THE GRADUATE CENTER
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO CONVERT THE DOCTOR OF NURSING SCIENCE PROGRAM (DNS) TO THE
DOCTOR OF PHILOSOPHY (PhD-NURSING)

EFFECTIVE FALL 2012

SPONSORED BY THE DEPARTMENT NURSING AT THE GRADUATE CENTER (CUNY)

APPROVED BY

THE GRADUATE CENTER GOVERNANCE ON DATE OF APPROVAL

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PURPOSE AND GOALS

The faculty of the Nursing Department at the Graduate Center (CUNY) propose to convert the current Doctor of Nursing Science (DNS) program (IRP code 31082) to a PhD (Nursing) program. As fully detailed in the curriculum section, it is proposed that the DNS Program be transitioned to the PhD with the removal of two existing courses; the addition of four new required courses; a move from elective to required status for three existing courses; and revision of three existing courses. The current requirements for non credit components, the comprehensive exam and the dissertation, meet the criteria for all PhD programs at the Graduate Center (CUNY) and will remain the same. This revised curriculum incorporates the American Association of Colleges of Nursing’s (AACN) most recent recommendations (AACN, 2010a) concerning curricular elements for all PhD nursing programs and was approved by the Curriculum Committee of the Graduate Center on 12/08/11.

It is expected that this revised curriculum will go into effect in Fall 2012. If approved, the PhD program will follow this revised curriculum. Thus, all students admitted to the DNS program as of September 2012 will follow the PhD curriculum and will have the option to be awarded either the DNS or PhD degree. Students, in good academic standing, currently in the DNS program may take the additional coursework needed to fulfill the requirements for the PhD and petition to have the PhD awarded in place of the DNS. Once the PhD program is in place, no more students will be admitted to the DNS program. The expected sunset date for awarding the DNS degree is June 2018. This date affords present DNS students who do not opt to take the additional PhD coursework the opportunity to complete the DNS program including dissertation in the time period allowed by the Graduate Center.

It is important to note that the DNS, like the PhD, is a research-focused and not a practice-focused doctorate (i.e., Doctor of Nursing Practice; DNP) as per the American Association of Colleges of Nursing (AACN, 2001). Both the DNS and the PhD provide education in nursing, related theories, and empirical research methodology to prepare nurse scientists who will expand the discipline’s knowledge and educate the next generation of nurses. As the AACN notes, when doctoral programs in nursing science began in the 1960’s, the DNS curriculum was intended to focus on clinical outcomes vs. theory development research. Thus both DNS and PhD programs have always required the original research dissertation, but the focus of each was intended to be different. However, over the years, the distinction between the DNS and PhD has blurred and, in 2001, the AACN task force on quality doctoral education reported that they found few differences in curricula or requirements. Furthermore, noting the similarities, the AACN task force (AACN, 2001) recommended a single set of quality indicators for all research-focused doctorates. For this reason, our DNS curriculum has been consistent with AACN’s research-doctorate curricular standards since its inception. Recently, the AACN (2010b) issued a position statement which included the current expected outcomes and curricular elements of all research-focused doctoral programs in nursing science. These changes are reflected in our revised curriculum.

In 2006, the Graduate Center began awarding the DNS degree. The decision to award the DNS and not the PhD had much to do with the context of health sciences doctorates at the Graduate Center, at that time. That is, the Audiology and Physical Therapy programs at CUNY had proposed practice doctorates (AudD and DPT respectively) and Public Health had proposed the Doctor of Public Health (DPH) which, similar to the original intent of the DNS, is a clinical outcome-focused research doctorate. Thus, for a variety of reasons, the DNS was appropriate at that time and fit well within the Health Sciences Doctoral Programs under which all four programs were first housed. Since then, two notable national trends make conversion of the DNS to PhD advisable at this time.

The first national trend is the nationwide acceptance of the AACN’s (2004) recommendation that a practice-focused doctorate (Doctor of Nursing Practice/DNP) be required for entry to advanced nursing practice (Nurse Practitioners, Clinical Nurse Specialists, Nurse Anesthetists, and Certified Nurse Midwives) by the year 2015. The differences as outlined by the AACN (2005) between the practice (DNP) and research-focused (DNS/PhD) doctorates are shown in Appendix A. This strong national trend recognizes the preparation necessary for advanced nursing practice and follows the lead of other clinical practice disciplines (Audiology, Physical Therapy, Pharmacy) in moving from Master’s to Doctoral preparation. In fact, Hunter College admitted students to its DNP program this fall and both The College of Staten Island and Lehman College are proposing DNP programs. Thus, the DNP will have a strong presence at CUNY.
The advent of the DNP resulted in the second national trend, the conversion of DNS to PhD programs. As of Fall 2010 there were 130 research-focused doctoral programs in nursing (PhD and DNS/DNSc) in the US and only 4 (3%) of these are still DNS/DNSc programs (AACN, 2010b) (see table 1).

<table>
<thead>
<tr>
<th>University</th>
<th>Location</th>
<th>DNS/DNSc Program Started</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennesaw State University</td>
<td>Kennesaw, GA</td>
<td>2009</td>
</tr>
<tr>
<td>Graduate Center (CUNY)</td>
<td>NY, NY</td>
<td>2006</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>New Orleans, LA</td>
<td>1986</td>
</tr>
<tr>
<td>The Sages Colleges</td>
<td>Troy, NY</td>
<td>2007</td>
</tr>
</tbody>
</table>

**Table 1 Universities still awarding the DNS/DNSc**

Between 2008 and 2010, 6 DNS programs converted to PhD programs (see table 2) and the recent report by the Institute of Medicine of the National Academy of Sciences (IOM, 2011) concerning the future of nursing noted that doctoral programs in nursing included the PhD (research) and the DNP (clinical/practice) doctorates and that “there are also a very small number of DNS programs in existence today” (p. 71). In the NY/NJ metro area there are, at present, 7 research-focused doctoral programs in nursing [NYU, Columbia, Adelphi, Molloy, and CUNY in New York and Rutgers and Seton Hall in New Jersey]. Only CUNY offers the DNS. This results in confusion for, and a loss of, highly qualified prospective students who question why the DNS and not the PhD, the recognized research doctorate.

<table>
<thead>
<tr>
<th>University</th>
<th>Location</th>
<th>DNS/DNSc Program Started</th>
<th>Converted to PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia University</td>
<td>NY, NY</td>
<td>1993</td>
<td>2008</td>
</tr>
<tr>
<td>East Tennessee State University</td>
<td>Johnson City, TN</td>
<td>2002</td>
<td>2008</td>
</tr>
<tr>
<td>Rocky Mtn. University of Health Professions</td>
<td>Provo, UT</td>
<td>2001</td>
<td>2009</td>
</tr>
<tr>
<td>Rush University Medical Center</td>
<td>Chicago, IL</td>
<td>1977</td>
<td>2008</td>
</tr>
<tr>
<td>University of Texas Health Sciences Center</td>
<td>Houston, TX</td>
<td>1996</td>
<td>2008</td>
</tr>
<tr>
<td>Widener University</td>
<td>Chester, PA</td>
<td>1984</td>
<td>2008</td>
</tr>
</tbody>
</table>

**Table 2 Universities converting from DNS/DNSc to PhD since 2008**

Therefore, given the paucity of DNS programs still in existence, our continued conformity with the PhD outcomes and curricular elements as set forth by the AACN, and the advent of the true clinical doctorate (DNP), the conversion of the DNS program at CUNY to the PhD is timely.

**NEED AND JUSTIFICATION**

*National Need*

The Institute of Medicine (IOM, 2011) has proposed new models of interdisciplinary partnerships to meet the current and projected complex health care demands of the nation. Specifically, the IOM cites fragmentation of care as a major health problem and has proposed interdisciplinary research teams which require nursing’s unique perspective as well as advanced nursing practice models of interdisciplinary care. This requires an adequate supply of PhD-prepared nurses to collaborate on these interdisciplinary research teams. However, less than 1% of US nurses hold research doctorates (Health and Human Resources Administration [HRSA], 2010). Thus, at present, there is a critical shortage of PhD-prepared nurses for these interdisciplinary research teams. As well, there is a critical shortage of PhD-prepared faculty in baccalaureate and graduate programs to develop the science and educate the next generation of nurses for advanced practice and research/faculty roles (AACN, 2010b).

In fact, 64% of doctoral programs and 50% of Associate to Baccalaureate completion programs (ADN to BSN) and Master’s (MS) programs presently identify an insufficient faculty pool (National League for Nursing [NLN],
Several related factors have contributed to the scarcity of PhD-prepared nurses: As noted, 60% of nurses are initially prepared at the ADN level. This results in excessive time in the “pipeline” from BSN to PhD (AACN, 2010b). That is, to attain a Master’s degree and be eligible to enter PhD programs, one must first complete the BSN. At present, nationwide, only 50% of nurses hold a BSN or higher degree including nurses originally prepared at the ADN level (HRSA, 2010). Thus, because only 50% of nurses are prepared to enter graduate studies, only 12% of nurses hold Master’s degrees (HRSA, 2010). This then impacts on the number eligible for entry to PhD programs and the eventual nursing faculty shortage.

