UCSF

University of California
San Francisco

School of Nursing

PhD Program
Student Handbook
2018 - 2019

UCSF

University of California
San Francisco

Catherine L. Gilliss, PhD, RN, FAAN
Dean and Styles Professor of Nursing
Associate Vice Chancellor, Nursing Affairs

School of Nursing
Office of the Dean
2 Koret Way, N-319
San Francisco, CA 94143

tel: 415.476.1805
catherine.gilliss@ucsf.edu

www.ucsf.edu
nursing.ucsf.edu

Dear Student:

Welcome to the UCSF School of Nursing! I hope that you will find this Student Handbook helpful as a new or returning School of Nursing student.

At the School of Nursing, you are part of a community with a long tradition of nursing excellence, dedicated to preparing the world's finest advanced practice nurses, public health leaders, health policy specialists, faculty, and researchers. This excellence is demonstrated most notably by our outstanding students and our esteemed faculty members who have received national recognition.

Although the future of health care is uncertain today, the UCSF School of Nursing is strategically positioned to prepare nurse leaders who will guide us through these uncertain times – in the US and across the globe. The UCSF School of Nursing is uniquely poised to address the challenges of today and tomorrow.

The motto of the UCSF campus is "Advancing Health Worldwide" and you will find many opportunities as a student to broaden your experience internationally with colleagues from nursing, medicine, dentistry and pharmacy. Our Center for Global Health offers opportunities for you to share in our extensive international collaborative nursing efforts, and we hope that you will take advantage of them while you are at UCSF.

Public service is a central tenet of our mission and, in countless new and exciting ways we are serving the needs of the people of this state in inner-city and rural clinics, health care facilities, and community organizations. Through every facet of the School, we live our commitment to promote and nurture diversity at UCSF among faculty, staff, and students. Additionally, you may engage in local public service through participation in our student government association (ASSN) and through the various school-based committees for which we seek student participate. Become involved.

Throughout the year, I will host Town Hall meetings and small gatherings to discuss your experience at UCSF and to learn about you and your career plans. I look forward to meeting each of you and being a part of planning for your future career in nursing.

Welcome to UCSF and to the 2018-2019 academic year!

Sincerely,

Catherine L. Gilliss, PhD, RN, FAAN
Dean and Styles Professor of Nursing
Associate Vice-Chancellor for Nursing Affairs

2. Nondiscrimination/Affirmative Action

The University of California, San Francisco, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy[1], physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services[2]. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access and treatment in University programs and activities.

Inquiries regarding the University's student-related nondiscrimination policies may be directed to: Director, Office of Affirmative Action, Equal Opportunity and Diversity, UC San Francisco, 3333 California Street, Suite 101, San Francisco, CA 94143-0988, 415/476-4752. A staff member of the Department of Affirmative Action, Equal Opportunity and Diversity is designated student contact. Please feel free to call or visit Affirmative Action/Equal opportunity/Diversity at 3333 California Street.

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[1] *Pregnancy* includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth

[2] *Service in the uniformed services* includes membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services.

3. UCSF School of Nursing

3.1 Faculty and Departments

The School of Nursing is comprised of four departments and one organized research unit. For information on department activities or extensive assistance with curriculum/program issues, department faculty members are often the best resource. However, you can also contact the vice chair or chairperson of the department directly.

Get to know the departmental staff; they're helpful and informative, and they'll often have the most current information. Important information can also be found on each department bulletin board. Make it a habit to check these boards frequently.

Faculty members actively encourage students to consult with them outside of the classroom, but it's always best to make an appointment when trying to see a particular faculty member. Given that both students and faculty can have busy schedules, a pre-arranged appointment saves everyone's time. Faculty members of the School of Nursing consist of both salaried and non-salaried instructors, and the latter contribute significantly to clinical nursing instruction in the graduate programs.

3.1.1 Family Health Care Nursing

#N-411Y, x6-4668. The Department of Family Health Care Nursing (FHCN) is located on the fourth floor of the School of Nursing. The research, teaching, and practice foci of the Department are within the areas of pediatric, women's health, and family nursing. At the Master's level, the curriculum for advanced practice nursing in most specialties includes preparation for certification as a nurse practitioner (pediatric, neonatal, or family) or nurse-midwife.

3.1.2 Community Health Systems

#N-505Y, x6-1504. The Department of Community Health Systems (CHS) is concentrated on the fifth floor. Departmental specialties are organized around the following major areas: psychiatric mental health nursing, adult primary care, occupational health, administration and community health and international nursing. Faculty have expertise in such areas as mental health, nursing informatics, painful musculoskeletal disorders, asthma, HIV and other infectious diseases, primary care, home care, community systems, international health, and transitions.

3.1.3 Physiological Nursing

#N-611Y, x6-2191. The sixth floor houses the Department of Physiological Nursing (PN). PN specialties include cardiovascular, critical care/trauma, gerontology, acute care, oncology nursing, and the genomics specialties.

3.1.4 Social and Behavioral Sciences

Laurel Heights Building, 3333 California St., Suite # 455, x6-3047

The Department of Social and Behavioral Sciences (SBS) is located at the Laurel Heights campus. This Department consists of two programs: Medical Sociology and Health Policy.

The Health Policy program is open to nursing graduate students. The Master's degree and the PhD degree programs in Health Policy focus on preparing students to provide policy leadership in a variety of settings. Graduates are prepared to identify and critically analyze laws, regulations and policies at the institutional, local, state and national levels and to use in-depth knowledge of the history, structure, theory and process of health policy-making in the United States to plan, implement, and evaluate policies. Those students in the Master's Program will receive a Master's of Science with a specialty in Health Policy. Charlene Harrington is the Director of the Health Policy PhD Program.

SBS offers a variety of courses in sociology research and methodology (qualitative and quantitative methods) to both sociology and nursing graduate students. Areas of emphasis include: aging and chronic illness, economics, and women, health and healing, as well as health policy. Courses are also offered in AIDS/HIV research and science and biotechnology.

3.1.5 Institute for Health and Aging

Laurel Heights Building, 3333 California St., Suite # 340, x2-5200

The Institute for Health and Aging is an organized research unit established by the School of Nursing in 1979. The goal of the Institute is to foster multidisciplinary collaborative research, in addition to also fostering education and public service in the fields of aging and health. Funding for the Institute comes from University and State funds, the Federal Government, private foundations, corporations, and private individuals.

3.2 School of Nursing Building

The UCSF School of Nursing began after the San Francisco earthquake when most of the city's hospitals were destroyed, giving rise to a serious shortage in medical facilities. The San Francisco campus, which survived the calamity, rose to the occasion by making room in the Medical School Building for the first University Hospital and the Training School for Nurses in 1907. The Regents established the School of Nursing in 1939, the first autonomous School of Nursing in any state university system.

The six-story building currently housing the School of Nursing was completed in 1972. It connects directly with Clinical Sciences (the old Clinics Building) which in turn makes up a maze of other interconnected buildings on Parnassus Avenue. The floors of buildings which are at the same level/elevation maintain the same numbering as those with which they are connected. For example, the ground floor of the School of Nursing is at the second-floor level, so room numbers are in the 200s; the ground floor of the Health Sciences West (HSW) building is at third floor level, so room numbers are in the 300s.

The letter listed before a room number refers to the building on campus; for example, N is the School of Nursing Building, C is the Clinical Sciences Building, S is the Medical Sciences Building, and U is UC Hall. (*An aside:* to avoid getting wet on a rainy day, you can walk in the hallways on the third-floor level from Moffitt Hospital through the Health Sciences Buildings without having to go outdoors. A first-floor hallway connects the buildings facing Parnassus: the Hospital, Medical Sciences, Clinical Sciences, and UC Hall buildings. The Clinical Sciences building has a stairway and elevators connecting it to the School of Nursing.)

3.2.1 Navigating the "N" Building

In the School of Nursing Building, the ground floor (second floor) houses two large lecture halls as well as the Ladle & Leaf Café. The third-floor mezzanine-level overlooks the atrium and houses the offices of the Dean and Associate Deans as well as the following offices: Academic Affairs, Academic Programs, Research, and Student Affairs.

As mentioned above, the fourth, fifth and sixth floors house the various departments. The seventh floor houses the following: Skills Lab, Bioinstrumentation Lab, Family Lab, Research Labs, and Computer Resources. Because of the steeply-sloping terrain, the "back" entrances to the west side of the building are on the third and fifth floors.

Additionally, the School contains several rooms designed for relaxation and/or study. These rooms are for the use of nursing students only. It is the responsibility of the students to maintain the upkeep of these study lounges, including keeping the microwave ovens and refrigerators clean. Your student identification ("ID") card, with bar-codes, is required to activate the locks on these doors. Exterior entrance doors to the building may be locked during night and weekend/holiday hours, ID cards must be used to activate the locks.

The PhD lounge is located in Room #N-623 and is for the use of students in the PhD programs. It contains couches and chairs for relaxation, a meeting area, and several study carrels. For added convenience, a microwave and a refrigerator are located here. The Master's lounge is in Room #N-427. This is similar to the PhD lounge in that it contains couches and chairs for relaxation, a meeting area, microwave oven, and refrigerator.

3.3 Degree Programs

There are four degree programs offered by the School of Nursing. These programs are the Master of Science in Nursing (MS), the Doctor of Philosophy in Nursing (PhD), the Doctor of Philosophy in Sociology (PhD) and the Doctor of Nursing Practice (DNP).

Approximately 350 students make up the MS Program, the largest of the degree programs. Inaugurated in 1949, this program prepares students for advanced nursing practice as well as leadership roles in specialized areas. Students

choose among 13 specialty areas of study within the Masters curriculum, which have in common research, theory, scientific concepts, health care economics and policy, leadership, and advanced practice role content. The majority of Master of Science students come to the program with a Bachelor of Science in Nursing degree and prior professional work experience. A portion of the masters students come with degrees in another field to which they add one calendar year of intensive study to qualify for nursing licensure, through the accelerated Master's Entry Program in Nursing (MEPN). The pre-licensure curriculum provides varied generalist experience for the purposes of forming a nursing identity and developing the knowledge and skill expected of beginning nurses.

The PhD Program in Nursing, begun in 1984, has an average enrollment of 120 students, and prepares the student for academic work including research and teaching. Students concentrate the focus of their work in an area in which faculty are actively working after foundational work in research methods and theory development.

The PhD Program in Sociology with approximately 30 students focuses on the sociology and social psychology of health and illness. Basic knowledge of qualitative research and analysis and quantitative methods is emphasized.

The DNP program is the newest program, starting in 2018 with an initial class of 15 students. The program is a professional practice-focused doctorate designed to develop competencies for advanced clinical and leadership roles in nursing practice.

3.4 Quick Guide for New Students

Moving to San Francisco and entering the UCSF School of Nursing may seem overwhelming at first. There are so many things to do that are often confusing to new students. The information below is designed to ease your transition to UCSF.

3.4.1 Registration

"Registration" refers only to paying the necessary fees. It is easiest to do this online through the Student Portal. There is a fee for paying by credit card, so it is recommended to use the portal to set up a no-fee "virtual check" transfer from your bank. "Class sign-ups" are done by filing a study list on-line. Both are done through the Student Portal, accessed going to **https://registrar.ucsf.edu/** and clicking on the Student Portal link or going to **https://saa.ucsf.edu/studentportal/**. Financial aid information is also available through the Student Portal by clicking on the upper right-hand link Financial Aid.

Information for new students is provided at: **https://registrar.ucsf.edu/new-students**

3.4.2 Immunizations

All nursing students are required to show documentation of immunity (positive blood titers required) and immunizations if possible for Measles, Mumps, Rubella (MMR), and Varicella (chickenpox). For Hepatitis B students must complete at least 2 of three doses of Hepatitis B vaccine prior to admission. The third dose and a positive Hepatitis B Surface Antibody titer are required within 6 months of admission. Non-Converters require documentation of a fourth injection and a negative titer. TDAP (tetanus, diphtheria and pertussis) vaccine is required within the past 10 years. A two-step TB skin test administered 7-31 days apart or negative chest X-ray if history of positive TB skin test is required within 3 months of entering school or a history of negative annual TB tests is acceptable in lieu of the 2-step testing if the most recent test is within 3 months prior to starting school. A TB Screening Questionnaire must also be completed prior to admission. Annual TB surveillance is required of students while enrolled in school. Student Health & Counseling may update these requirements periodically. Students send an immunization form completed and signed by a healthcare provider to Student Health & Counseling and upload the Student Health immunization compliance report from their Student Health record to the Clinical Placement Portal: **CastleBranch.com. For details, please refer to the School of Nursing Admission and Clinical Placement Requirements Manual sent to you after you are admitted.**

Pursuant to California Health and Safety Code Section 1288.7, in accordance with the Center for Disease Control guidelines, annually during fall quarter MEPN students will be required to receive the influenza vaccination or declare in writing if he or she has declined the vaccination. If you received your vaccination at UCSF or submitted

your immunization record to UCSF, they can be viewed through the MyHealthRecord Student Portal **https://studenthealth.ucsf.edu/** by clicking on the MyHealthRecord link at the top right section of the page.

3.4.3 Other Requirements

All students are also required to upload documentation to CastleBranch.com of current RN license, signed school forms, and annual certificates of completion for HealthStream HIPAA module. Additionally, a criminal background check is done on each student on admission.

Students assigned to clinical sites are also required to upload documentation of current CPR certification, professional liability insurance, health insurance, respirator fit test, HealthStream Rapid Regulatory Compliance clinical modules I and II, and complete a 10-drug screen. Midwifery students have additional requirements.

3.4.4 Study List and Early Course Enrollment

To enroll in courses each quarter, you need to file a study list. The study list is the mechanism by which you sign up for courses and specify the number of units, the instructor, and letter grade or S/U grading. Filing your study list is required to complete your registration each quarter.

Students at UCSF are asked to file a study list approximately 7 weeks prior to the start of the quarter. Please check the "Summary" tab in the Student Portal each quarter for any specific enrollment deadlines that apply to you.

The specific dates of the early enrollment period will change each year and will be communicated to you by the Registrar's Office. A $50 late fee will be automatically assessed if you do not file a study list by the last day of the enrollment period. You will be able to make changes to your study list online after the early enrollment period for approximately six weeks (specific end date varies by year) after which the online study list closes. To change your study list after the online filing period closes, you must file a Study List Change Petition (available at the Registrar's website) and pay a $5 fee.

The schedule of classes will be available on the School of Nursing Website in the section titled "Student Information."

First year students will receive a communication advising them which courses to choose for their first quarter. Otherwise, when choosing classes, note which classes are only offered once a year, or every other year, so you can plan your studies -- including minor(s) -- accordingly. Second-year students are also an invaluable source of information about what classes they found helpful, interesting, or just plain fun. Students have also arranged their own independent study courses and practica; talk about this with your adviser if you're interested in arranging one for yourself.

3.4.5 Classes

- Check your required classes for availability, time and prerequisite requirements

- Attend the first day of each class to verify that it will meet your needs.

- Purchase textbooks after the first class to know required vs. recommended reading.

- Make an appointment with your adviser to discuss your study list.

- File your study list by the filing deadline; take special note of the last day to add and drop classes each quarter.

3.4.6 Library

- Take your student identification card ("ID") to the circulation desk to activate your library privileges.

- Your student ID is needed to access the computer labs in the library and to use the printers.

- Sign up for one or more library classes. The library offers dozens of classes on how to use the various medical databases, how to navigate the World Wide Web, etc.

- Purchase a library photocopying card at the Cashier's Office on the library's second floor. Show your student identification card, this allows you to get a substantial discount over getting a photocopying card from the vending machine. Checks should be made payable to UC Regents.

- Take a library tour – the schedule of tours is at the third-floor information desk.

- Get copies of library handouts from the wall across from the reference desk. More library information is at the **http://www.library.ucsf.edu** website.

3.4.7 ID and Access

You will need to have your photograph taken for your student identification card ("student ID"). Photos are taken at the UCSF Police Office, 500 Parnassus Ave., Millberry Union, Room P-7. Drop in hours are M-F: 8 am to noon; appointments only: M-F: 1 pm to 4:30 pm.

In order to obtain your student ID, you will need: 1) proof of registration/payment of fees, 2) your driver's license or passport, and 3) your RN license. Nursing students' IDs will display their working title (e.g. "Master's Student"), department ("School of Nursing"), and credential ("RN"). The School of Nursing will only verify credentials that are required for admission to the student's Nursing program. The School of Nursing has arranged to pay for the cost of your first issue student ID.

Appointments can be made online at **https://police.ucsf.edu**.

If you plan to use Fitness Center exercise and weight equipment, show your student ID to sign up for an orientation session at the front desk of the Fitness Center in the lower level of Millberry Union. This is an introduction to the equipment and a chance to receive advice about which options are appropriate for your fitness requirements.

Locate the 24-hour computer lab past the entrance to Cole Hall auditorium in the Medical Sciences Building. Your ID badge is required to access this lab. Your badge is also needed to access the computer labs in the library.

When you arrive at UCSF as a new student, a number of information technology services will have been set up for you. These include an email account, a CLE account, and a Virtual Private Network (VPN) account.

Email – Your campus e-mail account is accessible on the web using the following address: **http://mail.ucsf.edu**

CLE – Collaborative Learning Environment is the system that UCSF uses to manage course information and resources. Your faculty will use CLE to house syllabi, assignments, exams, etc. You will find the UCSF CLE at: **http://cle.ucsf.edu** Note: You might hear CLE referred to as "Moodle," which is the software platform on which the CLE is built.

VPN – UCSF's Virtual Private Network allows you to have a secure connection to the campus network from your own Internet Service Provider. This is important because many resources in the library are only available from the campus network. If you attempt to use these "UCSF Only" resources from home without having the VPN, you will be denied access. You can find more information about the VPN at: https://it.ucsf.edu/services/vpn Remember: you must have your own Internet Provider (e.g., Comcast, AT&T, etc.) in order to use the VPN from your home.

