicum	4
Dissertation	27
TOTAL	96+

For specific information regarding approved statistics, epidemiology, and policy courses and a list of optional electives, please email phdadv@uw.edu to obtain more information.

12| ADVISING

1. **Faculty Academic Advisor**

   1) **Assignment of Initial Advisor**

   All incoming doctoral students are assigned to a graduate faculty member for individual program advising and mentoring. Upon accepting an offer of admission, it is recommended that students schedule a check-in meeting with their faculty advisor to provide an opportunity for introductions, discussion of the student's background and research interests, discuss courses to consider in autumn, and any other questions. Ideally this meeting would occur prior to summer quarter. Most School of Nursing faculty have nine-month appointments and may or may not be available for advising in summer quarter.

   2) **Role of the Doctoral Faculty Advisor**

   The faculty advisor serves as the student's academic program advisor until a chair of the supervisory committee has been selected by the student and appointed. Faculty who serve as an advisor may or may not serve on the student's supervisory committee, either as the chair or as a member.

   The Advisor serves as a mentor and engages in discussions with the student to help clarify professional goals, university academic experiences, and curriculum plans; discusses potential faculty who may be appropriate for the student's supervisory committee; works with the student to develop their program of study, including referring (as needed) to the policy for petitioning for previous course work equivalency; each quarter, reviews course selections before registering for the coming quarter; and submits a note to the student's file in Student and Academic Services following each advising session, including the date, description of the conference, comments, and signature.

   These meetings with the faculty advisor should be part of developing and implementing the student's Individual Development Program (IDP).

   3) **Change of Doctoral Faculty Advisor Procedure**

Very rarely, students seek to change assigned faculty advisors. If you wish to request a change in faculty advisor during the program, please make an appointment with the PhD Program Adviser, (phdadv@uw.edu) to discuss this process.

2. Advising Meetings with Faculty Advisor

1) Individual Advising Meetings

i. Frequency and documentation

You should meet with your faculty academic advisor or committee chairperson at least quarterly. This should include a review of your progress against goals and discussion of course selections before you register for the coming quarter. The results and discussion at that meeting is documented quarterly by you or your faculty with a copy to your file in Student and Academic Services following each advising session, including the date, description of the conference, and comments.

ii. Individual Development Plan

Students are encouraged to complete an Individual Development Plan annually with their advisor/chair and revisit this annually. IDPs can be helpful in goal setting and competency development for future roles. Students interested in completing an IDP together with their faculty advisor should email phdadv@uw.edu to be provided a copy via DocuSign.

iii. Quarterly Progress Report

Students are encouraged to complete a quarterly progress report in advance of advising meetings, and to use this document to reflect upon growth and ongoing needs. A copy of the progress report template is included in the PhD module as an appendix.

2) PhD (Staff) Program Adviser Meetings

Students can meet on a as needed basis. The PhD Program Adviser helps guide students through School of Nursing and UW Graduate school policies and works collaboratively with faculty to ensure students are progressing through the program and meeting program milestones. To schedule a meeting with PhD Program Adviser, please email phdadv@uw.edu.

3) **Group Advising Meetings**

The PhD Program Director together with the Chair of PhDCC offers quarterly group advising meetings to PhD students grouped by year in program (Y1, Y2, Y3+) to discuss program milestones, provide guidance and deal with student-identified issues or questions. Dates/times and locations will be announced in advance via email.

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13| PROGRAM TIME LIMITS AND SUGGESTED MILESTONES

A student must complete all work for the PhD degree within ten years from the time of first enrollment.

Suggested Milestones

1. **Preliminary Examination**

   The purpose of the Preliminary Exam after completion of Year 1 core courses in the PhD Program is to assess the student's ability to understand, explicate, and integrate core nursing course materials. Questions will be designed to elicit mastery and analysis of the first-year content and, where applicable, to apply that analysis to current nursing science issues.

   PREREQUISITES: Students are allowed to schedule their Preliminary Exam after they have successfully completed all core courses in Year 1 of the curriculum and have demonstrated satisfactory progress from their instructors and advisors.

   PREPARATION: During spring quarter of Year 1 in the PhD Program, there will be many opportunities for students to learn about the Preliminary Exam and have their questions answered. The PhD Program Director and/or Chair of M/PhDCC will meet with the students to review the structure of the Preliminary Exam.

   ASSESSMENT: The Preliminary Exam assesses students' competencies of the first- year core nursing science courses, including the student's ability to:

   - synthesize material across the first year courses
   - clearly and concisely demonstrate their reasoning skills in both oral and written form pertaining nursing science

   1) **Scope and Field**

      The scope of the Preliminary Exam is defined and limited. It is defined by the curriculum that students complete in their first year of the PhD core courses. Students are welcome, but not required, to include information outside of this scope in answering questions, but use of such additional information is not

necessary to pass the exam. The Preliminary Exam tests students on the content of the following first year required competency- based nursing core courses:

i. Philosophy and Theory: Critique of Philosophy, Theories, and Literature – (NURS 588 Philosophical Inquiry and Nursing Science; NURS 589 Application of Theory and Evidence in Nursing Science)
ii. Methods: Designing Research to Advance Nursing Science – (Quantitative Research Methods - NMETH 579; Qualitative Research Methods - NMETH 582)
iii. Leadership & Cross Disciplinary Research: (NURS 587 Leadership Seminar)

The instructors for these courses will prepare the Preliminary Exam questions and evaluation rubric.

2) Preliminary Exam Committee

The Preliminary Exam Committee is comprised of faculty members: Year 1 faculty teaching the core PhD nursing courses, the Chair of M/PhDCC, and the PhD Program Director. Should either the Chair of M/PhDCC or the PhD Program Director also be teaching in the Y1 courses, a member of M/PhDCC will serve on the Preliminary Exam Committee. The Preliminary Exam Committee will use the syllabi of the Y1 core nursing courses and required readings to create the written examination and evaluation rubric. This exam will be reviewed and approved by the Preliminary Exam Committee.

3) Form of the Preliminary Examination

The Preliminary Exam is a comprehensive exam consisting of two components, a written and an oral component. All students will complete both components prior to being granted a Pass or No Pass decision. This is a holistic approach in which both components contribute to a "Pass."

i. Written Exam
Students will be asked to read and critique two articles (one qualitative and one quantitative) and answer specific questions about each article.

Students will be electronically sent the selected articles and exam questions by the PhD Program Adviser. Detailed directions will be provided to the student well in advance of the Preliminary Exam and as part of the Instructions sent to them by SAS at the time of the written portion of the Preliminary Exam.

