NURSING

400 West Campus Drive, 203.785.2389
http://nursing.yale.edu/academics/doctor-philosophy-phd
M.Phil., Ph.D.

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FIELDS OF STUDY

Fields include chronic illness (diabetes, cardiovascular disease, cancer, HIV/AIDS); self- and family management; maternal and child health; sleep and sleep disorders; global health; health equity and care of vulnerable populations; acute and critical care; end-of-life and palliative care; genetic and environmental influences on health; gerontology and long-term care; and school- and community-based interventions.

SPECIAL ADMISSIONS REQUIREMENTS

Applicants should have a master’s degree in nursing, or the equivalent, including previous course work in statistics and graduate-level course work in research methods. The Graduate Record Examination (GRE) General Test is required. The Test of English as a Foreign Language (TOEFL) is required of all applicants for whom English is a second language. Samples of written work (e.g., published article, thesis, literature review) and a curriculum vitae are required. Qualified applicants will be invited for an interview with a member of the doctoral faculty.

SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE

Course Work

Completion of fourteen core courses and four cognates in the student’s area of specialization (including one advanced analysis course) is required. Successful completion of the dissertation seminar (NURS 906 in the fall and NURS 907 in the spring) every term for years 1–4 is also required. The required core courses are: NURS 901, Research Methods I: Quantitative Methods for Health Research; NURS 902, Research Methods II: Qualitative Methods for Health Research; NURS 903, Research Methods III: Measurement of Health Variables; NURS 904, Research Methods IV: Mixed Methods; NURS 905, Research Methods V: Intervention Development; NURS 908, Science, Scholarship, and Communication of Knowledge I; NURS 909, Science, Scholarship, and Communication of Knowledge II; NURS 910, Science, Scholarship, and Communication of Knowledge III; NURS 911, Science, Scholarship, and Communication of Knowledge IV; NURS 912, Foundations of Scientific Inquiry I: Philosophical and Theoretical Basis for Nursing Science; NURS 913, Foundations of Scientific Inquiry II: Theories of Health, Symptom Management, and Self-Management; NURS 917, Advanced Statistics for Clinical Nursing Research; NURS 929, Ethical Conduct of Clinical Research; and NURS 941, Health Policy, Leadership, and Systems.

The grading system includes Honors, High Pass, Pass, and Fail. Students must maintain a High Pass average and achieve a grade of Honors in at least two core courses to remain in good standing. High Pass is required in all core courses in the first year for a student to be eligible to take the Preliminary Examination. After the first year, no more than one grade of Pass in a core course will be permitted. A grade of Pass or better is required for all cognates, including the required advanced analysis course.

In addition to all other requirements, students must successfully complete NURS 929, Ethical Conduct of Clinical Research, prior to the end of their first year of study. This requirement must be met prior to registering for a second year of study.

Graduate Research Assistant and Teaching Fellow Experience

During the first two years of the program, students are Graduate Research Assistants with faculty mentors and participate in the mentor’s ongoing research.

Teaching experience is also considered to be an integral part of graduate education. Therefore, two terms as a Teaching Fellow are required. Teaching Fellows assist with the teaching of larger master’s-level courses, typically during their third year of doctoral study.

Examinations

Successful completion of three examinations is required.
NUR 901a, Research Methods I: Quantitative Methods for Health Research  Jane Dixon

This course in research methods provides an opportunity to evaluate various scientific designs for investigating problems of importance to nursing and health, with a focus on quantitative research methods. Emphasis is placed on the interrelationships of the research question and study aims with study design and method— with the goal of understanding methods decisions that are made by researchers, and how these decisions influence study validity. The Yale Model for Generation of Knowledge for Evidence-Based Practice is introduced. The course prepares the student for designing a quantitative study. Required of all Ph.D. students in nursing. Open to master’s students with permission of the instructor. Three hours per week.
NURS 902b, Research Methods II: Qualitative Methods for Health Research  
Lois Sadler
This course introduces the student to major approaches to qualitative research, including newer and innovative methods. Selected topics are presented linking qualitative approaches with stage of knowledge development and steps in the research process, including use of theory, design, conduct, analyses, rigor, reporting, and evaluation of qualitative research. Emphasis is placed on the appropriate use of qualitative methods and differences across qualitative approaches depending on the nature of the research question. The course includes practice with key elements of data collection, analysis, reporting, and critiquing. Required of all Ph.D. students in nursing. Three hours per week.