3.4.8 Establishing California Residency

To be classified a California resident for tuition purposes; you must be a financially independent, adult resident of California for more than one year immediately prior to the residence determination date or a minor whose parents are California residents. The residence determination date is the day instruction begins at the last of the University of California campuses to begin instruction for the term. You are not eligible to establish residence if you are an adult alien present in the U.S. with a nonimmigrant status that precludes you from establishing a domicile in the U.S. (including, but not limited to, B, F, H2, H3, J, M, O, P, Q, S, TN, and TD visas) or an alien without a legal immigration status. To establish residence, you must be physically present in California with the intent to make California your permanent home, and you must demonstrate by your actions that you have given up your former residence to establish a residence in California. Once you have established your residence in California, you must reside in California for more than one year (366 days) before you will be eligible to be classified as a resident for tuition purposes. If you are in California solely for educational purposes, you will not be considered to have established a residence for tuition purposes, regardless of the length of your stay. Your residence cannot be derived

from your spouse or from your parents unless you are a minor. For more detailed information, including necessary forms, please see California Residency information at: **https://registrar.ucsf.edu/registration/residency**

3.5 Educational Context

3.5.1 Geographical

San Francisco, located on the Pacific Rim and at the northern extent of the old Spanish Southwest, supported the retention of ethnic identity and neighborhoods even during the era when belief in the "great melting pot" was dominant in most of the nation. Historically it has had a liberal and pro-labor position. Although it has maintained a healthy city center, it has problems common to urban areas: housing is not affordable; the income of a significant percentage of the population is below poverty level; the tax base is insufficient for preventive health services deemed necessary a few years ago; and the AIDS epidemic strains current system capacity. Balancing this is the rich diversity that comes from immigration, the stimulating intellectual environment that includes several major universities, and the leavening effect of the research and industry of Silicon Valley. This geographic location shapes the sensitivities and concerns of students and faculty alike, and in a more subtle way encourages a search for new approaches, intense questioning of the status quo, and a bias toward action.

3.5.2 Institutional

The teaching and learning of nursing at UCSF occurs within a School that has enjoyed the status of a separate entity with full academic standing for more than 50 years. It is part of a fully developed health science campus which is known for its outstanding professional schools and its ability to compete nationally for research funding. The University of California, within the tri-partite California higher educational system, is charged with professional and PhD education. The system as a whole is nominally, but partially state-supported; characteristically decentralized in its decision making; and hospitable to entrepreneurial individual initiative. The School of Nursing reflects these characteristics.

This School of Nursing has explicitly recognized clinical practice as the focus of nursing and in the 1950's moved to structure its graduate programs to take this into account. Clinical practice came to be viewed as a source of knowledge as well as a site for knowledge application. The gathering of a nucleus of sociologists, who promoted inductive theory development, complemented and extended this perspective on clinical practice. The move away from disease-structured nursing was moderated by recognition of the communication function served by disease naming, thus retaining the medical diagnosis as one element of data for nursing.

3.6 Human Factors

Students and faculty have intrinsic value and warrant respect on this basis alone. These persons are individuals, but are also aiming to be persons-in-community, characterized by engagement with ideas, a search for knowledge, and efforts to bring knowledge to bear on the solution of human health problems. This community is designed to be diverse in political, epistemological, and intellectual commitments as it is in its gender, life-style, and racial/ethnic characteristics. These diversities are actively developed and engaged, not just tolerated, because they are essential to the nature and identity of the community and because they enrich the contribution this School makes to the larger professional, heath care, and academic arenas.

3.6.1 Students

The majority of the approximately 550 students in the School come to the Master's program after a few years of experience following an undergraduate program in nursing. Most are between 27 and 37 years of age; the majority is married; and many have one or more dependents. Many have had clinical experience in the area which they choose as specialty, but some use graduate study as an opportunity to redirect their practice. The majority of students work part-time (60-80%) while attending school, though a few are fully supported and a few must continue to work full time.

PhD students resemble master's students demographically except for being 5 years older. In addition to clinical experience, some PhD students have had formal teaching experience. They, too, work part-time, though they are more likely to restrict their work time, or mix external work with Research Assistantships to develop the best

possible personal mix of livelihood and learning. About a quarter of PhD students in recent years have been continuing master's students. The national reputation of the school attracts students from throughout the United States and other countries. However, while enrolled, the majority of students commute from the nine-county San Francisco Bay Area.

3.6.2 Faculty

The faculty is organized into departmental groups which focus research and teaching on (1) care of adults, including the aged, (2) care of women, children, and families, (3) occupational health, care of communities, the mentally ill, and nursing administration, and (4) sociology of health, illness, and aging. Given the institutional mandate, as well as professional concern, the faculty is actively engaged in developing and testing nursing knowledge. Dissemination of results, both immediately to students, and more broadly through papers, presentations, and publications is a part of this responsibility. Engagement of student researchers in the process of learning and doing research is an important component of teaching in this School.

3.6.3 Teaching and Learning

We believe that learning ultimately involves a changed perspective, a changed gestalt. Learning may simply entail information storage for ready reference and later reconfiguration and reinterpretation, conceptual analysis and critique of available information, and/or modified self-perception.

Learner curiosity, perceived need to know, or perceived meaningfulness, stimulate learning. Attention, plus a frame of reference (including concurrent or past experience) promotes grasp and retention. A willingness to question and to change is pre-requisite to learning. Since motivation is intrinsic, the responsibility of the teacher is to relate the new material to the learners' concerns, and to make learning opportunities and materials and situations available to the student in order to catalyze the process. Teacher enthusiasm and knowledge of the material encourages learners, as does the teacher's direct encouragement and the teacher's effort to make new understandings accessible to the learner. Benchmarks, including standards of competence, enable learners to gauge their progress and enjoy a sense of success. Interaction with other persons having similar interests, whether teachers, other students, or clients, potentiates the effect of intrinsic motivation. These factors are relevant whether learning is via distributed mechanisms or in live classroom interaction.

Psychomotor skill acquisition involves analysis of component elements, visualization of the integrated or whole performance, practice in a simplified setting, repeated experience, reflection on experience, and development of qualitative distinctions related to significant aspects of the skills-in-context-of-care. Skill in clinical judgment builds on established scientific information but extends that through engaged practice which involves reflection on the nature and patterns of variation among individual patients, on the meaning of patient and clinician action in the situation, and on identification of factors relevant to outcomes.

The act of teaching takes many forms. No one method of instruction is ideal for all situations, but like differences in learning styles, teaching styles vary depending upon faculty preference and ability, students' learning styles and needs, and the nature of the content. Diversity in teaching methods is essential, given that information learning, application, critique and evaluation are all required for the acquisition of advanced nursing theory and practice.

Evaluation is inherent in any intended rational effort and is socially essential in a service-oriented field such as nursing. The effectiveness of the teaching-learning effort is assessed by faculty and students on students learning; by the individual faculty member and students in relation to the course; by faculty sub-groups and students on specific curricular elements such as program or specialty requirements; and by the faculty, students, the wider campus, alumni, and persons in the health care system on the relevance of the work of the School to the needs of the society. In a less intentional sense, but just as importantly, clients ultimately evaluate the effectiveness of the combined efforts of all persons engaged in the work of the School. Three major approaches to evaluation are used: the goal-attainment approach compares what the course, specialty, program, or School set out to do with actual results. The systems-resource assessment approach compares the resources the School and sub-units of the School have with the outcomes and ask whether this is the best possible configuration of systems and use of resources that could be envisioned. Finally, the strategic constituencies approach identifies groups that have a stake in the work of the School and assesses the extent to which these are satisfied and supportive of the School's work.

3.7 Graduate Education in Nursing

(This document is intended to supplement, not supplant, the ***Bulletin*** of the Graduate Division, University of California, San Francisco, and the ***Bulletin*** of the UCSF School of Nursing; thus, it should be used in conjunction with them.)

3.7.1 Statement on Educational Philosophy

As an educational institution, it is incumbent upon us to set forth a statement of beliefs, as philosophy, on knowledge development, dissemination, and use. Our conception of the processes for improving and shaping the practice field of nursing is grounded in the philosophy of Pragmatism as developed by John Dewey and William James. This philosophy's concern is with the nature of knowledge and with establishing its validity and utility.

Pragmatism espouses a principle of knowledge acquisition: that knowledge is gained through action or practice, and through inquiry or research. Another of its principles holds that, however knowledge is acquired, it is subject to change through the same practice and inquiry which initially established it; that new situations and data produce new perspectives and technologies which create new knowledge.

Nursing education orchestrates the exploration and critique of current, relevant theories that guide nursing practice and health care. Intrinsic to the nursing education process is the expectation that graduates will test or reformulate current science, theory, and practice.

In the health sciences and practices, nursing is uniquely positioned at the intersection of biological, behavioral, and sociological knowledge affecting health practice and is consequently concerned with the status of knowledge in these areas. Graduate nursing education necessarily encompasses both the quantitative and qualitative methodologies. The complexity of substantive reality and the multiplicity of methodologies for achieving knowledge are central components, along with clinical skills development, in the education of all graduate students.

The Master's Program in its clinical variations is concerned with advanced skills development in accord with contemporary theories of practice which provides a logic and validity to the skills in practice. Graduate students are taught to apply theory and research critically, and to seek practice improvements.

The Doctor of Nursing Practice program (DNP) is a professional practice-focused doctorate designed to develop competencies for advanced clinical and leadership roles in nursing practice. DNP-prepared advanced practice nurses are contributing to the translation of science and research into clinical practice, and have demonstrated rigor in development, implementation, and dissemination of practice focused quality improvement projects and data across health care settings.

The Doctor of Philosophy (PhD) in Nursing Program graduates are pre-eminently prepared to examine current knowledge, test and create theories, and to develop new knowledge and models for the improvement and shaping of nursing practice though research.

3.7.2 Conceptual Model for Curriculum Development

The conceptual framework of the University of California, San Francisco, School of Nursing consists of three components: the domains of nursing, the educational context, and human factors (see Figure 1). Such a schema facilitates critical examination of each component while providing a systematic framework within which to design, direct, and evaluate curriculum.

The first component, domains of nursing, reflects the conceptual model for nursing in the school. The second component, educational context, includes the social, economic, political, and cultural parameters of learning, both at the institutional level and within the larger community. The third component, human factors, consists of faculty and student characteristics and teaching and learning.

3.7.3 Domains of Nursing

3.7.3.1 Definition of Nursing

The definition of nursing for this School is that of the American Nurses' Association (1980), which states that "Nursing is the diagnosis and treatment of human responses to actual or potential health problems" (p. 9).

3.7.3.2 Conceptual Model of Nursing

The conceptual model of nursing at UCSF is based on the central domain concepts which are fundamental to all nursing knowledge, research, and practice. These domains include: person, environment, health, and nursing.

Person is the client for whom care is provided. Person is generally construed as the individual but the client may also be more broadly defined. Depending on the focus of nursing care or research, the client could include the family, a group, or the community. The client is in dynamic interaction with the environment and is affected by developmental and situational factors.

Environment is the context within which care is being proffered. The elements of the environment depend on the level of analysis and encompass any situation/problem in/for which the client is receiving nursing care. Thus, an environment might be conceptualized at the organ system level, the person level, the family or community level, and the socio-cultural, political and economic level. Further, the environment is conceptualized as an open system that constantly interacts with elements of the environment.

Health is a biopsychosocial continuum defined by objective and subjective dimensions. The objective dimension is defined by the health care provider and reflects the presence or absence of disease and level of function. The subjective dimension is the perception experienced by the client of wellness or illness. Thus, the health care provider's and the client's perceptions may be congruent or incongruent with each other.

Nursing is the process of caring for the client in the context of the environment. In optimal circumstances nursing goals directed towards desired health outcomes are mutually articulated and congruent with client goals. In other situations (e.g., cognitive impairment) nurses may make decision in the best interests of the client based on ethical principles.

Nursing is a scientifically based, humanistic discipline with interrelated professional practice and knowledge base components. The practice and profession of nursing articulate with other health care professions to optimize the client's health or to cope optimally with disability.

Nursing is a socially sanctioned, caring therapeutic relationship with clients that involves all phases of the life span and all phases of health and illness, including death. Nursing is a transactional relationship with clients that involves interacting with the client who is adapting and coping with stress. Nursing considers biological, psychological, and sociocultural variables, a holistic view of mind-body relations, and temporal continuity of concern.

Conceptual Framework for Curriculum Development
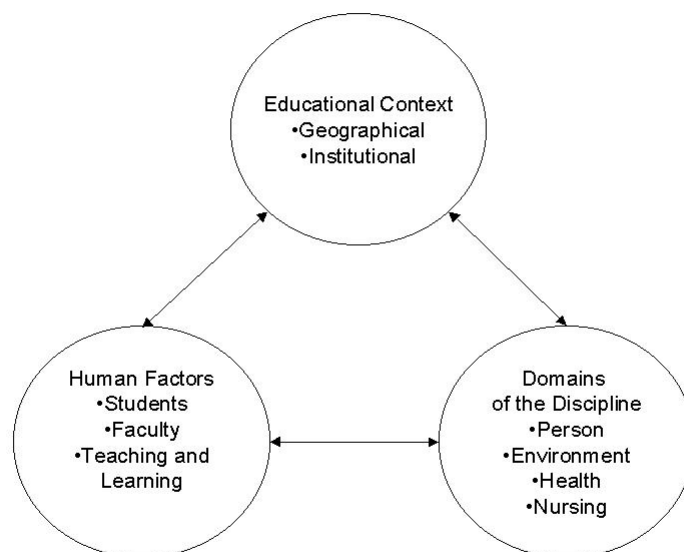
3.7.3.4 Conclusion

This conceptual framework for curriculum development supports the provision of education and research training in nursing and related sciences, the preparation of leaders for the health care sector, and the testing of innovative professional educational models. As such it is congruent with the overall mission of the School.

4. Philosophy and Progression Guidelines for PhD Program in Nursing

4.1 Goals, Curriculum, and Progression for the PhD Program in Nursing

PhD education prepares graduates for a life of scholarship. This is accomplished by structuring a constellation of experiences – including course work, apprenticeships and mentorship, peer interaction, and invitations for individual thought – to introduce the student to the characteristics of a scholar's life. It aims to acquaint the student with academic and clinical scholars, to attract and induct the student to scholarly work, and to make clear its costs and limitations. Just as baccalaureate nursing programs aim to socialize students to the norms, values, and practice of professional nursing, so PhD education aims to socialize students to the perspectives, norms, and practice of scholarship in nursing.

4.1.1 Goals of the PhD Program

The goal of the PhD program is to prepare nursing scholars who will generate and transmit knowledge fundamental to the discipline of nursing and to nursing practice. The full scope of nursing concerns related to direct, indirect, and institutional care, as well as the social and policy factors shaping that care are within the purview of the degree preparation. The central focus of the program is on preparation of scientists who will (a) conduct nursing research, (b) develop theory and in so doing contribute to the body of knowledge in nursing and the health sciences, and (c) disseminate research findings through scholarly publications and presentations, including classroom teaching.

4.1.2 Objectives for PhD Graduates

Upon completion of the PhD program, students will show evidence of having achieved the following objectives:

1. Demonstrate a command of the literature pertinent to a selected field of nursing science;
2. Formulate research questions that evolve from a theoretical perspective and contribute to nursing science;
3. Demonstrate breadth of knowledge regarding a variety of research methods and expertise in at least one method;
4. Address major research issues pertinent to a selected area of inquiry, such as scientific integrity and diversity;
5. Defend a historical, theoretical, and philosophical perspective for nursing science in general and for a selected field of investigation in particular;
6. Demonstrate commitment to a program of research as manifested by the selection of an area of inquiry that has potential for continuity and cumulative generation of knowledge;
7. Demonstrate the ability to write and defend research proposals as preparation for subsequent intramural and extramural support;
8. Complete an independent and original research investigation in the form of a dissertation;
9. Show increased appreciation of professional involvement as evidenced by scholarly presentations, community service, and organizational participation.

4.2 PhD Curriculum

The curriculum comprises:
1. Foundational courses.
2. Coursework specific to the substantive and methodological interests of the individual student.
3. Two research residencies, each being three or more units that provide socialization to the role of the researcher, encourage development of research skills, and exposure to relevant substantive, methodological, or contextual information.
4. Mentorship in the development of an original research project, execution of data gathering and analysis plans, and writing of the study.

Foundational coursework entails preparation in four areas:

1. **Theory and philosophy.** Theory and philosophy courses examine the discipline of nursing as a human science within the context of the major debates regarding philosophy of science, philosophies of nursing science, and epistemology. Courses explore various ways of knowing and underlying assumptions and strategies for theory development and testing. The role of scientific communities in shaping knowledge and the related issues of ethics of science and scientific integrity are explored.
2. **Research methods.** Foundational courses focusing on comparative approaches to research design, data collection, and measurement examine both quantitative and qualitative approaches to development of nursing knowledge. Each student then chooses advanced courses that focus on either interpretive/qualitative research methods or on analytic/quantitative methods. Both sets of courses provide a companion research practicum. Finally, students then choose one or more courses dealing with the specific methodology(ies) relevant to their near-future work including the dissertation and immediate post-PhD work.
3. **Substantive nursing.** Coursework dealing with the structure and substance of the nursing discipline enables the student to conceptualize the location of the student's focus area within the context within the disciplinary matrix of nursing. Study integrates varied theoretical approaches, with levels of analysis, with dimensions of nursing knowledge to examine the state of the science of nursing.
4. **Statistical testing.** All students take coursework which consolidates and updates students understanding of basic statistical theory, extending to one-and two-factor analysis of variance, correlation, and chi-square tests; and then consider multiple regression and analysis of variance. Students may then elect more advanced or focused work on statistics that have relevance to their individual work.