As part of their submission, students will include an attestation stating that the work they submit is their own, they did not seek other resources or use generative AI to complete the written exam, and they will not discuss the exam with other students. The exam is an open book exam; readings and notes from first year classes can be used, but there can be no discussion between students about any aspect of the exam.

ii. Oral Examination

As part of the Preliminary Exam, each student will be scheduled for an individual oral exam. The student will be asked a set of questions to clarify and build upon their written exam responses. The oral portion is a closed session in which the student is expected to answer questions from the Preliminary Exam Committee. The oral examination will be directly related to the written exam questions.

The oral component of the examination will proceed at least 48 hours after the student completes the written portion of the Preliminary Exam to allow the committee to review written responses. The oral portion will be scheduled to not interfere with students' scheduled classes, if applicable.

4) Evaluation

All students will take both the written and oral portions of the examination. Evaluation will take into account performance on both parts.

iii. Evaluation of written component

The written exam will be submitted electronically and distributed to the Preliminary Exam Committee.

- Evaluators will be masked on the identity of the students (e.g., exams will be given code numbers by the PhD Program Adviser; no student names will appear on any exam).
- Each Preliminary Exam Committee member will independently review two students' responses.
- Each student's written examination will be evaluated according to an established rubric.
- Members of the Preliminary Exam Committee will receive a copy of collated evaluations ahead of the oral exam. At this point, the written component is then un-masked to allow faculty to prepare questions for each student's oral exam.

iv.   **Outcome of preliminary exam**

After completion of the written and oral components of the Preliminary Exam, the Preliminary Exam Committee will meet to determine the comprehensive outcome of each student's exam.

- Within 24 hours of oral exams, students will be notified of the outcome by either the PhD Program Director or the Chair of the M/PhDCC.
- The PhD Program Director will provide all students with feedback to include strengths of the students' Preliminary Exam as well as areas that could be strengthened within a month of the oral examination. This feedback will come from written comments from members of the Preliminary Exam Committee following exam completion.
- Outcomes of the exam are:

  1. Pass (student's knowledge of the subject area is acceptable and both oral and written components and demonstrated competency in subject area);
  2. No Pass (student has failed to demonstrate sufficient knowledge of the subject area and must retake the exam).

If a student passes the Preliminary Exam, the Preliminary Exam Committee has determined that the student is ready to identify their own area of research and to form their Supervisory Committee.

A No Pass is given if a student, in the determination of the Preliminary Exam Committee, fails any part of the exam (oral/written content within questions). If a student is given a No Pass, the Preliminary Exam Committee, M/PhDCC Chair, or Director of the PhD Program must identify where the student has deficiencies, communicate those areas to the student, and help the student develop a plan to overcome those deficiencies. The student's Faculty Advisor will also be told about the No Pass decision and will be given the opportunity to participate in the plan for the student to address the deficiencies.

v.   Re-examination

A student who, in the opinion of the Preliminary Exam Committee, has failed a section or sections of the exams, is allowed one retake for each question of the written examination.

Students who are asked to retake all or part of the exam will meet with the PhD Program Director, M/PhDCC Chair, and the appropriate faculty on the Preliminary Exam Committee to set up a plan to address areas of concern prior to retaking the examination. Remedies may include engaging a tutor, self-reviewing core course materials, sitting in on core courses again, or other strategies.

Retakes of the exam must be completed by the last day of course instruction of the following quarter.

Students must pass the Preliminary Exam to continue in the PhD program. Failure to pass the written and oral components of the Preliminary Exam prior to the beginning of spring quarter, Year 2 will result in a mandatory

review of the student's progress by the PhD Program Director, M/PhDCC and SAS, and a hold may be placed on the student's registration.

Students who fail their retake examination or students who fail the Preliminary Exam and decide not to retake the Preliminary Exam will be required to exit from the PhD program. They may proceed to finish a terminal Master in Nursing Science degree upon approval by M/PhDCC.

vi. **Petition process**
- If a student believes that the grading of a Preliminary Exam question should be modified (as a result of an alternate way to look at a question, unclear wording, part of an answer not taken into account, etc.), they may appeal in a written memo to the Preliminary Exam Committee.
- The appeal should be delivered to the Chair of the Preliminary Exam Committee within one week after the distribution of the results. The appeal will be reviewed by the entire Preliminary Exam Committee.
- Students are also able to avail themselves of grievance procedures specifically by notifying in writing the Associate Dean for Academic Affairs in the School of Nursing. The Associate Dean for Academic Affairs will endeavor to determine the basis of the student's continuing dissatisfaction and explore with the student alternatives for further action. The Associate Dean is responsible for writing a summary of the discussion and outcome of the meeting. The original summary goes into the student's file and a copy is given to the student. Upon the request of the student, the Associate Dean will refer the matter to a Grievance Committee within the School of Nursing as outlined in the SoN Graduate Student Handbook.

vii. **Disability accommodations**
- Students' experiences in the program and test-taking needs are important to us. It is the policy and practice of the University of

Washington to create inclusive and accessible learning environments consistent with federal and state law.

- If the student has already established accommodations with DRS, they need to communicate their approved accommodations related to the preliminary exam to the PhD Program Director at their earliest convenience. If a student has a temporary health condition or permanent disability that requires accommodations for the preliminary exam they are welcome to contact (Disability Resources for Students) DRS uwdrs@uw.edu.

2. **Formation of the Supervisory Committee**

The supervisory committee takes over the role of the faculty advisor and guides the program of study through conferral of the doctoral degree. In the second quarter of the program, students are encouraged to begin interviewing faculty members who might serve as their Supervisory Chairperson and/or on their supervisory committee, and to finalize their committee **generally early in their second year of study**. For students entering autumn 2020 and later, the student must have successfully completed their Preliminary Examination to form their PhD committee.

Students should have a clearly identified research direction at the time of committee formation. The initial faculty advisor may or may not be part of a student's supervisory committee—this decision is an open one for students and faculty. All PhD supervisory committees must meet the requirements of Graduate School Policy 4.2: Supervisory Committee for Graduate Students. Students may search for Graduate Faculty online here. The supervisory committee:

- picks up where the faculty advisor left off. The Chair advises and mentors the student through the remainder of the doctoral program, working together with the student to discuss and plan choices in course work and dissertation work and to explore specific areas of study that will support the student's individual educational goals;
- submits, through the chair, quarterly progress notes to the student's file;
- evaluates the proposed program of study using a set of established guidelines;
- formally approves the student's program of study for the student file;
- conducts oral and written General Examinations;

- guides research for the dissertation;
- includes members who will be appointed to the student's Reading Committee for review of the dissertation and will determine the student's readiness to defend the dissertation in the Final Exam;
- establishes the date of the student's Final Exam;
- recommends the dissertation for approval and the student for the doctoral degree

The supervisory committee must meet at least two times to:

1. conduct the general examination (GSR must be present), and
2. conduct the final examination (GSR must be present).

