

**Uniformed Services University
of the Health Sciences
Graduate School of Nursing
PhD Program (Nursing Science)
Student Handbook**

2013 - 2014



IMPORTANT NOTICE: Provisions of this Handbook are informational and subject to change without notice. The USU GSN reserves the right to update and revise the curriculum. Students are responsible for keeping up-to-date on all policies and procedures via the GSN website. Students are advised to consult their academic advisor for quarterly planning and approval prior to course registration.

WELCOME TO GRADUATE STUDIES AT USU

We are pleased that you have chosen USU to pursue a PhD in Nursing Science that is explicitly designed to prepare scientists, scholars and leaders for military and Federal service careers.

The Graduate School of Nursing is committed to excellence in the didactic and research training of masters, DNP and PhD students. USU graduates serve the nation in public service, create new knowledge, train the next generation of scientists, and contribute to the advancement of health and science in both public and private positions.

This handbook is designed as a reference for your use in finding answers to frequent, recurring questions concerning graduate study at USU. Much of the information contained herein also appears on the USU GSN Web site (<http://www.usuhs.edu>).

The PhD Student Handbook contains critical information about all aspects of graduate student life at USU, including progress during your academic program and important issues such as the expectations of the University on topics such as academic integrity, ethics and military issues. **You are responsible for all the information contained within this Handbook as well as updates that are posted on the webpage.**

Graduate studies at USU consist of a rigorous program of lectures, small group sessions, seminars, and a variety of research experiences in intensive and diverse environments. The Program Director and the Associate Dean for Academic Affairs will ensure that the policies of USU are uniformly and fairly applied to all graduate students. The Program Director, Dr. Penny Pierce, your Academic Advisor, and your senior service member are all available to answer questions regarding your academic life at USU or any other aspect of the University that pertains to your tenure as a graduate student.

You are enrolled in a University that is proud of its tradition of academic and scientific excellence, and we want you to benefit from the faculty and facilities available on this campus as well as the DC area. The faculty and staff in the Graduate School of Nursing wish you success in your academic studies, and we stand ready to assist you in your progress towards your degree.

Ada Sue Hinshaw RN, PhD, FAAN
Dean and Professor

TABLE OF CONTENTS

WELCOME TO GRADUATE STUDIES AT USU 2

Academic Calendar 5

A Brief History of USU 7

USU Mission 8

USU Guiding Principles 9

GSN Mission, Vision & Guiding Philosophy 9

Accreditation..... 10

Purpose of the Handbook 10

DOCTOR OF PHILOSOPHY (NURSING SCIENCE)..... 11

PhD Program Overview..... 11

Overview of the Program’s Curriculum 12

Program Course Requirements 13

Program Plan 15

Research Training..... 16

Academic Milestones 16

Academic Advisement 17

Academic Advisors 18

Initial Program Planning 18

Plan of Study 18

Cognate Courses..... 19

Registration 19

Student Academic Planning and Registration Process 19

Student Responsibilities 20

Faculty Responsibilities..... 20

Annual Review of Student Progress 20

Seminar Requirements..... 20

Registration, Grades and Administrative Academic Topics 21

Registration 21

Grading..... 21

Academic Standards and Performance 21

Withdrawal from a Course 21

Incomplete Grades 22

Transfer Credits/Credit Conversion 22

Academic Standing 22

Student Promotions Committee (SPC) 22

Failure to Progress..... 23

Eligibility for Enrollment, Extended Absences, and Nonacademic Dismissal 23

Extended Leave of Absence (LOA) 23

Degree Completion Time Limit..... 24

Awarding of Degrees..... 24

Transcripts..... 24

GENERAL STUDENT INFORMATION 24

 Student Identification Badges..... 24

 E-mail and Internet Access..... 24

 Learning Resources Center (aka Library) 25

 Parking and Mass Transit Program 25

 Recreational Facilities 25

 Graduate Student Council..... 26

 Textbooks 26

Standards of Conduct 26

 Academic Integrity..... 27

 Responsible Conduct of Science 27

 Ethics Training and Education 28

 Plagiarism..... 28

 Non-Attribution..... 28

 Academic Freedom 28

 Personal Interactions with Faculty..... 29

 Harassment and Discrimination 29

 Online Etiquette or “Netiquette” 29

USU Graduate Programs in the Biomedical Sciences and Public Health 32

 NIH/FAES Courses 33

 Research Support..... 33

In Closing..... 33

APPENDIX A: PLAGIARISM GUIDELINES..... 34

Academic Calendar

2013-2014

Fall Quarter, 2013

Date	Event
Monday-Friday, 22 - 26 Jul 2013	Fall Quarter Registration, Current Students
Monday-Friday, 12 - 16 Aug 2013	Orientation, Incoming PhD Students
Monday-Thursday, 12-16 Aug 2013	Registration, Incoming PhD Students
Monday, 19 Aug 2013	Fall Quarter Classes Begin
Friday, 23 Aug 2013	Wellness Boot Camp
Friday, 30 Aug 2013	Last Day to Drop/Add Fall courses
Monday, 2 Sep 2013	Labor Day (Holiday)
Monday, 14 Oct 2013	Columbus Day (Holiday)
Monday-Friday, 14 - 18 Oct 2013	Registration for Winter Quarter Classes
Wednesday, 16 Oct 2013	Council for the Advancement of Nursing Science
Friday, 8 Nov 2013	Fall Quarter Classes Ends
Monday, 11 Nov 2013	Veterans' Day (Holiday)

Winter Quarter, 2013-2014

Date	Event
Tuesday, 12 Nov 2013	Winter Quarter Classes Begin
Thursday-Sunday, 28 Nov - 1 Dec 2013	Thanksgiving Recess
Wednesday, 25 Nov 2013	Last Day to Drop/Add Courses
Wednesday, 27 Nov 2013	Fall Quarter Grades Due
Saturday, 21 Dec 2013 - Sunday, 5 Jan 2014	Winter Recess
Monday, 20 Jan 2014	Martin Luther King Jr.'s Birthday (Holiday)
Monday-Friday, 27 Jan 2014 - 31 Jan 2014	Spring Quarter Registration
Friday, 14 Feb 2014	Winter Quarter Ends
Monday, 17 Feb 2014	President's Day (Holiday)

Spring Quarter, 2014

Date	Event
Tuesday, 18 Feb 2014	Spring Quarter Classes Begin
Tuesday, 4 Mar 2014	Last Day to Drop/Add Classes
Tuesday, 4 Mar 2014	Winter Quarter Grades Due
Saturday-Sunday, 22-30 Mar 2014	Spring Recess
Monday-Friday, 21 - 25 Apr 2014	Summer Quarter Registration
Monday-Wednesday, 12-14 May 2014	USU Research Week
Tuesday, 13 May 2014	Graduate Student Colloquium
Friday, 16 May 2014	Spring Quarter Ends
Saturday, 17 May 2014	USU Graduation

Summer Quarter, 2014

Date	Event
Monday, 19 May 2014	Summer Quarter Begins
Monday, 26 May 2014	Memorial Day (Holiday)
Monday, 2 June 2014	Last Day to Drop/Add Courses
Friday, 30 May 2014	Spring Quarter Grades Due
Friday, 4 July 2014	Independence Day (Holiday)
Monday – Friday 14-18 2014	TSNRP Grant Camp [tentative date]
Monday-Friday, 21 - 25 Jul 2014	Fall Quarter Registration
Monday – Friday, 21-25 July 2014	Research Methods Course in Ann Arbor
Friday, 8 Aug 2014	Summer Quarter Ends
Friday, 8 Aug 2014	Academic Year Ends

A Brief History of USU

The 92nd Congress, with the passage of Public Law 92-426 providing the authority to grant appropriate advanced degrees, established the Uniformed Services University of the Health Sciences (USU). The 25-year effort of Congressman F. Edward Hébert (D-LA) led to the congressional passage of legislation that created USU. The University was initially established to provide a comprehensive education in medicine to select young men and women who demonstrated potential for, and commitment to, careers as Medical Corps Officers in the Uniformed Services. The University is organized under the Department of Defense, and is advised by a Board of Regents, composed of 15 members prominent in the fields of health and education, nine of whom are appointed by the President with the advice and consent of the Senate. In 1983, Congress passed legislation officially designating the School of Medicine at USU as the F. Edward Hébert School of Medicine.