4.3 PhD Modal Curriculum

Year 01 – FALL QTR.	WINTER QTR.	SPRING QTR.
N209A (2) Comp. Qualitative Research Design N209B (2) Quantitative Research Design N229 (3) Philosophy of Nursing Science B187 (5) Intro to Statistics w/Lab	N269 (3) Scientific Literature B192 (5) Intro to Linear Models w/Lab N202A (3) Theory Development. in Nursing* N467 Teaching Residency and/or N276 Research Residency ** Cognate Course	N212A (2) Qualitative Data Collection & Ethics N212B (3) Quantitative Measurement & Theory N209C (2) Quantitative Res Meth II N251.01 (2) Grant Writing N467 Teaching Residency and/or N276 Research Residency ** Cognate Course
Year 02 – FALL QTR.	WINTER QTR.	SPRING QTR.
Theory (*choose one course from below***)*** N290 (3) Family Theory (Offered Every Other Year) N253 (3) Theories of the Policy Process N227 (3) Theories of Mental Illness N221.01 (3) Theories in Aging & Palliative Care **Research methods** N/S285A (5) Qualitative Methods I *- OR –* N/S289A (?) Adv. Quantitative Res. Methods I *-AND-* N289.01A (2) Approach to Stat Analysis Lab 2 hours (***Nursing PhD Students)*** N467 Teaching Residency and/or N276 Research Residency **	N/S285B (5) Qualitative Methods II: Analysis *- OR -*N289B or S289B (3) Advanced Quantitative Methods II N467 Teaching Residency and/or N276 Research Residency **	N467 Teaching Residency and/or N276 Research Residency **
Year 03		
Additional cognates advanced nursing seminars****; and specialized methods courses as needed; teaching residency; qualifying examination*****; and advancement to candidacy and dissertation proposal approval, data collection.		
Year 04		
Dissertation research, specialized research methods (audit/refresher, as needed); dissertation data analysis; dissertation writing	Dissertation defense	

* N202A (3) Theory Development in Nursing is taken as a component of the core curriculum before completing the one additional elective theory course. This course is not required for sociology students.

** Students can start taking Research Residency and/or Teaching Residency as early as Winter Quarter of Year 01 to meet prerequisite requirements

****It is strongly recommended by PPC, students complete N202A course prior to taking N221.01; N227, or N290*

****Advanced Nursing Seminars will be projected 2 years in advance and offered every 1–3 years. (see below for more detailed information). **N298A Qualifying Examination Seminar is strongly recommended**

Review Academic Programs CLE site [https://courses.ucsf.edu/course/view.php?id=214#section-1] for most up-to-date PhD Curriculum Schedule.

***** BEFORE THE QUALIFYING EXAM, THE FOLLOWING MUST BE COMPLETED:
- All foundational courses, including methodological courses aligned with student's research objective or approach
- Two quarters of research residency (N276) for a total of at least 6 units (including one which focuses on data analysis using an existing data set)
- One theory course
- One or more advanced nursing seminars (ANS)
- One or more cognates
- A specialized methods course is recommended in conjunction with dissertation planning

4.4 PhD Advanced Nursing Seminars

4.4.1 Purpose/Focus

The UCSF SON PhD core curriculum recommends that PhD students complete one or more Advanced Nursing Seminars (ANS) before taking their qualifying examination (in addition to other core courses, research residencies, and cognates). Students may take both seminars in one area or in differing areas.

Please see: **https://courses.ucsf.edu/course/view.php?id=214#section-1**

(Courses subject to change without notice)

4.4.2 The Characteristics of ANS Courses
- Designed to develop students' engagement in scholarly dialogue
- Focused on advanced nursing content related to faculty research and/or interests
- Structured to provide opportunity to engage in the dynamic processes of knowledge development
- Available to students from more than one cohort, and open to students from all departments

4.4.3 Selecting Relevant ANS Courses – Focus on *Research Process* Issues

Advisors should assist students to identify ANS seminars that meet their learning needs based on the content area and the process level. Regardless of content area, ANS courses provide exposure to research processes and issues that transfer to many other topic areas of research (e.g., conducting multi-site studies, selecting appropriate instruments, recruiting challenging populations, etc.).

4.4.4 Procedures for Approval of Courses to Meet the ANS Requirement

Faculty members should submit to the PhD Program Council (PPC) course forms with standard course information in order to gain ANS designation for a course. Approved courses will be added to the list provided to PhD students and advisors.

4.5 Cognate Course Requirement Policy

4.5.1 Purpose/Focus

The UCSF SON PhD core curriculum recommends that PhD students complete one or more cognate courses before taking their qualifying examination (in addition to other core courses, research residencies, and ANS).

The purpose of the cognate course recommendation is to encourage interdisciplinary learning, to expose students to new ways of thinking, and to strengthen a student's program of study by developing familiarity with complementary, non-nursing content.

4.5.2 The Characteristics of Cognate Courses

Most often, but not always, cognate courses are non-nursing/non-School of Nursing courses. Examples of fields from which cognate courses might come are philosophy, sociology, psychology, human development, physiology, public health, economics, epidemiology, medicine, research methods, statistics, etc.

Courses provide content that complements the student's research area.

Preferably courses that allow for intellectual exchange with individuals from another field/discipline. If necessary, an **independent study** may be used to meet one of the two required cognate courses.

4.5.3 Selecting Relevant Cognate Courses

Advisors should assist students to identify cognate courses that meet their learning needs and to plan out a program of study that will allow completion of this requirement prior to taking their qualifying examination.

4.5.4 Procedures for Approval of Courses to Meet the Cognate Requirement

Advisors may approve courses they believe meet the cognate requirement. The foregoing "Characteristics of Cognate Courses," should be used as a guide in making the decision. The advisor should then notify the Office of Student Affairs in writing (email or memo) of the number, name, and description of the course and provide a copy to the student.

Approved by S/N Doctoral Program Council (changed to PPC in Sep 2017) on May 12, 2003. Revised by S/N Full Faculty vote, Winter 2005

4.6 Alternate Points of Entry

UCSF Master's students with previous B.S.N.s may apply for PhD study by the deadline (December 1) in any year of study. Students without B.S.N. may apply in the year in which they will have completed all M.S. specialty requirements. Admission to the PhD program is effective the fall quarter following acceptance.

The master's degree is conferred when the student has completed core and specialty requirements, 36 academic units, 8 graduate professional units, and either a thesis or a comprehensive examination.

Individuals with B.S.N.s may apply directly to the PhD program. The criteria for admission to the PhD program for persons with B.S.N.s are the same as for applicants with M.S.N.s. The usually shorter career trajectory and lack of previous graduate training is considered in evaluating past accomplishments.

4.7 Advisers

Although PhD students are not admitted directly to departments but to the School of Nursing, it is within the four departments that all teaching, research, program planning, and student advising functions are carried out. Consequently, the department chair has responsibility for linking student program needs with faculty resources.

There are two types of advisers: *faculty advisers* and *graduate advisers* (often, these two advisers are one and the same individual.)

All students will be assigned a faculty adviser prior to enrollment. Departments initially assign students to faculty advisers based upon the student's nursing specialty. Occasionally, at an initial meeting with the adviser, a student's

educational goals may be re-clarified, resulting in a *change of adviser*. Students or faculty may request such a change by submitting a completed Change of Adviser form to the Office of Student Affairs.

Advisers of graduate students are automatically appointed official Graduate Advisers if they are a member of the Academic Senate. Official Graduate Advisers may chair qualifying exams and be members of a dissertation committee, for example. All faculty members who advise graduate students are considered *School of Nursing Faculty Advisers* and their responsibilities are identified below.

Faculty advisers counsel students on course of study and other educational issues throughout the academic program. Ultimately, however, it is the responsibility of the student to fulfill admission contracts, file study lists, petition for course changes, remove incomplete ("I") grades, and meet graduation requirements as defined by the School.

Faculty advisers will post office hours each quarter on their office doors to facilitate student contact. If the adviser is unavailable, students should have access to the department chair or designated alternate faculty adviser.

Graduate Advisers are the official deputies appointed by the Dean of the Graduate Division and nominated by the School of Nursing, in all matters pertaining to graduate instruction. Only the signatures of graduate advisers are accepted on the official forms pertaining to graduate study, such as study lists and advancement to candidacy forms. Signature indicates approval of the listed action and certification that requirements, if any, have been met. Depending on the student's substantive focus, some students may have dual advisers from two different departments.

The **Department Chairperson** is administratively responsible for: 1) appointing the initial faculty adviser for incoming students (assigned by PhD Admission & Screening Committee, with input from the Department); 2) periodically reviewing the student's academic progress (in consultation with Office of Student Affairs); 3) serving as an additional resource concerning learning opportunities within the School and campus. Until such time as a dissertation sponsor is selected, the student and/or faculty adviser may initiate a request for change in faculty adviser. Although students will have one department with which they are primarily identified by virtue of their initial research interests and faculty advisers, students are strongly encouraged to cross departments in working with faculty and in taking courses.

The selection of appropriate courses is determined jointly by the individual student and **faculty adviser.** In addition to recommended School of Nursing courses and residencies for the PhD degree, there is a wide variety of elective courses available to PhD students in related sciences and research on the UC San Francisco, UC Berkeley, UC Davis, and Stanford University campuses. Courses should be selected to prepare for competencies expected in the qualifying examination and dissertation.

During the course of the program, the student must:

- Pass a qualifying examination and advance to candidacy.
- Prepare a dissertation proposal that is acceptable to the members of the dissertation committee.
- Conduct and write the results of original research.
- Defend the completed dissertation with a public presentation and in separate meeting with dissertation committee members.

4.8 Change in Adviser

Advisers are pre-assigned to PhD students on the basis of the match between the student's interests, as reflected in the application goal statement, and the adviser's area of work. During the program, a student's academic interest may shift in emphasis, or a formerly secondary interest may become primary. As a consequence, a change of adviser may be desirable. On occasion, there may be more than one faculty member who could support a student's work, and the student finds that she/he would work more productively with a different adviser.

A *change-of-adviser form*, available from the Office of Student Affairs, officially records the change. It asks for the signature of the current adviser and the new adviser. If the new adviser is in a different department, the Chairs of each of the two departments must both sign the form. These signatures provide clarity about faculty advising rather than approval.

If you are considering changing advisers:

It is far better to change during the first year than to wait until later when decisions about the composition of the qualifying examination and dissertation committees need to be made, and when the same commitment to joint work and planning has become even stronger.

If you are sponsored for *extramural funding* by your current adviser, you will need to explore the implications of the change which may or may not disrupt funding.

If it is more a question of productive working relationship than of academic "fit," it might be advisable to have a conversation with the current adviser, clarifying what support you need from her/him, and assessing whether that is possible. You might conclude that a change would not be necessary.

You may sense that your adviser would rather that you do not change, or even be actively disappointed if you do. Certainly, that needs to be acknowledged as you consider the matters you want to discuss with her/him as you are making the transition. This, however, is the partially unavoidable consequence of a good thing – advisers want to advise.

4.9 Progression through the PhD Program

4.9.1 First Year Review

At the end of the student's first year of study, faculty teaching first-year courses meet as a group with each student's Graduate Adviser to evaluate the student's progress in relation to the terminal objectives of the program. The Graduate Adviser subsequently meets with the student to elicit the student's assessment of her/his own progress (by fall of each year throughout the PhD program), to convey her/his own perspective and that of the faculty group on the student's progress, and to discuss variance or correspondence of these perspectives. This provides a base for mutual planning toward the qualifying examination and dissertation.

4.9.2 Research & Teaching Residencies

Research Residencies (N276): A rigorous program of coursework and two **Research Residencies** is jointly planned by the Graduate Adviser and student to prepare the student for the qualifying examination, lay the foundation for the preparation and defense of a dissertation, and for subsequent independent research.

Teaching Residency (N467): Students with School of Nursing funding packets are required to complete at least one **Teaching Residency** (see funding letter for details). Students who are not on campus- or SON-based tuition funding plan, and who plan academic careers but who have not had an orientation to faculty governance or formal teaching experience may elect a **Teaching Residency**. To enroll in a teaching residency, a student selects a seasoned faculty member, plans with that person for one or two quarters of multi-faceted instructional experience, and concurrently examines the faculty role in university governance by reading, interview, and observation of relevant meetings (see Teaching Residency Proposal Form in appendix).

4.9.3 Preliminary Examination

For students who want MS conferred while in the PhD program, the purpose of the preliminary examination is to assess the student's beginning synthesis of her/his major field of study and for the purpose of counseling (to identify strengths and gaps in preparation for the qualifying exam, or to assist students in making alternative plans, if necessary). **For additional information, please refer to Preliminary Examination Process in the Appendix.**

4.9.4 Qualifying Examination

The qualifying examination may be taken any time after the student has completed all foundational course work and all additional requirements. It is strongly recommended that this be completed within the third year of study. The qualifying examination tests the student's ability to synthesize theoretical concepts in nursing and other health sciences and to think critically and imaginatively.

A student must be registered for at least 6 quarters (taking the minimum 4 units per quarter) to meet the academic residence requirement for the degree. Once the qualifying examination has been passed, a student may then submit his/her Advance to Candidacy form **for the following quarter,** provided there are no other deficiencies, such as incomplete grades. A student must be registered for **a minimum of 3 quarters in candidate status.**

The qualifying examination committee for each student shall consist of four faculty members including the chair, at least one of whom shall be outside the department with which the student is most closely associated. The committee members are to be appointed from among the members of the Academic Senate. In unusual circumstances, where essential knowledge or skills are involved, the Graduate Division will consider appointment of a faculty member at another university. Exceptions are at the discretion of the Dean of the Graduate Division. A general petition is needed to seek approval; signed by SON PhD Program Director and then onto Graduate Division for approval.

The individual whom the student expects will be the chair of his/her dissertation committee cannot be the chair of the qualifying examination committee. The student and faculty adviser jointly determine members to serve on the qualifying examination committee.

Application form for the qualifying examination is submitted via the Student Portal. The completed application for the qualifying examination is approved by the graduate adviser and SON PhD Program Director. The student and committee members are notified of the membership of the qualifying examination committee by the Graduate Division.

The chair of the qualifying examination committee is responsible for determining the time and place of the examination and notifying members of the committee.

Students must be officially registered for the quarter in which they take the qualifying exam, except for **Summer** quarter when registration is not required so long as the student was registered the previous Spring quarter.

The chair is also responsible for sending the official report of the results of the examination to the Dean of the Graduate Division, with a copy to the School of Nursing Office of Student Affairs. If one qualifying examination is failed, one repeat examination **may** be authorized by the Graduate Division on recommendation of the qualifying examination committee. For additional information, please see Expectations/Preparation for the Qualifying Examination in the appendix.

4.9.5 Advancement to Candidacy and Appointment of Dissertation Committee

Applicants for advancement to candidacy status for the PhD degree make formal application, with the approval of the Faculty Adviser and PhD Program Director, to the Dean of the Graduate Division right after the passing examination and no later than three quarters before completion of degree requirements. The advancement to candidacy form is obtained from the Graduate Division Office by the student. The approved application for candidacy is returned by the Graduate Division to the School of Nursing Office of Student Affairs for filing in the student's record. For information regarding the candidacy fee, see the Graduate Division Bulletin.

The dissertation **committee chair** is selected when the student has identified a problem area for research. This may occur well before advancement to candidacy. The chair may or may not have served as the student's faculty adviser, but the individual must be a member of the Academic Senate. The selection of a chair is initiated by the student and is dependent upon the mutual agreement of student and chair. Change in dissertation committee, once formalized by the Advancement to Candidacy forms, is also usually by mutual agreement. Request for change is usually directed through the dissertation committee chair to the Dean of the Graduate Division. (If the student has been granted financial assistance, s/he must investigate stipulations for continuance of award prior to selection of a dissertation chair (sponsor) since certain funds are contingent upon working with a faculty member identified in the proposal for extramural funding.)

The application for candidacy must be filed with the Dean of Graduate Studies; it should indicate the subject of investigation for the dissertation and the dissertation committee members who will guide the research and pass the student on the merits of the dissertation. The dissertation committee is composed of a minimum of three members including the chair who automatically becomes the student's Graduate Adviser upon advancement to candidacy. Students nominate faculty members to serve on the dissertation committee and ascertain their willingness to serve, although actual appointments are made by the Graduate Division.

Members of the dissertation committee will normally be Academic Senate faculty members of the University of California, although not necessarily from one campus. In unusual circumstances, where essential knowledge or skills are involved, the Graduate Division will consider appointment of a faculty member at another university. Upon approval of this application of appointment of dissertation committee, the Graduate Division notifies members of the dissertation committee of their appointment.

Candidacy for the PhD degree is **lapsed** if a student has not completed requirements for the degree *within four years* after advancement to candidacy. Leaves of absence count against this time. Upon lapse of candidacy, a petition for reinstatement must be accompanied by a recommendation from the faculty of the student's degree program on whether a new qualifying examination is required. At least three quarters in registered student status must elapse between advancement to candidacy and conferral of the degree.

4.9.6 Dissertation Proposal

After the PhD student completes their qualifying examination, they write a dissertation proposal. The dissertation proposal is presented to the dissertation committee. The student should consult with their chair of the dissertation committee to identify the key elements to their proposal and the outline for the proposal.

The purpose of a dissertation proposal is to outline the student's research plan for their dissertation. The proposal also provides a contract with their dissertation committee about the work to be completed before graduation.

The outline listed in the Student handbook (See Section 4.20) is a guide for the student to use when working on their proposal with the chair of their dissertation committee. The words in bold font are the NIH sections of a grant proposal. This outline is meant to be a guide and not a requirement for all students.

The suggested proposal format includes a page length between 20 to 25 pages, double spaced with one-inch margins and Arial 11 font. The references can either be numerical order or most recent version of APA..