Although not required, committees may also meet at initial formation, to approve the program of study, to discuss the format of the general exam, to approve the dissertation proposal, and to provide ongoing feedback and consultation during the degree program.

1) **Steps in the Selection of the Supervisory Committee**

   Read Graduate School Policy 4.2, as well as Considerations for Selecting a Supervisory Committee Chair and Members. Your committee must be comprised of at least four members: The chair, the Graduate School representative (GSR), and two (or more) other committee members. The Chair and the GSR must be endorsed to chair doctoral committees. In addition, at least 50% of other committee members must be endorsed to chair.

   During the first year of your doctoral program, talk with your faculty advisor about members of the faculty who share your research interests, and might potentially be appropriate to guide your dissertation research. Interview graduate faculty who share your research and methodological interests to consider who might be an appropriate chair for your supervisory committee. Remember, *your prospective chairperson is selected first*.

   i. You and your prospective chairperson will identify likely candidates for the rest of the committee. Consider the ability of potential members to work together as well as their required expertise. Meet with potential supervisory

committee members and confirm their willingness to serve as a member of your supervisory committee. You and your Committee will develop approaches of working together that blend your individual needs as well as academic scholarship guidance and evaluation expected of the Committee by the University. Ongoing discussions, negotiations and clarifications of strategies and expectations are important processes between you and you Committee to assure the best functioning for meeting overall goals.

ii.   In order to serve as a Graduate School Representative (GSR), the proposed candidate 1) must be a Graduate Faculty member with an endorsement to chair (check Graduate Faculty Locator); 2) must be clear of any conflicts of interest (see below). The GSR is responsible for ensuring that no such conflicts of interest, or appearance of conflicts of interest, exist, and must attest to this upon request.

iii.   Once your supervisory committee has been confirmed, students will email phdadv@uw.edu to initiate and complete the supervisory committee request form through DocuSign. The Associate Dean for Student and Academic Affairs approves these committee requests. If you select committee members from outside the University of Washington, you must include a justification for that member's selection in your letter of request. His or her contact information and curriculum vitae should be included. The Associate Dean for Academic Affairs is the School of Nursing Graduate Program Coordinator. The Associate Dean will review your letter of request and forward it, via Student and Academic Services, to the Graduate School for appointment and approval of the individual committee members.

iv.   Submit a completed Use of Human and Animal Subjects for UW Graduate Student Theses and Dissertations form to Student and Academic Services. This form is required whether or not your research will require an IRB review. If this form is not submitted, final approval of your committee is delayed until the form is received.

v.   Your supervisory committee is officially appointed by the Dean of the Graduate School. This approval will be visible in MyGrad.

3. **Approval of Program of Study**

The program of study is a written description of coursework by each doctoral student in communication with the supervisory committee, of:

- the substantive emphasis of the courses taken or planned, including the emphasis in nursing theory and the related field selected;
- the outcomes of each non-core course; and
- the inquiry focus for the doctoral dissertation.

The program of study is drafted after committee formed, generally in Year 2 of study

1) **Program of study content**

   Complete the blank program of study form, to include:

   i. Number, name and number of credits for each course taken or to be taken;
   ii. Date course taken, or proposed schedule;
   iii. Course description and outcomes for non-core courses, such as course product, reasoning skills, communication skills;
   iv. Rationale of each non-core course's placement within the program of study;
   v. Rationale for how the contents of a course taken prior to admission supports the program of study;

2) **Policies for Transfer of Credit towards PhD**

   Although the University does not accept transfer credits into the doctoral program, up to thirty credits of graduate course work taken as part of a graduate program may be requested to meet part of the nursing or the related fields of study requirement. Such courses must be directly relevant to the student's area of research and taken within the previous ten years. The Supervisory Committee approves such requests when it approves the student's program of study.

3) **Guidelines for Approval of the Program of Study**

   The supervisory committee evaluates the proposed program of study using the following guidelines:

   i. Does the coursework support the student's substantive emphasis in theory and knowledge development?
   ii. What is the content and scope of plans for guided scholarship/independent study? Is adequate "guidance" available?

iii.   Are the related courses logically consistent for the described program of study?

iv.   Are the statistics and methods courses adequate to prepare the student for the conduct of the dissertation?

v.   How has the Program of Study enabled the student to strengthen reasoning, writing and communication skills?

vi.   What is the degree of exposure of the student to various faculty expertise across the School and University?

vii.   To what extent does the program provide depth of study as well as preparation beyond the planned dissertation?

viii.   Are all program requirements met? Does the program of study comply with all University rules and regulations?

ix.   Is the program of study feasible to implement and complete in a timely manner?

x.   If courses are proposed that were taken at another University or for another program of study (a master's degree, for example), do they represent graduate level objectives? Is the content appropriately current? Do the courses fall within the ten-year limit?

xi.   With what other scholarly work has the student been involved? Has the student planned the Research or Teaching Core practicum courses?

4. General Examination

Generally completed end of Year 2 or early in Year 3 of study for full-time students

1) Purpose of the General Examination

The general examination is designed to:

i.   Measure the student's independent ability to analyze and synthesize information.

ii.   Determine whether the student has significant breadth and depth of knowledge in the area of emphasis and dissertation topic.

iii.   Evaluate whether the student has adequate knowledge of recent advances in issues relevant to the topic area.

iv.   Evaluate if student is prepared to move to dissertation work.

2) Procedures for the General Examination

A General Examination may be scheduled if:

    i.   the student has completed 60 credits (some of these credits may be taken the same quarter of the exam);

    ii.   all required program examinations that do not need Graduate School approval have been completed and;

    iii.   all members of the Supervisory Committee agree that the student's background of study and preparation is sufficient and have approved the student to schedule a General Examination.

Registration as a graduate student is required the quarter that a General Examination is taken. At least four members of a supervisory committee (including the Chair, Graduate School Representative, and one additional Graduate Faculty member) must be present at the oral portion of the General Examination.

The General Examination is completed as independent work by the student over a pre-defined period (generally a few weeks to a quarter) as determined by the Supervisory Committee. Students may register for up to 4 credits of NMETH 600 in the quarter they are writing the General Examination (but are not required to do so). Should writing the exam cross two quarters, credits may be taken only in a single quarter.

3) General Examination Format

General Examinations are composed of both a written and oral examination. In alignment with the purpose of the General Exam (see above), allowable formats for the general examination are written responses to 2-4 questions developed by the Supervisory Committee that either:

    i.   seeks to support finalization of the dissertation proposal (ex. questions that probe options for measures or analytical methods), or

    ii.   probes areas within a previously approved dissertation proposal (ex. expand upon area within background/significance).