Four years after the passage of the legislation creating the University, the School of Medicine admitted its charter first-year class of 32 students in the fall of 1976. Sixty-eight medical students were admitted in 1977 and 108 in 1978. Current enrollment is 165 per class. The Graduate Program in the Biomedical Sciences has also grown steadily since the first graduate students were admitted in 1977.

The Graduate School of Nursing (GSN) is the newest school at USU. In the fall of 1992, the Department of Defense received the authority along with an appropriation to plan and implement a nurse practitioner education program at USU. The intent of the legislation was to meet the need for advanced practice nurses in the Uniformed Services, which include the Army, Navy, Air Force and U.S. Public Health Service.

Since graduate degrees in nursing are granted only by a school of nursing, the creation of a GSN at USU was appropriate to grant the Master of Science in Nursing (MSN) degree. The program areas initially targeted were Family Nurse Practitioner and Nurse Anesthesia. The Family Nurse Practitioner (FNP) Program admitted its first students in August 1993. The Nurse Anesthesia (RNA) program admitted students in June of 1994. The Clinical Nurse Specialist (CNS) Perioperative Program admitted students in June of 2003. The Adult Psychiatric Mental Health Practitioner (PMH-NP) Program admitted students in June of 2008. Excellence in clinical practice along with the ability to respond to military mobilization, humanitarian needs and disaster relief during times of war and peace are the hallmarks of the graduates of this program.

The USU PhD in Nursing Science Program was established in 2002 to meet an evolving need for nursing research relevant to the Federal health care system and military operational environments.

Established to provide nurses with the opportunity to study in this unique environment where Federal health care and military operational research is already a priority, nurses prepared in this program are uniquely qualified leaders in research, education, administration and clinical practice in Federal health care and diverse military operations.

USU Mission

The Uniformed Services University of the Health Sciences is the Nation's Federal health sciences University and is committed to excellence in military medicine and public health during peace and war. We provide the Nation with health professionals dedicated to career service in the Department of Defense (DOD), and the United States Public Health Service and with scientists who serve the common good. We serve the uniformed services and the Nation as an outstanding academic health sciences center with a worldwide perspective for education, research, service, and consultation; we are unique in relating these activities to military medicine, disaster medicine, and military medical readiness.

We are the Nation's Federal health sciences University, recognized as an outstanding scholarly education center. Our component schools and institutes are dedicated to excellence and innovation in education, research, and service worldwide.

We are a University that grants degrees in the health sciences at all levels, producing outstanding scientists and healthcare practitioners for the Nation.

We are recognized as the preeminent center for the study of military medicine, tropical disease, disaster medicine, and adaptation to extreme environments.

We are a major coordinating center for consultation, support, and advocacy education and operational readiness training in the health sciences throughout the careers of uniformed medical personnel.

We have cooperative, mutually supportive and valued interaction with DOD hospitals that enhances undergraduate and graduate medical education, research programs and patient care.

We have a partnership with the Henry M. Jackson Foundation for the Advancement of Military Medicine that enriches our scholarship and contributes to our fiscal stability and maximum development.

We attract a diverse population of qualified individuals and encourage their personal and professional development. Our students, faculty and staff appreciate that they are essential to the work and success of each other and the University.

We prepare and inspire our students, faculty and staff for a lifetime of learning, leadership, and service.

Our programs, scholarly activities, faculty and graduates make outstanding contributions throughout the medical and scientific communities.

USU Guiding Principles

As we strive to accomplish our mission, we are committed to all of the following principles. Each one represents an essential and equally important core value.

Caring

We foster an atmosphere of caring, mutual respect, courtesy, pride in work and personal development. Each member of the university community is important.

Communication

We interact and share information in a timely manner with openness, candor and sensitivity.

Integrity

We conduct ourselves responsibly, ethically and honestly.

Loyalty

We are dedicated to each other, the University, the Department of Defense and the Nation.

Quality

We strive to excel through continuous quality improvement.

Scholarship

We are committed to academic freedom as fundamental to the advancement of knowledge and a lifetime of learning.

Service

We are sensitive to the needs of those we serve and are responsive to new ideas and change.

Teamwork

We value the contributions of each member of our community and work to achieve an environment characterized by cooperation, collegiality, and an appreciation of diversity.

GSN Mission, Vision & Guiding Philosophy

The Graduate School of Nursing is a diverse, interdisciplinary community providing the Nation with the highest quality advanced practice nurse clinicians, scientists and scholars dedicated to Federal Health Service. We strive to be the premier Graduate School of Nursing; innovative in serving the mission of the Federal Health System.

The philosophy of the GSN is derived from the mission and goals of the University. The philosophy is built on a foundation of nursing theory, research, and advanced practice that fosters

critical thinking and a vision of future health care with consideration of the unknown and unforeseen.

Accreditation

The University is accredited by the Middle States Commission on Higher Education. You may see references throughout this document to the criteria that set the standard for our program. For example, Standard 14: Assessment of Student Learning, links learning outcomes to the core competencies defined by professional organizations, in our case is the American Association of Colleges of Nursing [AACN] document, "Indicators of Quality in Research-Focused Doctoral Programs in Nursing. Briefly, these indicators focus on the quality of faculty, programs of study that are consistent with the mission of the parent institution, and resources including space, research funding, and expertise in grant proposal and management. PhD students and faculty contribute to the discovery, development and transmission of new knowledge and the result of these activities is the development of a scientific body of knowledge relevant to military and Federal healthcare. Graduate students contribute to the research mission of the university through professional presentations and publications. Graduates of this program readily assume leadership roles in their respective service or organization

Purpose of the Handbook

The purpose of the handbook is to establish specific guidelines, policies, responsibilities, and procedures for PhD students assigned to the Uniformed Services University of the Health Sciences (USUHS).

Students should not construe the provisions in this handbook as an irrevocable contract. The GSN reserves the right to make policy and regulatory changes at any time. The GSN does not assume responsibility for giving advance notice of changes made in policies.

However, changes in such vital areas as curriculum or requirements for graduation will not be made retroactively unless they are to the students' advantage and can be accommodated within the remaining time before graduation.

Students and graduates of the GSN must also recognize that changes in the law or military service policy may affect their rights and obligations. The PhD Student Handbook attempts to provide a general summary of the policies of the uniformed services that affect USU students. Individual military service policies may differ from those listed in this handbook, in which case the service policy governs.

Doctor of Philosophy (Nursing Science)

Students admitted into the USU GSN Doctor of Philosophy (PhD) Program transition from a master's specialty to a rigorous program of study that includes emphasis on science, leadership and research. The PhD program is uniquely focused on advancing the science guiding the future of military systems and organizations.

Designed to prepare research scientists, the PhD Program provides core foundational courses such as research methods, statistics, ethics, policy, nursing science, philosophy and professional issues. In addition, cognate courses are required specifically addressing the interdisciplinary sciences undergirding students' research interests. Cognate courses in the physical or social sciences may be taken outside of the GSN within the University. Electives selected by students in conjunction with their primary advisor provide for a comprehensive and rigorous program of scholarship.

The overall objective for the PhD Program is to prepare future scientists and scholars to identify significant knowledge gaps and conduct rigorous research that contributes to the body of scientific knowledge. The GSN values basic and applied research as a means for testing, refining, and advancing scientific knowledge to make significant contributions to military and Federal health care.

PhD Program Overview

PhD programs are traditionally designed upon a foundation of courses that provide an introduction to scientific inquiry and indoctrination to the life of a scientist and scholar. The curriculum is comprised of *core courses* required of all students independent of their area of specialization. Core courses are provided to introduce students with the analytic and theoretical approaches to nursing science. Students also select an *Interdisciplinary Option* consistent with their area of research interest. Within each option, there is a combination of courses provided within the GSN as well as cognate courses taken outside the GSN in disciplines that will provide the theoretical and scientific basis of the dissertation. Within each option, there are opportunities for students to design Research Internships (PhD 823-825) in the second year to work closely with selected faculty or scientists to begin a rigorous exploration of a proposed dissertation topic.