*See also: Dissertation Proposal Outline section in this Handbook

4.9.7 Dissertation and Defense

A dissertation on a subject chosen by the candidate, of such character as to show power to conduct independent investigation, must receive the approval of the dissertation committee. The committee shall determine whether or not candidates meet the requirements for the degree in accordance with the following procedures:

The members of the dissertation committee shall guide students in their research and pass on the merits of their dissertations. The PhD dissertation is expected to represent independent and original research in the field of the candidate's graduate study. It must add, in some fashion, to knowledge in the candidate's field. Such contribution to knowledge may result either from the critical examination of materials not previously dealt with or from the re-examination of traditional materials by means of new techniques or from new points of view. The project undertaken must be of sufficient difficulty and scope to test the candidate's ability to carry on further independent research, and it must insure mastery of the skills needed for such research.

The dissertation defense occurs after all committee members have approved the final draft of the dissertation and abstract. The defense has two aspects:

- The candidate publicly presents the research, making a formal presentation and taking questions from the audience. (The candidate's department schedules and publicizes the event; the dissertation committee chair introduces the candidate and moderates the session. The candidate speaks for 30-45 minutes; questions may continue for the remainder of the hour. (When the closed portion of the defense immediately follows the public defense, the chair excuses the attendees at the end of the public presentation.)
- The Committee and candidate meet in closed session for approximately an hour to deal with any remaining questions arising out of the relationship of the dissertation to the general field of study in which the subject of the dissertation lies and other relevant issues. (The candidate is customarily excused for a few minutes during the Committee's deliberations prior to formal confirmation of completion and congratulations.)

4.9.8 Century Club Funds for PhD Dissertation Support

Through the generosity of annual giving by School of Nursing Alumni, Century Club funds are available for the support of dissertation research. These funds are administered through the Office of Student Affairs. The maximum award per PhD student is $1,000. The purpose of the funds is to defray the cost of data collection. For more information, contact the Student Funding Coordinator, Office of Student Affairs. Students must apply while in registered status (i.e., prior to Filing Fee Status).

4.9.9 Guidelines for Dissertation Form

Graduate Division expectations are detailed in the Instructions for Preparing and Submitting Theses and Dissertations, available from that office (**https://graduate.ucsf.edu/ucsf-dissertation-thesis-guidelines**). The guidelines are not intended as a complete manual for the writing of dissertations nor is it useful for all questions. Additional helpful information will be found in other publications, such as the Publication Manual of the American Psychological Association (Current edition).

4.9.10 Completion of the Program – Copies of the dissertation

One copy of the dissertation, approved by the committee in charge, must be submitted to the Graduate Division by the last day of the quarter in which the degree is conferred. For information on acceptable preparation and for details as the form of the dissertation, students should consult the staff of the Graduate Division.

It is customary to present a copy of the dissertation to the committee members. At the time of filing, two copies of the dissertation abstract should be provided to the Office of Student Affairs -- one for the student's record and one for the abstract file. The Office of Student Affairs will thereby know that the student has completed the PhD program.

4.9.11 Progression Timing

The Graduate Adviser and student evaluate annually the timeliness and quality of work toward degree. Additionally, should a student's progression be delayed beyond the times listed below, the Graduate Adviser will request a meeting of the student, the Department Chair, any other relevant faculty and herself/himself to discuss the student's progress. The purpose of the meeting is to support timely progress and successful completion of the program. Contracting with the student, i.e. setting mutually agreed upon, reasonable deadlines for remaining steps, will be seriously considered as a means to support progress.

Qualifying examination: Eleven registered quarters after admission

Research proposal: One quarter after advancement to candidacy

Completion of dissertation: Two years after advancement to candidacy

Note: per University policy, "Candidacy for the PhD degree is **lapsed** if a student has not completed requirements for the degree within four years after advancement to candidacy."

The times listed above are intended as triggers for constructive action. If the student is about to meet the next milestone, no additional support is needed and contracting is not essential.

Should a student take a leave of absence and request readmission, petitions of those students who have studied nearly 11 quarters without completing the qualifying examination or who are in the sixth or later years of study will be forwarded to the Associate Dean of Academic Programs and the Academic Jeopardy Committee for consideration. Such screening cannot take place in summer, so students planning to return in fall must submit readmit petitions by May 15 of the preceding academic year. If planning to return in winter or spring, the readmit petition must be submitted by November 1 or February 15 respectively.

4.9.12 Participation in the Graduation Ceremony

PhD students must have submitted, and have had approved, a first complete draft of their dissertation by the end of the first week of the Spring Quarter in order to be eligible to participate in the June graduation ceremony. Assessment of the PhD student's readiness to participate in the ceremony is to be made jointly by the dissertation committee and student.

4.9.13 PhD Program Evaluation

The Faculty, represented by the PhD Program Council, takes seriously its responsibility for continuous evaluation of the PhD program. Faculty are convened annually to review aspects of the program. Overall indications, such as time to degree and attrition rate are also reviewed periodically.

Data from students are important parts of the evaluation. Certainly, informal or impromptu recommendations to individual faculty or the PhD Program Council are appreciated. But a more systematic framework for querying students exists and is dependent on the participation of each student at five points in the program:

- Year cohort focus groups during Fall quarter of second year reviewing program experience of the first year.

- Research residency questionnaire #1, filed at the end of the quarter, reviewing the residency experience.

- Research residency questionnaire #2, filled out at the end of the quarter, reviewing the second residency experience.

- Post-Qualifying Exam Program Evaluation, completed within a month after the Examination, reviewing the first segment of the program.

- Post-Dissertation Program Evaluation completed within a month of the dissertation defense reviewing the whole program and the student's future plans.

See feedback forms that follow the Progression Table.

4.10 Progression Through the PhD Program (Table)

Please review the Doctoral Student Advising Guidelines, below table

Step	Who?	Timeline	Register for -	Forms	Cautionary notes
I. PHD MODAL CURRICULUM:					
In addition to the PhD modal curriculum, the following are expected before the Qualifying Exam: • Two quarters of research residencies (N276) for a total of 6 units (including one which focuses on data analysis using an existing data set); • One or more Advanced Nursing Seminars (ANS) • One or more Cognates • One "Theory" course • A specialized research methods course (e.g., structural equation modeling, time series, electives in Dept. of Biostatistics, etc.) is recommended in conjunction with dissertation planning • For those planning a teaching career, a teaching residency (N467) is also recommended					
II. REGULAR CONSULTATION WITH ADVISOR					
This would be an appropriate time to discuss your vision of the remainder of your program of study, begin outlining the papers for your Qualifying Exam, think about whether you plan to write a traditional dissertation or make use of the "published paper" option, etc.					
III. QUALIFYING EXAM (QE):					
1. Early on, discuss the QE with Graduate adviser and begin to outline your three papers.					

Step	Who?	Timeline	Register for -	Forms	Cautionary notes
2. At the appropriate moment, decide upon QE chair. QE. chair cannot be the same as the Dissertation chair		Begin discussions with your advisor early. The QE. can be taken any time after student has completed course work. It is most often completed in the third year of study.			
3. Together with chair, decide upon committee members. Student must fill out "Application for Qualifying Examination" found on Graduate Division website.	4 faculty, including chair must be Academic Senate members If a committee member is not an Academic Senate member, you must petition the Graduate Division at least 1 must be from a dept. other than your home department.	During your second year… At least 6-8 weeks before exam date, as the Graduate Division must have time to approve and notify all members in writing.		Student application for Qualifying Exam found at: https://graduate.ucsf.edu/sites/graduate.ucsf.edu/files/wysiwyg/qual-exam-application-5.2018.pdf	
4. Establish a schedule for writing papers	Papers must be reviewed by chair before being distributed to committee members Ask chair how papers should be presented to committee members (binder, or email?)	Set firm dates for completion of each chapter. Send papers to committee at least 2 weeks before date of Qualifying Exam			Be sure to allow enough room for life events.
5. Set exam date	Chair determines time and place of exam & notifies members of committee. Confirm date with chair.				In consultation with Chair, set a date for exam--it will keep you focused! Discuss exact time and place and be sure chair notifies committee members.

Step	Who?	Timeline	Register for -	Forms	Cautionary notes
6. Student must be officially registered for the quarter in which you take your qualifying exam (except for **Summer**- see note)			**N249** (1-5 units)		If exam is scheduled in **Summer**, you don't have to register, so long as you were registered the previous spring.
7. Send official "Report on Qualifying Exam" to Graduate Division	QE. chair is responsible for completing report and sending to Graduate Division			Form is available on Graduate Division website: **https://graduate.ucsf.edu/forms**	You may want to fill out form and bring it to defense to obtain signatures and submit to Graduate Division yourself.
IV. RESEARCH/DISSERTATION PROPOSAL:					
Develop and defend dissertation (research) proposal. If you have not done so before, take this time to discuss with dissertation chair pros and cons of "published papers" option for dissertation.	Work with Dissertation Chair.	Within 1 quarter after advancement to candidacy	**N250**, Research, for 4 units.		

V. ADVANCEMENT TO CANDIDACY & DISSERTATION PROCESS:					
1. Decide upon who will be chair of your Dissertation Committee.	At the same time, give some thought to constitution of your Dissertation Committee; there may be good reason to keep the same as QE. Committee, but with different chair.				
2. Student fills out form "Application for Candidacy." This is the same form used to formalize Dissertation Committee chair and members. Graduate Division. Send out formal letter of appointment to each member.	Identify dissertation chair (automatically becomes adviser if not already). Chair must be UCSF Academic Senate member. Committee; typically consists of three members plus chair.	Apply no later than the first day of the quarter after passing QE! After advancing to candidacy, students must register a minimum of 3 quarters before they can defend the dissertation and be awarded the degree.	If you have no actual coursework, you need to register for N250 (Research) for 4 units each quarter!	Graduate Division website: Application for Advancement to Candidacy **https://graduate.ucsf.edu/forms** $90 application fee	Do not wait for the application notice to arrive in the mail if the next quarter is within 2 weeks of your QE, especially if you are planning to graduate within 3 quarters of your QE.
3. Register for each quarter while working on dissertation			**N250** (4 units)		Residency requirement: must be registered for at least 3 quarters before eligible to graduate
4. A complete first draft of the dissertation must be submitted and approved by the dissertation committee the first week of Spring quarter to be eligible for June graduation.		This must be submitted to the dissertation committee by end of first week of Spring quarter in order to participate in June graduation			

4.11 Guidelines for PhD Student/Advisor Meeting Topics by Year

New Student Preparation for First Meeting with Advisor:

• Make an initial appointment to meet with your advisor.

• Develop, review, and/or revise your goals for your PhD program.

• Come prepared with an agenda.

• Provide materials including CV/resume, goal statement and individual education plan ahead of time, if necessary.

New Student Guidelines for First Meeting(s) with Advisor:

• Discuss expectations about how often you and your advisor should meet and at what points during the year (on a minimum quarterly basis).

• Share your goals. Explore useful professional development experiences in view of these

goals.

- Discuss how your advisor might assist you in achieving your academic and career goals. Examples might include gaining relevant teaching or research experience, or finding peer mentors.

- Make sure that your advisor is aware of any personal issues that may influence how and when you complete the milestones toward your degree. This might include planned travels, employment obligations, family circumstances, etc.

- Ask your advisor what structure she or he prefers for regular reflection with you on your goals, achievements, and areas for improvement.

- Review the program of study and the courses you will take during your first one to two quarters. After you have talked with your advisor about your broad and general areas of interest, work together to identify the courses you could take.

- Discuss your individual education plan.

Year 1 Student/Advisor Meeting Topics	Year 2 Meeting Topics
- Discuss any changes to your area of interest and methodology - Plan for publications/presentations: discuss skeletal outlines, PhD dissertation, and other projects - Discuss connections and networking opportunities at UCSF and beyond (e.g., other faculty; jobs) - Discuss possible contacts/mentors relevant to dissertation within and external to UCSF - Plan for potential research residencies - Plan one potential teaching residency - Discuss course planning; consider participating in scientific writing workshops and courses - Discuss scheduling and procedures for qualifying exams - Review funding requirements (e.g., grants, Graduate Dean's Health Services award requirements) - Consider professional association memberships - Establish short- and long-term goals for PhD program and career - Consider resources outside of the SON, e.g., Office of Career and Professional Development class, "Managing Grad School Burnout" - Create a time management plan - Discuss academic progress - Establish goals for Year 2 and research residency (if applicable) - Create a timeline for graduation - Develop individual education plan - If appropriate, discuss pilot study progression (e.g., IRB for qualitative studies; potential data sources for quantitative sources) - Discuss publication, presentation and other dissemination opportunities	- Discuss academic progression/integration of knowledge learned in the program - Debrief Year 1 performance (i.e., complete and discuss First Year Annual Student Progress Review) - Complete first year PhD study survey Complete research residency survey (if applicable) - Review goals and individual education plan - Review coursework plan; consider participating in scientific writing workshops and other relevant courses - Discuss qualifying exam process and timeline; identify and discuss potential committee members - Begin qualifying paper drafts - Discuss research directions/changes - Explore funding opportunities and options for Year 4 (thinking ahead to dissertation planning) - Discuss publication, presentation and other dissemination opportunities, resulting from course work, pilot project faculty projects or course papers - Discuss connections and networking opportunities at UCSF and beyond (e.g., other faculty, jobs) - Establish educational goals for Year 2 and long-term goals for career trajectory - Discuss qualifying exam papers and dissertation as publishable paper vs traditional dissertation option - Plan for Teaching Assistantship - Develop a timeline for graduation

Year 3 Meeting Topics	Year 4 and Beyond Meeting Topics
• Discuss academic progression/integration of knowledge learned in the program • Complete qualifying exam papers • Discuss timeline for advancing to candidacy • Review progress of pilot project, if applicable, and whether results are ready to be disseminated at a conference and/or manuscript • Decide if more classes are needed to fill gaps in knowledge • Identify dissertation study's sites, sources, phenomena, feasibility, research questions, methods, preliminary data collection, etc. • Discuss funding opportunities for Year 4 and dissertation funding • Review plans for publications and/or conference presentations to different academic and other stakeholders • Follow-up with connections and networking opportunities at UCSF and beyond (e.g., other faculty, jobs) • Complete Teaching Assistantship • Review educational goals for Year 3 and long-term goals for career trajectory • Review timeline for graduation	• Discuss academic progression/integration of knowledge learned in the program • Meet with dissertation chair every 1-2 months • Give quarterly reports to dissertation committee • Discuss dissertation funding opportunities • Participate in manuscript writing and/or give a conference presentation • Discuss prioritizing first- vs co-author opportunities regarding dissertation findings, faculty research, etc. • Share and discuss career trajectory goals with advisor and the Office of Career and Professional Development • Consider professional associations' memberships in order to build networks and establish professional identity • Identify postdoctoral fellowship opportunities • Review timeline for graduation

4.12 Questions for Second Year PhD Student Focus Groups

The aim of the first year is to broaden your perspectives about scientific research and the ways that you approach your studies and career development.

1. To what extent do you think your understanding about research and the research process were broadened over the first year?
    a. What has been the most significant area of learning for you?
    b. What has been the most difficult part of the program for you?

2. To what extent did you improve your ability to identify, articulate, and think critically about significant research relevant to your area of interest?
    a. Which experiences during the first year assisted you to develop this ability?

3. If you could redesign your first year of course work, how would you alter it?
    a. What aspects of the course content were the most valuable for you?
    b. What gaps would you identify in the course content?
    c. Would you change the sequencing of the courses?

     d.   Were the courses complementary with each other?

     e.   Was the workload adequately distributed over each quarter?

     f.   Were the assignments useful for developing knowledge about nursing research and the research areas of interest for you?

The first year also brings you into contact with a variety of people who will be important resources for you as you build your research career.

4. What expectations did you hold for your interactions with the following people and what were your experiences with them over the course of the first year?
   a. Teachers in your courses
   b. Your advisor\other PhD faculty, e.g. active investigators during research rotations or research assistantships
   c. Other students in the first year
   d. Students in classes ahead of you

5. What other resources outside UCSF?

   a. How did you find out / what difficulties did you encounter?

6. Do you have anything else important to tell the faculty about the first year of the program that might help them improve the curriculum or other offerings for new students?

4.13 N276 Research Residency – Cover Sheet

Each PhD student completes at least two quarters of Research Residency (**6 units**) prior to taking the Qualifying Examination. The Research Residencies are intended to provide you experience with the ongoing research program of a faculty member in order to acquaint you with the practical realities of doing research.

At the end of the Research Residency quarter, please complete the items below.

The cover sheet will be removed by staff in the Office of Student Affairs so that your anonymity will be assured. Names are requested for the sole purpose of tracking response completion. The confidential questionnaire, without any identifying data, will be seen by members of the PhD Program Council.