The final format of the General Exam is to be determined by the committee and is to be communicated to the student in writing to include questions, a writing timeline, and if editorial support is permitted. The student must pass the written

component to progress to the oral examination. The oral examination is scheduled by the student using MyGrad Program.

4) **General examination Outcome**

If the General Examination is satisfactory, the supervisory committee members who participate in the examination sign the warrant via DocuSign and return it to the Phd Program Adviser no later than the last day of finals week.

If an examination is unsatisfactory, a supervisory committee may recommend that the Dean of the Graduate School permit up to a maximum of two additional reexaminations after a period of additional study. Any members of a supervisory committee who do not agree with the majority opinion are encouraged to submit a minority report to the Dean of the Graduate School.

When the Graduate School approves candidacy, a student is identified and designated as a candidate for the appropriate doctoral degree. Following completion of the General Examination, students are encouraged to identify hemselves as a "Candidate for the PhD in Nursing Science" in affiliation with their status at the University of Washington. **However, the use of the abbreviation PhDc as a credential in signature lines <u>should not be used</u>.** Many professional organizations and journals do not allow degrees in progress to be placed as credentials. See: https://ansjournalblog.com/2011/06/29/how-to-list-your-credentials-and- title-when-you-publish/ and http://www.apa.org/monitor/2016/09/misuse- phd.aspx for further rationale.

After achieving candidate status, a student ordinarily devotes their time primarily to the completion of dissertation research, writing of the dissertation, and preparation for the Final Examination. **Students may not earn the doctoral degree in the same quarter as completion of the General Examination.**

14| DISSERTATION

1. Eligibility for Dissertation Status

Permission of Supervisory Committee chairperson is required to register for dissertation credits. This should occur after completion of the General Examination. Students are required to complete at least 27 credits of dissertation NMETH 800 as part of their degree.

In some cases, the student's supervisory committee may approve the student taking a limited number of NMETH 800 credits prior to the General Exam. However, should the student not pass the general exam, any NMETH 800 credits taken to that date will be awarded an NC. Per SoN Policy, students are not allowed to take more than 6 credits of NMETH 800 prior to the General Examination.

In the quarter of the General Examination, students may choose to change NMETH 600 credits to NMETH 800 credits. In order to convert the credits, the student must have achieved candidacy, and have permission of their chairperson. To request credit conversion, the student must contact the PhD Program Adviser (phdadv@uw.edu).

2. Approval of the Dissertation Proposal

The dissertation proposal is a template within DocuSign that the PhD Program Adviser can help students initiate. Students must email phdadv@uw.edu to start working on the dissertation proposal, and then obtain approval from all members of the Doctoral Supervisory Committee (including the GSR). Approval of the proposal is required prior to the student submitting a Human or Animal Subject Applications for review.

Per SoN policy, students without an approved dissertation proposal on file are allowed to complete up to a **maximum** of 10 credits of NMETH 800 Dissertation. Should additional work be required on the proposal after 10 credits have been completed, the student should utilize independent study credit option (NMETH 600) until the proposal has been approved.

At the time of approval of the dissertation proposal, the student will identify with the supervising committee which format the dissertation will take: 1) traditional six- chapter dissertation or 2) three-manuscript dissertation. This decision is communicated on the

proposal approval form. If the three-manuscript option is chosen, the student/committee identifies titles of the planned three papers that will constitute the dissertation. That information is entered as part of the Dissertation Proposal form that each member of the Supervisory Committee signs.

Students contemplating secondary data analysis of existing data as part of their dissertation may wish to review the questions in Appendix A with their committee chair at the time of proposal development.

3. **Dissertation Supervision**

The work of the dissertation is supervised by the chairperson in collaboration with members of the supervisory committee. Students register for NMETH 800 credits with their supervisory chair; students should contact the supervisory chair for their faculty code number in order to register. Students taking dissertation credits are expected to develop a timeline with the supervisory chair and be in regular communication throughout the quarter with the supervising individual to discuss progress.

Prior to each quarter that the student registers for NMETH 800 credits, they, together with their chair, complete the NMETH 800 form where they identify the number of credits, goals, and quarterly activities. The NMETH 800 is a form available through DocuSign and can be shared with the student and supervisory committee chair by emailing phdadv@uw.edu. At the end of the quarter, the form is revisited by the chair and student, with progress towards goals noted.

Should the committee chairperson be on leave of absence or sabbatical, a SoN faculty member on the approved committee should be appointed to provide primary oversight and the student should register under that faculty's code number.

4. **Reading Committee**

The purpose of the Reading Committee is to determine a student's readiness for their Final Examination (defense of the dissertation).

1) **Timeline and reading committee composition**

   i.   At least three members of the supervisory committee serve on the reading committee. At least one of the members of the Reading

Committee must hold an endorsement to chair doctoral committees. Typically, a reading committee consists of all members of the supervisory committee except the GSR.

ii. At any point after the General Examination, the Chairperson of the supervisory committee submits email to phdadv@uw.edu, requesting appointment of individuals from the supervisory committee to serve as members of the reading committee.

iii. The PhD Program Adviser informs the Dean of The Graduate School of at least three members of the supervisory committee who will serve on the Reading Committee. The reading committee members will be identified in MyGrad when completed.

2) Function of the reading committee

It is the responsibility of the Reading Committee to:

i. ensure that the dissertation is a significant contribution to knowledge and is an acceptable piece of scholarly writing

ii. determine the appropriateness of a candidate's dissertation as a basis for issuing the Committee Signature Form for a Final Examination

The Reading Committee's evaluation of a student's readiness for the final examination does not automatically assure passing the final examination. All members of the Supervisory Committee read the dissertation and provide feedback. All Committee members must be given at least two weeks prior to the final examination to do so. If the two-week requirement cannot be met, the defense must be rescheduled.

Guidelines for the Reading Committee were updated in December 2022 by the UW Graduate School. See: https://grad.uw.edu/policies/4-2-supervisory-committee-for-graduate-students/

5. Final Exam: Dissertation Defense and Procedures

Doctoral final examinations have both written and oral components.

1) Written component

The written component of the dissertation is based on the agreed upon format approved by the committee (three papers or traditional six chapters; see Section f for dissertation formatting guidance). The written component is completed and made available to the Reading Committee at least two weeks in advance of the oral defense.

2) Oral defense

The final oral defense is scheduled by the student using [MyGrad Program](#) at least two weeks (10 business days) in advance of the planned oral exam date. This allows time for the Graduate School to evaluate your student record. Final examinations have an open component, and as such, are posted on the SoN social media, advertised within the UW and health sciences. The PhD Program Adviser can advertise your defense date.

6. Dissertation Format Guidance

There are two accepted formats used in the SoN for the written products of the dissertation:

1. the traditional chapter-based dissertation, and
2. the three-manuscript format.

