

DOCTORAL PROGRAM IN NURSING

The College of Nursing at the University of Rhode Island offers a Ph.D. program in nursing. Its purpose is to prepare nurse scholars and researchers capable of advancing nursing knowledge through the development and testing of nursing theory and the conduct of research in clinical practice. The program cultivates a sense of inquiry and stimulates collaborative relationships with professional colleagues both in nursing and other disciplines.

CURRICULUM

The doctoral program consists of 43 credits of course work (including core, nursing domain and elective components) and 18 credits of dissertation research. The purpose of the core component is to provide the basic knowledge and skills for generating new knowledge in nursing. It includes 19 credits of course work in nursing science, research methods (qualitative and quantitative), theory development (inductive and deductive approaches) and role development in nursing research; and 6 credits of cognates in philosophy of science and advanced statistics. In the nursing domain component the students map out a program of study in their area of interest extending across the three theoretical domains of nursing. The program culminates with written and oral comprehensive exams and the completion of dissertation research.

CORE COURSES IN NURSING (19 credits)

Theory

NUR 601 Foundations of Nursing Science (3 credits)

NUR 602 Construction of Nursing Theory I: Inductive Process (4 credits)

NUR 603 Construction of Nursing Theory II: Deductive Process (3 credits)

Methods

NUR 651 Advanced Methods in Nursing Research I (Quantitative Methods) (3 credits)

NUR 652 Advanced Methods in Nursing Research II (Qualitative Methods) (3 credits)

Role

NUR 671 Role Development in Nursing (3 credits)

CORE COURSES IN THE COGNATES (6 credits)

NUR 660 Philosophical Foundations in Health and Social Research (3 credits)

A course in advanced statistics (3 credits)

REQUIRED NURSING DOMAIN COURSES (9 credits)

NUR 621 Nursing Theory and Research in the Client Domain (3 credits)

NUR 631 Nursing Theory and Research in the Client-Nurse Domain (3 credits)

NUR 641 Nursing Theory and Research in the Practice Domain (3 credits)

NURSING DOMAINS

The client, client-nurse, and practice domains are used to: (1) identify and explore central phenomena relevant to nursing, (2) identify theoretical frameworks for explaining these phenomena, and (3) raise nursing research questions.

Phenomena that represent client experiences comprise the client domain. Examples include pain, anguish, fatigue, helplessness, hope, well-being. Phenomena that arise out of the interaction between the client and the nurse are grouped in the client-nurse domain and constitute such concepts as collaborative decision making, interpersonal conflict, and patient teaching. In this domain, the client-nurse interaction often forms the medium through which nursing care is provided. The practice domain focuses on phenomena that provide understanding of the nature of nursing practice in terms of nurses' actions, decisions, and use of knowledge. Activities manifested through expertness, decision making, nursing process, prioritization, and problem solving are examples from this domain.

An elaboration of these nursing domains is found in Hesook Suzie Kim's 1983 book *The Nature of Theoretical Thinking in Nursing* (revised version 2000) and in her 1999 article "Structuring the Nursing Knowledge System: A typology of Four Domains" in *Scholarly Inquiry for Nursing Practice: An International Journal*.

METHODS ELECTIVES (6 credits)

FREE ELECTIVES (3 credits)

DISSERTATION RESEARCH (NUR 699 – 18 credits)

PART-TIME AND FULL-TIME STUDY

Students take 1 or 2, 3 credit courses per semester for part-time and 3 courses for full-time. Students can select to move through courses anywhere between two-and-one-half to a five-year time frame.

FINANCIAL AID

A variety of traineeships, graduate assistantships and loans are available to help finance doctoral education.

ADMISSIONS REQUIREMENTS

Admission decisions will be based on a comprehensive review of applicant qualifications presented as a total package. The following criteria will be used as the guidelines for admission decisions:

- Baccalaureate degree from an AACN or NLN-accredited program in nursing or its equivalent. A minimum of 3.0 QPA is desirable.
- Master's degree in nursing or its equivalent. A minimum of 3.3 QPA is desirable.
- Submission of two scholarly papers (one theoretical and the other empirical) is required for review by the graduate faculty. A master's thesis or its equivalent may be submitted in lieu of two scholarly papers for review.
- Curriculum vita.
- Eligibility for RI Licensure
- Two letters of reference attesting to the applicant's capability for doctoral study, one of which should be by a doctorally prepared person.
- Completion of an undergraduate course in statistics that includes inferential statistics.
- Congruence of applicant goals with the objectives of the program and the goals of the College and University.