In an effort to meet this current and projected demand for nurses with graduate level education, the IOM (2011) has set a goal of 80% of nurses prepared at the BSN or higher level by the year 2020. Moreover, recognizing the strong advantages to patient welfare afforded by increased nursing educational levels (Friese, Lake, Aiken, Silber & Sochlaski, 2008; Van den Heede et al., 2009; Tourangeau et al., 2007), most US hospitals have set more ambitious goals. At present, teaching hospitals aim for 90% of nurses prepared at BSN or higher level (IOM, 2011). Thus, the pool of candidates eligible for entry to PhD programs will eventually increase but this will contribute further to the already pressing need for nursing faculty in ADN to BSN and graduate programs. Though the advent of the aforementioned DNP degree will increase the total number of doctorally-prepared nurses (clinical and research-focused doctorates) as the DNP becomes the standard for specialized advance practice roles; the DNP is a practice doctorate and prepares graduates to fully implement the science developed by PhD prepared nurses (AACN, 2010b). Thus the DNP does not prepare nurses to conduct independent research and assume a faculty role as a full member of the academy. In addition, the marked difference in salaries (100-150% more) for nurses in advanced practice roles vs. nurse faculty roles has resulted in few advanced practice nurses wishing to assume full time faculty positions (Cleary, McBride, McClure & Reinhard, 2009).

**Community Need**

Though the national need for PhD-prepared faculty is noteworthy, the community need is even more striking. At present, there are bills in the legislature of both NY (4051A) and NJ (620) which would require all RN’s prepared at the Associate Degree (ADN) level to have a BSN within 10 years of graduation or lose their license to practice. These bills have been the impetus for many ADN-prepared nurses to enroll in BSN programs and the Center for Health Workforce Studies (CHWS) in NYS notes a 7% increase in BSN completion rates in 2011; thus RN’s who graduate from BSN completion programs now account for 32% of BSN degrees awarded in NYS in 2011 vs. 25% in 2010. Noteworthy also is the fact that of the 15 new nursing programs opened in NYS since 2002, 9 of these were BSN completion programs (CHWS, 2011), and most post licensure courses require PhD-prepared faculty.

In southern NYS, the need for PhD-prepared faculty is even greater because hospitals are not waiting for the proposed legislation to pass. In fact, for several years hospitals and health care systems in southern NYS have been encouraging BSN completion by giving hiring preference to BSN graduates. In July 2010, North Shore-LIJ Health System which manages 12 NYC hospitals and numerous health centers announced that all newly hired RN’s must have a BSN within 5 years of graduation and must enroll in a BSN completion program within 2 years of ADN graduation (Commins, 2010). This has resulted in an enormous increase in enrollments in BSN completion programs in NYC.

As previously noted, an increase in BSN-prepared nurses will likely have a highly desirable effect on enrollment in Master’s, DNP and PhD programs, in the ensuing years. At present, 55% of our DNS students are full time faculty at CUNY and non CUNY regional colleges and will help supply the critically needed future doctorally-prepared nurse faculty in the southern NYS region. In addition to easing the faculty shortage, several of our current students and four of our eight graduates are engaged in nursing education research which the IOM (2011) has identified to be a national research priority. Specifically, Dr. Mary Tesoro developed and tested a clinical model for
increasing students’ accuracy of nursing diagnoses; Dr. Unn Hidle investigated complex motivations to achieve a BSN; Dr. Margaret Reilly investigated social support and BSN completion; and Bernadette Amicucci investigated faculty experience of clinical grading. Abstracts and accomplishments of our eight DNS graduates, since graduation, can be found in Appendix B.

University Need

At present, there are five CUNY RN to BSN completion programs (York, CSI, NYCT, Hunter and Lehman) and all have experienced a marked increase in enrollment. Also, Hunter College admitted its first DNP students this Fall (2011) and both CSI and Lehman College are proposing the DNP. This will mean that PhD-prepared faculty will be needed to teach in these new programs as well as in the continuing Master’s-level nursing programs. Though it is likely that DNP graduates will be able to fill some faculty roles, as noted, the DNP prepares nurses for advanced practice and research implementation.

Recognizing this, the AACN (2010b) recommended establishing university consortia to make efficient use of PhD-prepared faculty. The DNS program at CUNY already uses a consortia model drawing on faculty from CSI, Hunter and Lehman Colleges. This faculty has diverse research interests, is nationally and internationally recognized as scholars, has externally funded research programs and is engaged in interdisciplinary research and health care.

Student Need

Given the AACN’s position that all research-focused doctoral programs follow the same curricular standards (AACN, 2010b) and the overwhelming national trend toward conversion to the PhD from the DNS, there is an urgent student need to convert the current DNS program to a PhD in Nursing Science. As noted, the DNS has become a historical footnote and, while the DNS will still be recognized as a research doctorate, not converting to the PhD will place our future students at a distinct disadvantage. That is, the GC is only one of four universities nationwide to do so.

All DNS curricula have consistently included all curricular elements required by the AACN for research-focused doctoral programs (AACN, 2010a) including comprehensive exam and the dissertation. The original 2006 CUNY DNS curriculum was refined in 2009 to reflect the recommendations of our faculty and students and another revision that includes AACN’s (2010b) latest recommended curricular elements is pending approval at the state level. Thus, because our students are following the PhD curriculum and have the same requirements (comprehensive exam and dissertation), we have a strong consortia of faculty who are recognized scholars and we have a strong cadre of full time students we need to move forward quickly to convert the present DNS to the PhD. As noted, current DNS students, in good academic standing, may continue their current course of study for the DNS or petition for a change to the PhD program and complete all additional coursework required by the PhD program.

STUDENT INTEREST AND ENROLLMENT

Applicants and Enrollment by Cohort

Table 3

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Applied</th>
<th>Accepted</th>
<th>Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (2006)</td>
<td>16</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>2 (2007)</td>
<td>19</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>3 (2008)</td>
<td>33</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>4 (2009)</td>
<td>23</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>5 (2010)</td>
<td>16</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>6 (2011)</td>
<td>10</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

To date, we have enrolled 60 students and have 8 graduates. Table 3 shows the strong interest in the DNS program since its inception in 2006. However, note the sharp drop in applicants this past year. This is likely reflective of several new DNP programs in the area. Most prospective students know of two doctorates PhD (research) and DNP (practice). Some do not know the distinction between the DNS and the DNP. Also, many potential applicants call to inquire why the CUNY program is not a PhD.
As well, there is significant interest in the PhD amongst our current students. In a recent survey (see Appendix C) of the then 54 students (72% response rate), all respondents strongly favored the PhD over the DNS. Reasons given include: confusion between the DNS and DNP which makes constant explanation of the DNS necessary; the PhD is the accepted research doctorate; and the DNS curriculum is the same as the PhD curriculum. Reasons given for choosing the DNS program were: economic reasons, the reputation of the faculty, and satisfaction with CUNY. Also cited as reasons were the cohort program as well as the one day per week scheduling. Many inquired if they could earn the PhD instead of the DNS. Thus, it is both timely and appropriate that we respond to the national trend and offer the PhD.

As noted, current DNS students, in good academic standing, may petition to change to the PhD program and take the additional 8-9 credits as per the new curriculum. This new curriculum has been approved by the GC Graduate Council 12/08/11 and all students admitted to the DNS program in Fall 2012 will follow the new curriculum and thus be eligible for the PhD degree without additional coursework. The projected annual enrollment of new students is 10 students per cohort for a five-year period, with a minimal attrition rate of approximately one student per two years based on the current attrition rate (see Table 4). We estimate time to complete the degree as between four to five years as all students are full-time.

Projected Full-Time Enrollment for 5-Year Period *

<table>
<thead>
<tr>
<th>New Enrollments</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2014-2015</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2015-2016</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2016-2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Projected Graduates 6 10

Admission Requirements

Admission requirements remain the same as for the DNS: Applicants must meet the general university requirements as stated in the Graduate Center Catalog. In addition, they must have a:

1. Satisfactory score on the Graduate Record Exam
2. Bachelor’s degree in nursing from an accredited program and Master’s degree in nursing from an accredited program which includes graduate courses in statistics, research and policy
3. Superior academic record
4. Satisfactory written descriptions of career goals and research interests
5. A score of at least 550 on the TOEFL examination for applicants who have not studied in English-speaking countries.
6. Filed Graduate Center application

CURRICULUM

Program Overview

The complete semester by semester PhD curriculum sequence is provided in Appendix D on the required SED form. Recent changes, detailed below, are pending approval at the state level. As previously noted, the current DNS program will be transitioned to the PhD with the removal of two existing courses (Information Technology in Health Care and Nursing and Database Analyses); the addition of four new required courses (Interdisciplinary Research and Theories, Educational Research in Health Care Settings, and Advanced Scientific Writing II and III); a move from elective to required status for three existing courses (Doctoral Practicum, Applied Statistics II, and Qualitative Methods II); and revision of three existing courses (Bioethics, Measurement in Nursing Research, and Quantitative...
Design). This will increase the total minimum post-Master’s doctoral coursework credits from 48, at present, to 50 credits. Because the current requirements for the comprehensive exam (first exam) and the dissertation meet the Graduate Center’s requirements for all PhD’s they have not changed and are detailed below.