The format of the dissertation chosen should be discussed and decided upon at the time of proposal approval with the student and committee. The text below provides students with specific guidance for each format. Regardless of the format chosen, all PhD students are strongly encouraged to submit manuscripts for publication during their course of study to allow for mentorship during the process.

Note: The Graduate School **requires** that all theses and dissertations be deposited electronically and made available through the **ProQuest Dissertations and Theses Database** and through the **University of Washington Libraries' ResearchWorks** repository service, which makes them available to other UW researchers and the general public.

1) Traditional Chapter-Based Dissertation Product

This format consists of an abstract and six chapters:

1. Introduction to include research problem/question and Specific Aims;
2. Literature Review;
3. Research Methods;
4. Results;
5. Discussion, and
6. Conclusions and Implications.

Prior to Chapter 1, there will be front matter which will include the following:

- Title page
- Copyright page (optional)
- Abstract
- Dedication (optional)
- Acknowledgements (optional)
- Table of Contents
- List of Figures and Tables

Following Chapter 6 there may be Appendices included in the Dissertation which may include things like statistical coding, data collection instruments, supplementary graphics, and other items of relevance.

2) **Three-Manuscript Format Product**

At the time of proposal approval, the student and committee will identify three planned manuscripts that will constitute the written product for the dissertation on the proposal approval form. These written products need to be thematically congruent (e.g., should not be written on disparate topics). As the work progresses, if changes to the identified manuscripts occur, these should be discussed and agreed upon by committee and student and a record of discussion included in the student file.

The final written product will include five chapters:

- Chapter 1: Introduction to the dissertation, the research issue/question and specific aims of the work, and introduction to the three papers
- Chapter 2: Paper 1
- Chapter 3: Paper 2
- Chapter 4: Paper 3

- Chapter 5: Summarization of the work as a whole, its implications for the area of inquiry and nursing science and practice, and areas for future work

Prior to Chapter 1, there will be front matter which will include the following:

- Title page
- Copyright page (optional)
- Abstract
- Dedication (optional)
- Acknowledgements (optional)
- Table of Contents

Following chapters 2-4, there may be Appendices included in the Dissertation which may include things like statistical code and/or data collection instruments for the individual study. It is acceptable to refer to Appendices from one chapter in a subsequent chapter (e.g., in Ch. 4 see appendix 2A).

Papers included in the dissertation ***may have been previously published or accepted for publication at time of written dissertation acceptance/deposit***. In this case, the student needs to follow copyright rules and request permissions if you have granted copyright to the journal. Work with your Health Sciences Librarian on this process or at time of submission to ensure fair use: https://guides.lib.uw.edu/research/etds

15| ADDITIONAL POLICIES AND PROCEDURES

1. Policies for Waiver/Substitution of Courses

A matriculated student in the PhD in Nursing Science (PhD) may pursue the process below in which previous course work will be evaluated for equivalency to core coursework at the UW School of Nursing. If a previous course is deemed equivalent to a core course, then the total number of required credits to graduate is not reduced. Rather, the student's program of study, including course equivalency, must be approved by the supervisory committee.

Note: Some PhD core courses are prerequisites to later core courses. A course instructor has the right to deny enrollment in a course for which the student has not completed a prerequisite. Additionally, the supervisory committee has authority to decide at any time that the student must take a core course, regardless of an earlier recommendation for course equivalency.

2. For PhD Students who have not Established a Supervisory Committee

For currently enrolled students, requests for review must be submitted at least one quarter in advance of when a decision is needed about whether to take a core course. Enrolled students may simultaneously submit multiple course equivalency review requests.

Newly-admitted students who are not yet enrolled (e.g., those who accept an offer of admission in spring, but do not enroll and register for classes until fall quarter) are instructed to contact their newly-assigned Faculty Academic Advisor and work with the FAA to complete a "gap analysis" and, if appropriate, discuss course equivalency review requests (for their first fall quarter only) and submit requests using the process below as soon as possible for consideration no later than the May PhD Coordinating Committee (M/PhDCC) meeting.

  1) Submission process:

    i.   Student submits information (formal description, number of credits, syllabus, justification for request from the student's perspective as to why the course is equivalent and a copy of transcript that has the course grade to PhD

Coordinating Committee chairperson (as appropriate) and PhD Program Adviser.

ii. The PhD Program Adviser reviews submission to evaluate for compliance with UW policy around eligibility to accept previous coursework and submits results of review to PhD Coordinating Committee Chair.

iii. Based on GPA review, M/PhDCC Chair notifies students of eligibility for review for course equivalency. If eligible for review, M/PhDCC Chair brings the matter before M/PhDCC as appropriate at the next regular (monthly) meeting and then communicates decision to the student by email with a copy to the GPA. If M/PhDCC does not accept previous coursework as equivalent, the Chair communicates decision with brief rationale by email to student with a copy to GPA.

iv. The student may appeal this decision by the M/PhDCC and request a meeting with the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs will make the final decision on acceptance or denial of M/PhDCC's justification.

3. **For PhD Students if a Supervisory Committee has Already Been Established**

The student submits information (formal description, number of credits, syllabus, justification for request from the student's perspective as to why the course is equivalent and a copy of transcript that has the course grade) to their Supervisory Committee Chair.

i. The supervisory committee reviews previous course information. If the supervisory committee finds the course(s) to be equivalent to core courses, the chair of the supervisory committee notifies the Chair of M/PhDCC in writing, documenting the course as fulfillment of a core course requirement in the student's program of study.

ii. M/PhDCC then discusses and acts upon the recommendation by notifying the student of the decision as outlined above and filing the supervisory committee's written justification in the student file to record either i) the course is considered equivalent to a core course, or ii) the course is not considered equivalent to a core course.

iii. A student may appeal the decision by requesting a meeting with the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs will make the final decision as to acceptance or denial.

4. Procedures for Changes in Approved Program of Study

Occasionally, a student's approved program of study must be changed due to unavailability of planned courses, additional training needs, etc. In these cases, the student's Supervisory Committee needs to discuss the proposed change in the plan of study (in person or electronically) and concur with the change. Once agreement on the substitution or alteration is reached, the committee chairperson emails the PhD Program Adviser with the change and copies the committee members and student.

SCHOOL OF NURSING
UNIVERSITY *of* WASHINGTON

16| STATISTICS CONCENTRATION OPTION

This area of concentration is offered by the School of Nursing in collaboration with the Center for Statistics and the Social Sciences (CSSS). This is a program option that offers the opportunity for advanced training in statistical methods to complement your PhD program of study. Successful completion of the statistics concentration is recognized by the University of Washington and is recorded on your transcript as part of your PhD degree.