To view the University catalog please go to:

<http://www.uri.edu/catalog/>

To apply please go to: <http://www.uri.edu/gsadmis/> and click **Apply Online Now!**

For further information, contact:

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COLLEGE OF NURSING MISSION STATEMENT

The mission of the College of Nursing is to educate nursing students at the bachelor's, master's, and doctoral levels; conduct, disseminate, and apply nursing research and scholarship; and contribute to the profession of nursing and to society through political, legal and professional activities that are aimed at improving health and health care of the people of Rhode Island and beyond.

Faculty are committed to prompting students' ethical development, critical thinking and motivation for life-long learning and responsible practice. The baccalaureate program prepares professional nurses to practice in multiple types of health care settings. The master's program prepares leaders who use advanced knowledge from nursing theory, research, practice, and leadership as advanced practice nurses, educators, or administrators. The doctoral program prepares nursing scholars and researchers who can contribute to the development of nursing knowledge. Students are sought from a wide range of cultural, economic, and ethnic backgrounds. The College encourages close student-faculty interaction and interdisciplinary research partnerships involving faculty, students, and practitioners from within and outside the University.

Faculty are responsive to changing health care needs and changing roles of nurses within society. Faculty respond through collaboration with professional organizations, governmental and other agencies, and other educational institutions, and with health care agencies. The College strives for excellence in teaching, research/scholarship in diverse scholarly activities, practice, and service through cooperative governance and ongoing evaluation.

FACULTY TEACHING in GRADUATE PROGRAM and THEIR RESEARCH INTERESTS

Patricia M. Burbank, D.N.Sc., R.N., Professor; Gerontology, thanatology, health behavior change, philosophy of science

Rebecca Carley, M.S., R.N.C., R.N.P., Assistant Clinical Professor; Primary care of women, spirituality, graduate nursing education, care for the homeless

Denise F. Copp, Ph.D., R.N.P., Associate Professor; Alternative health care, political action for nurses, primary health care, adolescent health care, newborn pain

Alicia Curtin, PhD, GNP-BC, Associate Professor, Gerontology, Dementia Care, Interdisciplinary Teams, International Health, Gerontological nursing and medical education

Marlene A. Dufault, Ph.D., R.N., Professor; Research utilization, evidence-based practice, competency-based evaluation, pain management, outcomes/evaluation research, translation research/research utilization

Lynne Dunphy, Ph.D., APRN - BC Professor, Routhier Endowed Chair – Nursing history, technology, workforce issues and nursing shortage, Florence Nightingale

Erickson-Owens, Debra, Ph.D., C.N.M, R.N. Assistant Professor, Evidence-based practice at the time of fetal to neonatal transition, Placental Transfusion (Umbilical cord milking and delayed cord clamping), nurse-midwifery

GINETTE G. FERSZT, Ph.D., R.N., PMHCNS-BC., Associate Professor; Loss, grief, bereavement, grief of women in prison, pregnant women in prison.

Dayle Hunt Joseph, Ed. D., R.N., Professor and Dean; Behavior change in clients with diabetes, coaching as an intervention with clients with diabetes

Diane Martins, Ph.D., R.N., Associate Professor – Health care access with the homeless; risk and vulnerability; resourcefulness in high risk populations; food, hunger and poverty; vulnerable older adults; nursing students, older adults and nursing education.

Judith Mercer, D.N.Sc., C.N.M., R.N., F.A.C.N.M., Clinical Professor; Cord clamping/newborn recovery, gentle birth practices, nurse-midwifery

Donna Schwartz-Barcott, Ph.D., R.N., Professor; Pain, anxiety and central phenomenon experienced by patients across nursing care settings, community health, inductive approaches to theory development, socio-cultural influences in health and illness

Mary C. Sullivan, Ph.D., R.N., Professor, and Director of Graduate Studies; Developmental outcomes of low birth weight infants, neuroimaging (MRI/fMRI) in children w/clinical problems, maternal interaction style.