Your responses will help the DPC better understand the value the Residencies have for students and determine whether the Research Residencies are fulfilling the stated intent. Upon completion of this cover sheet and the questionnaire that follows, please return to:

MS & Ph.D. Program Officer
Nursing Student Affairs
2 Koret Way, #N-319X
University of California Box 0602
San Francisco, CA 94143-0602

Fax: (415) 476-9707

Today's Date
Your Name
Year you entered the PhD program
Quarter in which you did this Research Residency (e.g., 6th, 7th, etc.)
Your Academic advisor
Faculty Supervisor for Your Residency
Project title of Research Investigation
Funding Source of Project

(A similar cover sheet, which can be removed for purposes of confidentiality, will precede the POST-QUALIFYING EXAMINATION and POST-DISSERTATION Program Evaluations)

4.14 N276 Research Residency – Survey Questions

Quarter in which you did this Research Residency (e.g., 6th, 7th, etc.): _____

Please check the activities in which you participated during this Research Residency:

DEVELOPING RESEARCH QUESTION & PLAN

□ team meetings/planning for collaboration

□ conceptual discussions of research idea and framework

□ selection of data collection methods

PROPOSAL WRITING

□ proposal writing

□ writing IRB applications

□ explicit discussion of ethical treatment of research subjects

    □ animal

    □ human

    □ vulnerable populations (as defined by CHR)

PREPARATION FOR RESEARCH

□ development of data collection instruments/questionnaires

□ obtaining informed consent

□ developing community or site relationships/entree

□ pilot testing of data collection methods

CONDUCTING RESEARCH

□ interviewing subjects

□ psychosocial testing of human subjects

□ collecting physiological data

□ other (if above categories are not applicable) _____

DATA CODING AND PREPARATION

□ computer data management

    □ coding

    □ data entry

    □ utilizing a spreadsheet for managing data

□ qualitative data management

    □ coding transcripts

    □ utilizing computer-based programs for management of qualitative data

ANALYSIS

□ performing computerized data analysis

□ team meetings for data analysis

□ assisting with interpretation of findings

PUBLISHING & DISSEMINATION

□ report writing

□ writing manuscripts

□ revising manuscripts

□ other. Please describe: _____

_____

_____

1. How did you find/develop/identify this Research Residency?

2. Please comment on the availability of Research Residencies during your program?

3. What have been the strengths/weaknesses of your Residency experience?

4. What would you identify as additional needs for your further development as a researcher?

Thank you for taking the time to complete this!

4.15 Post-Qualifying Exam Program Evaluation

We ask that you look back, now that you have completed course work and the qualifying examination, to reflect on the whole first segment of your program.

1. Now that you have completed the qualifying exam, how would you evaluate the recommended foundation courses in the PhD Program? Please be as specific as possible.

2. Please identify any deficits in your knowledge as a consequence of the courses available to you.

3. How well do you think the program prepared you to master one field of research and to identify gaps in knowledge areas?

4. Are you able to discuss a variety of research methods and feel competent in one methodology? Please describe the strengths and weaknesses in your preparation in research methods.

5. To what degree did preparation for the qualifying examination lead to a command of the literature pertinent to your area of study?

The PhD Program Council, and ultimately the Faculty as a whole, appreciate the time and thought you have given to this response. Thank you

4.16 Post-Dissertation Program Evaluation

1. What do you consider as the strengths of the PhD Program as you experienced it?

2. What do you consider as the weakness of the program?

3. From your current vantage point, how would you change this PhD Program?

4. How has the PhD Program contributed to your preparation for: (a) teaching, (b) research, and (c) service roles?

5. Describe your experience in submitting proposals for funding during the program.
   (Indicate those that were funded)

6. Please list any professional memberships and offices held related to nursing.

7. Please list your publications since entering the PhD Program.

8. Indicate your near-term plans for publishing from your dissertation research?

9. How will you continue your research in the future?

The PhD Program Council, and ultimately the Faculty as a whole, appreciate the time and thought you have given to this response. Thank you.

4.17 Dissertation Proposal Outline

I.   Introduction

        a. Problem Statement

        b. Specific Aims /Research Questions/Hypotheses

        c. Impact

            i. Impact of study and results on health of the population and on nursing science

            ii. Impact at all levels

        d. Background and Significance

            i. Within a theoretical/conceptual approach

        e. Innovation

II.   Approach/ Research Design and Methods

        a. Study Design

        b. Sample: sample plan, target population, inclusion and exclusion criteria, number of subjects (i.e. power analysis)

        c. Setting – location of study including environmental resource and/or constraints

        d. Variables and Measures

            i. Variables: how operational definitions and concepts are linked to the measures

            ii. Measures: Instruments, Data Collection Guides, Interviews, Surveys

            iii. Informants

            iv. Internal Validity & Reliability for each measure

        e. Procedures

            i. Recruitment procedures, procedure to acquire informed consent

            ii. Data collection

            iii. Intervention

            iv. Protocols – standardized protocols included in the intervention or collection of the measures

        f. Analysis Plan

            i. List analysis plan for each study aim

            ii. Power analysis for each aim in quantitative analysis

            iii. Power (saturation) depends on question/design and generalizability for qualitative methods

        g. Rigor

            i. Credibility

            ii. Internal & External Validity of overall study design

            iii. Fidelity of intervention and/or study

            iv. Limitations – related to the study design, sampling, data collection procedures, measures, or analysis

III. Summary
    a. Knowledge to be gained
    b. Strengths of design/methods

IV. Appendices – Optional, depends on department or dissertation committee recommendations
    a. Instruments and/or Data collection guidelines
    b. Translation of instruments/guides
    c. CHR Application
    d. Tentative Dissertation Chapter Outline – plan for each chapter
    e. Protocols included in the study design
    f. Supporting Documents

        i. CHR from outside institution (if applicable)

        ii. Permission from PI/Institutional for secondary data analysis

4.18 Dissertation Directions

It is important these directions be followed, so that dissertations adhere to the required **format guidelines**. The electronic copy of your dissertation, which you submit to the Graduate Division online through Proquest (http://www.etdadmin.com/cgi-bin/main/resources), is deposited in the UCSF Library and becomes an official and permanent record available for use by other scholars and the public. Your committee will guide you in the content of your manuscript and may specify certain elements of style in addition to the prescribed format for all programs. Every dissertation must be accurate and clear. The responsibility for such correctness and clarity rests primarily upon the candidate, but every dissertation will be scrutinized for these qualities by the student's major adviser and examining committee.

Elements to be Included in the Dissertation (the order may vary), see appropriate sections of the APA Manual for detailed information regarding content in each section.

1. The Study Problem
    a. Introduction to problem and subproblems (What led you to choose this problem?)
    b. Statement of the problem
    c. Purpose(s) of the study
    d. Need for the study (significance)

2. Literature Review and Conceptual Framework
    a. Overview of relevant research directly related to your problem
    b. Conceptual or theoretical framework
    c. Assumptions
    d. Research questions and/or hypotheses
    e. Definition of terms

3. Methodology
    a. Research design
    b. Description of research setting (if relevant)
    c. Sample
        i. Human subjects assurance
        ii. Nature and size of sample

        iii.   Criteria for sample selection

   d.   Data Collection Methods

        i.   Techniques (e.g., observation, interview, instruments, chart audit, etc.)

        ii.   Instruments or Apparatus

        iii.   Description

        iv.   Reliability and validity

   e.   Procedure

   f.   Data analysis

4. Results

   a.   Preliminary analyses (if relevant) (e.g., sample characteristics, data reduction techniques, etc.)

   b.   Analysis of hypotheses or research questions

   c.   Other findings

5. Discussion

   a.   Meaning of findings in relation to hypotheses or research questions

   b.   Significance

   c.   Limitations and/or alternate explanations

   d.   Implications for nursing

   e.   Future research

4.19 Standard Format for Dissertation Organization

Please see UCSF Graduate Division **GUIDELINES FOR PREPARING THESES, DISSERTATIONS, and MANUSCRIPTS**: **https://graduate.ucsf.edu/submitting-thesis-or-dissertation**

4.20 Guidelines for Use of Published Papers and Papers to be Submitted for Publication as Part of the PhD Dissertation

Once your thesis, dissertation, or manuscript has been accepted by the Graduate Division, it is submitted for publication to the UCSF Library and to ProQuest/UMI where it will become available to other academic institutions and to the general public.

For details please see Graduate Division - Publication of the Thesis, Dissertation, or Manuscript: **https://graduate.ucsf.edu/publication**

The **Graduate Division** allows students who have already published papers during their PhD program as well as those who would like to submit papers for publication to use these papers as part of their dissertation. Following are guidelines and format for this dissertation option. See Additional Considerations, Using Previously Published Materials: **https://graduate.ucsf.edu/additional-considerations-dissertation-thesis**

Guidelines

1. Any publications (or publishable papers) to be used in the dissertation must represent research or scholarship comparable in scope and contribution to the standard dissertation.

2. All papers must be full-length articles in line with expectations for reviews or reports of original research that are found in recognized journals. Abstracts, monographs or short summaries are not acceptable.

3. The papers must be prepared from start to finish under the supervision of the dissertation committee.

4. The student must be the primary author of the papers, with content based on scholarship or research conducted primarily by the student.

5. Planned content for the three papers, including potential areas of focus, authorship, and likely journals for submission, will be agreed upon by the student and dissertation committee at the defense of the student's research proposal. With agreement of the committee, planned content of the papers may change, based upon findings from the dissertation or other factors.

6. Papers submitted for publication prior to the final defense of the dissertation need to have approval of all dissertation committee members. (see Form A and Form B)'

7. Papers not yet submitted at the time of the final defense should be approved by all committee members as ready for publication, with an agreed upon date for submission.

8. When determining authorship on papers, students should refer to the Publication Manual of the American Psychological Association for information on 'publication credit' or the International Committee of Medical Journal Editors' reference on 'Authorship and Contributorship': **http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html**

Format

1. The dissertation should begin with an introductory chapter that describes the study problem, including the purpose of the study, its significance, and the research aims or questions that were approved by the dissertation committee in the proposal defense. The introduction should also describe how each published/publishable paper will be incorporated into the overall dissertation.

2. The second chapter should consist of a literature review and/or conceptual framework for the study. This chapter may be one of the published/publishable papers.

3. At least two of the papers must be data-based manuscripts. The methods and results of the dissertation can be described as part of these papers. Each paper can be presented as a separate chapter of the dissertation and should be clearly linked to one or more of the original study aims/questions. If key aspects of the dissertation's methods and/or results are not described in the papers, they should be included as an additional chapter to assure that methods and results related to all study aims/questions are fully addressed in the dissertation.

4. A final discussion chapter should synthesize dissertation findings for all aims/questions, describe and interpret the significance of the overall dissertation results, and identify implications for research and practice that stem from the entire dissertation.

*This revised version of Form A should be completed by April 1st of the year of graduation, when a draft of the entire dissertation is submitted to the Dissertation Chair.

4.20.1 Supplemental Guidelines from the PhD Program Council

These supplemental guidelines, developed by the PhD Program Council, provide additional information to assist advisors and students as this option is individualized by the dissertation committee.

Role of the Student
- If a student believes she/he would like to use this option, the student should initiate a conversation with the adviser at the earliest possible opportunity.
- The student may draft a tentative plan delineating the focus and scope of each paper. Such a plan can serve as a guide for discussion with committee members.
- Ensure that any faculty member who has provided data for a paper be a member of the dissertation committee.

Role of the Advisor

- Advise the student to negotiate in advance issues with faculty who are involved with the student's research (e.g., access to the data; authorship). Document the agreements with a memo or e-mail.
- The advisor may review the student's tentative plan prior to the dissertation proposal defense.

Role of the Dissertation Committee
- The dissertation committee must approve the use of published materials in the dissertation.
- Develop general and specific criteria to ensure that the publication(s) represent research or scholarship comparable in scope and contribution to the portion(s) of the standard dissertation it replaces. It may be beneficial to both the student and the committee members to review the tentative plan drafted by the student and Advisor and to finalize it in writing after obtaining consensus.

    Additional Considerations
    o The collection of published papers must constitute a logical link of knowledge development along a common thread of scholarship (general criterion).
    o If the publication(s) replace(s) the methods and results sections of the dissertation, a database manuscript is required (specific criterion).
- Clarify requirements for Introduction and decide whether a Summary/Conclusions section is also desirable.
- Agree on the authorship of the published materials (e.g., first author or . . .). For additional guidance the committee may want to refer to "Authorship of Research Papers" located in the Faculty Policy Manual or American Psychological Association "What you need to know about the new code". Both these sources generally suggest "except under exceptional circumstances, doctoral students should be listed as first author on any article substantially based on their dissertation."
- Agree on the status of the published materials (e.g., accepted, submitted, published)
- Agree on the types of journals for which the manuscript(s) are deemed appropriate and at an acceptable level.

*Guidelines approved by UCSF School of Nursing Doctoral Program Council
on May 12, 2003 and revised May 19, 2006*

4.20.2 Forms for Use of Publications for the Dissertation (Form A & B)

UCSF School of Nursing - Proposed Publications for the Dissertation

Form A

(This form should be completed when the Dissertation Committee meets to approve the dissertation proposal)

Date: _____

Student Name: _____

Dissertation Chair: _____

Dissertation Title: _____

Paper #1

Content area or focus: _____

Proposed authors: _____

Potential journal: _____

Anticipated date for submission: _____

Paper #2

Content area or focus: _____

Proposed authors: _____

Potential journal: _____

Anticipated date for submission: _____

Paper #3

Content area or focus: _____

Proposed authors: _____

Potential journal: _____

Anticipated date for submission: _____

Dissertation Committee Chair Signature: _____

UCSF School of Nursing - Publications for the Dissertation

Form B

(This revised version of Form A should be completed by April 1st of the year of graduation, when a draft of the entire dissertation is submitted to the Dissertation Chair)

Date: _____

Student Name: _____

Dissertation Chair: _____

Dissertation Title: _____

Paper #1

Title: _____

Authors: _____

Journal: _____

Date of publication or submission: _____

Paper #2

Title: _____

Authors: _____

Journal: _____

Date of publication or submission: _____

Paper #3

Title: _____

Authors: _____

Journal: _____

Date of publication or submission: _____

Dissertation Committee Chair Signature: _____

5. Policies and Procedures

5.1 Address Change

See *Petitions*

5.2 Continuing Education Units (CEU) / Re-licensure

Students may use course units to meet the continuing education requirements for RN re-licensure. A three (3) unit non-clinical course (each unit equals 10 hours), one that began and ended within your re-licensure period, should be listed.

5.3 Deficiencies and Contracts

New students who are registered nurses outside California and cannot produce a California RN license are placed under contract before being permitted to register for the upcoming quarter. Contracts must be completed by the deadline stated on the contract.

If a student wishes to fulfill the contract by successfully completing UCSF School of Nursing coursework, the student must complete a Special Studies Application for Admission through the Office of Academic Programs, including approval of the study list by their faculty advisor. The coursework cannot appear on the student's transcript, course units cannot be applied towards a degree, and the grade earned cannot be calculated into the student's GPA. The School of Nursing will notify BRN upon successful completion of the coursework.

5.4 PhD Study for Enrolled Master's Students

Enrolled master's students with bachelor's degrees may apply for the PhD program in any year of study; however, they must apply by the December application deadline. Students without BSN degrees may apply in the year in which they will have completed 36 academic units, 8 units of postgraduate professional work, and the master's comprehensive examination. (The completed academic units must meet the faculty requirement for specialization in the student's area.) Application is made to the School of Nursing only, not to the Office of Admission and Registrar.

Admission is not granted automatically. If it is granted, the petition to request change of degree objective will be enclosed with notification of acceptance from the PhD Admission Screening Committee. The student must file this petition in order to notify the Office of Admission and Registrar that s/he will be continuing graduate study toward a different degree goal. Formal change of classification from master's to PhD student takes place the following September.

Second year master's students may enroll in courses normally taken by PhD students provided they meet the following criteria:

- Their graduate adviser believes, after conference and review of the academic record, that the student has capacity for PhD work in this School and will support the student in seeking admission.

- They will have completed their 36 academic units by the end of the academic year; and

- They file application for PhD study with the School by the announced deadline.

Alternatively, master's students could enroll in other courses essential to their future PhD study, e.g., biochemistry, physiology, psychology.

The master's degree is conferred when the student has successfully completed 36 academic units including specialty requirements, 8 graduate professional units, and the comprehensive examination requirements or the Qualifying Exam. Students may choose to do a **thesis** and must follow the usual thesis procedures. A student who is within one quarter of completing master's requirements should file the Advancement to Candidacy form. Conferral of the MS degree will *not* occur without formal Advancement to Candidacy.

5.5 Employee Fee Reduction

A regular status employee who meets the admission requirements of the University is eligible for two-thirds reduction of both the Student Services Fee and Tuition when enrolled in regular session courses of up to nine units or three courses per quarter, whichever provides the greater benefit to the employee. UCSF provides this benefit during summer session as well. Please refer to the UCSF Registrar's website for more detailed information: **https://registrar.ucsf.edu/registration/reduced-fee-enrollment**

Full fees will be assessed when an eligible employee's enrollment exceeds both nine units and three courses (or, for employees in eligible titles, both 12 units and four courses). Please refer to the UCSF Registrar's website for eligible titles: **https://registrar.ucsf.edu/registration/reduced-fee-enrollment#Eligible_Titles**

Employees who are eligible to receive reduced fees under this policy are not eligible to receive an additional reduction in fees under the Policy and Procedures Concerning Part-Time Study.

The reduced fee enrollment provision does not include access to student services and facilities provided through the Student Services Fee, which includes but is not limited to the Counseling Center, gymnasiums, or the Student Health Services, unless the employee is otherwise entitled to them.

5.6 Filing Fee Status

PhD students may apply for filing fee status if (1) they have been advanced to candidacy, (2) they have been in registered status for at least three quarters, and (3) they have completed all requirements for the degree *except for* filing the dissertation.

Instead of regular registration and paying full fees, students on filing fee status during their last quarter pay a fee equal to approximately half the current student services fee. International students will also have to pay approximately $650 for supplemental health insurance.

Students who have an incomplete grade ("**I**") on their transcript are **not** permitted to go on filing fee status. Also, students returning from a leave of absence cannot go on filing fee the same quarter that they return to active status.

The Filing Fee Application is available from the Office of the Registrar. It must be signed by the student's graduate adviser, and initialed by the Office of Student Affairs. The application should then be returned to the Office of the Registrar along with the required fee. Students on filing fee status do not register and do not file a study list.

While on filing fee status, students are not eligible to use some University facilities (e.g., Millberry Union Fitness Center, etc.), enroll in coursework, or make demands on faculty members, other than the final reading of the thesis or comprehensive examination. Students are also not automatically covered by Student Health Services or student health insurance but can be covered by completing a special "Application for Coverage, Scholars and Researchers Health Plan" and paying the necessary quarterly fee.