The area of concentration includes four additional advanced statistical methods courses and at least two quarters of CS&SS 590, the weekly CSSS Seminar. These courses are above and beyond the 10 credits of advanced statistics required for all PhD students. You must receive numerical grades for all courses taken as part of the statistics concentration.

1. **Requirements and Process**

    If you are interested in the statistics area of concentration, you should speak to the Chair of your PhD Supervisory Committee. You will need to work with your chair and your supervisory committee members to develop a Statistics Area of Concentration Coursework Proposal as part of your overall Program of Study.

    To begin work in this statistics area of concentration, you must meet the following requirements:

    *   You must have completed the basic statistical and methodological course requirements for the PhD program.
    *   Your supervisory committee must be established, and include one member related to the statistics area of concentration: a School of Nursing graduate faculty member who is currently teaching quantitative methodology in nursing; a School of Nursing faculty member who is also a CSSS affiliate faculty member; and/or a core faculty member from CSSS.
    *   If your program of study has already been approved by your supervisory committee, you will need to submit a revised program of study to Student and Academic Services.

2. **Statistics Area of Concentration Coursework Proposal**

Your coursework proposal describes your course work's relevance to the statistics area of concentration, and should contain the following elements:

1. At least two quarters of CS&SS 590: CSSS Seminar.
2. At least four additional advanced statistics courses for a minimum of 12 credits; at least three of the courses must be selected from the CSSS list of approved courses for the nursing concentration.
3. Rationale for the selection of specific courses.
4. The proposed sequence (quarter and year) in which you will take each statistics course.

3. **Completing the Concentration**

Successful completion of the program will be based on:

1. Completion of a minimum of 12 credits from at least four advanced statistical courses described and justified in the approved Area of Concentration Coursework Proposal. At least three of the courses should be CSSS 500-level courses.
2. A grade of 3.3 or greater in each course designated in the area of concentration.
3. Participation in at least two quarters of the CSSS Seminar, CS&SS 590.
4. Upon completion of all courses and the seminar. You must submit summaries of courses completed, course syllabi, grades, and any relevant assignments, including papers or projects to your PhD Supervisory Committee for review.
5. The completed program is also submitted to the CSSS Director.

Your committee will review your coursework, and your chair will inform you in writing whether or not you have successfully completed the Nursing Science Statistics Area of Concentration.

SCHOOL OF NURSING
UNIVERSITY *of* WASHINGTON

17| TEACHING AND RESEARCH PRACTICA

1. **Teaching Practicum**

   NURS 610 (3 credits, max 6; 3 credits required for PhD students). The teaching practicum involves hands on, practical experience for students to gain proficiency in teaching and learning at the college or university level. The student works on an individualized project, under the direction of a faculty member that is designed to enhance the student's ability to make innovative contributions in teaching. A draft of the scope of planned work is developed collaboratively with the mentoring faculty in advance of the quarter using a standard form available through DocuSign. Email phdadv@uw.edu to obtain the NURS 610 form. A report at the end of the quarter is completed and the form filed with Student and Academic Services outlining the specifics of deliverables at time credit is awarded.

2. **Research Practicum**

   NMETH 610 (2-4 credits per course, max 8; 4 credits required for PhD students). The research practicum involves hands-on, practical experience as a member of a research team, supervised by Graduate Faculty in Nursing or a related discipline.

   Students will participate in team meetings, complete reflection assignments critically evaluating the nature and function of team science and contribute to study activities. Possible areas of contribution include subject recruitment and screening, instrument development, data collection, data management or analysis, interpretation of results, dissemination of information to internal and external partners, and report writing. A draft of the scope of planned work is developed collaboratively with the mentoring faculty in advance of the quarter using a standard form available through DocuSign. Email phdadv@uw.edu to obtain the NMETH 610 form.

3. **Practica Guidelines**

   The student and faculty supervisor will arrange practica well in advance of the quarter in which it takes place. The student and faculty identify the learning objectives/goals, primary activities toward achieving these, and meeting schedule within which training and supervision by the faculty preceptor will take place. The Research Practicum may

not be taken in the same funded study or unit in which the student is concurrently serving as a Research Assistant (RA).

4. **Practicum Registration**

Registration for the practicum involves meeting with the faculty supervisor to prepare the Practicum Registration Form. The form serves as the course contract and includes the days and hours the student will devote to the practicum, research skills to be mastered, research tasks to be performed, and any research training to be supplied by the preceptor. The form must be prepared by the student, approved by the faculty supervisor, and submitted to the PhD Program Director for approval. Students must submit the form for approval at least two weeks before the start of the first quarter in which the practicum takes place. The Director of the PhD Program must approve the form before the student can register for the course.

NMETH 610 only: The Director of the PhD Program will also evaluate the student's bi-weekly assignments and reflections.

SCHOOL OF NURSING
UNIVERSITY *of* WASHINGTON

18| DOMAINS AND CORE COMPETENCIES FOR PhD IN NURSING SCIENCE GRADUATES

For PhD students who began their program of study autumn 2020 or later. Revision approved December 2023.

1. **DEVELOPMENT OF RESEARCH QUESTIONS THAT ADVANCE NURSING SCIENCE**
    1. Distinguish the epistemological and ontological basis of diverse forms of inquiry for generating knowledge in nursing
    2. Identify observations or problems that lead to researchable questions
    3. Evaluate strengths and limitations of major approaches to knowledge development as applied to a particular concern/phenomenon in nursing
    4. Formulate and distinguish among a purpose statement, research question, hypothesis, and specific aim for addressing a problem with research
    5. Prepare the background and significance sections of a research proposal that build a compelling case for conducting a study, including how current research priorities are addressed

2. **CRITIQUE OF THEORIES AND LITERATURE**
    1. Critique theories that serve as frameworks for nursing inquiry, education, practice, or [health-related] systems
    2. Differentiate between types of literature review (systematic, scoping, targeted) for summarizing knowledge about a particular problem
    3. Conduct a comprehensive search of the global literature that addresses a clinical problem or research question
    4. Use established rating systems for evaluating level of evidence and methodological quality as the basis for critiquing and interpreting results of published studies
    5. Identify potential sources of bias and variation in published studies
    6. Synthesize evidence from the literature on a clinical problem
    7. Identify gaps in knowledge within a problem about which research is needed
    8. Apply concept analysis techniques related to a phenomenon of interest to nursing.
    9. Develop a conceptual framework or model to represent the concepts and relationships involved in a clinical problem that synthesizes relevant literature globally

3. **DESIGNING RESEARCH TO ADVANCE NURSING SCIENCE**
    1. Describe the basic principles and practical importance of methodological perspectives
    2. Describe how different research questions guide the use of different study designs