The American Association of Colleges of Nursing (AACN) publication, "The Research- Focused Doctoral Program in Nursing: Pathways to Excellence" provides national standards and expectations of doctoral education. The GSN PhD Program is designed to both address these national standards while taking into serious consideration the unique needs of our constituency. The objectives of our program are to:

1. Provide PhD-level coursework and other multi-disciplinary learning experiences to develop students into creative scholars and independent scientists in military and Federal health care organizations.
2. Establish strong mentoring relationships with senior scholars and scientists in a broad range of disciplines.
3. Provide research experiences with senior scientists working in research intensive environments
4. Foster peer support and learning both within and across student cohorts, services and disciplines

Overview of the Program's Curriculum

The curriculum for the PhD in Nursing Science Program is designed to provide rigorous research training to educate scientists who will conduct research relevant to both military and Federal health care. All students complete a series of required core courses during the first two years of study that are designed to prepare them to conduct sound research culminating in the dissertation. Core courses provide an academic foundation in (1) Nursing Knowledge (2) Ethics, Policy, Theory and Philosophy, (3) Research Methods, Statistics and Analytic Techniques, (4) Professional Development, and (5) an immersion in a variety of Research Experiences and Internship opportunities. Emphasis of the program is the rigorous training of future scientists and leaders in the research enterprise.

Designed to prepare research scientists, the PhD Program provides a curriculum that integrates foundational core courses consistent with national standards. In addition, the curriculum provides several comprehensive areas of scholarship, Interdisciplinary Options, designed to provide students with a significant foundation in both the domain of science as well as the methodological approaches unique to a targeted area of science. Students will match their interests with one of the Interdisciplinary Options and with the guidance of their academic advisor, develop a plan of study to include cognate courses, research experiences, seminars and other educational offerings both within and external to USU. These options are interdisciplinary in nature and include: (1) Biobehavioral Science and Research, (2) Ethics, Policy & Leadership, (3) Health Services Research, and (4) a developing program focused on Patient Safety and Rehabilitation Outcomes. Each Interdisciplinary Option provides courses and research experiences specifically designed to integrate knowledge gained from related disciplines with the techniques and approaches derived from core courses, with the goal of defining the state of the science of a selected problem that ultimately forges the dissertation research. This curriculum is distinguished from civilian universities by providing: (1) an early and consistent immersion in research intensive environments such as NIH and well-established military programs of research, (2) a strong emphasis on ethics, policy and leadership, and (3) clear interdisciplinary and tri-service collaborations focused on advancing the science in areas of significance to military and

Federal health care.

Students are expected to define a focused area of investigation early in the program to aid in the selection of appropriate courses to be taken in other disciplines (cognate courses). With the advisement of the faculty, they will select a minimum of three cognate courses to define a substantive area of study consistent with the focus of the dissertation.

Program Course Requirements

Nursing Knowledge 12 Credit Hours¹

PhD 800 The Scholarship of Discovery (3)
 PhD 812 Public Policy in the Context of Military and Federal Health Care (3)
 PhD 813 Developing and Testing Theoretical Frameworks (3)
 PhD 814 Philosophy of Science (3)

Research Ethics 6 Credit Hours

PhD 810 Ethics in Science (3)
 PhD 811 Research Ethics (3)

Research Methods 12 Credit Hours

PhD 830 Approaches to Scientific Inquiry (3)
 PhD 831 Qualitative Research Methods (3)
 PhD 832 Foundations of Survey Methodology [University of Michigan Summer Institute] (3)
 PhD 833 Analytic Approaches to Data Analysis and Interpretation (3)
 PhD 834 Mixed Methods Research: Design & Analysis [University of Michigan Summer Institute] (4)

Advanced Research Design in Students' Area of Interest Options below

PhD 874 Secondary Data Analysis of Quantitative Data: Methodological Considerations (3)
 PhD 883 Systematic Review of the Literature/Meta-analysis (3)

Statistics 10-12 Credit Hours

PMO 503 Biostatistics I (4)
 PMO 504 Biostatistics II (4)

Advanced Statistical Analysis supporting proposed dissertation research

PMO 502 Introduction to SAS [required if registering for PMO 508] (1)

¹ Credit hours are the minimum required in each academic category

PMO 508 Biostatistics III [optional] (5)

Research Experience/Internship 6-12 Credit Hours

PhD 820-822 Research Experience (2 credits per quarter)

PhD 823-825 Research Internship [to be determined by Academic Advisor] (2 credits per quarter)

Professional and Scholarly Development 12 Credit Hours

PhD 840-845 Emerging Scholars Seminar (1 credit per quarter; 3 credits minimum)

PhD 880 Professional Issues in Scholarship (3)

PhD 881 Principles of Scholarly Writing (3)

PhD 882 Proposal Development and Grantsmanship (3)

Substantive Area of Study 9-12 Credit Hours

Courses may be selected from the Interdisciplinary Options, cognate courses in other disciplines, and PhD 891: Directed Study courses that support the proposed dissertation research and approved by the academic advisor.

Interdisciplinary Options

Biobehavioral Science and Research

PhD 851 Stress and Trauma in the Military Context (3)

Selected cognate courses

Health Services Research

PhD 870 Health Informatics for Health Services Research (3)

PhD 871 Patient Safety and Quality for Health Services Research (3)

PhD 872 Health Communications (3)

PhD 873 Population Health and Outcomes (3)

PhD 874 Global Health Disparities and Social Determinants of Health (3)

Ethics, Policy & Leadership

PhD 810 Ethics in Science (3)

PhD 811 Research Ethics (3)

PhD 812 Public Policy in the Context of Military and Federal Health Care (3)

PhD 891 Directed Study

A Directed Study is a well-defined and substantive academic activity designed to meet the specific needs of a student or students that is not currently available in the core or cognate courses.

Academic Milestones (see Figure 1)

PhD 900 First Year Preliminary Examination
 PhD 901 Qualifying Examination
 PhD 902 Dissertation Proposal Defense

Dissertation & Dissertation Seminar 9-12 Credit Hours

PhD 910-915 Dissertation Seminar (1 credit per term)
 PhD 920-925 Dissertation Research (TBD)

Program Plan ² 2013-2015			
Fall Quarter 2013	Winter Quarter 2013-2014	Spring Quarter 2014	Summer Quarter 2014 ³
PhD 800 Scholarship of Discovery PhD 810 Ethics in Science PhD 820 Research Experience I PhD 840 Emerging Scholars I PMO 503 Biostatistics 13 credits	PhD 830 Approaches to Scientific Inquiry PhD 821 Research Experience II PhD 841 Emerging Scholars II PMO Biostatistics PMO 502 Intro to SAS ⁴ 10-11 credits	PhD 831 Qualitative Methods PhD 814 Philosophy of Science PhD 822 Research Experience/Internship PhD 842 Emerging Scholars III PMO 508 Biostatistics III [optional] 13 credits	PhD 834 Mixed Methods PhD 881 Scholarly Writing PhD 833 Analytic Methods PhD 900 Preliminary Examination 9 credits
Fall Quarter 2014	Winter Quarter 2014-2015	Spring Quarter 2015	Summer Quarter 2015
PhD 813 Theoretical Models PhD 843 Emerging Scholars PhD 823 Research Internship I PhD 882 Proposal Development 9 credits	PhD 812 Public Policy PhD 844 Emerging Scholars PhD 824 Research Internship PhD 851 Trauma Psychology PhD 901 Qualifying Exam 9 credits	PhD 811 Research Ethics PhD845 Emerging Scholars PhD 825 Research Internship III PhD 902 Dissertation Proposal Defense 6 credits	PhD 911 Dissertation Seminar PhD 920 Dissertation Research Credits TBD

² The proposed program plan contains the core courses. In consultation with the academic advisor, PhD 891 Directed Study, cognate courses and electives may be added where the schedule permits.

³ Summer Quarter schedule is flexible to provide an opportunity for students to enroll in outside activities such as TSNRP Grant Camp, the NIH Genetics Program, or the NIH Sleep Methodology Boot Camp, as well as the advanced methods courses (e.g. PhD 832, PhD 834 offered at the Summer Institute in Ann Arbor).

⁴ Required if registering for PMO 508 in spring term

Research Training

All students are expected to be active in research throughout their graduate studies to include attendance at conferences, seminars, and guest lectures. All students will participate in a series of required Research Experiences (PhD 820-822) in the first year to increase their scientific expertise and depth of knowledge. Research Internships (PhD 823-826) in the second year are tailored to the student’s focused area of study in collaboration with their Academic Advisor(s). Decisions regarding the timing and number of research internships are made in consultation with the student’s Academic advisor and advisory committee and approved by the Program Director.