NURS 903b, Research Methods III: Measurement of Health Variables  
Jane Dixon
This course focuses on theory of measurement and reliability and validity of research instruments—with emphasis on interaction of conceptual, methodological, and pragmatic considerations. An integration of seminar and lecture is employed. Required of all second-year Ph.D. students in nursing. Open to advanced graduate students in other schools of the University. Three hours per week for seven weeks.

NURS 904a, Research Methods IV: Mixed Methods  
M Tish Knobf
The purpose of this course is to provide an overview of mixed methods research. This overview consists of the history, philosophical foundations, purpose, data collection, analysis, and evaluation of the common mixed methods designs. Required of all Ph.D. students in nursing. Three hours per week for seven weeks.

NURS 905a, Research Methods V: Intervention Development  
Lois Sadler
This course focuses on the research methods necessary for the understanding, developing, and testing of interventions to improve outcomes in health and illness. Content includes the use of various approaches to the development of biobehavioral interventions. The second half of the module deals with methodological issues in carrying out clinical intervention research. Required of all second-year Ph.D. students in nursing. Open to others with permission of the instructors. Three hours per week for seven weeks.

NURS 906a, Dissertation Seminar I  
Nancy Redeker
This required doctoral course provides the student with advanced study and direction in research leading to development of the dissertation proposal and completion of the dissertation. Students are guided in the application of the fundamentals of scientific writing and criticism. All Ph.D. students in nursing are required to take this seminar every term. Three hours per month.

NURS 907b, Dissertation Seminar II  
Nancy Redeker
This required doctoral course provides the student with advanced study and direction in research leading to development of the dissertation proposal and completion of the dissertation. Students are guided in the application of the fundamentals of scientific writing and criticism. All Ph.D. students in nursing are required to take this seminar every term. Three hours per month.

NURS 908a, Science, Scholarship, and Communication of Knowledge I  
Canhua Xiao
This is the first course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D.-prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist, including basic principles and processes of scientific writing and communication, and research priorities and strategies for building a program of research. The NURS 908, 909, 910, 911 seminar series accompanies the research practicum and is required of all Ph.D. students in nursing. One hour every other week.

NURS 909b, Science, Scholarship, and Communication of Knowledge II  
Margaret Grey
This is the second course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D.-prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist, including basic principles and processes of grant writing and communicating research results. The NURS 908, 909, 910, 911 seminar series accompanies the research practicum and is required of all Ph.D. students in nursing. One hour every other week.

NURS 910a, Science, Scholarship, and Communication of Knowledge III  
Margaret Grey
This is the third course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D.-prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist, including intermediate principles and processes of grant writing and communicating research results. The NURS 908, 909, 910, 911 seminar series accompanies the research practicum and is required of all Ph.D. students in nursing. One hour every other week.

NURS 911b, Science, Scholarship, and Communication of Knowledge IV  
Margaret Grey
This is the fourth course in a four-course sequence designed to socialize the student into the roles and responsibilities of a Ph.D.-prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist, including advanced principles and processes of grant writing and communicating research results. The NURS 908, 909, 910, 911 seminar series accompanies the research practicum and is required of all Ph.D. students in nursing. One hour every other week.

NURS 912a, Foundations of Scientific Inquiry I: Philosophical and Theoretical Basis for Nursing Science  
David Vlahov and Robin Whittemore
In this course students examine the nature of the philosophical and theoretical basis for nursing science. The nature of science is explored through a dialogue of competing philosophical perspectives, such as logical positivism, post-positivism, historicism, critical theory, and post-structuralism. The philosophies that have informed the scientific process and the conceptual and theoretical underpinnings of nursing science are discussed. Specific approaches to concept/theory development and analysis, with linkages to philosophical perspectives, are examined. Required of all Ph.D. students in nursing. Three hours per week.
This course examines major conceptualizations of health and illness, self- and family management, and research supporting these conceptualizations. Emphasis is placed on the link between health and illness self-management, with particular emphasis on vulnerable populations, and related concepts such as symptom distress, self-efficacy and coping, and the contributions of risk and protective factors to self-management. Self-management is considered from both an individual and family perspective, and sociocultural influences on self-management are explored. Required of all Ph.D. students in nursing. Three hours per week.