3. Assess the strengths and weaknesses of possible study designs for a given research question
4. Describe the different phases of a clinical trial
5. Identify where a planned or published study is situated in the phases of translational research
6. Identify the difference between a research design statement and study methods
7. Apply theoretical/conceptual frameworks to guide hypothesis testing and intervention development
8. Apply interpretive traditions to answer appropriate research questions of interest
9. Identify a target population and setting for a research project
10. Design an analysis plan that addresses the research questions, hypotheses, and study aims
11. Develop a research study protocol
12. Determine resources needed to implement a study protocol

4. **RESEARCH ETHICS**
   1. Describe the fundamental principles of the protection of human subjects, the main authoritative bodies, key human rights codes, and scope of enforcement
   2. Explain the ways in which the principles of research ethics are integrated into the design, conduct, oversight, and dissemination of research
   3. Engage in ongoing examination and critical reflection of self as researcher as relates to implicit bias and positionality
   4. Describe the essential elements of voluntary informed consent
   5. Critique a proposal for risks to human subjects and protections of vulnerable populations
   6. Prepare an application for IRB approval
   7. Understand the significance of and considerations for data and safety monitoring plans
   8. Explain the procedures for reporting and investigating misconduct in research
   9. Explain conflict of interest management in research
   10. Outline criteria for determination of authorship
   11. Describe the role of peer review in funding and publication

5. **MEASUREMENT AND SOURCES OF ERROR**
   1. Identify and describe measures that operationalize stated study concepts
   2. Identify how outcome and process measures correspond with conceptual models
   3. Evaluate and describe the reliability and validity of study measures
   4. Describe the basic principles and practical importance of variation and error
   5. Assess data sources and data quality to answer specific research questions
   6. Assess threats to internal and external validity in any planned or completed research study

7. Implement data quality assurance procedures for different study designs and analyses
8. Describe strategies for establishing trustworthiness and rigor in qualitative studies

6. ANALYTICAL APPROACHES
1. Scrutinize the assumptions and corresponding limitations behind different research methods
2. Explain the uses, importance, and limitations of intent-to-treat analyses and early stopping rules in clinical trials
3. Describe the uses of meta-analytic methods
4. Apply approaches and steps for analyzing qualitative data consistent with chosen methodology
5. Describe the uses of mixed-methods approaches
6. Describe use of statistical modeling techniques for answering research questions
7. Generate simple descriptive and inferential statistics that fit the study design chosen and sources/levels of measurement to answer research questions
8. Interpret computer output containing the results of statistical procedures and graphics
9. Identify approaches for minimizing and/or addressing outliers, group equivalence, analytic assumptions about distribution, and missing data in analyses
10. Compute sample size, power, and precision
11. Collaborate with statisticians in the design, conduct, and analyses of research

7. SECONDARY DATA, BIG DATA, AND INFORMATICS
1. Describe the effects of technology on medical research, education, and patient care
2. Describe the essential functions of the electronic health record and the barriers to its use in research
3. Identify considerations for consolidating and harmonizing data sets
4. Develop an approach to use of secondary, administrative, or electronic health records, including issues and best practices for working with received data
5. Discuss the role of information science specialists in the design, development, and implementation of research projects

8. GRANT AND PROPOSAL WRITING
1. Describe the strategic priorities of and differences between relevant funding agencies and organizations at the local to international levels
2. Understand the elements involved in building a cohesive and compelling case within a research funding proposal
3. Develop a biosketch for use in a research grant application
4. Develop a budget and budget justification for conducting a small/pilot research study

5. Prepare an extramural grant proposal
6. Participate in peer review and critique of research proposals

9. SCIENTIFIC COMMUNICATION
1. Identify and use established guidelines (e.g., CONSORT, STROBE, PRISMA) for reporting on research in scientific publications
2. Demonstrate the ability to communicate an effective research argument and to give and receive feedback
3. Develop tables and figures to depict data/analyses and communicate scientific findings
4. Write summaries of scientific information for use in the development of health care policy
5. Communicate research findings to different groups of individuals, including colleagues, students, the lay public, policy makers, and the media
6. Develop and submit an abstract for presentation at a scientific conference
7. Present a scholarly report of a research study in manuscript and oral presentation formats

10. DIVERSITY AND EQUITY
1. Describe the relevance of cultural and population diversity in research design
2. Describe cultural and social variation in standards of research integrity
3. Describe the role of implicit bias in health disparities and methods for enhancing health equity
4. Critique studies for evidence of health inequities, such as disproportional health effects on select populations (e.g., gender, age, ethnicity, race, disability)
5. Demonstrate application of Anti-Racist principles within research activities to promote health equity
6. Employ best-practices for data collection, analysis, and reporting of sex, gender, race, ethnicity, and sexual orientation
7. Recognize the demographic, geographic, and ethnographic features within communities and populations when designing a research study locally and globally
8. Appraise the role of community engagement as a strategy for identifying community health issues, translating health research to communities, and reducing health disparities

11. CROSS-DISCIPLINARY TEAMWORK
1. Describe how to build a collaborative, cross-disciplinary team that aligns with the objectives of the research
2. Identify strategies for collaboration and management in team science
3. Advocate for multiple points of view in research
4. Clarify terminology/language differences across disciplines

5. Collaborate with a multidisciplinary team in the conduct of research
6. Demonstrate group facilitation and decision-making skills

12. LEADERSHIP AND FUTURE ROLES
1. Understand roles and responsibilities as a mentor and mentee
2. Understand the elements of a cohesive program of research
3. Identify attributes of leaders
4. Build a network of scholarly support and mentorship
5. Demonstrate an understanding of career development strategies and role transitions in the support of post-graduation plans
6. Develop leadership and team management skills that foster innovation and creativity
7. Apply principles of adult learning and competency-based instruction to educational activities

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19| GRADUATION

1. **Eligibility to participate in Convocation and Commencement**

    All graduate students who have graduated between the summer quarter and spring quarter prior to Convocation may participate in the School of Nursing Convocation. On a case by case basis, a graduate student who has: 1) a committee-approved defense date (master's students) or final examination date (doctoral students) scheduled during summer quarter, AND 2) has received confirmation in writing from their supervisory committee chair and, if applicable, PhD Program Adviser, that they have fulfilled all degree requirements such that it is possible to graduate Summer Quarter following Convocation must, NO LATER THAN 14 CALENDAR DAYS prior to Convocation, seek and receive approval from the Associate Dean for Academic Affairs, who will make the final decision about whether or not the student may participate in the Convocation ceremony.