Academic Milestones

The milestones of the program outlined in the diagram below provide a roadmap identifying important steps in students’ progression from orientation to graduation. Although there are predictable decision points (e.g., selecting an Advisory Committee), advancement to Candidacy status and completion of the dissertation is dependent upon the student’s academic progression. Maintaining close communication with one’s Academic Advisor is essential to meeting these milestones in a timely manner.

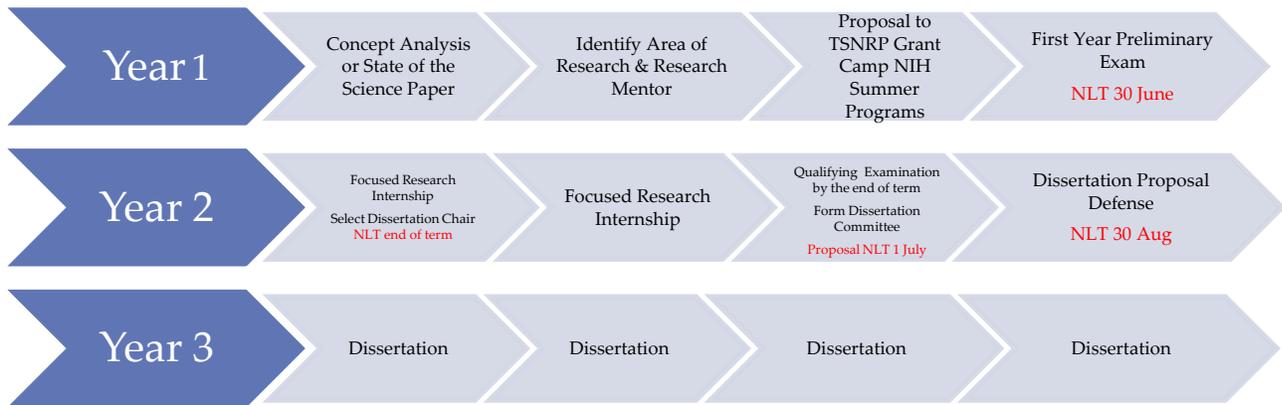


Figure 1. Milestones of the PhD Program

First Year Preliminary Examination

At the end of the first year students take an examination that broadly evaluates their knowledge, comprehension and integration of content provided in the core courses. Students will register for PhD 900: First Year Preliminary Examination during the spring quarter of the first year and successful completion of the exam will appear on the transcript. The examination is designed to provide an indicator of the student’s ability to successfully move forward in the program and will be administered not later than 30 June 2014 (see academic milestones). If remedial instruction is

needed, a plan will be developed by the Academic Advisement Committee and approved by the Program Director.

Qualifying Examination to Advance to Candidacy Status

To advance to the status of candidate, students must satisfactorily pass the Qualifying Examination (PhD 901). This examination demonstrates the student's knowledge of the scientific literature and an ability to synthesize and integrate content that is related to the research planned for the dissertation. Students must seek approval from their advisor and the PhD Program Director to sit for the examination.

To be considered for candidacy for the PhD degree, students must complete course requirements with a minimum grade point average (GPA) of 3.0. Further, students may not advance to candidacy status until they have successfully passed the Qualifying Examination. In summary, advancement to candidacy is contingent upon:

1. satisfactory completion of all required coursework
2. successful completion of the Qualifying Examination and
3. approval from the Chair, the PhD Program Director, and the Dean.

Dissertation Requirement

The Dissertation Proposal Defense (PhD 902) is a written plan of study that is orally defended to the Candidate's selected dissertation committee. The dissertation is a rigorous research project that results in a substantive piece of original and novel research. Students must publically present the results of an approved and independent research project they conducted and completed. The dissertation is not complete until the findings of this original research work have been documented and disseminated.

The dissertation is defined as a written compilation of scholarly work directly related to the student's individual program of research. Research resources and important links to support research activities are located in the Dissertation Handbook which is currently under revision.

Academic Advisement

Academic advisement is a dynamic and interactive process between student and faculty members designed to establish a coherent program of study in an efficient manner. This document provides guidance to students and faculty regarding the composition of an academic advisory team, their respective roles and responsibilities as well as the process from the initial program planning to the successful completion of the program.

Academic Advisors

On admission to the PhD program, students are assigned a primary academic advisor by the PhD Program Director based on the student's declared area of study and the expertise of the faculty member. The primary advisor will serve as Chair of the academic advisement team that is comprised of a senior service member (for active duty students) and a cognate member when appropriate. Cognate members are faculty members from another academic unit that is selected based on their area of expertise, experience with specific methodologies, or other considerations. Their role is to complement the other members of the team by providing a disciplinary perspective that supports the student's declared area of study.

The advisor will assist with the orientation of the student to the doctoral program expectations and work collaboratively with the other members of the academic advisement team to design a program of studies to include courses within the GSN, the SOM and Graduate School, and from other institutions as deemed necessary. Advisors provide expertise in content areas related to the students' interests and provide advice and counsel about professional development. The academic advisor is responsible for program planning, monitoring student progress, and approving registration for courses each term. The academic advisor may or may not be the Chair of the Qualifying Examination or the Dissertation Committee as these roles are determined based on the student's developing area of research and the qualifications of the advisor.

Initial Program Planning

During orientation week, students and advisors will begin the process of program planning. The plan will include the sequence of core courses as well as the selection of cognate courses and identification with one of the Interdisciplinary Options. The proposed plan of study should provide sufficient breadth and depth of specialized content, appropriate theoretical perspectives, research methods and statistical techniques required to complete the dissertation. A master academic program plan (Form A1) will be reviewed and approved by the Program Director and secured in the student's record maintained by the Advisor and a copy provided to the student in their academic portfolio.

Plan of Study

The plan of study should include the minimum course requirements for graduation in the following core areas: Nursing Knowledge (12 credits) Research Ethics (6 credits), Research Methods (12 credits), Statistics (10-12 credits), Research Experiences/Internship (6-12 credits), Professional Development (12 credits) and Dissertation & Dissertation Seminar (9-12 credits). Students will identify an area of research for specialization that will include the selection of courses in one of the Interdisciplinary Options and enroll in cognate courses (6-9 credits) to support their declared option.

Cognate Courses

Cognate courses are offerings from other disciplines outside the GSN and are selected to provide the theoretical content and research approaches used within that discipline. Students are expected to complete two to three courses (6-9 credits) in their selected area of study. The advisory team can guide students toward a specific program in the Graduate School; however, students are expected to demonstrate initiative in meeting with faculty in those disciplines for their guidance in the selection of appropriate course, prerequisites, and the sequence of courses. Cognate courses must be at the doctoral level. In some cases, an appropriate course may not be at the doctoral level and the advisor, in consultation with the Program Director and the course faculty member, will determine if the course is essential to the student's area of study expectations. These decisions will be noted on the student's plan of study. Students can locate the scheduling and description of these courses in the respective departmental office. It is important to note that some courses at USU are offered every other year.

Registration

The PhD Program is based on the quarter credit hour system. Full time students must be registered for 12 or more credit hours per academic quarter until they reach Candidacy status at which time the credits for Dissertation Hours and Dissertation Seminar are a minimum of 6 per quarter. Each student must confer with his/her advisor to determine his/her curriculum and educational plan. This conference is important to ensure that each graduate student registers for appropriate courses, acquires the required number of graded and total credit hours for the degree they seek, and meets the specific course requirements of his/her program. **It is the responsibility of the student and his/her advisor to ensure that the student is registered for the required number of quarter hours and for courses that are being offered during that quarter.**

Student Academic Planning and Registration Process

- Approximately mid quarter each term (see academic schedule for registration dates), students will meet with advisors to plan coursework for the following term (both PhD core and any cognates) as well as courses offered outside USU (e.g., NIH Genetics Summer Program). The PhD Course Sequencing Plan and the Academic Program Plan (A1) and the Program at a Glance document (A4) can be used as a guide in the planning process.
- Advisors will prepare and sign the PhD Program Course Registration (Form A2) for next quarter indicating approval of the agreed upon plan of study.
- Advisors will make notation of the meeting on the student progress report (Form A3) and the master academic plan (Form A1) in the student's academic advisement record.
- Once the registration form has been completed and signed by the academic advisor it will be sent to the PhD Program Director for approval.