**Rationale for Program Changes**

These curriculum revisions are in accordance with the most current curricular content for research-focused doctorates in nursing proposed by the AACN (2010b) as well as other high priority recommendations from accrediting bodies (CCNE, NLN, Joint Commission), professional associations (ANA, AMA, IOM), and governmental agencies (Healthy People, 2020). Specifically, AACN recommendations that programs attend to professional development by including substantive coursework in nursing education with role development sparked the development of a new course entitled “Educational Research in Health Care Settings”. This course complements and enhances the other two first semester courses, provides an important foundation for subsequent courses, and flows into the Doctoral Practicum during year 3. As well, this course addresses strategies to enhance cultural competence in various settings and the growing body of research on cultural competence education and strategies to eliminate health disparities.

Recommendations about doctoral education in general note that the first year is a key transitional period and students frequently require much support and guidance, particularly in their writing skills. Furthermore, graduates are expected to write scientifically, prepare research proposals and reports, disseminate research via professional publications and conferences, and write grant proposals. Consequently, two additional writing courses were added to the current first semester writing course. Thus, three 1-credit writing courses are staggered at key transitional phases to enhance the role development and success of our doctoral students: first semester, second semester, and semester corresponding with first dissertation seminar. Finally, students will now take all three elective courses instead of one (Qualitative Methods II, Applied Statistics II and Doctoral Practicum). This change was made in acknowledgment of the necessity to be fully competent in both qualitative and quantitative research methods as well as the need for professional development through the doctoral practicum.

Consistent with other disciplines in health care, the AACN (2010b) also recommended substantive role development for interdisciplinary research and the new “Interdisciplinary Theories and Research” course addresses this need by its early introduction (Year 1, semester 2). In keeping with Aboelala and colleagues (2007) description of interdisciplinary research, this course addresses the linking of theoretical frameworks and use of skills and perspectives of varied disciplines to yield fresh insights into health problems. Also, based on changed priorities in nursing doctoral education and health care, three other courses were revised. Comparative effectiveness research design is now included in “Quantitative Design”, and “Bioethics” is now divided into two courses, distributed to fall year 2 and fall year 3, a natural fit that complements and enhances the other three courses within those semesters. In addition, the two Bioethics courses remind students that there are different dimensions of bioethics that warrant detailed attention; thus the bioethics courses are designed to provide immediate relevance and direct application for these adult learners. Finally, two courses were removed. “Information Technology” was judged to be more relevant for the practice doctorate (DNP) and “Database Analyses” content required context and application and thus is visibly blended within the Measurement course. The rationales for new, revised, newly required, and withdrawn courses is provided below. Complete course syllabi for new and revised courses can be found in Appendix E. Course descriptions for all other courses can be found in Appendix F.

**New Courses Rationales**

**NURS 70101 Educational Research in Health Care Settings**

**Rationale:** AACN recommendations that nurses with research-focused doctorates have substantive coursework in nursing education theory with role development sparked the development of a new course entitled “Educational Research in Health Care Settings”. This course complements and enhances the other two theory focused courses in the first semester, provides an important foundation for subsequent courses, and flows into the Doctoral Practicum during year 3.
NURS 70102 Interdisciplinary Research and Theories
Rationale: Consistent with other disciplines in health care, the AACN recommends substantive role development for interdisciplinary research. Thus this content is introduced early (Year 1, semester 2) and addresses the linking of theoretical frameworks and use of skills and perspectives of varied disciplines to yield fresh insights into health problems.

NURS 70300 NURS 70301 NURS 70302 Advanced Scientific Writing I, II, III
Rationale: Students require ongoing focused guidance related to developing writing skills. The content of Advanced Scientific Writing is now sequenced to provide a) an introduction to the principles of scientific writing in Advanced Scientific Writing I; b) a focus on using the principles of scientific writing to write for peer reviewed publications in Advanced Scientific Writing II; and c) a focus on using the principles of scientific writing to write the dissertation in Advanced Scientific Writing III.

Revised Courses Rationales

NURS 70201 Bioethics I
Rationale: It was decided to eliminate the focus on clinical decision making because that content is more appropriate for the Doctor of Nursing Practice (DNP), not the research doctorate. By eliminating this content we were able to restructure the course so that it is sequenced and the credits were reduced from 3 to 2 total Bioethics credits (Bioethics I and Bioethics II). Bioethics I analyzes theories and models that are pivotal in examining ethics and ethical decision in nursing. Students will analyze the use of models related to ethics in the literature and how they are applied to nursing.

NURS 70202 Bioethics II
Rationale: The two Bioethics courses remind students that there are different dimensions of bioethics that warrant detailed attention; thus the bioethics courses are designed to provide immediate relevance and direct application for these adult learners. This semester’s content will emphasize research ethics involving elimination of health care disparities in vulnerable populations.is a natural fit as students will have a solid background in bioethics as well as educational and interdisciplinary research and issues involving research to eliminate health care disparities.

NURS 71000 Measurement in Nursing Research
Rationale: The content, from the deleted Database Analyses course was deemed essential and also required context to optimize learning. Placement within the Measurement course provides that context by highlighting measurement of variables across the health disciplines. The addition of Applied Statistics II as a new prerequisite will provide students with a stronger statistical background than a Master’s level statistics course and this will help to increase their understanding of measurement theory, validity and measures of reliability as well as use of data sets as per the newly added content.

NURS 80000 Quantitative Research Design
Rationale: Comparative effectiveness research was added in recognition of the need to conduct research concerning which treatment works best, for whom and under what circumstances. This is distinct from determining if the treatment works or not because comparative effectiveness research addresses the benefits the treatment produces in routine clinical practices.

Newly Required Courses (formerly elective) Rationales

NURS 82000 Doctoral Practicum in Nursing Research
Rationale: It is recognized that the doctoral practicum enhances professional development. Students may still take an elective if they wish but it is not required.

NURS 71200 Applied Statistics II and NURS 81100 Qualitative Methods II
Rationale: The option to take Applied Statistics II OR Qualitative Methods II was deleted because all students need two “methods” courses in both methodologies (quantitative and qualitative).
Courses Withdrawn Rationales

NURS 72200 Information Technology in Health Care and Nursing
Rationale: The American Association of Colleges of Nursing (AACN) recommends that this content be included in nursing practice doctorates (DNP) not nursing research doctorates (PhD and DNS). Comparative effectiveness research content has been included in Quantitative Research Design.

NURS 71300 Database Analyses
Rationale: The content most relevant to the research-focused doctorate (measurement of variables in large population-based health data sets) required context to optimize learning. Placement within the Measurement course provides that context by highlighting measurement of variables across the health disciplines.

General Curriculum Requirements

The revised curriculum is comprised of 50 credits (post Master’s) along three content clusters: 1) theoretical foundations of nursing science (18 credits); 2) analytical foundations of nursing science (18 credits) and 3) application courses to foster specialized research expertise (14 credits). The proposed program offers a research intensive curriculum to prepare graduates to conduct independent research on nursing problems, outcomes and health policy issues and function as leaders of interdisciplinary teams. Graduates are prepared at a beginning level to (1) design, conduct, and report research studies that increase knowledge about outcomes of nursing and other healthcare practice; (2) provide leadership in improving the healthcare system and in decreasing health disparities in vulnerable populations; and (3) translate evidence accumulated through research into practice and policy at multiple levels.

General curriculum requirements are as follows:

- A minimum of 50 credits of coursework at the doctoral level. Upon successful completion of the first examination, 30 credits will be transferred from the student’s Master’s program.
- Satisfactory passing the first level (comprehensive) examination (end of first year) and both oral and written components of the second level exam (dissertation proposal) at the end of all course work.
- Original research supervised by the PhD program faculty and produced in dissertation format and successfully defended at its completion.
- In addition to didactic work, students are highly encouraged to participate in the following scholarly activities to enhance clinical research and didactic education in preparation for the academic nursing role: 1) attendance and presentation at scholarly nursing and interdisciplinary meetings; 2) submission of a manuscript for publication in a peer-reviewed journal; and submission of a grant for external funding.

Exams and Dissertation

Comprehensive Exam (First Exam)

At the completion of the first year’s courses (20 credits) students will take the comprehensive exam. The objectives for the comprehensive exam are to: 1) Demonstrate ability to synthesize knowledge gained, in the foundational first year courses; 2) Utilize competencies developed in foundational first year courses and; 3) Demonstrate mastery in scientific writing with a clearly articulated and a logical response to a case-based scenario in nursing and health using empirical evidence. The scope and content of this exam is meant to assist in building a solid foundation from which the student may extend their body of academic work. The comprehensive exam aims to evaluate mastery and integration of the conceptual knowledge base of the first year courses.

Dissertation Proposal (Second Exam)

The specific objectives for the dissertation proposal are to 1) Propose an original research problem that meets ethical and theoretical standards; 2) Present a logical argument for doing the research through a comprehensive review of the relevant scholarly literature; 3) Explain the proposed methodology to accomplish the research objective.