Filing fee is a one-time-only option. If a student does not submit the thesis, or take the comprehensive exam, s/he must register for all subsequent quarters.

Students may *not* apply for filing fee status directly following a leave of absence. Upon returning from a leave, a student must register in order to turn in the thesis, turn in the comprehensive exam, or submit the dissertation. PhD students who have been advanced to candidacy and have been in registered status at least three quarters, and who have completed all requirements for the degree except filing the dissertation, may apply for filing fee.

5.7 Grading

The work of students shall be reported as one of the following nine grades: **A** (excellent), **B** (good), **C** (fair), **D** (less than standard), **S** (satisfactory), **F** (failure), **U** (unsatisfactory), **I** (incomplete), and **IP** (in-progress).

Certain work of students may be reported as Satisfactory/Unsatisfactory (S/U). This is also referred to as "optional grading." The grade **S** is awarded only for work that would otherwise receive a grade of **B** or better; the grade **U** is assigned whenever a grade of **C**, **D**, or **F** would be otherwise given.

Some courses are graded on an S/U basis only: 198, 199 (when taken by graduate students) 250, 276, 298 and 299. In all other courses, S/U grading may be offered as an option to graduate students. Unless a student elects the S/U

option, a letter grade must be assigned. In order to elect the S/U option, a graduate student must indicate S/U grading for the course on the study list by checking "**optional grade**" at the time of filing.

A course in which a student receives a grade of **D** or **F** cannot count as part of the unit requirement for a graduate degree, but it will be calculated in the total grade-point average.

A maximum of six (6) units of academic (100 or 200 level) coursework for which S/U grading is elected may be used toward the 30-36 unit requirement for the master's degree. Courses that are offered as S/U only do not count toward that maximum. Units earned in courses graded **S** will be counted toward the requirements but will not be included in calculating grade point averages.

If an "unsatisfactory" (**U**) grade is earned in a required course and the FOR permits the course to be repeated, the student must repeat the course and earn a "satisfactory" (**S**) grade, unless the department accepts another course as fulfilling the requirement. The instructor for the **U**-graded course will determine whether or not the student can repeat the course, based on clinical judgment of safety or other issues. For certain Master's Program Specialties, if the instructor does not permit the course to be repeated, or does not suggest an alternate course, the student may be redirected to another specialty or area of study or withdrawn from the program.

Although no unit requirement is imposed for the PhD degree, each student should complete a sufficient number of letter-graded courses to demonstrate concretely the academic quality of her/his scholarship.

A grade of "in-progress" (**IP**) may be assigned when course instruction extends beyond one quarter to a consecutive quarter(s). In this case, a grade is assigned at the end of the quarter in which the course is completed and will apply to all terms in which the IP grade was assigned. Courses must be approved by the Program Council for "in-progress" grading.

The grade "incomplete" (**I**) is assigned when a student's work is of passing quality but is incomplete because of a sudden illness, personal emergency, or other "good cause." Assignment of an incomplete grade is at the discretion of the course instructor and must be removed within one calendar year. The grade and unit credit for the coursework will be assigned when the course is successfully completed.

Failure to remove an "**I**" grade may result in conversion of the "**I**" grade to a "failure" (**F**). The Dean of Graduate Studies may make an exception because of mitigating circumstances such as the absence or departure of a faculty member involved in the offering of the course in question.

A student must **petition** to have an "**I**" grade removed. This petition is available in the Office of the Registrar and there is a fee for this service. Once the coursework has been completed and turned in to the instructor, the petition is filed with the Registrar. The Office of the Registrar will send the instructor a grade report request. When the grade is received, the "**I**" grade will be changed on the student's permanent record.

An "**I**" grade can delay a student's progress toward the degree, since the Office of the Registrar will *not* allow a student to advance to candidacy or apply for filing fee with more than one "**I**" grade. Students cannot graduate with any incomplete grades on their transcript. Students will be reminded of the need to remove "**I**" grades by the Office of the Registrar.

5.8 Graduate Professional Courses

Graduate professional course work provides opportunity for synthesis of academic learning and professional practice. It develops increased competency in nursing practice.

5.8.1 Nursing Skills Lab **(261 and 413.XX courses)**

Guided clinical laboratory experiences designed to develop mastery of advanced skills:

- Perform a systematic physical examination;

- Elicit subjective and objective data appropriate to a comprehensive assessment of the client;

- Synthesize data in an orderly and cogent manner;

- Practice specific techniques and skills with supervision appropriate to (specialty) practice.

5.8.2 Practica **(N414.XX courses)**

A *practicum* that focuses on skill development provides students with opportunities to:

- Practice specific skills and interventions with supervision in a selected area of practice;

- Obtain expertise in applying techniques and skills commensurate with the goals of the program;

- Develop expertise in applying selected theory to specific practice settings;

- Increase expertise in the use of technology.

Practica courses are numbered N414.XX, the last two digits indicating specialty track. Practica in teaching (N436) or health policy (N471) are also available.

5.8.3 Residency **(N415.XX courses)**

A clinical residency is a learning opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced diagnostic, clinical decision making, and hands-on clinical skills in the selected (clinical) specialty. This includes application/integration of research, consultation, and clinical leadership as appropriate.

- Apply theoretical and scientific knowledge base appropriate for (specialty) clinical practice;

- Refine clinical assessments and interventions under supervision of clinical preceptor in the applicable practice setting(s) for (specialty);

- Demonstrate entry-level (APN role) critical thinking and problem-solving skills evidenced by written and oral patient care related communication and documentation.

- Demonstrate increasing proficiency in professional communication with patients, families, and multidisciplinary staff in the (specialty) setting.

- Demonstrate increasing proficiency in and integration of advanced practice role components through modeling of appropriate professional behaviors as supervised by the clinical preceptor in the setting.

Residencies are available in teaching (N434), leadership (N470), health policy (N472), and clinical practice (N415.XX). A student may take a residency concurrently with academic course work or register for only the residency course. Since residency is an integrating experience based upon graduate study, it usually occurs near the end of the program of study. Specific objectives are developed by faculty members and students in relation to clinical areas, setting and client population.

The number and kind of residencies are limited by the resources available within the faculty.

5.9 Graduation

Before graduation, students need to ensure that several different requirements have been met.

- *Curriculum Requirements.* See the "Curriculum Requirements" section of this handbook. Students should plan carefully with their advisers to meet these requirements.

- *Graduation preparation and ceremony.*

- *Commencement Reply Form.* All master's and PhD students must complete and return this petition to the Office of Student Affairs. This form is used to determine whether students will participate in commencement exercises, to collect information about future plans for employment, and to ask students to state an address that can be used for five years following graduation. Commencement Reply Forms are available in the Office of Student Affairs.

- *Commencement Ceremony.* The School of Nursing has annual commencement exercises in early June. Students may participate in the ceremony one time only, and have their name listed in the program only once. Information on commencement is distributed in the spring by the Office of Student Affairs, and the

Nurse Weekly will have reminders about graduation related matters – purchasing invitations, cap and gown, etc. – as the deadline comes up.

- *PhD students* may participate if they have submitted, and have had approved, a first draft of their entire dissertation, including conclusions, by the end of the first week of Spring Quarter. Assessment of the PhD student's readiness and desire to participate in the ceremonies is to be made jointly by the committee and the student.

5.10 Grievance Procedure

Grievance procedures are available to students who believe the University has violated their privacy rights, discriminated against the student, or otherwise violated their rights. If an issue arises, the following steps are recommended:

- If you are comfortable doing so, reach out to the faculty member/instructor to discuss concerns and resolution.
- Reach out to the faculty member's Department Chair to discuss concerns and resolution
- If it is an issue of **bias or discrimination**, reach out to the **Office for the Prevention of Harassment and Discrimination** at: **https://ophd.ucsf.edu/ucsf-resources**

Grievance procedures related to academic issues are appropriate only in cases in which the student believes bias or wrongdoing by a faculty member has occurred. Complaints of faculty wrongdoing are to be taken to the appropriate Department Chairperson and/or may be reported to the Office of Academic Affairs. **Grades are not open to grievance.** Grievances are not the same as disagreements. A student cannot grieve an assigned grade, for example, merely because the student disagrees with the grade. The procedure for student grievance in Academic Affairs is outlined on the UCSF Academic Senate website: **https://senate.ucsf.edu/appendix-VII**

For those seeking information on the process for Student Grievance and complaint resolution for Alleged Unlawful Discrimination, please contact the **Office for the Prevention of Harassment and Discrimination** for information on filing a complaint and the procedures**: https://ophd.ucsf.edu/complaint-resolution**

5.11 International Travel Guidelines, Students and Trainees

UCSF Schools of Dentistry, Medicine, Nursing and Pharmacy, and the Graduate Division recognize the benefit to students and trainees of international travel for educational and research purposes. The Schools and Graduate Division's objective is to facilitate travel for these reasons. Travel not specifically authorized under a Training Affiliation Agreement or Memorandum of Understanding for UCSF-sponsored research, clinical care, or educational programs is not considered UCSF travel and students and trainees are not considered to be in the course and scope of their program when traveling.

Training Affiliation Agreements and Memoranda of Understanding

Please refer to UCSF Administrative Policy 100-10: Affiliation Agreements for guidelines and responsibilities for entering into Training Affiliation Agreements between UCSF and foreign or international entities.

For the purpose of this policy, Memoranda of Understanding include formal MOUs, IRB- approved projects and Letters of Invitation. Such agreements must articulate applicable responsibilities and expectations for supervision, safety, and intellectual property in educational, clinical and research settings.

Coverage

Students/trainees traveling on UCSF business are covered by UC professional liability/malpractice coverage and general liability coverage, which should be delineated in the affiliation agreement between UCSF and the foreign or international entity. Provision of clinical care must be supervised in accordance with the student/trainee's credentials and privileges as granted by UCSF to assure that care is provided within the student/trainee's current competence, experience, and training, and in compliance with UCSF policies and procedures.

Students/trainees are eligible for UC Student Off-Campus Travel coverage including medical emergency/security evacuation services at no cost. To assure coverage, students must register all off-campus travel.

Students enrolled in the Student Health Insurance Plan (SHIP) have travel coverage for both personal and academic travel.

Students/Trainees Traveling Outside of the Course and Scope of Their Program

Students/trainees who travel on non-UCSF business are not eligible for UC professional liability/malpractice coverage, general liability coverage, or student travel insurance. However, students/trainees who travel for non-UCSF reasons but remain enrolled in the University of California Student Health Insurance Plan (UC SHIP) are covered for approved medical expenses incurred while abroad through Anthem Blue Cross.

UCSF trainees have access to additional country-specific information about important issues like ground transportation safety, immunizations, and travel medications through the iJET UC Trip Planner or through insurance-linked travel medicine appointments. Trainees should use these resources.

Responsibilities of the Schools and Graduate Division

UCSF has a responsibility to minimize risk to students/trainees participating in academic programs. For this reason, in most circumstances, students/trainees will not be approved to undertake international UCSF approved activities in a location for which a US Department of State Travel Warning is currently in place and/or an iJET Overall Security Warning Level 5 Very High warning has been assigned. If a student/trainee wishes to participate in international UCSF approved activities in a location for which a US Department of State Travel Warning is currently in place and/or an iJET Overall Security Warning Level 5 Very High warning has been assigned, approval of the Dean of the School or Graduate Division (or his or her designee) is required.

It is the responsibility of the Schools and Graduate Division to provide comprehensive information about risk and measures that can be taken to mitigate risk to students/trainees, including but not limited to:

- State Department travel warnings
- iJET ratings & trip safety planning
- UC travel insurance/emergency medical/evacuation
- Personal travel insurance

5.12 Incomplete Grade

See Grading.

5.13 Independent Study: Individual and/or Group Study

The purpose of individual studies is to give students an opportunity to pursue and enhance their specialized areas of interest. Independent studies may be taken any quarter.

Students must locate a faculty sponsor since all independent studies must be supervised by faculty. It is essential to find a sponsor who has similar interests to those of the student. Individual study should be discussed with the sponsor prior to the quarter. The student must have a *focus* for the study. In addition, most faculty sponsors require a *set of objectives* and the *method of evaluation*. Faculty members have assigned responsibilities which limit the number of independent studies they can supervise.

If a course is being taken at another UC campus, the following must be checked: 1) the course must be an upper division course (100 numbered) and 2) the course must be identified on the study list with initials of appropriate campus (e.g., B, LA) preceding department.

If the student is enrolled in a course through the Consortium (see also "Intercampus Exchange" section), the following must be checked: 1) the course must be upper division (or can be a graduate course); 2) the course must be identified on study list with initials of appropriate campus (e.g., SFSU = San Francisco State University); 3) the student must be enrolled full time at home campus; 4) student must be enrolled in only one course at one Consortium member institution per term.

Eight to twelve units of course work per quarter is considered a reasonable full-time study load for students. The maximum number of units is twelve. International students must maintain a minimum of eight units for full-time study in order to meet visa requirements. In the second to last quarter or last quarter, students may drop to five units

while they are writing the comprehensive exam or finishing the thesis. Also, students must be aware of residency requirements for the degree (see "Residency Requirement" section) and eligibility requirements for traineeships.

Two to four units is considered a reasonable full-time study load for the two summer sessions. Two units each for each summer session or a total of four units for both summer sessions. Six units may be taken with Graduate Adviser's approval. A maximum of *five units* is permitted for each **independent study** (numbered N 249), or *six units* of **group study** (numbered N 248) per quarter.

N298 (Comprehensive Examination and Thesis) carries zero (0) units and is used when taking the comprehensive exam or finishing the thesis.

An independent study form must be obtained from the Office of Student Affairs. This form is a contract between student and sponsor and is completed according to directions on the Report of Individual or Group Study. It's important that you keep a copy of the completed form: this is your only record of the course contents, which you may need as proof of your expertise in an area; for example, to prove expertise for a job interview.

5.14 Intercampus Exchange and San Francisco Consortium

The UC Intercampus Enrollment Exchange is an option for students who wish to take coursework on any other University of California campus while remaining registered at UCSF. It enables students to study with certain scholars, to work in special fields, or to use facilities and collections not available on their campus. The program is available during the regular quarters (Fall Qtr., Winter Qtr., Spring Qtr.) but not during summer sessions.

The student obtains an Intercampus Exchange Application from **https://registrar.ucsf.edu/registration/intercampus-exchange** -- the UCSF Office of Admission and Registrar web site. This application should be obtained and processed at least four weeks before the beginning of enrollment in the selected course.

San Francisco Consortium

UCSF students may take advantage of a cross-registration system among four-member colleges and universities that make up the San Francisco Consortium:

- • City College of San Francisco
- • University of San Francisco
- • San Francisco State University
- • University of California, San Francisco
- • UC Hastings College of the Law

Cross-Registration Policy: Regularly enrolled, full-time matriculated students of a San Francisco Consortium member institution may register for credit in courses offered by other member institutions with the consent of their faculty adviser and consent of the host institution instructor, as space is available in the desired class. This policy applies only for the regular sessions of the academic year and specifically excludes summer session, intersession, extension and similar programs. In addition:

- • Cross-registration is limited to one course per quarter/semester at only one other institution except where special arrangements are made between participating institutions.
- • Cross-registration is not accepted until the first day of late registration at the host institution.
- • If the student falls below full-time status during the quarter/semester of the cross-registration, that enrollment will be canceled automatically.
- • If the student drops the course before completion, it is the responsibility of the student to notify both the host and home registrars and to fill out appropriate forms to avoid the recording of a "failure".
- • Students from consortium member institutions who enroll in the University of San Francisco (USF) will be charged the USF per-unit tuition rate published in the USF class schedule for that term and will be expected to make payment at the time of registration.
- • Students from consortium member institutions who enroll in the Golden Gate University will be charged the fee for the class per their charge schedule.

- Grades are reported directly from the host institution to the student's home institution registrar. Grades are available only from the home institution.

<u>Intercampus Exchange (UC)</u>

All instructions and necessary forms can be found at **https://registrar.ucsf.edu/forms**

5.15 Lapse of Status

Lapse of Status is the enforced withdrawal of the student from the University for failure to: (1) file a registration packet for fall, winter, or spring quarters; (2) settle financial obligations; or (3) respond to official University notices.

5.16 Leave of Absence

The university may grant you permission for leave of absence or honorable withdrawal if you are in good standing but do not want to retain your class status. Students are in good standing if they are not subject to academic probation or disqualification, professional disqualification, or disciplinary disqualification. You can petition for honorable withdrawal or leave of absence online in the student portal. However, before starting the online process, please consult with your advisor, Student Health and Counseling Services, and, if applicable, the Student Financial Aid Office and the International Students and Scholars Office to discuss your plans, as withdrawal and leave of absence may have consequences for your academic plans, health insurance, financial aid and loans, and any visa.

For a leave of absence, you can select a readmission term at the time you request the leave of absence. We encourage you to indicate your readmission term because, otherwise, a leave of absence may affect **access to electronic systems**. If you do not know your readmission term, please apply for **readmission** once your quarter of return is certain.

Students who seek a leave of absence and are receiving financial aid must contact the Student Financial Services Office for full information before making the necessary arrangements.
https://registrar.ucsf.edu/registration/withdrawal

A student's leave of absence is subject to approval by the Graduate Adviser and the Dean of Graduate Studies. Note: students will be asked to surrender their photo identification (ID) card if approved. Any student who wishes to extend a leave beyond this one-year period must petition the Office of the Registrar for an extension. A student on an unapproved leave of absence who does not petition for readmission or extension of leave at the end of one year will be administratively withdrawn from graduate standing.