- All signed registration forms will be sent to the Registrar who will enroll students into their selected courses and return the form to the student's academic folder.

Student Responsibilities

- Meet with the primary advisor at least once per term
- Keep advisors informed of any changes in their program plan and/or area of study
 - Any changes to the approved plan of study must be approved by the Academic Advisor and the Program Director
 - Should a student desire to change Academic Advisors, the Program Director will be notified. The request to change advisors should be in writing, providing an explanation and appropriate justification for the requested change as well as a recommendation for a new Advisor.

Faculty Responsibilities

- Meet with the student at least once per term to discuss academic progress
- Provide guidance in the selection and scheduling of cognate and/or elective course work
- Determine the need for counseling, tutoring, or remedial services and referral to appropriate resources as needed
- Inform students of calls for paper presentations, seminars, research proposals and other professional development opportunities
- Monitor student progress and provide a written yearly evaluation to be placed in the academic advisement folder and reviewed by the Program Director (Form A5)

Annual Review of Student Progress

An annual review is required at the end of the spring quarter to promote the timely progression and early identification of any academic or professional discrepancies or issues that need to be addressed (Form is located on the webpage). This process ensures that students are aware of program expectations and receive clear feedback regarding their progress in meeting those expectations. If a student is not making satisfactory progress, the adviser and student will develop a written plan for remediation and submit to the PhD Program Director. Likewise, if students have outstanding accomplishments (e.g., publications, presentations, awards), this review provides an opportunity to acknowledge their success.

Seminar Requirements

As nurse scientists, PhD students are expected to develop critical thinking and effective oral and written communication skills. Seminars actively involve students in the preparation, development, coordination, and discussion of various research topics, contemporary issues of importance, professional issues, and presentation skills. Seminars are available across units of the university as well as the NIH and local professional groups and students will find great benefit in attending when possible. The Emerging Scholars Seminar (PhD 840 series) is designed to provide a

student/faculty forum for scholarly exchange and discourse until students reach Candidacy status (successful completion of the Qualifying Examination). At that time, students join the Dissertation Seminar and form a cohort of candidates engaged in the dissertation process.

Registration, Grades and Administrative Academic Topics

Registration

Students must meet with their academic advisor for course advisement, scheduling and registration. Students are responsible for ensuring that they are registered for the appropriate classes as approved by their academic advisor and the PhD Program Director. Registration dates are noted in the academic calendar.

Grading

All classes are graded on a traditional scale: A+, A, A-, etc. Specific courses are graded as “Pass” or “Fail” and include: Research Experiences (PhD 820-822), Research Internships (PhD 823-826), Emerging Scholars Seminar (PhD841-846), PhD 900 First Year Preliminary Examination and PhD 910 Qualifying Examination and PhD 910-915 Dissertation Seminar and PhD 920-92X Dissertation Research. The grading scale will appear on all course syllabi.

Academic Standards and Performance

Academic performance of all students is regularly reviewed by the PhD faculty. Students must maintain a cumulative grade point average (GPA) of “B” or 3.0 in all core course work while enrolled in the PhD Program. No grade less than B in a doctoral level course may be used to satisfy any part of the minimal credit hours required for the doctorate.

Withdrawal from a Course

A student may use the “drop” and “add” options within the 1st two weeks of the quarter (See Academic Calendar). After that date the withdrawal option will be used. Withdrawal grade “W” designation is used when a student withdraws from a course prior to the end of the semester, without completing all the course requirements. Withdrawal prior to the drop date recorded on the transcript carries no credit and is not averaged into the cumulative grade point average. If the withdrawal occurs after the drop date, the course grade will be designated “WP” (same as “P” grade) or “WF” (same as “F” grade) depending on the student’s performance in the class. The student will seek approval from the faculty member to withdraw from a course and determine if they are withdrawing in good standing. The Program Chair has the final decision regarding the appropriateness of allowing a student to withdraw from a course. The form to request withdrawal from a course can be found on the webpage.

Incomplete Grades

An incomplete ("I") is assigned at the discretion of the instructor when a student is unable to complete the course requirements within the allotted course time constraints. An incomplete carries no credit and is not averaged into the cumulative grade point average. Prior to issuing a grade of "I", the course instructor and *student must sign a contract* that specifies the course assignments that must be satisfactorily completed to remove the grade of *Incomplete*, and a timeline for those assignments to be completed. Failure to satisfactorily fulfill the stipulated requirements by the specified date, **the end of the following quarter**, will result in the conversion of the *Incomplete* to a grade of "F."

Transfer Credits/Credit Conversion

Upon admission, students seeking transfer of credits from other universities must formally request consideration of those courses as soon as they are accepted into the program.

While enrolled in the PhD Program, students may want to take courses outside of the University which would be at their own expense. This approval for transfer credit must be obtained from the academic advisor prior to enrolling in the course. Course credits which have been previously used for another academic degree may not be transferred.

The GSN PhD Program is on a quarter system and awards quarter hour credits. In the event that courses are taken from other universities where semester hours are awarded, transfer credit hours will be converted to quarter hours using a nationally recognized conversion chart so that quarter hours can be reflected on the student transcript.

Academic Standing

PhD students must maintain a B average (3.0) to remain in good academic standing. A deficient grade may be remediated by repeating the course in its entirety and receiving a passing grade. Core courses or courses that are prerequisites must be repeated the next time the course is offered (note that some courses are offered every other year). Other courses must be repeated no later than the next academic year. No more than *two* courses during the students program of study may be remediated. Upon completion of the repeated course, the previous grade is deleted from the grade point average but remains on the student transcript.

Student Promotions Committee (SPC)

Students who do not meet the academic standards set forth are subject to meeting with the Student Promotions Committee (SPC). Graduate students will be referred to the SPC for review for any of the following reasons:

- a. Failure to meet course objectives or required academic standards

- b. Failure to meet objectives for clinical training
- c. Requested by student
- d. Scheduled interim progress review
- e. Removal from probation
- f. Other. The Program Director, Commandant or other GSN Senior Leader may refer a student at any time for offenses including but not limited to the following: breach of a professional and ethical standards of conduct, military officership, academic integrity, etc. See GSN Policy and Procedure #94-06 "Student Promotions Committee (SPC).

Failure to Progress

Instances may arise when the PhD Program Director or Dissertation Chair has evidence that the quality of the student's course of study is not acceptable. Students who fail to progress will be considered on an individual basis in keeping with the guidelines set forth by the SPC Policy.

Eligibility for Enrollment, Extended Absences, and Nonacademic Dismissal

In addition to the requirement to maintain a GPA of 3.0 or above, students must be continuously employed as a Federal employee or serve on active duty while enrolled in the program. The following guidelines will be applied to all students in regards to maintaining eligibility for enrollment:

1. Students who voluntarily leave Federal employment/service will be dismissed, regardless of their point of progression in the program. This includes those electing non-mandatory retirement without matriculation to employment into Federal/military sector.
2. Students who involuntarily leave Federal employment/service before successfully defending their dissertation research proposal will be dismissed.
3. Students who involuntarily leave Federal employment/service after successfully defending their dissertation research proposal will be allowed to complete the program.
4. Students whose license to practice as Registered Nurse is revoked or suspended in any state or territory or do not maintain an active current license to practice as a Registered Nurse in at least one state or territory, will be dismissed from the program.

Extended Leave of Absence (LOA)

Students are expected to address the need for an extended leave of absence (LOA) with their advisor and the PhD Program Chair. Decisions regarding LOA will be made on a case by case basis.

Degree Completion Time Limit

Active duty military students are assigned by their respective services for 3 years to complete the doctoral degree. Part time graduate students must complete their degree requirements **no later than 7 years after the initiation of a program of graduate study at USU**. Students will be formally notified one year prior to the deadline.

Awarding of Degrees

Degrees are conferred every quarter by the USU Board of Regents. The USU holds a formal graduation ceremony once a year in May. Students must complete their dissertation no later than the end of March in order to qualify and participate in the ceremony. Students who finish after this date will be eligible to participate in the ceremony the following year. Students who have successfully completed all requirements toward their PhD will graduate and can receive their degree without participating in the formal ceremony although participation is strongly encouraged.