Dissertation and Oral Defense

The specific objectives for the dissertation and oral defense of the dissertation are: 1) Conduct the proposed research project, as presented in the approved written research proposal, in accordance with ethical standards; 2)
Evaluate the research findings in light of theoretical, historical and philosophical concepts relevant to nursing; 3) Synthesize the research findings with the extant scholarly research literature; 4) Evaluate the usefulness of the research findings to the elimination of health care disparities.

At the completion of all coursework, students are required to complete an original dissertation research project that addresses a particular nursing and/or health care disparities issue. Dissertations may be qualitative, quantitative or multimethods and must meet rigorous standards of research and scholarship. All dissertations are expected to incorporate the theoretical context for the research, development of research methods employed, research findings, and implications for health care disparities, nursing research, and nursing practice.

Dissertations are designed by students with the guidance of their dissertation sponsor. The dissertation must be original research. This may involve a study initiated and conducted entirely by the student; a secondary analysis of an existing data set; or be based on a study led by a senior investigator. Whatever the origins of the study, all research questions, and analyses in the dissertation must reflect original work by the doctoral student. Abstracts of dissertations completed by our eight DNS graduates can be found in Appendix B.

COST ASSESSMENT

Faculty

Twenty CUNY faculty, who hold primary appointments at either CSI, Hunter, or Lehman, hold appointments at the GC and are core doctoral faculty. All hold research doctorates. Research interests include measurement and methodology, chronic disease in underserved populations, policy and food behaviors, transcultural nursing, HIV in teens and older adults, improving the health of newborns, pregnant women, midlife women and adolescents, risk behaviors among youth, health policy, end of life and hospice care, accuracy of nursing diagnosis and nursing education research including recruitment and retention of diverse students.

Faculty are widely published, serve as reviewers, editorial board members/editors of major nursing and interdisciplinary journals, serve as officers for national and international nursing organizations and have a strong record of external funding. Thus, students have a wide choice of research mentors and was cited as a reason for choosing CUNY. Changes in the curriculum are minimal and will likely be in place by Fall 2012. Thus conversion to the PhD will not require additional faculty. Appendix G shows contains the required SED faculty form.

Administration

The PhD will be administered by an Executive Officer and two Deputy Executive Officers, and will be assisted by an Assistant Program Officer. See administration chart Appendix H.

Projected Budget

Anticipated Revenues

Funding for the PhD will come primarily from tuition. Table 5 shows projected enrollment in PhD program along with continued enrollment in DNS program as it is phased out. Table 6 shows income from tuition for the first five years of the program. Tuition income is based on the following:

- Students are admitted in cohorts for full time study until each reaches dissertation advisement (Level III).
- There will be 10 students per cohort group for the first year followed by 15 for each subsequent year. If a student drops out of the group, the number in the next group will be increased accordingly.
- At completion of the fifth semester, it is anticipated that students will advance to candidacy.
- Tuition is based on 50 credits at Level I (5 semesters), an optional 3-6 credits at Level II; and Dissertation Advisement only at Level III.
Table 5: Projected PhD Enrollment with DNS Phasing Out

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Cohort 2</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Cohort 3</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Cohort 4</td>
<td></td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Cohort 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Total PhD Enrollment</strong></td>
<td><strong>10</strong></td>
<td><strong>25</strong></td>
<td><strong>40</strong></td>
<td><strong>55</strong></td>
<td><strong>64</strong></td>
</tr>
<tr>
<td><strong>DNS Enrollment</strong></td>
<td>[55]</td>
<td>[45]</td>
<td>[35]</td>
<td>[22]</td>
<td>[12]</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td><strong>65</strong></td>
<td><strong>70</strong></td>
<td><strong>75</strong></td>
<td><strong>77</strong></td>
<td><strong>76</strong></td>
</tr>
<tr>
<td>Projected PhD Graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Table 6: Projected Income from PhD, Years 1-5*

<table>
<thead>
<tr>
<th></th>
<th>Year 02</th>
<th>Year 03</th>
<th>Year 04</th>
<th>Year 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>L1</td>
<td>L1</td>
<td>L2</td>
<td>L3</td>
</tr>
<tr>
<td></td>
<td>In State (10)</td>
<td>In State (10)</td>
<td>In State (10)</td>
<td>In State (4)</td>
</tr>
<tr>
<td>Income</td>
<td>$82,000</td>
<td>$86,300</td>
<td>$73,700</td>
<td>$41,600</td>
</tr>
<tr>
<td>Cohort 2</td>
<td>L1</td>
<td>L1</td>
<td>L1</td>
<td>L2</td>
</tr>
<tr>
<td></td>
<td>In State (15)</td>
<td>In State (15)</td>
<td>In State (15)</td>
<td>In State (15)</td>
</tr>
<tr>
<td>Income</td>
<td>$129,450</td>
<td>$135,900</td>
<td>$115,800</td>
<td>$65,250</td>
</tr>
<tr>
<td>Cohort 3</td>
<td>L1</td>
<td>L1</td>
<td>L1</td>
<td>L1</td>
</tr>
<tr>
<td></td>
<td>In State (15)</td>
<td>In State (15)</td>
<td>In State (15)</td>
<td>In State (15)</td>
</tr>
<tr>
<td>Income</td>
<td>$135,900</td>
<td>$142,350</td>
<td>$121,050</td>
<td>$148,800</td>
</tr>
<tr>
<td>Cohort 4</td>
<td>L1</td>
<td>L1</td>
<td>L1</td>
<td>L1</td>
</tr>
<tr>
<td></td>
<td>In State (15)</td>
<td>In State (15)</td>
<td>In State (15)</td>
<td>In State (15)</td>
</tr>
<tr>
<td>Income</td>
<td>$142,350</td>
<td>$148,800</td>
<td>$148,800</td>
<td>$493,820</td>
</tr>
</tbody>
</table>

*NOTE: The 2010-2011 Cohort of 56 students generated $262,000 in tuition and fees. The revenue from the current DNS program will decrease but remain in place for approximately 4 years and be phased out as the new cohorts of PhD students enter. ** Based on projected tuition for 2013-2014 academic year

Expenditures

Table 7 lists expenses for faculty replacement, Executive Officer, Deputy Executive Officers, Assistant Program Officer, and other than personnel services (OTPS). Expenses are based on the following statements:

- Faculty in existing CUNY programs will teach doctoral courses.
- Faculty will be replaced by adjuncts at each college. Costs of the program are calculated at a rate of $53.00 per classroom hour.
- The Executive Officer receives 12 credits release time calculated into the yearly revenue return to the EO’s campus at the adjunct replacement rate of $53.00 per credit teaching hour.
- The Deputy Executive Officers are calculated at the adjunct replacement rate of $53.00 per credit teaching hour; 3 credits to each campus for a total of 6 credits for Fall/Spring semesters.
An Assistant Program Officer (APO) in an Assistant to HEO position will be full-time.

Costs for continuing to upgrade nursing library resources at the GC and software are included in all five years.

The OTPS budget includes the cost of paper, letterhead, recruitment, the professional organization membership dues, support for students presenting papers, faculty development and computer upgrades. The OTPS is subtracted equally from the revenue returned to each campus.

Table 7: Projected Expenses, Years 01-05 (increase of 3%/year for faculty and personnel)

<table>
<thead>
<tr>
<th></th>
<th>Year 01</th>
<th>Year 02</th>
<th>Year 03</th>
<th>Year 04</th>
<th>Year 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Resources: *Adjunct Replacement</td>
<td>$14,472</td>
<td>$28,944</td>
<td>$36,180</td>
<td>$37,265</td>
<td>$38,383</td>
</tr>
<tr>
<td>Executive Officer (FT)</td>
<td>$9,540</td>
<td>$9,828</td>
<td>$10,134</td>
<td>$10,440</td>
<td>$10,764</td>
</tr>
<tr>
<td>Deputy Executive Officers</td>
<td>$4,770</td>
<td>$4,914</td>
<td>$5,067</td>
<td>$5,220</td>
<td>$5,382</td>
</tr>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Program Officer APO</td>
<td>$43,817</td>
<td>$45,131</td>
<td>$46,484</td>
<td>$47,878</td>
<td>$49,314</td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Equipment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td>Software Updates</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>OTPS</td>
<td>$18,000</td>
<td>$18,000</td>
<td>$18,000</td>
<td>$18,000</td>
<td>$18,000</td>
</tr>
<tr>
<td>Total</td>
<td>$95,099</td>
<td>$111,317</td>
<td>$120,365</td>
<td>$123,303</td>
<td>$126,343</td>
</tr>
</tbody>
</table>

* Based on $53/hour adjunct replacement costs with a 3% increase/year

Summary of Budget

As illustrated in Table 8, tuition income will not cover expenses during the first start up year. However, the DNS program, already in place, has been generating income for six years. In 2010-2011, the DNS generated $262,000 and generated $130,000 in student scholarships. Estimated tuition income of Table 8, from the PhD student tuition totals $1,579,170 over five years. Not included is any financial support that the GC is awarded for each nursing doctoral student.