NURS 917b, Advanced Statistics for Clinical Nursing Research  Margaret Holland
This term-long course starts with linear regression and advances to additional multivariate analyses most commonly used in nursing studies. The emphasis is on attaining a conceptual understanding of these statistical techniques, selecting appropriate techniques for a given clinical research problem, conducting computer-assisted data analyses, and correctly expressing the results of such analyses. The laboratory part of the course covers fundamentals of data management and statistical analysis, and proceeds to the conduct of advanced analyses. The course emphasizes using programming language in SAS®. Required of all Ph.D. students in nursing; open to master’s students with permission of the instructor. Four hours per week (two hours seminar, two hours lab).

NURS 920b, Ethical Conduct of Clinical Research  Dena Schulman-Green
The course introduces major concepts in the ethical conduct of clinical research from the perspective of the advanced practice nurse and the nurse-researcher. National and international ethical codes for research and regulatory requirements are reviewed. Emphasis is placed on the protection of vulnerable populations and community-based research, including international research. Required of all Ph.D. students in nursing. Open to others with permission of the instructor. One hour per week.

NURS 941a, Health Policy, Leadership, and Systems  Lisa Summers
The course addresses salient issues in health policy and the challenges to linking research and clinical care with public and private policy agendas. The course covers the following topics: health care delivery systems; policy and political factors that affect access to care and its financing, delivery, and quality; challenges to evidence-based policy and the dissemination of research findings to policy and community-based leaders. It also includes theories of leadership and policy change relevant to students’ research topics. Critical thinking, problem-solving skills, and research-based analysis are integrated throughout the course. A major written assignment suitable for submission to a peer-reviewed journal (or that can be easily modified for same) is a course requirement. Prerequisite: students must pass a test based on the online Yale University School of Nursing Health Policy Module. Required of all Ph.D. students in nursing. Three hours per week.

ELECTIVES

NURS 914b, Measurement of Biobehavioral Phenomena Related to Self- and Family Management  Nancy Redeker
The purpose of this course is to prepare students to design and conduct studies that employ in-vitro and in-vivo biochemical and physical measures of biological and behavioral phenomena necessary for a precision-health approach to the study of self- and family management and symptoms in chronic conditions. This seminar course emphasizes the importance of conceptual and theoretical understanding of biological and behavioral phenomena when selecting measurement approaches. Best practices for selection, use, and interpretation of measures based on understanding of putative biological and behavioral pathways, feasibility, extrinsic and intrinsic influences, ecological validity, practical considerations, and data collection and management approaches are discussed. Specific phenomena and measures are tailored to the interests and needs of the trainees and may include biological phenomena, such as “omic” measures, canonical pathways reflecting stress, inflammation, immunity, autonomic function, circadian rhythmicity, and other phenomena; and behavioral measures, such as sleep and rest-activity. Three hours per week. Prerequisites: NURS 903 and NURS 913.

NURS 916a, Advanced Qualitative Research Methods  Holly Kennedy
This course provides the opportunity for doctoral students to engage more deeply in all aspects of qualitative research. Guided seminars examine methodological issues in qualitative research and explore emerging methodologies. Students gain knowledge in sampling strategies, data collection, analysis, and writing. Students gain skill with the ATLAS.ti software program to analyze data. This course is appropriate for Ph.D. students planning to employ qualitative methods in research. Three hours per week (two in class; one in project).

NURS 920a and NURS 921b, Doctoral Independent Study  Staff
This elective is initiated by the student and negotiated with faculty. The purpose is to allow in-depth pursuit of individual areas of interest and/or practice. A written proposal must be submitted and signed by the student, the faculty member(s), and the program chairperson.