Transcripts

Official copies of transcripts are available through the GSN Registrar, Terry Malavakis at 301-295-1055 or terry.malavakis@usuhs.edu. USU will be transitioning to an electronic registration system in the near future, however, in the interim students are advised to regularly verify the accuracy of their transcript. Errors should be immediately reported to the PhD Program Director and to the Registrar.

General Student Information

Student Identification Badges

USU identification badges (ID) must be worn on campus and are required for security clearance to get on the Walter Reed National Military Medical Center (WRNMMC)/USU campus. The University ID is essential for the identification of USU graduate students to our campus security forces, and the ID provides access to other areas and special functions. Student IDs will be issued during Orientation Week. If the ID badge is lost or stolen, notify the security office immediately and obtain a replacement.

E-mail and Internet Access

Each USU graduate student will be assigned an electronic mail and internet access account whereby the student can send or receive mail messages, check the Bulletin Board for information pertaining to USU, access the Internet, and have remote access to the Learning Resource Center and its databases. Information sent from the Graduate School of Nursing (GSN) is critical and you are required to regularly check your USU e-mail account and the USU GSN web site. Most official

information, notices, and reminders are distributed to students only by e-mail or are posted on the web site. **The GSN Office is your OFFICIAL interaction with the University hierarchy. Thus, you are responsible for reading and responding (if asked) to ALL emails sent from GSN.**

Learning Resources Center (aka Library)

The Learning Resources Center (LRC) is available to all graduate students at USU. During Orientation Week, or shortly after arriving on campus, you should stop by the front desk at the LRC with your USU ID card. This card serves as both a USU ID and a LRC (Library) card. You may also obtain an account that will permit remote access to the LRC online collection of journals, books, and databases.

The LRC also maintains numerous computers, printers, scanners, etc. available for your use. The LRC is part of a network of medical and scientific libraries throughout the nation and can obtain reprints from most scientific journals. Information regarding the utilization of the LRC and methods for obtaining scientific articles is available at the circulation desk.

Hours of the LRC are: Monday – Thursday 7am -11pm, Friday 7am -7pm, Saturday 9am – 5pm and Sunday 12- 11pm. The hours are posted on the doors of the facility and on the USU LRC web site ([http://www.lrc.usuhs./](http://www.lrc.usuhs/)).

Parking and Mass Transit Program

Parking at USU is restricted to students with hang tags. These tags are issued by the school after the beginning of the school year. Parking is also available at the Henry Jackson Foundation (HJF) building located at 6720C Rockledge Drive. A shuttle bus is available to transport students to and from the HJF building and the USU Campus (USU Flagpole). Shuttle buses are available to transport students to and from the Medical Center Metro Station and run throughout the day. Bicycle parking is available on the first level of Building C, outside the back entrance to the student carrel/study area, and on the ground level of Building B near the Security Office. Reserved parking spaces are provided for disabled individuals and Government vehicles only. Other parking options will be discussed at Orientation.

Recreational Facilities

Through an agreement between the President of USU and the Commanding Officer of WRNMMC, USU graduate students may utilize recreation facilities on this installation. These facilities, called the Comfort Zone, include a gym, fitness center, outdoor recreation facility, and more. The gym is located in Bldg. 17. The hours of operation are: Monday-Friday - 5:00 a.m. to 9:00 p.m.; Saturday, Sunday, and holidays - 9:00 a.m. to 6:00 p.m. Phone: (301) 295-2450. Services: cardio zone exercise center, weight zone strength conditioning area, personal training, stretching and abdominal

training area, locker rooms, Jiu-jitsus/Karate, fitness classes, fun-runs and walks. The outdoor facilities include: basketball court, softball field, running track, and picnic pavilions. These facilities are only a short walk from the USU campus. Your USU Identification Badge should be shown when requesting use of the services facilities. In addition to the facilities at WRNMMC, a mini-gym is available on site and is located on the ground floor of Bldg. B. This gym is equipped with free weights, stair masters, treadmills, stationary bikes, and elliptical cross-trainers. Showers and lockers are readily accessible next to the gym.

Graduate Student Council

The Graduate Student Council (GSC) is the voice for and acts on behalf of all USU graduate students to promote communication among graduate students in all Programs and to provide services beneficial to the students. The Council is led by the GSC President who is elected by the graduate students. The President is the student representative on the Graduate Education Committee (GEC). Each Program or Department has a student representative who is selected by the students in that community. All USU graduate students are members of the GSC and are encouraged to attend the bi-monthly meetings and to serve as Student Representatives of their Program, or on the various GSC or USU committees. Students also serve on University-wide Committees. Current services/activities sponsored by the GSC include a website (<http://www.usuhs.mil/graded/gsc>).

Textbooks

Textbooks for required courses will be issued to the graduate students free of charge for active duty military students. However, if students wish to take elective courses or graduate courses outside USU, they must purchase their textbooks. Students from Federal agencies must purchase their own textbooks. If you purchase textbooks, you may do so from the vendor of your choice. The Foundation for Advanced Education in the Sciences (FAES) maintains a Bookstore at the National Institutes of Health (NIH) across the street from WRNMMC. Through a cooperative arrangement, USU faculty and students are authorized to utilize this bookstore to purchase textbooks and other study materials.

Standards of Conduct

When an individual talks about Standards of Conduct these days, they are often speaking about one specific subject. However, Standards of Conduct cover multiple subjects. These standards are the yardsticks by which we are measured as people and professionals, on one hand, but they are also those standards which define us as human beings. This section of the Handbook describes several types of standards, all of which play an important role in the world of developing or mature scientists. Becoming a scientist is not just learning to become a critical thinker or designing an experiment with the proper controls so you can rely on your results. We live in a world where

electronic and personal communications have become a constant reminder of the importance of developing people skills. This notion of people skills not only means how well you explain ideas and concepts or how well you can interact with others, but also whether you treat others with the respect and dignity that each person deserves. So herein are some rules and thoughts not only about the meaning of cognitive and non-cognitive skills and values people must develop but also what it means to copy other peoples' ideas or what it means to intimidate or harass others; all these things are a part of Standards of Conduct.

Violations of academic integrity or ethics will be reviewed by the SPC. A lapse in performance and/or evidence of academic or scientific misconduct may result in a recommendation for suspension, probation, or disenrollment.

Academic Integrity

Satisfactory academic standing is determined both by performance in formal courses and by aspects of academic performance that include skills, attitudes, and attributes judged by the graduate faculty to be important for success as a nurse scientist. These include, but are not necessarily limited to academic and scientific ethics, honesty, integrity, reliability, perception, balanced judgment, personal insight, and the ability to relate to and respect others.

Responsible Conduct of Science

The Graduate Students' Code on the Responsible Conduct of Science was developed by USU faculty and modified and adopted by USU Graduate Students. Your behavior as a graduate student and nurse scientist should adhere to these principles.

"I will demonstrate honesty, integrity and professionalism in planning, conducting, interpreting and reporting my scientific research. My work will be rigorous, unbiased, ethical, scholarly, and as far as possible, objective. I will undertake only research for which I am qualified, and will collaborate and cooperate with other specialists when that is beneficial to the research.

I will show respect for my animal research subjects and human research volunteers. I will use both appropriately and humanely. I will consider both the animals and the volunteers' comfort, not causing unnecessary pain or distress in my research, while maximizing potential benefits to both the subjects and to society, while minimizing risks. With human volunteers, I will maximize their welfare and secure fully informed consent stressing voluntariness. I will be knowledgeable about applicable laws and regulations concerning the use of animals and human research participants, and be diligent in ensuring that they are followed.

I will show respect for fellow students and researchers, ensuring that they receive appropriate credit for their contributions to the research. I will share my knowledge, methods, and results with

others in a fair and expeditious way. I will provide objective, unbiased reviews of other scientists' work. I will provide accurate and understandable information to fellow scientists and to the public.

I will consider my responsibilities to society in my choice of research topics, in using my resources wisely and safely, and in avoiding conflicts of interest or commitment. I will be involved with the social and ethical ramifications and the environmental impact of my discoveries, proceeding in the best interests in society."

Ethics Training and Education

All doctoral students are required to satisfactorily complete the course "Ethics in Science" (PhD 810) during the first term as they begin their research experiences. Utilizing lectures and discussions, this course provides participants with an opportunity to review the basic principles for responsible conduct of scientific research.