5.16.1 Leaves of Absence (SON Policy)

The official policy of the University of California, San Francisco, is that a leave of absence is subject to the approval of the school and that it may be granted for one, two, or three quarters…**a maximum of one academic year**. The student is responsible for formally petitioning for a leave of absence and formally petitioning for readmission. Petitions for a leave of absence are available online through the Student Portal.

➢ *PhD students who are requesting a LOA must speak with their PhD <u>adviser</u>.*

In addition, you must check your UCSF email frequently. Also, it is extremely important that you notify the Office of Student Affairs and your adviser of any changes to your contact information.

In rare cases, an extension of the one-year LOA may be sought by a student. Please know that this extension is not automatically granted. Students seeking such an extension must obtain permission from the above-mentioned individuals. These individuals are responsible for deciding whether the request for an extension can be approved or not and for considering a number of important variables.

As a general rule, the approved LOA for up to one year guarantees the student that she/he will be readmitted into the program they were in at the time of the leave. Once a student requests an extension beyond the one year, the faculty *may* require that the student submit a new application and be re-screened new applicants to the program. Readmission, at that point, is not guaranteed.

5.16.2 Readmission

All returning students must file a "readmission petition" which is available from the Registrar's office or on-line at **https://registrar.ucsf.edu/registration/readmission** . Signature must be obtained from Student Health Services and the S/N Office of Student Affairs; the form is then returned to the Registrar's Office, MU 200W.

5.17 Name Change

See Petitions.

5.18 Optional Grading

Optional grading refers to *non-letter-graded* options, e.g., Pass/Fail, Satisfactory/Unsatisfactory.

Although no unit requirement is imposed for the PhD degree, each student should complete a sufficient number of letter-graded courses to demonstrate concretely the academic quality of her/his scholarship.

5.19 Part-Time Study, Guidelines and Procedures

The term "part-time study" refers to an official status in the University. While "part-time" status does result in a minor fee reduction, many students choose to limit the number of units taken in a quarter without officially registering in part-time status.

Students may qualify for official part-time study if their reasons for reducing the study load meet criteria in one or more of the following areas: occupational responsibilities, family responsibilities, or health-related problems.

Occupational Responsibilities: Students may be eligible for part-time study under this criterion if they are working half-time or more in a professional position that requires their ongoing commitment.

Family Responsibilities: Students may be eligible for part-time study under this criterion if they can demonstrate the need to meet health care, custodial or financial obligations that stem from responsibilities to family members such as elderly parents, children and/or spouses.

Health-Related Problems: Students may be eligible for part-time study under this criterion if they can demonstrate evidence of existing or potential health problems that could arise from or preclude their enrollment in full-time status.

A **part-time graduate student** is one who is approved to enroll for six units or fewer per quarter. It is the responsibility of the adviser and the Office of Student Affairs to evaluate applications for part-time study.

Procedure. Students should check with their departments regarding part-time study since certain departments or specific program specialties may have additional requirements regarding full-time status.

Students should discuss the reasons for part-time study with their faculty advisers and acquire the adviser's concurrence that the student meets the criteria for part-time study.

All petitions for part-time study are to be completed on the form designated for this purpose. The quarter(s) during which the student wishes to be considered for part-time status should be indicated. Reapplication will be necessary for part-time status beyond the current academic year. Applications must be typed. Attached documentation should provide evidence that the student meets a particular criterion for part-time study.

The student and the Graduate Adviser must sign the petition. The student then submits it to the Office of Student Affairs for review and signature; it is then submitted to the Office of the Registrar for final approval.

After petitions are reviewed by the appropriate administrative units, students will be notified.

If students wish to remain on part-time status once they have achieved it, they must reapply prior to the Fall Quarter of each academic year. Otherwise, they automatically revert to full-time status at the beginning of each new academic year. A graduate student on part-time status who wishes to return to full-time status must notify the Office of the Registrar in writing of their intentions.

Students must have their part-time petitions approved before registering for the quarter in which part-time study is to begin. There are no refunds given by the Office of the Registrar. PhD students in candidacy may not be classified as part-time. **https://registrar.ucsf.edu/current-former-students/registration/part-time-enrollment**

5.20 Petitions

All petitions are obtained from the Office of the Registrar unless otherwise indicated. The campus calendar should be consulted for deadlines each quarter. Any fees for filing petitions are paid at the Registrar's Office.

All petitions must be signed by the student's graduate adviser with the exception of withdrawal, readmission, and change of grading option. All petitions should be signed or initialed by the Office of Student Affairs before being submitted to the Dean of Graduate Studies.

The following are petitions currently in use at UCSF.

- Adviser/Dept./Specialty Change. See Change of Specialty and Change of Adviser sections.

- Change of Address. The Registrar's web site Student Portal is now the primary location for students to update and maintain their address information. **https://registrar.ucsf.edu/new-students/studentportal**

- Name Change Request. This petition is completed in the Registrar's Office, and the student will need to present two types of official identification listing her/his name exactly as the requested change. The Office of the Registrar will notify the Office of Student Affairs of any approved changes. *Note:* names cannot be changed on official university documents (commencement programs, transcripts, etc.) without an approved petition on file. **https://registrar.ucsf.edu/student-records/name-change**

  Name Change: A student's name will appear in university records and on the diploma exactly as printed on the quarterly Notice of Registration and as shown in On-Line Services.

  University records initially reflect the name under which the student applied for admission. To change a name in university records, the student must complete a Petition for Name Change in person at the Office of the Registrar in MU-200W. When the petition is submitted, the following must be presented:
  1. Photo identification (former or new name); and
  2. Documentation or identification that links the old name and new name. The documentation or identification must show exactly the same name as the student requests to appear in your university records.

  Petitions for Name Change received after the second week of the quarter will be processed during the next quarter. If the student is graduating and wishes to change her/his name in the university records and on the diploma, she/he must file a Petition for Name Change not later than the second week of your final quarter of enrollment.

  Please note that any name preference that the student submits to his/her school or program for graduation ceremonies will not be reflected on the diploma unless the student also files a Petition for Name Change at the Office of the Registrar by the second week of your final quarter.

- Notice of Withdrawal. This same petition is used when a student goes on a leave of absence or when a student plans to petition for an honorable withdrawal. A *leave of absence* is for a specific period. An honorable withdrawal means the student does not intend to return and wishes to close out her/his campus record. Students in either registered or filing fee status who wish to use this petition to go on a leave of absence must have a memo in their file from the faculty adviser explaining withdrawal circumstances and readmission conditions before the Assistant Dean of Student Affairs can sign the petition. Signatures are required from: Student Loan Office, Student Health Service, Director of Student Affairs, Dean of Graduate Studies, and the Financial Aid Officer. Leaves are permitted to a maximum of one academic year. If the student wishes to extend the leave of absence beyond the initial approved period, s/he should discuss the request with her/his adviser before submitting a letter of request to the Office of the Registrar. *Note to MEPN Scholarship Students:* Students on the Acute Care Scholarship Nursing Loan Program are expected to petition to withdraw at the end of the 12-month pre-licensure program (i.e., first MEPN year) and to

petition to be readmitted prior to returning to the two-year specialty phase of their program. **https://registrar.ucsf.edu/registration/withdrawal**

- **Part-Time Study Request Petition.** This petition is used for students who wish to be on official part-time status for one of the three valid reasons outlined in "Part-Time Study Guidelines and Procedures." If there is any doubt whether the reasons for part-time study are valid, consult with your adviser.

- **Re-admission Petition.** A discussion should take place between the student and her/his adviser before applying for re-admission. The student must submit before the established quarterly deadline a Re-admission Petition obtained from the Office of the Registrar. Signatures must be obtained from Student Health Services and the Office of Student Affairs; the form is then returned to the Registrar's Office (#MU-200W). The fee is currently $40.00 and is neither transferable nor refundable. Official transcripts for any college work completed since the student's withdrawal from the School of Nursing must be filed with the Office of Student Affairs and with the Office of the Registrar before readmission can be approved (refer to Leave of Absence). The petition and student's record will be reviewed first by the specialty coordinator and then by the Office of the Registrar for a final decision. **https://registrar.ucsf.edu/registration/readmission**

- **Readmission**: Students must submit a letter of intent to seek readmission to Office of Student Affairs by June 1 proceeding the academic year in which he/she wishes to return to school, unless withdrawal and readmission occur within the same academic year. In that case, applications for readmission must be on file in the Office of the Registrar by the following deadlines: August 15, for the fall quarter; December 15, for the winter quarter; February 15, for the spring quarter; and May 15, for the summer sessions or term. The readmit petition is obtained from the Office of the Registrar. The student gathers signatures from Student Health, Office of Student Affairs and the Graduate Division before returning it to the Office of the Registrar with the fee (University $40). Official transcripts for any college study completed since the student's withdrawal from the School of Nursing must be filed with the Office of Student Affairs and with the Graduate Division, before readmission can be approved. The petition and the student's record will be reviewed by the appropriate admissions screening committee for decision. If circumstances and/or conditions have changed since time of withdrawal, it will be necessary to have a letter from the department regarding readmission. The Office of Student Affairs will notify the student regarding the decision.

- **Removal of Provisional Grade Petition**: This petition is used to convert provisional grades (E, I, Y, or NP) to final grades once the course work has been completed. An E, I, Y, or NP grade may be revised by any term paper, examination, or other exercise required by the instructor. There is a required fee. Signatures are required from the instructor and the Office of Student Affairs. When the required signatures have been obtained, the completed form should be returned to the Office of the Registrar and that office will send the instructor a request for the student's final grade in the course. **https://registrar.ucsf.edu/student-records/grades/provisional**

- **Student Petition** (blue). This petition is used to facilitate requests for action by the Office of the Registrar on the following matters: (1) transfer of credit; (2) extension / reinstatement of candidacy; (3) request to waive Office of Admission and Registrar requirements, Non-Academic Senate membership on committees for qualifying examinations; (4) change from thesis to comprehensive exam (units must be monitored); (5) change of graduate degree objective. Obtain petition from the Office of the Registrar, or the Office of Student Affairs. Signatures required depend on the specific petition request but would always include a graduate adviser from the student's department and the Office of Student Affairs.

- **Report of Individual Study** (N248, N249) Petition. Available in the Office of Student Affairs, this paper petition is used to record the students and faculty member's mutual agreement for the student to undertake a course of individual study and describes the content of the work. This petition provides the only record of the content of an individual study course; students should bring the signed original form to OSA to be placed in their student files but should also keep a copy of this form for their personal records (OSA archives student records for five years, and then files are purged, again leaving no record of the study's content.)

- **Study List Change Petition**. Changes to study list can be made on-line via the Student Portal at any time. This petition is used to add or drop any courses, change instructors, units and/or grading option on the filed study list. The required approvals for adding, dropping, change of instructor or units are the instructor and Student Affairs. Required signatures for change of grading option are the same as above, plus the Associate Dean of Academic Programs. **https://registrar.ucsf.edu/registration/change-study-list**

5.21 Plagiarism

For a fuller treatment of this, please review the School of Nursing Policy on Academic Misconduct in this Handbook, and also CLE

According to Webster's Dictionary, to plagiarize is:

To steal of pass off as one's own (the ideas or words of another); to use (a created production) without crediting the source; to commit literary theft; to present as new and original an idea or product derived from an existing source.

Students found to be plagiarizing the works of others may be subject to strict disciplinary action. This may include suspension or expulsion.

5.22 Problem Resolution

Issues, improvements, or problems should be discussed whenever possible with the persons involved, whether other students or faculty or staff. If the situation seems complex, it may be necessary to seek consultation from someone, e.g., a faculty member or advisor, about how to approach the conversation. The vast majority of issues, improvements-needed, and problems should be handled in this direct way.

Occasionally, usually due to difficulty in resolving problems directly, students wish to formalize a complaint related to the learning process or environment. To do this, the student(s) write(s) a letter including a description of the history of the issue/problem, efforts that have been made to resolve the situation, and the remedy or action desired. The letter should be directed to the Chair of the Department, the Associate Dean for Academic Programs, or the Assistant Dean Office of Student Affairs, depending on the subject of the complaint. The recipient of the letter will contact the student for further information, and then actively work toward resolution of the complaint.

Students wishing to formalize commendations related to the learning process or environment may put such commendations on record by the same mechanism.

5.23 Re-Admission

See Petitions.

5.24 Records

Student records are available for perusal in the Office of Student Affairs. The records are not to be removed from this office. Students should always keep the Office of Student Affairs and the Office of Admission and Registrar apprised of all name and address changes.

5.25 Registered Nurse Licensure for International Students

New international students should meet with their advisers early in their first quarter to review their goals. At that time, the students and advisers will determine whether or not a California license is necessary. If licensure is not necessary, the adviser will write a memo (which is cosigned by the department chairperson) to the Associate Dean of Academic Programs for review and final decision. The California Board of Registered Nursing web site is **http://www.rn.ca.gov** and the telephone number is (916) 322-3350.

5.26 Removal of Provisional Grade

See Petitions.

5.27 Research Assistant

A Research Assistant is a graduate student who performs research related to the student's degree program in an academic department or research unit under the direction of a faculty member or authorized investigator. A Research Assistant does research under the direction of a faculty member and collaborates in the research publication at the discretion of the faculty member directing the work. Appointments are part-time (up to 50%), except during the summer or other school breaks, when they may be higher. Research Assistants (and Post Graduate Researchers employed at 25% time or more for a full academic term, whose fees are not paid by a training grant or fellowship, are eligible for full fee remission. For master's students, full fee remission will not cover the cost of the Professional School Fee. For further information, contact your graduate program instructor.

Under Internal Revenue Service regulations, a graduate student's earnings as a Research Assistant will be included in earned income.

Please note that if an RA appointment rises above 50%, through automatic deductions to their salaries, RAs will become active participants in the University's retirement plan. These automatic contributions to the University plan may affect the amount Research Assistants (and their spouses) can contribute to their personal individual Retirement Accounts (IRAs).

5.28 Research Guidelines for Nurses

The *Nursing Practice and Research Council* of the Department of Nursing, UCSF Medical Center, strongly support nursing research and welcomes nurses conducting research in this setting. All proposed nursing research will be reviewed by the Council prior to implementation in order to protect the rights of patients, unit personnel, and the researcher; to prevent over-utilization of subjects and to ensure the uninterrupted delivery of high quality care to patients. This applies to UCSF nursing staff, faculty of the UCSF School of Nursing, students and outside investigators.

The nurse(s) planning to do research will:

- Discuss with the Administrative Nurse(s) and Clinical Nurse Specialist of the unit(s) where the research will be conducted, the purpose of the study and the type and amount of nursing support requested (including subject selection and specific role of staff during data collection.) If an investigator is unable to determine the specific unit(s) for data collection, the Council will assist the investigator in locating units appropriate for the study.

- Submit to the Council two copies of the research proposal (maximum 10 pages): including letters of support (e.g., Administrative Nurse, Medical Director of the unit, attending physician.) The Council will review the proposal and will notify the investigator in writing of the Council's action.

- Submit the research proposal to the Committee on Human Research (CHR). Note: proposal submission to CHR may occur prior to, or concurrently with, proposal submission to the Council. However, the Council must receive verification of CHR approval before data collection can begin.

- Submit to the Council a copy of the CHR approval and any addition, deletion or modification of the original proposal. Include a projected time frame for completing data collection.

- Consult periodically with Administrative Nurse(s) during data collection to identify and resolve any problems. Inform the Administrative Nurse if no subjects will be utilized from a particular setting, and also when all data collection is completed.

- Seek assistance from the Council when necessary or desired.

- Report the findings of the study to the unit staff.

- Send an abstract of the study findings to the Council.

- Acknowledge the contribution of the nursing staff in any published material.

5.29 Residency Requirement for Degree

PhD students must be registered for at least six quarters, to meet residency requirements for their degree. A minimum of 4 units per quarter (or 2 + 2 during Summer Session) is required in order that the quarter count toward residency requirements.

Two six-week summer sessions (Summer Session I and II) may be counted as the equivalent of one quarter of a regular session. *Note:* The University residence requirement has no connection with one's home address.

5.30 San Francisco Consortium

See Intercampus Exchange

5.31 Scientific Misconduct

The campus adheres to the DHHS definition of Scientific Misconduct as follows:

"Misconduct in Science means fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretations of judgments of data."

Concerns about possible scientific misconduct should be reported to the responsible Vice/Associate Dean for Academic Affairs or the Vice Chancellor for Academic Affairs.

5.32 Stanford Exchange Program

See Intercampus Exchange

5.33 Standards of Conduct

5.33.1 Faculty Code of Conduct

Academic Personnel Manual (APM) Section 015 – The *Faculty Code of Conduct* establishes standards of professional conduct for faculty and includes listings of faculty responsibilities, ethical principles and types of unacceptable behavior. Faculty Misconduct occurs when there is a violation of the Faculty Code of Conduct as defined in APM 015 Part II – Professional Responsibilities, Ethical Principles, and Unacceptable Faculty Conduct. Issues addressed include teaching responsibilities, faculty/student relationships, research misconduct, and professional behavior. Concerns about possible faculty misconduct should be reported to the responsible Vice/Associate Dean for Academic Affairs or the Vice-Chancellor for Academic Affairs.

The Faculty Code of Conduct can be found at **https://www.ucop.edu/academic-personnel-programs/_files/apm/apm-015.pdf**

5.33.2 Sexual Harassment Policy

The University of California San Francisco (UCSF) is committed to creating and maintaining a community in which all individuals who participate in University programs and activities can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including sexual harassment and sexual violence. It is the responsibility of the University to prevent sexual harassment, if possible; correct it when it occurs; and to take appropriate disciplinary action, as necessary, against behavior that is a violation of the policy: **https://sexualviolence.ucsf.edu/policies**

What is Sexual Harassment? The **University of California Policy on Sexual Harassment** defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when submission to or rejection of this conduct explicitly or implicitly affects a person's employment

or education; or which unreasonably interferes with a person's work or educational performance or creates an intimidating hostile or offensive working or learning environment.