The budget is based on 10 students the first year and then 15 students per year. The budget does not include any additional expenses beyond the minimum. No differential tuition is requested since the transition from a DNS to a PhD will preclude this request based on current CUNY policy.
The current financial arrangement is based on the Health Sciences Program revenue agreement negotiated in 2005 among the three consortia colleges (Hunter and Lehman Colleges and the College of Staten Island) and the Graduate Center. The financial arrangement for the proposed conversion of the DNS to the PhD will continue on the original system however, it is planned to re-evaluate this agreement in 2013 after the continued viability of the nursing doctorate has been determined.

REFERENCES


Commins, J. (2010). North Shore-LIJI requires new nurses to have BSN. Retrieved from: http://www.healthleadersmedia.com/content/NRS-253618/North-ShoreLIJ


APPENDIX A: AACN Comparison of DNS/PhD and DNP programs

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Degree with expertise in area in which teaching</td>
<td>Research doctorate in nursing or related field</td>
</tr>
<tr>
<td>Senior Leadership experience</td>
<td>Research funding at senior level</td>
</tr>
<tr>
<td>Network of leadership influential</td>
<td>Program of research consistent with area(s) of focus of program</td>
</tr>
<tr>
<td>High level of expertise in area of practice</td>
<td>Research methods expertise (ex: qualitative/quantitative)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Program of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives: Prepare nurses at the highest level of practice</td>
<td>Objectives: Prepare nurse researcher</td>
</tr>
<tr>
<td>Competencies &amp; Content</td>
<td>Content</td>
</tr>
<tr>
<td>See AACN Essentials of the DNP (in draft, 2008)</td>
<td>Theory Research methodology</td>
</tr>
<tr>
<td>Role with emphasis on research &amp; faculty roles</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors in leadership positions across a variety of healthcare settings not limited to nursing</td>
<td>Mentors in research and other role preparation</td>
</tr>
<tr>
<td>State of the science information technology resources</td>
<td>Active programs of research in fundable areas</td>
</tr>
<tr>
<td>Access to diverse practice settings</td>
<td>Access to dissertation support dollars</td>
</tr>
<tr>
<td>Access to evaluation data and databases in practice setting</td>
<td>Technical and support services for state of the science information acquisition, communication, and management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to career in practice and/or service leader</td>
<td>Commitment to research career</td>
</tr>
<tr>
<td>Oriented toward improving outcomes of care</td>
<td>Oriented toward development of new knowledge, and establish a pattern of productive scholarship alone and with others in the disciplines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Assessment &amp; Evaluation</th>
<th>Program Assessment &amp; Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Outcome:</td>
<td></td>
</tr>
<tr>
<td>Contributes to improvement in health care via direct service and policy change</td>
<td>Research contributions, development of new knowledge, and other scholarly products that provide the foundation for the advancement of nursing science</td>
</tr>
<tr>
<td>Receives accreditation by specialized nursing accreditor</td>
<td></td>
</tr>
</tbody>
</table>


Rush University Medical Center. Comparison of the DNP vs. PhD/DNSc/DSN. Unpublished document. Chicago, IL: Author.
APPENDIX B: DNS Graduates Abstracts and Achievements

Name: Pacsi, Alsacia

Graduation: May 2010

Current Position: Asst. Professor Lehman College (CUNY)

Dissertation Title: The lived experiences of Dominican women with Stage IV breast cancer

Abstract:
Background. The diagnosis of breast cancer, for most, elicits anxiety and fear due to the disease and treatment process, which usually has a devastating effect on the person, both physically and emotionally. Would ethnicity change or modify this stereotypical response? This study was done to illuminate the perceptions of Dominican women living with Stage IV breast cancer (advanced breast cancer).

Methods. This phenomenological study explored the lived experiences of Dominican women diagnosed with Stage IV breast cancer using a purposive sample of convenience to illuminate their perceptions of living with advanced breast cancer. Six second-generation United States-born women of Dominican immigrants, residing in the New York City (NYC) area, underwent face-to-face in-depth interviews. Each participant was interviewed once and data was analyzed using the descriptive phenomenological method of Amadeo Giorgi.

Results. The four essences that unfolded in this study were: uncertainty, coping, loving, and believing. The overall meaning of the experience of Dominican women with Stage IV breast cancer is described as one of uncertainty and unknowing; accepting the diagnosis so that thinking results in positive changes and healthy choices; enjoying life through meaningful participation in the lives of others and accepting support; and trusting in God through prayer, faith, and hope to create everlasting memories for their children. The synthesis of the overall structure for these women is to "leave a legacy of love." Interpretation of the overall meaning of the experience and structure aligned with the Roy Adaptation Model (RAM)'s philosophic principles of humanism and veritivity (Roy & Andrews, 2009). The overall meaning of the experience, as expressed by the participants, was translated to and aligned with these principles.

Conclusions. Analyzing the results of this research, one can infer that adaptation for the Dominican woman does not mean an acceptance of her illness; on the contrary, adaptation in this case is an impetus to build a new environment, create everlasting memories for their children, and leave a legacy of love. Future studies should be done using qualitative and quantitative methodology in order to further explore the phenomenon of parenting in this population.

Select Publications/Specialized Awards Received Based on Work Completed While in the DNS Program:

Publications:

Awards Received:
- 2011 The American Association of Hispanics in Higher Education Fellowship Award
- 2010 Roy Adaptation Association’s Carol Baer Dissertation Award
- 2010 Doctoral Student Dissertation Grant
Name: Cummings, Jeanne

Graduation: February 2011

Current Positions:
St. Luke's/Roosevelt Hospital Center Nurse Practitioner, Adult Outpatient Behavioral Health
Pace University, Briarcliff, NY Adjunct Faculty, Lienhard School of Nursing
Columbia University School of Nursing, NY, NY Instructor in Clinical Nursing
St. Luke’s/Roosevelt Department of Psychiatry, Education and Training Lecturer

Dissertation Title: Sharing a Traumatic Event: The Experience of the Listener and the Storyteller Within the Dyad

Abstract:
Background: Individuals who have experienced traumatic events often share their experiences in story form. This sharing has consequences for both storytellers and listeners. Understanding the experience of both members of the listener-storyteller dyad is of value to nurses who are often the listener within the nurse-patient dyad.
Objective: The aim of this study was to illuminate the experiences of the listener and the storyteller when a traumatic event is shared within the dyad.
Methods: The phenomenon was explored using an interpretive phenomenological approach. Participants consisted of 12 dyads, each with a storyteller and a listener. The storytellers were individuals who had been involved in U.S. Airways Flight 1549 when it crash-landed in the Hudson River in January 2009. Each storyteller identified a listener who had listened to them share their story of this event, dubbed The Miracle on the Hudson. In-depth interviews were conducted with each storyteller and each listener.
Results: Five essential themes emerged from the data: Theme 1, The Story Has a Purpose; Theme 2, The Story as a Whole May Continue to Change as Different Parts Are Revealed; Theme 3, The Story Is Experienced Physically, Mentally, Emotionally, and Spiritually; Theme 4, Imagining the "What" as well as the "What If"; and Theme 5, The Nature of the Relationship Colors the Experience of the Listener and the Storyteller. Roy's Adaptation Model of Nursing was found to be applicable to the findings of this study.
Discussion: For the participants in this study, the experience of sharing a traumatic event involved facts, feelings, and images. The story evolved as it was remembered, told, and listened to in a nonlinear, multifaceted way. The listener and the storyteller collaborated, adapted, and responded physically, mentally, emotionally, and spiritually. Adapted from the source document.

Select Publications/Specialized Awards Received Based on Work Completed While in the DNS Program

Publications:
Cummings, J. (2011) Sharing a traumatic event; The experience of the listener and the storyteller within the dyad. *Nursing Research, 60*, 386-392

Presentations:
Cummings, J. The Experience of the Listener and the Storyteller When a Traumatic Event is Shared Within the Dyad Qualitative Research in Healthcare Symposium, (2011, July) Memorial Sloan Kettering Cancer Center.
Name: Amicucci, Bernadette

Graduation: February 2011

Current Position: Nurse Educator in Staff Development St Johns Riverside Hospital, Yonkers, NY

Dissertation Title: Clinical nurse faculty and the lived experience of clinical grading

Abstract:
Clinical grading is one approach to assure that future nurses have the knowledge and skills to provide safe patient care. The phenomenon being explored for this study was the experience of clinical grading for clinical nurse faculty. Through the use of a qualitative phenomenological method, the lived experience of grading nursing student clinical performance for experienced clinical nurse faculty in pre-licensure programs is described. Eleven full-time nursing faculty were recruited using a purposive technique to obtain a convenience sample. Each participant first underwent an initial in-depth personal interview followed by a brief follow-up interview a few weeks later. The van Manen method of hermeneutic phenomenology was applied to describe and interpret the data while developing an understanding of the experience for the participants. Findings from this study revealed five essential themes. These essential themes were collated to form a textual interpretive statement which illuminated the meaning of the experience of clinical grading for the participants. Barrett's theory of Power as Knowing Participation in Change emerged as one way to reflect on the findings in a way that was meaningful to nursing. Recommendations for future research and implications for nursing are identified.