2. **Preparing to Graduate**

    Final Quarter Requirements (general): PhD student final quarter requirements

3. **Student Awards and Honors**

    1) **School of Nursing awards**

        The School of Nursing honors graduating students from each degree program with awards at the Convocation Ceremony in June. A call for nominations will be sent out electronically in early Spring quarter for the 1) Master's Student Award; 2) DNP Student Award, 3) PhD Dissertation Award and 4) Daisy Foundation Student Award. Students may be nominated by fellow students and/or faculty. No self-nominations are accepted. At the graduate level, there are no departmental honors based on GPA.

4. **Sigma Honor Society for Nursing**

    Graduate students meeting certain criteria may apply for membership in Sigma Psi. Those students who are members of Sigma Theta Tau are encouraged to wear their honor cords at commencement and convocation.

5. **Teaching Assistant Award**

    The School of Nursing honors a Teaching Assistant annually for excellent performance with an award at the Convocation Ceremony in June. A call for will be sent out electronically in early Spring quarter for the TA award. Nominations from students are welcomed. There are no self- nominations.

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APPENDIX A

1. **Considerations for Secondary Analysis of Existing Data for PhD in Nursing Science**

PhD Coordinating Committee (PhDCC)
Revised June 3, 2024
The UW has an explicit policy for the conduct of secondary analysis of data; c.f.: Sharing
Information and Data - UW Research

Specific agreements often need to be in place before sharing or receiving information or data. Confidentiality, Non-Disclosure (CDA/NDA), or Data Use Agreements (DUA) might be necessary when: Exchanging information or data on a current project or in anticipation of a potential project.

There are a number of considerations when proposing secondary analysis of existing data for the dissertation or for other planned analyses. The following questions are provided to assist students as well as Advisors, Faculty guiding Independent research, Faculty overseeing the required PhD research practicum, and Committee Chairs and members in planning for such analysis. Please review the UW-wide directions whose link is noted at the beginning of this document. It is important to cover the following points and have a written agreement regarding use of data for secondary analysis prior to initiating the project.

Student's Human Subjects Certification
*   Does the student need to be CITI/Human Subjects certified prior to obtaining and analyzing the data?

Who owns the data?
*   Is the database publicly available, held by an individual, under the control of a research team, or owned by an organization?
*   Are there different versions of the dataset-one that is publicly available (and likely limited) and one that is under control of a research team or other organization?
*   If data are owned by a research team or organization, what agreements have been reached with them?
*   Unless publicly available, have necessary permissions for use been obtained? Is a data use agreement required between UW and another entity? (If yes, OSP must be signatory for UW and the chair should facilitate this process with ONR who must place the request)

Who owns the results of the analysis?

- What role, if any, will the owner(s) of the data have in overseeing the quality of the analysis, the summary of study results, the dissemination plan?
- If secondary analysis is conducted as part of the dissertation, what role, if any, will the owner(s) of the data have on the Supervisory Committee?

What about the data?
- Where are the data located?
- What will be included in the shared data?
- Will the student access the database directly or will the student be provided with a copy of relevant data?
- Are there additional restrictions on data access for analysis (ex. is the analysis done by the data owner using code written by the student)?
- How will the student access or obtain the database?
- Who will provide assistance for access if needed? Is FTE required for the person preparing data for the student? If yes, who will pay this?
- What permissions may be needed for access?
- What is the structure of the database? How are the data coded?
- Will the student have access to codebooks?
- Will the student have access to the original instruments?
- What is the quality of the data? Missing data? Have the data been cleaned?
- Are there any costs involved in accessing the data? Is this time limited?
- Where will the data be stored?
- Will additional individuals (e.g., advisor, committee members, analytics consultant, faculty directing research practicum or independent research) have access to the data?
- Is there an end date when the data can no longer be accessed and/or must be returned?
- Will the student need to provide interim reporting to the owner of the data?

What about human subjects permissions?
- Were the data collected in an IRB approved research project? Is the approval current? Has the assurance number of the on the signature page of the IRB approval been obtained?
- Were data collected following consent for research participation? Was a written consent or information sheet provided to subjects? What does the consent or information sheet say about secondary use of the data, retention of identifiers, possible sharing of data? Has a copy of the consent been obtained?
- Will the student receive or have access to identifiable data? If yes, what protections will be in place to prevent loss of confidentiality?
- If identifiable data are owned by someone outside the UW system and received IRB approval from another institution, should the student be added to the

existing approval? If the data are owned by someone outside the UW system or other institution that shares IRB approval with the UW, has the student obtained UW human subjects approval for use of the data?

- Are subject identifiers available in the database or can a subject's data be linked to identifiers? If yes, should the data be de-identified prior to the student accessing data?
- Do the data include sensitive information (loss of confidentiality could lead to harm defined as social, emotional, physical)?
- Does the data include protected health information? Will HIPAA regulations apply?

The following points may apply, but **always check with the Human Subjects Office** for final determinations.

- If the data are publicly available, the project does not meet the federal definition of research needing IRB approval.
- If the data do not contain identifiers and subjects cannot be identified from the data, the work does not meet the federal definition of research needing IRB approval.
- If the data contain identifiers but the data do not include sensitive information and do not involve vulnerable populations, the project may fit under the exemption category. The student can complete the no contact with subjects version of the Zipline form or the circled questions on the standard IRB forms.
- If the data contain identifiers and sensitive information, IRB approval is needed for the student's research. Emphasis will be placed on protection of confidentiality. If the project has an active UW approval, the student can be added as an investigator using a modification application.

What will the analysis involve?
- Will the student perform analysis guided by questions or hypotheses developed by the data owner/s?
- Will the student independently develop research questions or hypotheses? If yes, must the owner and student agree on the research questions or hypotheses prior to analysis?
- Does the owner require a timeline for completion of analysis?
- Will the owner provide statistical support for the analysis? Does the data use agreement require that the UW student provide evidence of adequate statistical support for planned analysis?
- Will the owner approve the analysis plan if the student will perform analysis independently?

- Will student manipulations of the data be added back into the database? Will the student be required to provide a copy of all data manipulations and statistical codes used for analysis?

What about the Dissertation?
- Does the proposed analysis and resulting product meet the criteria for a dissertation (contributes to nursing science)?
- Do all parties understand that the dissertation is the student's work?
- Do all parties understand that the dissertation will be copyrighted in the student's name?
- Do all parties agree that the background and method are written by the student specific to the dissertation, not to the original project?

What about publication and authorship?
- Does the owner agree to the student's publication of the results?
- What discussions about authorship and authorship sequence have occurred with the student early in the process?
- What are the final decisions regarding order of authorship? Will the student be first author? (If a dissertation, student should be first author on papers developed as part of the dissertation.)
- May the student publish results without review and approval of planned approach by the owner of the original data set?
- What owner permissions are required for publication? What is the process for these permissions?
- Will the owner be included in writing activities, authorship, and acknowledgements?
- What is the timeline for publications? What if the student does not move forward with publication?