Plagiarism

Responsible conduct of science and academic integrity concepts also include the respect with which we use other peoples' ideas and concepts. Although the word plagiarism has been defined in various ways, all definitions include a violation of academic integrity and the following constraints on using other investigators' works. A further discussion of the meaning of plagiarism is included in **Appendix A**.

Non-Attribution

Lectures, discussions and all variety of presentations by guest speakers, seminar leaders, and panelists, including renowned public officials and scholars, constitute an important part of University curricula. So that these guests, as well as faculty and other University officials, may speak candidly, the University offers its assurance that their presentations, will be held in strict confidence. This assurance is derived from a policy of non-attribution that is morally binding on all who attend. Without the expressed permission of the speaker, nothing he or she says will be attributed to that speaker directly or indirectly in the presence of anyone who was not authorized to attend the lecture.

Academic Freedom

USU students have the privilege of **respectful dialogue** amongst academic colleagues and may debate any subject related to the USU course materials within the classroom setting. Indeed, one of the goals of professional Federal/military education is to develop officers who can employ innovative thinking when confronted with challenging situations; it is imperative that the University provide a learning environment that encourages officers to cast a critical eye on traditional or accepted concepts. In this regard, the University is a safe and proper setting for

students to practice the art of communicating their ideas. It is expected that officers will debate their viewpoint responsibly reflecting officership, professionalism and military courtesy.

Personal Interactions with Faculty

Students are expected to interact with faculty in a professional manner and with respect for the academic knowledge and authority of the faculty. However, students must not be coerced or become involved in interactions with faculty that create, in fact or appearance, academically inappropriate behavior in what is, by its very nature, an unequal relationship.

Perceived faculty misconduct and/or inappropriate interactions or behavior with or toward a student should be reported to the Program Director and/or the Associate Dean for Academic Affairs.

Harassment and Discrimination

The USU and the GSN support an environment where the worth and dignity of each student is recognized and respected and where each student has the opportunity to achieve academic success. During the course of their academic and research activities at USU, graduate students must not be the recipients of discriminatory or intimidating actions or behaviors based on sex, race, ethnicity, religion, or sexual orientation. Graduate students should not engage in or be involved in promoting discrimination.

Sexual Harassment is defined as any unwelcome sexual advance, which includes any verbal or physical behavior of a sexual nature, and any direct or implied requests for sexual favors. It also includes any sexually-oriented conduct where a student's acceptance or rejection of such behavior affects his or her level of work performance by creating an intimidating, hostile, or offensive work environment. Most sexual harassment incidents are relatively subtle in nature, frequently associated with the abuse of real or perceived power and are not gender-specific.

It is important for anyone who feels that he or she is or has been a victim of discrimination, intimidation, or sexual harassment to inform the person or persons involved that his or her conduct is unwelcome and must stop. If this behavior continues, or if a hostile work environment is created, the victim should communicate his/her grievance to the Program Director, Advisor, and/or the Associate Dean for Academic Affairs.

Online Etiquette or "Netiquette"

General internet etiquette rules must be considered whenever communicating in an online environment. Persons talking with another in the hall or on the phone can change voice tone or

rephrase a comment or change facial expression to add “expression” to the communication thus helping to promote accurate understanding.

Electronic communication does not offer these non-verbal cues to the recipient, so some communication rules or “netiquette” should be understood and practiced whenever communicating in an electronic media that does not include a “visual” component.

These rules apply when entering posts in a discussion area, a live chat room or when communicating via email with professors, other students or other individuals. Some general guidelines:

- **Protect patient privacy:**
 - Adhere to existing patient confidentiality rules outlined in HIPAA and other government regulations and publications.
- **Consider your message and your intended non-verbal cues:**
 - Think about the content and craft your message carefully prior to sending it.
 - If angry or upset about something, consider the following actions
 - Put off responding for 12-24 hours; count to 10 and then begin writing; write your email, put it in the “Drafts” folder and look at it again when in a calmer state of mind.
 - Make sure that the content is relevant. Nobody likes to receive junk email.
 - Be polite. The message should be respectful, friendly, and make the writer seem approachable. Read/re-write the message several times to get the “tone” right.
 - Maintain professionalism when communicating with professors and senior ranking officers
 - Use humor and irony sparingly
 - Be careful with the use of “emoticons” :-) :-(.They may be appropriate with friends, colleagues, but should not be used when corresponding with people who are merely acquaintances or not known.
 - When corresponding with senior officers or civilian faculty/ instructors, ensure the use of respect and proper military courtesies(i.e. ma’am, sir, respectfully)
- **Do not be a “Novelist”**
 - Keep messages concise and to the point. Some people receive hundreds of e-mail messages a day; the last thing they want to see is a long email
 - To avoid the annoying “never ending run on” email that does not word-wrap, keep the character limit set at 80 characters per line
- **Be careful with Punctuation!!!:))))**

- Do not get caught up in grammar and punctuation, especially excessive punctuation (a dozen exclamation points at the end of a sentence – called "bangs" in computer circles) are just another form of ending a sentence.
- DO NOT SHOUT AT PEOPLE with capital letters. Use of all capital letters is considered to be very rude.
- If something is important, emphasize the importance in the text of the message, not in the punctuation.
- Consider using a *star* on either side of the word you want to stress

- **Formatting Is Not Everything**
 - Do not use fancy fonts, colors, backgrounds, etc. Many e-mail clients (and some servers) cannot handle them
 - Do not use email shorthand like “can U plz send me an application?” What is accepted practice when communicating via Instant Messaging is not OK when communicating with peers, students, etc. via discussion boards, chat rooms or e-mail.

- **There is no such thing as email “Privacy”**
 - There is no such thing as a private e-mail. With most e-mail systems, the e-mail administrator has the ability to read any and all e-mail messages.
 - E-mail software can become infected and your e-mail may get sent to someone else - what you thought was private is not private anymore.
 - Hackers can read your e-mail if they try hard enough. No form of security is one hundred percent hacker-proof.
 - Do not make personal remarks about third parties. Email messages can come back to haunt the writer of the email.
 - Do not post personal email addresses on web sites and other public parts of the Internet. If posted, get ready to be deluged with spam.

- **How to respond to an inflammatory message**
 - Email writers get “flamed” when they send e-mails that cause the recipient to respond in an angry/hostile way - a verbal attack in electronic form.
 - How to respond?
 - Ignore it – the better option
 - Respond angrily – inciting a "flame war"
 - Have a non-electronic conversation to clear the air
 - To prevent being “flamed”, do not:
 - Send an e-mail in all UPPER-CASE
 - Make a comment about grammar or punctuation
 - Send a mass-mailing

- **Small, but important issues**
 - Make sure the Subject line is relevant

- Include a signature to help the recipient understand who the email is from
- Be careful when “replying to all,” be sure that the reply is meant for the whole list
- Delete trivial or irrelevant items in the original email before forwarding
- Tell original senders (whenever possible) if forwarding their message to someone else
- Try not to send attachments – people are wary of them, because they can contain viruses and they slow the recipient down
- Do not send large attachments
- Do not send chain letters or "make money fast" messages
- Do not conduct arguments in public
- Do not send inappropriate email or attachments
- Do not mark messages as “urgent” if they are not
- Do not expect that all messages will be responded to immediately or after business hours, on weekends or holidays

USU Graduate Programs in the Biomedical Sciences and Public Health

The USU Health Sciences Graduate Program provides academic programs and coursework available to GSN doctoral students. PhD students are advised to explore courses and faculty research programs within the graduate program. USU currently offers PhD degrees in three Interdisciplinary Programs:

- Emerging Infectious Diseases
- Molecular and Cell Biology
- Neuroscience

USU also offers doctoral and master degrees in Departmentally-based Programs:

Department of Medical and Clinical Psychology

- PhD in Medical Psychology (research track)
- PhD in Medical Psychology (dual track)
- PhD. in Clinical Psychology*

Department of Preventive Medicine

- PhD in Environmental Health Sciences*
- PhD Medical Zoology
- Doctor of Public Health

*Some degree programs are limited to military students (indicated by *).*

NIH/FAES Courses

Courses are offered at the Foundation for Advanced Education in the Sciences (FAES) Graduate School at the National Institutes of Health (NIH) located across Wisconsin Avenue (Rockville Pike) from WRNMMC. USU graduate students are permitted to enroll in FAES courses and receive academic credit at USU if the Advisor and Program Director deems that an FAES course is consistent with a student's academic program, and no equivalent course is taught at USU. Courses taken outside the USU are incurred at the student's expense.