Select Publications/Specialized Awards Received Based on Work Completed While in the DNS Program

Presentations:
Amicucci, B. Clinical Nurse Faculty and the Lived Experience of Clinical Grading (Presentation), Qualitative Research Symposium, Memorial Sloan Kettering Cancer Center, New York. July 2011.

Grants Received:
Verizon Corporation. $10,000.00 awarded. A Program to Support Tele-health Capacity for Nursing Students at Queensborough Community College. (January 2011).
New York Community Bank. $10,000.00 awarded. Expansion of Community Nursing Tele-health and lab for Nursing Students at Queensborough Community College. (April 2011).
**Name:** McCaffery Tesoro, Mary

**Graduation:** May 2011

**Current Position:** Lecturer Lehman College (CUNY)

**Dissertation Title:** The Effect of an Educational Model, Developing Nurses' Thinking (DNT), on Nursing Students' Accurate Diagnoses of Patients' Responses to Health Problems

**Abstract:**
This was a quasi-experimental study, pretest and posttest design, to determine whether use of the Developing Nurses' Thinking (DNT) model during two weeks of clinical post conferences improved nursing students' diagnostic accuracy. The DNT model integrates four constructs, patient safety, domain knowledge, critical thinking processes, and repeated practice, to guide students' thinking when interpreting patient data and developing effective plans of care. Two accompanying worksheets helped students to operationalize the model and provided guidance for thinking processes. Students (N = 83) from two baccalaureate degree programs in the first clinical nursing courses volunteered to participate in the study. Two sets of two parallel case studies were developed for the pretest and posttest and validated by three experienced faculty. Diagnostic accuracy was measured on a seven point scale using the Lunney Scoring Method. Statistical analyses included independent t-test, paired t-test, and general linear regression modeling. The results were that both groups of students varied widely in accuracy of nursing diagnosis. The hypothesis was supported in that the intervention group had statistically significant improvement in accuracy posttest scores compared to those in the control group. The results were consistent with previous studies that accuracy varied and use of a teaching aid such as the DNT model helped nursing students to improve accuracy. The implications are that use of a model that integrates the constructs of patient safety, domain knowledge, critical thinking process, and repeated practice, the DNT model, may help nursing students to develop effective thinking habits in the context of patient safety and improve diagnostic accuracy.

Select Publications/Specialized Awards Received Based on Work Completed While in the DNS Program:

**Publications**

**Video**

**Current Research**
Currently conducting research regarding diagnostic reasoning and my educational model, The Developing Nurses’ Thinking (DNT) Model in an online clinical decision making course
Name: Fridman, Mary

Graduation: May 2011

Current Position: Oncology Clinical Coordinator Genetech NYC
Adjunct faculty Hunter College (CUNY)

Dissertation Title: Oncology Nurses and the Lived Experience of Participation in an Evidence-Based Practice Project

Abstract:
Nursing practice based on evidence is linked to improved patient outcomes. Barriers to evidence-based practice (EBP) in nursing have been identified at the individual nurse level, but recently increased attention has been paid to barriers at the organizational system and contextual level, and recommendations for organizational-level changes have been made and in some cases implemented. A gap in the EBP implementation literature is the qualitative study of the experiences of nurses who have engaged in EBP and is herein proposed as a prerequisite to the design of intervention studies. This paper presents a qualitative study using the phenomenological approach of M. Van Manen (1990) with the underlying philosophy developed by E. Husserl (1931). This study uncovered the lived experience of nurses’ participation in an EBP project and drew from the experiences of nurses who had participated in an EBP project within an oncology academic hospital-based nursing setting that contains an organizational infrastructure of EBP. The Power as Knowing Participation in Change theory was found to be applicable to the findings.

Select Publications/Specialized Awards Received Based on Work Completed While in the DNS Program
Fridman, M. (2012). Oncology Nurses and the Lived Experience of Participation in an Evidence-Based Practice Project. The International Society of Cancer Care. Prague, Czech Republic.

Peer reviewer for Journal of Pediatric Oncology Nursing
Name: Hidle, Unn

Graduation: May 2011

Current Position: Asst. Professor LaGuardia Community College (CUNY)

Dissertation Title: Motivational factors, professional values and associate degree nursing students' intent to continue their formal education: Application of structural equation modeling

Abstract:
The level of nursing education has been shown to influence nursing care with a direct correlation between higher nursing education and improved patient outcomes. However, only 16-20% of Associate Degree (AD) nurses return to school for a higher degree in nursing. Studies have focused on barriers why practicing AD nurses do not pursue further education, though, no study to date has looked at motivational factors for AD nursing students to continue education. This quantitative structural equation modeling (SEM) study investigates the relationship between motivational factors, professional values and the intent to continue formal post-AD nursing education for AD nursing students in their last semester. The framework for the study is based on the conceptual framework of Deci and Ryan's Self-Determination Theory (SDT), elements of a literature review, which provides linkages between intention to attain a post-AD nursing degree, motivational style, and professional values to create the theoretical framework. A sample of 62 AD nursing students in their last semester of nursing at major community colleges in New York City participated. Self-administered questionnaires included the Academic Motivation Scale (AMS C-28), the Nursing Professional Values Scale Revised (NPVS-R), and a personal questionnaire developed by the researcher. Data analysis showed that AD nursing students with high professional values were self-determined with high intrinsic motivation. The majority of AD nursing students intended to pursue further education, however, intrinsic motivation did not have a direct effect in their intent decisional process. Finally, professional values did not have a direct effect on intent to continue education, but indirectly, professional values were a supportive factor of intrinsic motivation. Implications of this study support the enhancement of professional values in the AD nursing curriculum. Additional factors in the intent decisional process, including extrinsic motivators, should be explored in future research.

Select Publications/Specialized Awards Received Based on Work Completed While in the DNS Program

Publications:

Awards:
PSC-CUNY Grant: Cycle 41 July 2010 through June 30, 2011 for publication
Name: Zavala, Mirian

Current Position: Asst. Professor Pace University

Graduation: February 2012

Dissertation Title: The Lived Experiences of Puerto Rican Single Mothers Raising Children In a Violent Community

Abstract:
The prevalence of single mothers in the United States continues to increase. Adding to the pressures of single mothering is raising their children in a violent community. In the Bronx, where this study was conducted, Hispanics now represent more than 51% of the population up from 48.4% in 2000. In 2004, nation-wide, 26.6% of the Hispanics of Puerto Rican descent lived in single parent households. The lived experiences of Puerto Rican single mothers were examined using qualitative research based on method according to van Manen’s method. Each of the five participants were interviewed and told their story about living as a Puerto Rican single mother raising their children in a violent community. The nursing model, the RAM, was integrated into the essence statement, which stated that these women were able to adapt to a life of needing to protect their children.

Select Publications/Specialized Awards Received Based on Work Completed While in the DNS Program

2011: Nurse of the Year: National Association of Hispanic Nurses (NAHN)
Abstract:
The Institute of Medicine Reports of the last ten years highlight the increased complexity of health care and the need for new ways for health providers to respond. While other professional programs have adapted to the growing complexity of the healthcare system and implemented increased educational requirements for entry to practice, notably pharmacy and physical therapy, nursing has not, and remains the least educated among health professionals. The growing trend towards a two year Associate Degree as the initial nursing education degree is increasing at the same time that patient needs are becoming more complicated and health care is becoming more complex. The changing environment of the healthcare system requires an adaptive response from nursing. There is a need to explore those factors that influence educational mobility towards pursuit of a baccalaureate degree among associate degree nurse graduates, the largest segment of the nursing workforce. This quantitative, non-experimental, cross-sectional descriptive study explored the relationship among social support, motivation, competence and the pursuit of a baccalaureate degree among associate degree nurse graduates. The Roy Adaptation Model was used to guide the research design and Self-Determination Theory was used in the interpretation. A sample of 267 associate degree nurses who graduated from the City University of New York between 1997 and 2007 participated in a computer assisted telephone survey. Questionnaires included the Medical Outcomes Social Support Survey, adapted versions of the Self-Regulation for Learning and Perceived Competence Questionnaires as well as some selected demographic questions. Significant predictors for pursuit of a baccalaureate in nursing degree among this population included younger age, non-Hispanic Black race, income range of $103K to $145K and autonomous regulation of learning. Significant differences were found in autonomous regulation and perceived competence between those who did and those who did not pursue a BS. Social support was not a predictor, although it correctly classified 87% of those who pursued a baccalaureate degree.

Select Publications/Specialized Awards Received Based on Work Completed While in the DNS Program

Presentations:
Reilly, MJ. (2012, June 15). *The Tipping Point for advancing the education of nurses*, Presenter at Innovations in Nursing Education Research jointly sponsored by Sigma Theta Tau International Honor Society of Nursing and the National League for Nursing, Indianapolis, IN.


Reilly, MJ. (2010, March 28). *The Relationship between Social Support and Motivation to pursue a Baccalaureate Degree among Associate Degree Nurse Graduates*. Poster Presentation of early doctoral work, Eastern Nursing Research Society Conference, Providence, RI.
APPENDIX C: Survey for current students

1. Do you think it is a good decision for the DNS at CUNY to move into the PhD? Please comment on the reason for your answer.

