NURSING (PHD)

The purpose of the Doctor of Philosophy (Ph.D.) Program is to prepare nurse leaders who will advance the scientific body of knowledge that is unique to professional nursing practice. Educational experiences offered in nursing theory development, philosophy of nursing science, qualitative, quantitative and mixed research methods, and in advanced statistics. Study in specialty areas further supports the individual's area of clinical interest.

Location

- Storrs Campus

Modality

- In Person

Requirements

A general exam (publishable manuscript), a scholarly portfolio (minimum of one published paper, one external podium or poster presentation), submission of one peer-reviewed external grant application, completion of a teaching and research residency and a dissertation (traditional five chapter or three manuscript based (excluding general exam) five chapters) are required for graduation. The PhD degree#program requires a cumulative grade point average of 3.0 or above to earn the PhD degree in Nursing. Students must earn a "B" or better in all graduate courses with a NURS prefix to earn credit toward graduation.

Course	Title	Credits
GRAD 5910	Responsible Conduct in Research	1
GRAD 6950	Doctoral Dissertation Research	1-9
NURS 6101	Grantsmanship: The Pursuit of Scholarly Support	3
NURS 6165	Mixed Methods in Nursing Research	3
NURS 6200	Philosophical and Theoretical Perspectives of Nursing I	3
NURS 6205	Quantitative Methods in Healthcare	3
NURS 6210	Introduction to Qualitative Methodology	3
NURS 6220	Philosophical and Theoretical Perspectives of Nursing II	3
NURS 6230	Applied Statistics and Secondary Analysis for Health Data	3
NURS 6250	Key Factors and Multi-Level Influences on Health	3
Six credits in courses supportive of the dissertation area		6
Total Credits		**32-40**

Requirements for Clinical Practice

In addition to academic qualifications, UConn nursing students must possess the ability to consistently demonstrate a proficiency in five core areas for nursing students: motor, sensory, communication, behavior and critical thinking skills. These areas reflect the reasonable expectations of a nursing student performing the common functions of a registered nurse or an advanced practice nurse.

The ability to consistently demonstrate these personal and professional competencies are essential from admittance to graduation. Students must be capable of performing the skills of a nursing student.

Therefore, each nursing student must have the ability to learn and perform the following competencies and skills:

Motor

The student must possess sufficient motor capabilities to execute the movements and skills required to provide safe and effective nursing interventions. These include, but are not limited to:

1. Coordination, speed and agility to assist and safely guard (protect), with safe and proper body mechanics, patients who are ambulating, transferring, or performing other activities.
2. Ability to adjust and position equipment and patients, which involves bending or stooping freely to floor level and reaching above the head.
3. Ability to move throughout the classroom or clinical site, and sit and stand for long periods of time to carry out patient care activities.
4. Ability to perform patient care duties for up to 12 hours at a time, day or night.
5. Ability to move or position patients and equipment, which involves lifting, carrying, pulling up to 30 pounds.
6. Ability to guide, resist, and assist patients, or to provide emergency care, which involves standing, kneeling, sitting, or walking.
7. Ability and dexterity to manipulate the devices used in giving nursing care.
8. Ability to administer CPR without assistance.

Sensory

The student must be able to obtain information in classroom, laboratory, or clinical settings through observation, auscultation, palpation and other measures, including but not limited to:

1. Visual ability (uses corrective lens or accommodations as necessary) to recognize and interpret facial expressions and body language, identify normal and abnormal patterns of movement, to read or set parameters on various equipment, to discriminate color changes, and to interpret and assess the environment.
2. Auditory ability (uses hearing aids or accommodations as necessary) to recognize and respond to soft voices, auditory timers, equipment alarms, call bells, and to effectively use devices for measurement of blood pressure, breath sounds, etc.
3. Tactile ability to palpate a pulse and to detect changes or abnormalities of surface texture, skin temperature, body contour, muscle tone, and joint movement.
4. Sufficient position, movement and balance sensations to assist and protect patients who are ambulating, transferring, or performing other activities.

Communication

The student must be able to communicate effectively with peers, faculty, patients and their families, and other health care providers. This includes, but is not limited to:

1. Ability to read at a competency level that allows one to safely carry out the essential functions of an assignment (examples; handwritten chart data, printed policy, and procedure manuals).
2. Ability to effectively interpret and process information.

3. Ability to effectively communicate (verbally and in writing) with patients and their families, health care professionals, and others within the community.
4. Ability to access information and to communicate and document effectively via computer.
5. Ability to recognize, interpret, and respond to nonverbal behavior of self and others.

Behavior

The student must be capable of exercising good judgment, developing empathic and therapeutic relationships with patients and others, and tolerating close and direct physical contact with a diverse population. This will include people of all ages, races, socioeconomic and ethnic backgrounds, as well as individuals with weight disorders, physical disfigurement and medical or mental health problems. This also includes, but is not limited to:

1. Ability to work with multiple patients, families, and colleagues at the same time.
2. Ability to work with classmates, instructors, health care providers, patients, families and others under stressful conditions, including but not limited to providing care to medically or emotionally unstable individuals, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.
3. Ability to foster and maintain cooperative and collegial relationships with classmates, instructors, other health care providers, patients and their families.

Critical Thinking

The student must possess sufficient abilities in the areas of calculation, critical problem solving, reasoning, and judgment to be able to comprehend and process information within a reasonable time frame as determined by the faculty and the profession. The student must be able to prioritize, organize, and attend to tasks and responsibilities efficiently. This includes, but is not limited to:

1. Ability to collect, interpret and analyze written, verbal, and observed data about patients.
2. Ability to prioritize multiple tasks, integrate information, and make decisions.
3. Ability to apply knowledge of the principles, indications, and contraindications for nursing interventions.
4. Ability to act safely and ethically in the college clinical lab and in clinical placements within the community.
5. If a nursing applicant or student is unable to meet one or more of these areas due to a long-term or short-term disability, they may request consideration for an accommodation through the Center for Students with Disabilities. Prompt notice is essential for full consideration. The requirements for clinical practice apply for all programs which include a clinical component.

Learning Objectives

1. Conduct rigorous synthesis and analysis of philosophical, theoretical, ethical, and empirical foundations of nursing and other disciplines.
2. Engage in independent research, including grant writing, to generate new knowledge using various research methods that consider individual, biological, political, social, and environmental health factors to advance nursing science and promote health for all.
3. Disseminate knowledge to students, trainees, and academic, lay, and professional audiences through oral and written communication to improve healthcare outcomes for all.
4. Assume leadership in academic, research, and scholarly roles in settings such as universities, and/or healthcare organizations, industry, government and research institutions.