Research Support

USU maintains a special fund to finance doctoral student research. This resource is designed to provide research funds to graduate students in addition to those provided by their major advisor. These funds are available to those students who have Advanced to Candidacy and are devoting a majority of their time to their dissertation research. These funds may be used to support research supplies but not travel. Funding beyond 2 years is generally not available. Requests are evaluated on a case by case basis by the Graduate Education Office (GEO). The maximum funds available have varied between \$1,500 and \$2,500/year. Additional funds may be available through the Tri-Service Nursing Research Program or through the Associate Dean for Research in the GSN. Forms to apply for USU graduate research funding are available from the GEO in the School of Medicine. Deadline for submission of applications is usually October 1, although applications may be accepted at other times. The applications are relatively short if the funding requested is part of an already accepted University protocol by a major professor. If the research funding represents an entirely new protocol, the normal USU research review procedures must be followed. Information on the appropriate course of action is available in the GEO. These protocols are administered by the Office of Research Administration (REA) at USU. If the funding is approved, the GEO or REA will notify the student, the advisor, and the Program Director.

In Closing

The faculty and staff of the GSN take great pride in the success and accomplishments of our graduates who are among the leading military and Federal nurse scientists in the country. Your program is designed to provide you with the analytic skills, research training, and professional competence to move into roles of increasing responsibility and productivity. We hope your program will be challenging, rewarding and empowering as you continue to serve your country by advancing the science in military and Federal healthcare organizations.

Appendix A: Plagiarism Guidelines

What is Plagiarism?¹

The Oxford English Dictionary (OED) provides a simple and clear definition of plagiarism: “The action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own; literary theft.”² In 1994, the Office of Scientific Integrity (ORI)³ provided a definition of plagiarism in response to cases of scientific misconduct: “As a general working definition, ORI considers plagiarism to include both the theft or misappropriation of intellectual property and the substantial unattributed textual copying of another’s work....Substantial unattributed textual copying means the unattributed verbatim or nearly verbatim copying of sentences and paragraphs which materially mislead the ordinary reader regarding the contributions of the author.”⁴

An important aspect of both the “common practice” definition from the OED and the specific description from the ORI for scientific practice is the fact that plagiarism is broader than just copying text verbatim. It includes the view that—even without ever directly copying someone else’s document word-for-word—you can plagiarize someone else’s text. Copying “someone else’s work” (OED) and the “misappropriation of intellectual property and the substantial unattributed textual copying of another’s work” (ORI) includes copying someone else’s ideas, conclusions or interpretations, and even how they have organized a discussion of a topic. For example, to read through the text of a book, chapter, review, or the summary paragraphs of a scientific publication and re-type the information in one’s “own words” is plagiarism (see below). The author of the text one has paraphrased had collected the information for you (the individual who reads their paper), spent time thinking how to summarize and organize the information in a systematic manner, made decisions about how to present (in what order) the information to the reader, and more than likely included their interpretation or opinion on the topic in how they summarized and selected the information.

Plagiarism may *seem* to be a “grey area” because in science we are discussing “facts” and research findings. Some may argue that repeating scientific data or research results is not really taking someone else’s work; the facts “belong to no one” in particular. True, the findings exist independent of what some author previously wrote about them, but again it is information you *copied*. Even if it was paraphrased from one or more source it is always best to err on the side of including citation(s) to the work you consulted. The basic idea again is that if someone else collected, organized, and interpreted the information for you, they should receive credit.

How can I avoid plagiarizing?⁵

1. Do not obtain text from another source (a friend, purchased or copied from a website) and represent that work as yours—this is plagiarism.
2. Do not “copy and paste” text from a website directly into your paper. This is a very dangerous practice since there is a temptation to directly try and work on the paper by “rewording” the copied material. Worse yet, you might forget that the copied text does not belong to you or you may not remember where you obtained the information so that you cannot properly give credit to

its author(s)!

3. To “re-use” or revise *your own paper* from a previous course is “questionable.” *If you plan to revise or use text from a previously written paper that you wrote it is best to consult with the instructor.*
4. When you directly copy text (e.g., more than a few words in a series) from another source, the text should be placed in quotation marks *and* cited.
5. Facts do not need to be attributed to a certain author if they are “general knowledge.” However, a more extensive listing of “facts” that appear in a text you consulted should be cited. Information about the molecular weight or melting point of a chemical compound would not require acknowledging the author or citing the source where you found this information. More specific information that required bringing together information, however, should be cited. For example, if you summarized many facts about the compound that are not common knowledge and you used a source to find out that information, or if it is a collection of facts that you do not know “off the top of your head,” you should attribute the information to the author(s).
6. In cases where you restate or paraphrase (simplify or shorten) a text that you obtained from another author, the material would not be in quotation marks, but the author who wrote the material should receive credit. For example, if you were to summarize information regarding the basic characteristics of glutamate receptors, by restating or paraphrasing, the text should include a citation.
7. Notwithstanding the above, reviewing facts or research findings for a paper or thesis can seem tricky.⁶ If an assignment is to review the basic facts or findings about a specific topic it would make no sense to “not answer the question” directly, to intentionally rearrange a logical order for discussing a topic, or to capriciously vary the sources you cited to avoid the appearance of plagiarism.
8. But paraphrasing or repeating an authors’ text *at length* is plagiarism—even if you cite the material. *Extensive* rephrasing uses the essential ideas, thinking patterns, and selective interpretations that were created by another author. The article(s) by other author(s) should be briefly summarized (providing citation(s) to the work used) and the reader should be referred to the more extensive review(s) you have consulted.
9. When writing, you also can struggle with issues about how closely you *can* “re-phrase” something you have read. If you write at the same time that you are directly reading someone else’s text, it is tempting to re-summarize the work sentence-by-sentence. Some authors suggest you can avoid plagiarism by reading your notes and the papers you consulted, but to then *not look at the material* as you write each paragraph in your own words. After you have written your paper you can go back and check the accuracy of the sources and the facts.
10. Things also get tricky when dealing with ideas and interpretations of scientific information. To write an informative and critical paper we gather information about a topic by reading and discussing the subject with others. This information becomes part of our internal “knowledge base.” Most individuals will not remember every source where they learned certain general interpretations about a topic, or perhaps where they read or heard about a

“brilliant” experimental approach to some specific scientific problem. The “creator” of the interpretation or idea, though, should receive credit. One way to avoid this kind of plagiarism is to responsibly take notes about the sources from where you first read or heard about the idea or interpretation.

11. Likewise, one could “efficiently” write some paragraphs (or an entire paper!) based upon the information in a table that summarizes research findings on a particular topic. For example, a table may summarize the benefits of different psychotherapies for the treatment of anxiety disorders and—without using any text directly from the table—one could use this information as the basis of a paper. A very clear statement should indicate you are summarizing information from the review article (for example, “My review of this field is based primarily upon the references listed in Table 1 of Smith’s 2007 review.”). For all intents and purposes this practice is again paraphrasing *at length* and you should consult your instructor for what is acceptable.

12. Finally, redrawing a diagram, model, or flow chart that is based upon a figure created by someone else should be credited to the author(s) who originally summarized the information in graphic form.

-
- 1 Joseph McCabe, Ph.D., Department of Anatomy, Physiology & Genetics, USUHS, June 25, 2008.
 - 2 *Oxford English Dictionary Online*, Draft Revision June 2006 <http://dictionary.oed.com>
 - 3 The ORI is a component of the Public Health Service and provides advice and educational materials and oversees cases of alleged scientific misconduct related to NIH-supported research activity.
 - 4 ORI Newsletter, December, 1994, 3(1), 6-7, see: http://ori.dhhs.gov/documents/newsletters/vol3_no1.pdf
 - 5 Provided as a general guideline to preparing papers for coursework and theses at USU.
 - 6 Examples of how to avoid plagiarism and how to properly cite and review information from other references can be found in L.N. Edwards and M.G. Schoengood, *Avoiding and detecting plagiarism*, The Graduate Center, The City University of New York, March, 2005, <http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf>

APPENDIX B: POLICIES AND INFORMATION