   - [ ] Yes
   - [ ] No

2. If the PhD in nursing at CUNY had been available, would that have made it more or less attractive to you for your doctoral studies? Please comment on your response.

   - [ ] More
   - [ ] Less
   - [ ] No difference

Finish
APPENDIX D: SED Graduate Program Schedule (PhD Nursing)

* Indicate academic calendar type: _x_Semester ___Quarter ___Trimester ___Other (describe)

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<td></td>
<td>to Eliminate Health Care Disparities</td>
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**Term credit total:** 10

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**Term credit total:** 10

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</table>

**Term credit total:** 10

| Program Totals: | Credits: | 50 |

Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:
First Exam (comprehensive exam) at end of Spring First year
Second Exam (Dissertation Proposal) at end of completion of coursework (Fall year 3). Some students may need additional time to prepare the dissertation proposal and will continue Independent Study as needed and take a third Dissertation Seminar (Spring year 3)
Dissertation submission and Oral Defense of the Dissertation when completed
APPENDIX E: Syllabi for New and Revised Courses

Course Number: NURS 70301
Title: Advanced Scientific Writing II (NEW)
Hours: 1.0
Credits: 1.0
Prerequisites or Co-requisite: Advanced Scientific Writing I

Course Description: This second course in the three writing course sequence continues development of scientific writing with a special emphasis on writing for publication. Identifying suitable journals for publication of students’ particular work is emphasized as well as the review and revision process. After identifying a suitable journal, each student prepares a publication for submission adhering carefully to the journal’s guidelines for authors. Students critique each other’s written work.

Learning Objectives:
1. Explain interdisciplinary research findings in accordance with standards of scientific writing;
2. Use interdisciplinary research findings as support for the argument of a publishable paper;
3. Identify suitable journals for possible publication;
4. Demonstrate knowledge of the publication process including revision and resubmission;
5. Submit a final paper for possible publication in a refereed journal;

Assessment Plan: Attainment of the learning objectives will be assessed by:
1. Each student will identify a scientific journal for submission of a paper for publication;
2. Throughout the semester, each student will revise their work based on feedback from peers and instructor;
3. Each student will submit a scholarly paper for possible submission to a scientific journal that has been approved by the instructor.

Course Number: NURS 70302
Title: Advanced Scientific Writing III (NEW)
Hours: 1.0
Credits: 1.0
Prerequisites or Co-requisite: NURS 70301

Course Description: Preparation of doctoral students for advanced scientific writing including writing a dissertation. In this last writing course of the three-course sequence, students and faculty critique the writing done in the first dissertation seminar. Using the principles of scientific writing, students critique introductions to their identified dissertation studies, the need for and significance of the proposed studies, the theoretical rationale, and literature reviews. The goal is that students improve their writing through the critique of self and others’ written submissions in dissertation seminar.

Learning Objectives:
1. Describe a problem that needs to be studied using qualitative or quantitative research methods;
2. Evaluate theoretical, historical, and philosophical literature relevant to the planned research proposal;
3. Synthesize previous research to support the planned dissertation study;
4. Interpret the research role of nurse scientists.

Assessment Plan: Attainment of the learning objectives will be assessed by:
1. Each student will submit Chapters 1 and 2 of the dissertation proposal for critique by students and faculty;
2. Each student’s assigned critiques will be graded as satisfactory or unsatisfactory, depending on their use of the written standards of good writing and the APA Style Manual.
Course Number: NURS 70101
Title: Educational Research in Health Care Settings (NEW)
Hours: 3.0
Credits: 3.0
Prerequisites or Co-requisite: NURS 7000; NURS 70300; NURS 7200

Course Description: Select educational theories and models in nursing and other disciplines are critically evaluated for utilization with culturally, linguistically, and educationally diverse health consumers, communities, students, health care professionals, and employees in a variety of health care settings. Educational strategies and techniques for assisting culturally diverse nurses, other health professionals, and organizations develop cultural competence are critically appraised for utilization in various practice, management, and educational settings. Eliminating health disparities through the use of culturally competent health consumer education is emphasized. Students will examine a variety of educational research studies, including learner outcomes assessment modalities for diverse populations and health literacy. Future directions and role development as a nurse scientist are explored.

Learning Objectives:
1. Actively participate in intellectual discussions concerning educational strategies and techniques for assisting culturally diverse nurses, other health professionals, and organizations develop cultural competence in various practice, management, and educational settings.
2. Critique educational theories and models in nursing and other disciplines for utilization with culturally, linguistically, and educationally diverse health consumers, communities, students, health care professionals, and employees in a variety of health care settings.
3. Propose future directions of nursing research to promote quality nursing and health care.
4. Appraise a variety of educational research studies, including learner outcome assessment modalities for diverse populations and health literacy.
5. Discuss roles of nurse scientist in the elimination of health disparities and health care disparities through cultural competence education, health literacy, and consumer education in a variety of settings.

Assessment Plan: Attainment of the learning objectives will be assessed by:
1. Students will be graded for satisfactory participation in intellectual discussions of the assigned weekly readings.
2. Students will be graded for satisfactory presentation of an educational theory or model in nursing or another discipline for proposed utilization with culturally, linguistically, and educationally diverse health consumers, communities, students, health care professionals, or employees in a targeted setting.
3. Students will be graded for satisfactory completion of a final paper on a select educational topic concerning the elimination of health disparities that includes: a) synthesized review of relevant conceptual and empirical literature; b) suggested application in a specific setting; c) plan for evaluating learner outcomes; and d) future directions within the role of a nurse scientist.

Course Number: NURS 70102
Title: Interdisciplinary Research and Theories (NEW)
Hours: 3.0
Credits: 3.0
Prerequisites or Co-requisite: NURS 7000; NURS 7200; NURS 70101; NURS 70100

Course Description: Select interdisciplinary theories related to nursing will be explored and critically analyzed for application to nursing. Interdisciplinary theories and frameworks related to nursing and health care will be identified and analyzed for their appropriateness and application to guide nursing research. Opportunities will be provided to integrate interdisciplinary theories into nursing conceptual frameworks. Through readings and discussion of theories and research, student will explore the nature of health, human behavior and social and behavioral change. Further investigation of theories and research will be included to address issues related to health disparities, urban health and social issues related to nursing.
Learning Objectives:
1. Analyze selected interdisciplinary theories for their theoretical structure and utilization in health care and nursing research.
2. Compare and contrast interdisciplinary theories that are related to health care and nursing.
3. Apply a variety of interdisciplinary theories to specific health care problems, health disparities and nursing research.
4. Determine the feasibility for the integration of selected interdisciplinary theories into extant nursing theories.

Assessment Plan:
1. Students will be graded for satisfactory participation in classroom discussion based on readings
2. Students will be graded for satisfactory presentation of an interdisciplinary theory including philosophical basis, theoretical structure, utilization in the literature and consistency of findings.
3. Students will be graded for satisfactory completion of a final paper that identifies a nurse sensitive health problem, analyzes two interdisciplinary theories, compares and contrasts the theories and derives researchable problems and approaches based on the application of each theory.

Course Number: NURS 70201
Title: Bioethics I (REVISED)
Hours: 3.0
Credits: 3.0
Prerequisites or Co-requisite: NURS 7000; NURS 70101; NURS 70102

Course Description: This course analyzes theories and models that are pivotal in examining ethics and ethical decision in nursing. Students will analyze the use of models related to ethics in the literature and how they are applied to nursing. Concepts to be explored will include: caring, virtue, feminist, relational and narrative approaches to ethics with a focus on three ethical theories, with specific application to nursing: rule ethics, virtue ethics and feminist ethics.

Learning Objectives:
1. Compare and contrast the basic features of a range of moral and ethical theories related to nursing administration, nursing research and nursing education;
2. Synthesize the merit of ethical and moral theories in terms of their consistency, completeness and application to nursing;
3. Critically evaluate the relationship between the law, ethics and The American Nurses Association professional code of conduct.

Assessment Plan: Attainment of the learning objectives will be assessed by:
1. Students will be graded for satisfactory participation in intellectual discussions of the assigned readings;
2. Students will be graded for satisfactory service as dialogue facilitators twice during the semester;
3. Students will be graded for satisfactory presentation exploring an ethical dilemma relevant to nursing administration, nursing research or nursing education.

Course Number: NURS 70202
Title: Bioethics II (REVISED)
Hours: 3.0
Credits: 3.0
Prerequisites or Co-requisite: NURS 70201

Course Description: This course will focus on complex nursing research ethical issues using some of the theories and models from Ethics I. Extensive attention will be paid to general research ethics and those underlying protection of human subjects. Emphasis will be placed on research ethics involving elimination of health care disparities in vulnerable populations. Elements of the IRB process will be presented with particular emphasis on IRB regulations in education and health care settings. Differentiation will be made between the research traditions of qualitative and quantitative methods.
Learning Objectives:
1. Identify the ethical principles underlying the protection of humans as research subjects
2. Identify safeguards for vulnerable populations
3. Assess risk vs. benefit of their own and their peers proposed research
4. Describe elements of informed consent
5. Identify general IRB requirements and IRB requirements for educational and health care settings

Assessment Plan:
1. Students will be graded for satisfactory participation in class discussions
2. Students will be graded for critique of their own and fellow students’ work
3. Students will be graded for presentation and leading a discussion on ethical issues and needed safeguards for their own proposed research

Course Number: NURS 71000
Title: Measurement in Nursing Research (REVISED)
Hours: 3.0
Credits: 3.0
Prerequisites or Co-requisite: NURS 70101; NURS 70102; NURS 70100; NURS 71100; NURS 72000; NURS 72100; NURS 80000

Course Description. The focus of this course is the development of essential competencies required to locate, select, evaluate, and utilize instruments to operationalize study variables. Measurement theory will be presented in relation to criterion-referenced measures. Locating and employing a variety of measures will be presented including questionnaires, scales, visual analogs, semantic differentials, and physiologic measures. This course will also present an overview of population-health data sets available on federal, state and local levels that explore how variables are assessed in these large surveys. By understanding how data are collected about study variables, more generalizeable questions can be framed. In addition, ethical considerations in nursing research and research issues in diverse populations will be discussed. Specific attention is given to the process of moving from concept to construct, measurement theory, validity/reliability issues, and measurement issues in diverse populations including literacy, stamina during illness/crisis, social desirability bias, sensitive data, translations, and cultural norms.

Learning Objectives
1. Evaluate the relation between conceptual and operational definitions of research variables;
2. Explain reliability and validity within the context of measurement theory;
3. Identify sources of measures for use in nursing research;
4. Assess advantages/disadvantages of various approaches to measurement in nursing research;
5. Evaluate psychometric properties of measures relevant to nursing;
6. Identify ethical considerations pertinent to nursing research;
7. Identify issues of measurement in diverse populations

Assessment Plan
1. Midterm exam covering conceptual/operational definitions, reliability-validity, and random error concepts
2. Students will be graded on a paper detailing their selection and critique of an instrument of current interest to them
3. Students will be graded on a paper concerning the ethical use of instruments in vulnerable populations including concerns for health literacy.
Course Number: NURS 80000
Title: Quantitative Research Design (REVISED)
Hours: 3.0
Credits: 3.0
Prerequisites or Co-requisite: NURS 70102

Course Description: This course prepares students to design quantitative studies for nursing sensitive patient outcomes-based research. The methods associated with true experimental, quasi-experimental, and non-experimental designs such as comparative, correlational, exploratory-descriptive, and epidemiological are addressed. Strategies to control for external and intrinsic factors, collect data, develop sampling plans, analyze data, and write research reports are implemented. The ethical context of research, including guidelines for conducting research with human subjects, is discussed throughout the course. Comparative effectiveness research is addressed.

Learning Objectives
1. Apply a broad range of quantitative research designs in clinical studies of nursing phenomena
2. Integrate principles related to control of external intrinsic factors, measurement of nursing phenomena, data collection, sampling, and data analysis within research designs:
3. Design studies to evaluate nursing interventions with specific populations
4. Develop quantitative studies that are feasible for clinical settings and based on ethical guidelines and standard research methods.

Assessment Plan
1. Students will be graded for participation in class and seminar discussions, including sharing unassigned readings with the instructor and other students.
2. Students will be graded for critical analysis of a completed quantitative research study
3. Students will be graded for presentation of a critique of an assigned study (experimental design).
APPENDIX F: Course Descriptions Existing Courses

Course Number: NURS 70000
Title: Philosophy of Science
Course Description: The focus of this course is on the examination of the nature of philosophy and its development in relation to the scientific movements affecting nursing as a scholarly discipline. The course will include perspectives on the philosophical views of the nature of science such as positivism, empiricism, realism, phenomenology and interpretive strategies as they relate to the evolution of nursing knowledge. The identification of the phenomena of study and scientific progress in nursing are critiqued.

Course Number: NURS 70300
Title: Advanced Scientific Writing I
Course Description: Preparation of doctoral students for advanced scientific writing by instruction on the standards of good writing and use of the required style manual, as well as critiques of students’ writing. A writing assignment from one of the three-credit courses is developed in stages throughout the semester for student and instructor critiques of outlines, titles, introductions, descriptions of quantitative and qualitative studies, and other aspects of developing formal papers. For clarity of writing, emphasis is on preparing readers, writing general to specific, developing appropriate transitions, and paragraphing. For nursing science, emphasis is on the correct use of references, writing analyses, syntheses of research reports, and scientifically supporting the position of a formal paper, including research proposals.

Course Number: NURS 72000
Title: Nursing Care Perspectives to Eliminate Health Disparities
Course Description: The focus of this course is to examine both competing and complementary theories of health care disparities and how each affects health care. A variety of theoretical models such as the health belief model, theory of reasoned action, trans-theoretical model and stages of change will be examined for their historical value in understanding health behavior change. Their relevance for changing particular behaviors in various minority populations will be challenged. New theories related to diversity of racial and ethnic communities and selected nursing theories that attempt to understand the inequities in health care practice and health status will be explored.

Course Number: NURS 70100
Title: Development of Nursing Knowledge
Course Description: The focus of this course is on examining the relevance of theories and models and their relationship to the domain of knowledge development in nursing. The development and analysis of theory in nursing and methods for derivation of concepts and theories to generate nursing knowledge will be examined. The conceptual basis of selected nursing theorists will be analyzed. Selected theories from the biosocial and behavioral sciences as well from the empirical, ethical and aesthetic domain will be examined.

Course Number: NURS 72100
Title: Nursing Initiatives for Policy and Economics
Course Description: The course is designed to demonstrate the effects of various conceptual frameworks on the understanding of multidimensional factors influencing the design of health policy within the local, national and global arenas. The interrelationship between economics, politics and policy development will be examined as well as the effects of nursing research initiatives.

Course Number: NURS 71100
Title: Applied Statistics I
Course Description: The focus of this first course in the two-semester statistics sequence will be on developing a conceptual understanding of the uses and interpretation of statistics involving the differences between and among populations (groups) including t tests, one way ANOVA, multifactorial ANOVA, Analysis of Covariance (ANCOVA) and Repeated Measures ANOVA. Drawing on current nursing research, the case study method will be used to enhance the students’ conceptual understanding by illustrating actual applications of particular statistical techniques.
Course Number: NURS 71200  
Title: Applied Statistics II  
Course Description: This course introduces the student to the use of statistical techniques to answer clinically relevant questions, within the discipline of nursing. The focus of this second course in the two-semester statistics sequence is on developing a conceptual applied understanding of the uses and interpretation of statistics testing relationships between and amongst variables including correlation and linear models and their extensions to regression including multiple and hierarchical regression. Drawing on current nursing research, the case study method will be used to enhance the students' conceptual understanding by illustrating actual applications of particular statistical techniques.

Course Number: NURS 81000  
Title: Qualitative Research Methods I  
Course Description: This course is designed to educate nursing doctoral students in qualitative research methodology from conceptualization through design and data collection as an applied research methodology for problem investigation, problem solving and evaluation in nursing and related health fields. The course includes a thorough discussion of qualitative research design and the role of theory in guiding and informing research design. The course introduces research problems, questions and design considerations.

Course Number: NURS 81100  
Title: Qualitative Research Methods II  
Course Description: This course is designed to provide more comprehensive examination and practice with qualitative research methods. Approaches will include in-depth interviewing and collection and analysis of field notes based on participant observations. Skills will be developed through intensive field experiences. Experience with Atlas or equivalent will be included for beginning level use of computer software to analyze qualitative data. Students will conduct a pilot research study as part of the course requirements.

Course Number: NURS 82000  
Title: Doctoral Practicum in Nursing Research  
Course Description: A minimum of one semester field experience is required of all students. The course allows students to share ideas, examine hypotheses and develop research expertise with clinical experts, researchers and/or educators in a selected area. Objectives for the field experience will be developed with the student's advisory committee in cooperation with a nurse researcher employed a clinical agency or school of nursing.

Course Number: NURS 89001  
Title: Dissertation Seminar I  
Course Description: The focus of this course is on the development of the doctoral candidate’s research into a dissertation proposal. Students present their research for peer and faculty critique. Through this process, research ideas evolve into a proposal that can be defended and implemented. Students also learn to develop their skills of critical appraisal and provide critique of the work of their peers.

Course Number: NURS 89002  
Title: Dissertation Seminar II  
Course Description: The focus of this course is on the development of the doctoral candidate’s research into a dissertation proposal. Students present their research for peer and faculty critique. Through this process, research ideas evolve into a proposal that can be defended and implemented. Students also learn to develop their skills of critical appraisal and provide critique of the work of their peers.

Course Number: NURS 89003  
Title: Dissertation Seminar III  
Course Description: The focus of this course is on the continued development of doctoral candidates’ research topics into dissertation proposals. Students continue their development as nurse scientists through presentation of their research ideas for peer and faculty critique. Through this process, research ideas evolve into proposals that can be defended and implemented. Students further develop their skills of critical appraisal and provide critique of the work of their peers.
# APPENDIX G: SED Form Faculty

## Full-Time Faculty

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<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines</th>
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APPENDIX H Administration Flow Chart