Faculty, staff and students are urged to review the Policy itself to understand the different types of sexual harassment, which may include:

- Unwelcome sexual propositions
- Sexual innuendoes or other behavior, such as repeated, unwanted requests for meals, dates, etc.
- Unwelcome sexual comments or jokes; questions or discussions about an individual's sex life; comments about a person's body or appearance
- Unwanted touching or leering
- Sending someone unwanted sexual materials
  The behavior must be unwelcome. If sexual propositions or jokes are welcome, they do not constitute a violation of policy.
  Preventing and responding to sexual violence, sexual assault, sexual harassment, dating/domestic violence and stalking are top priorities for UC. The UC website below provides key information about university support services, your responsibilities as a member of the UC community, and steps UC is taking to address sexual violence: **http://sexualviolence.universityofcalifornia.edu/**

The Sexual Violence Prevention & Response team (**https://shpr.ucsf.edu/**) at UC San Francisco supports the University's commitment in the following ways:

- **Proactive Education and Training** – the team attempts to prevent sexual harassment and discrimination from occurring by educating and training the UC San Francisco community about unlawful discrimination and harassment
- **Consultation and Support Services** – the team assists students, staff, faculty, and visitors with resolving conflict, including those involving discrimination and sexual harassment
- **Neutral Investigations** – the team responds to complaints regarding discrimination, harassment and sexual violence and oversees the process for resolution and investigation of complaints

5.33.3 Student Code of Conduct

Information regarding student conduct is available in the publication, "University Policies Applying to Campus Activities, Organizations and Students", which is available at: **https://studentlife.ucsf.edu/policies/campus-activities** . Section 100.00 outlines the types of student misconduct that are subject to discipline and the types of disciplinary actions that may be imposed for violation of University policies or campus regulations. It includes violations of the UC Policy on Sexual Violence and Sexual Harassment.
https://studentlife.ucsf.edu/policies/campus-activities-orgs-students/10000-policy-on-student-conduct-and-discipline

5.34 Study Lists

The Registrar's study list filing mechanisms, and the early enrollment requirements, do not technically require adviser approval. However, students would be well advised to discuss their planned study list with their advisers prior to final submission. More information can be found at **https://registrar.ucsf.edu/registration/study-list-filing**.

5.34.1 Early Course Enrollment

Study list filing normally opens 7 weeks prior to the start of the quarter.

Students must enroll in a minimum number of courses or units by a deadline approximately 4 weeks before the quarter begins. Please check the "Summary" tab in the Student Portal for the enrollment deadlines that apply to you. A $50 late fee applies if you do not meet your minimum enrollment requirement by your deadline. You will need to clear your holds before you can complete your minimum enrollment requirements.

If you receive financial aid, you will need to meet your minimum enrollment requirement before we will release financial aid.

5.34.2 Change Period

After study list filing opens, you can add courses, drop courses, and, for some courses, change the instructor, units, or grading option. You can make these changes on-line on the "Study List" tab in the student portal until study list filing closes.

To change your study list after the study list filing period closes, you may submit a Study List Change Petition via the Student Portal.

If you do not file a study list by the date on which study list filing closes, you will need to file a Late Study List Petition. The fee is $50.

5.35 Study List Change

See Petitions.

5.36 Teaching Assistant

A Teaching Assistant is a graduate student chosen because of excellent scholarship and promise as a teacher, and someone who is an apprentice under the active tutelage and supervision of a faculty member.

A Teaching Assistant is not responsible for the instructional content of a course, for selection of student assignments, for planning of examinations, or for determining the term grade for students. Neither is the Teaching Assistant to be assigned responsibility for instructing the entire enrollment of a course or for providing the entire instruction to a group of students enrolled in a course. The Teaching Assistant is responsible only for the conduct of recitation, laboratory, or quiz sections under the active direction of a regular faculty member who is responsible for the entire course, including the performance of the Teaching Assistant.

Teaching Assistants employed at 25% time or more for a full academic term are eligible for partial fee remission. For MS students, partial fee remission does not affect the Professional School Fee, which must be paid in full. For further information, contact your graduate program administrator (see also Financial Assistance for Nursing Students, available in OSA).

Under Internal Revenue Service regulations, a graduate student's earnings as Teaching Assistant will be included in earned income.

5.37 Thesis and Dissertation, Submission of

There are several options when submitting your thesis/dissertation/manuscript to Proquest –publishing options, copyright services, etc. UCSF covers the cost of the Traditional Publishing option for all students (this is currently charged to UCSF at $65 for dissertations and manuscripts, and $55 for theses). If you choose Open Access publishing then you are responsible for the difference between the Traditional Publishing Fee and the Open Access Fee. Likewise, if you choose to have Proquest apply for a copyright on your behalf, then you are responsible for that fee as well. See the Proquest website for more information on publishing options and other options available at: http://www.etdadmin.com/cgi-bin/main/resources.

Submission of Your Thesis/Dissertation/Manuscript

This submission will be reviewed by the Graduate Division and must include the following:
   1) Full PDF copy of your thesis, dissertation, or manuscript with correct pagination.
   1. First page of the PDF: scanned copy of the title page for your program with the signatures of each committee member.
   2) Last Page of the PDF: signed library release form.

In addition, the following must be completed before the submission can be considered:

1) Original Signed title page (Hard copy) – Delivered to the Graduate Division
2) Survey of Earned Doctorates (PhD Degree Students Only – Online)

The Title Pages are available on the Graduate Division website at:
https://graduate.ucsf.edu/sites/graduate.ucsf.edu/files/wysiwyg/phd_title_15.pdf

The signed original title page should be delivered or sent to the Graduate Division offices on the Mission Bay Campus (Rutter Center – 3rd Floor, Suite 310) or mailed to us at:

UCSF Graduate Division
Attn: Liz Silva
University of California, San Francisco
1675 Owens Street CC310 Box 0523
San Francisco, CA. 94143 – 0523
(If using an overnight service i.e. FedEx, the zip code is 94158)

If sending the signed title page via campus mail, please send to Box 0523

5.38 Transcripts and Grade Reports

Official transcripts can be obtained for a fee from the Office of the Registrar. Ordering transcripts are available at:
https://registrar.ucsf.edu/transcripts/ordering-transcripts

Verification of enrollment and loan deferments are handled by the Office of Admission and Registrar as well.

5.39 Veterans Benefits

Students must be registered for both Summer Sessions I and II in order to receive VA benefits for Summer Study. For more information, contact Veterans Affairs at (415) 476-4185, #MU 201W.

5.40 Substitution or Waiver of Core and Specialty Courses

Waiver: A request made by a student who has taken the same content in a graduate program at another institution within the last five years

Substitution: A request made by a student who believes the same course content can be satisfied by a different course at UCSF or UC campuses while enrolled as a student at UCSF

Exemption: A request made by a Specialty Coordinator on behalf of an entire cohort of students

Waiver: A request for a *course waiver* is initiated by the student. The process for a *course waiver* is as follows:

1. Students who believe a course substantially repeats course work done in a graduate-level course within the past five years from another institution should first consult their faculty advisor about seeking a waiver for the course. Clinical courses considered for waiver must be completed at another graduate School of Nursing.

2. If the faculty advisor, in consultation with the Specialty Coordinator, supports the student request for a course waiver, then the student should contact the Faculty of Record (FOR) for the course.

3. The student then submits the required OSA Course Waiver Form to the Faculty of Record (FOR) for the course. This form can be found in the School of Nursing Online Documents Library. The Course Waiver Form requires the following information:

   a. Student name, program, email address

   b. UCSF Faculty Advisor name, email address

   c. University, program enrolled when completed course – year, semester or quarter

   d. Graduate course title, course syllabus with course learning objectives and required text or readings which support the request for waiver

e. Graduate transcript with course number, units, and grade (required by BRN). A student can request their transcript from the UCSF School of Nursing Office of Student Affairs (OSA) by emailing the office.

4. The FOR evaluates the evidence for the course waiver, with additional communication with the student as required, and makes a decision regarding the waiver. The FOR then responds by email to the student and faculty advisor and submits the Course Waiver Form to OSA.

5. An exception to course waiver policy in the School of Nursing is N262B Utilization of Research in Evidenced-Based Practice which cannot be waived.

6. Students may waive no more than three graduate core courses during their graduate studies.

Substitution: A request for a *course substitution* is initiated by a student. The process for a *course substitution* is as follows:

1. Students who believe that a course substantially overlaps or repeats concurrent coursework in a graduate-level course offered at UCSF or another UC campus may request a course substitution. The student should first consult their faculty advisor about seeking a substitution for a course.

2. If the faculty advisor, in consultation with the Specialty Coordinator, supports the student request for a course substitution, then the student should contact the Faculty of Record (FOR) for the course.

3. The student then submits the required OSA Course Substitution Form to the Faculty of Record (FOR) for the course. This form can be found in the School of Nursing Online Documents Library. The Course Substitution Form requires the following information:

   a. Student name, program, email address

   b. UCSF Faculty Advisor name, email address

   c. UC or UCSF course and program enrolled when completed course – year, semester or quarter

   d. Graduate level course title, course syllabus with course learning objectives and required text which support the request for substitution.

4. The FOR evaluates the evidence for the course substitution, with additional communication with the student as required, and makes a decision regarding the substitution. The FOR then responds by email to the student and faculty advisor, then submits the Course Substitution Form to OSA.

5. The faculty advisor should oversee the student's successful completion of the course approved for substitution if currently enrolled in the course.

Exemption: A request for a *course exemption* from a course must be initiated by the Specialty Coordinator on behalf of all the students in her/his specialty and must be directed to the Master's Program Council for review/approval.

5.41 Satisfactory Academic Progress: Requirements, Notification, Remediation, and Review

Details: https://graduate.ucsf.edu/policy-student-progress

This policy defines Satisfactory Academic Progress (SAP) for all who matriculate in the School of Nursing. The policy presents the standards adopted by the UCSF Graduate Division, the School of Nursing, and the Student Financial Aid Office. The School of Nursing Dean/Associate Dean or designee(s) are responsible for implementing this policy. It will be reviewed regularly in collaboration with the appropriate Program Council, Graduate Division, and the Student Financial Aid Office for federal compliance and revised when necessary.

Sound academic principles require that students maintain satisfactory academic progress. In addition, federal regulations require the School of Nursing to establish satisfactory academic progress standards for students who receive federal financial aid. The following standards apply to all matriculating students *and Post-Masters' students*, whether they are financial aid recipients or not. Satisfactory academic progress will be reviewed at a minimum at the end of each term. Students who fail to maintain satisfactory academic progress may be placed on

financial aid warning (if applicable), financial aid probation (if applicable), academic jeopardy in the SON, and/or may be dismissed. **https://finaid.ucsf.edu/satisfactory-academic-progress-nursing**

Please note: **The following Graduate Division policy, approved April 30, 2018, applies to all PhD and master's programs at UCSF.**

1a. Criteria for satisfactory academic progress in PhD programs:

Students in Year One

First-year students should meet with their graduate advisors once a quarter. Student progress is assessed at the end of the year on the basis of course grades and performance, rotation reports (for lab-based programs), and program-specific exams (for medical anthropology and sociology). Indicators of unsatisfactory progress include, but are not limited to, substandard work or unprofessional conduct in the lab/research environment (as reported by the PI), or failing grades in any courses (see list of examples below).

Students in Year Two

Second-year students should meet with the graduate advisor or lab PI once a quarter. Indicators of unsatisfactory progress in year two (as in year one) include, but are not limited to, substandard work or unprofessional conduct in the lab/research environment (as reported by the PI), failing grades in any courses (see list of examples below). In programs with qualifying exams taken by the end of year two, students are also evaluated on their progression toward, timely scheduling of, and then successful completion of the qualifying exam.

Students in Year Three and Beyond

In programs with qualifying exams taken in year three, students are evaluated on their progression toward, timely scheduling of, and then successful completion of the qualifying exam. Students in years three and beyond may also be considered to be making unsatisfactory progress according to any of the indicators listed below.

Students should form their dissertation committee in a timely manner. Not submitting the names of committee members to the program within 6 months of passing the qualifying exam will be considered an indicator of unsatisfactory progress, except in extraordinary circumstances.

In lab-based programs, students are expected to schedule meetings with their dissertation committee at least once a year.

Students are expected to complete all degree requirements within normative time for their program.

Unsatisfactory progress indicators may include, but are not limited to:

- Falling below a 3.0 GPA

- Failing grades in any course

- Failure to find a lab after four rotations (for lab-based programs)

- Unsatisfactory work in the lab (rotation or thesis, as reported by the PI)

- Unprofessional conduct in the lab/research environment (rotation or thesis, as reported by the PI)

- Failing the qualifying exam the first time

- Failure to submit dissertation chapters in a timely fashion (for social science programs)

- Disciplinary problems and other conduct and professionalism infractions that fall within the scope of UCSF's Code of Conduct.

1b. Criteria for satisfactory academic progress in master's programs:

Students should meet with their advisors once a quarter. Student progress is assessed at the end of each quarter on the basis of course grades and performance in the program.

Unsatisfactory progress indicators are determined by each individual program. These may include, but are not limited to:

- Failing an exam

- Failing grades in any course
- Falling below a 3.0 GPA
- Failure to achieve milestones toward the capstone requirement (where applicable)
- Unsatisfactory work in the clinic (where applicable)
- Unprofessional conduct
- Disciplinary problems and other conduct and professionalism infractions that fall within the scope of UCSF's Code of Conduct. (This includes Professional behavior in alignment with Nursing's Code of Ethics)

2. Process by which failing students will be notified and remediated

Students whose progress is unsatisfactory (according to one or more of the criteria listed above) will be notified and will meet with the advisor and the program director to develop an individualized remediation plan to address the deficiencies. The meeting results in a memorandum of understanding that clearly outlines specific steps and associated deadlines that the student must fulfill in order to receive a satisfactory report. The report is then signed by the following parties: the student, the primary advisor, and the program director. At this point, the report is filed in the student's academic file within the program, and a copy is sent to the associate dean for graduate programs.

Should the student be unable to fulfill the expectations according to the timeline outlined in the letter, the student will be subject to dismissal from the program. Depending on the student's standing in the program, PhD candidates may be allowed to leave with a terminal master's degree.

The process for in-depth review of a student's eligibility for dismissal will follow the UCSF Divisional Procedure for Student Grievance in Academic Affairs, section 4.0, and will be conducted by the program's in-depth committee.

3. Composition of the in-depth review committee, should one be necessary

Each program determines the composition of its in-depth review committee, which shall consist of at least three members. In most instances, it consists of faculty members on the executive committee.

5.42 SON Academic Jeopardy Committee

The School of Nursing Academic Jeopardy Committee consists of the Associate Dean for Academic Programs, the Assistant Dean for Student & Curricular Affairs, Admissions & Progressions Officer, and the Vice Chairs of the four clinical departments. The committee convenes once each quarter to review the records of students who either meet formal SON definitions of being in academic jeopardy or who, for other reasons, are having difficulty progressing through the program. For purposes of this review, "academic jeopardy" is defined as:

- Having a cumulative GPA that is below 3.0 (separating MEPN GPA from MS &/or PhD GPA)
- Having two or more incomplete grades
- Earning more than one "C" grade in any graduate core or clinical core course, or earning a D, F, or U in any SON course (MS courses only, not MEPN courses)
- Demonstrating a continued pattern of documented unprofessional behavior despite attempts at remediation

In addition to those in academic jeopardy, a separate table of all students on temporary LOA is updated so that we may track anticipated dates of return for program planning purposes.

Prior to each meeting, the Assistant Dean and Admissions & Progressions Officer prepare and distribute a table of these students; Vice Chairs review and consult with graduate advisors in their respective departments as needed. All the students on the list are discussed at the bi-quarterly meeting with the goal of finding appropriate supports and developing plans to support student progression.

In some cases, students are in this status for a very short period of time while others remain on the list over several quarters.

5.43 Warning and Disqualification

Warning: Students in academic jeopardy are issued a warning letter and are subsequently required to meet with their advisor a minimum of once per quarter; additional meetings may be required at the advisors' or Associate Dean's discretion. A copy of the warning letter is forwarded to the student's graduate adviser.

The graduate advisor confers with the student regarding academic difficulty. If improvement in academic achievement or ability to meet degree requirements is unlikely, the graduate adviser encourages the student to withdraw from the University rather than face possible disqualification.

At the end of the following term, the department vice chair and associate dean confer again with the graduate adviser regarding the status of students who have been warned.

If significant academic improvement has been demonstrated, the adviser may recommend that the student be allowed to continue.

If improvement has not been made, the adviser may recommend termination of the student's status.

Disqualification: If terminated at the end of a term in which a warning letter was sent and the registration was "blocked," the student's transcript will indicate "Dismissed."

The graduate adviser may also recommend terminating students who may have earned the "B" average but who are considered unqualified to meet other academic standards necessary for the degree. The decision as to whether or not a student is allowed to continue should be based on potential to complete all parts of the graduate program.

5.44 Whistleblower Policy

Under California law and University policy, members of the campus community are encouraged to bring forward any concerns or allegations regarding improper governmental activities within the University (commonly known as "Whistleblower Complaints"). When a person reports allegations of suspected improper governmental activities to an appropriate authority the report is known as a protected disclosure. Individuals making a protected disclosure are protected from retaliation. A protected disclosure may be made to the Campus Whistleblower Coordinator, Clinical Compliance Officer, or any campus administrator, director, manager or supervisor. This policy may be found at: **https://hr.ucsf.edu/hr.php?&A=889&org=c**

5.45 Withdrawal

See Petitions

6. Student Success Services

The UCSF campus and the School of Nursing have a broad range of resources from wellness, academics, career, basic needs, and community to support your success and well-being.

The new UCSF Student Success Center (SSC) brings together under one roof a wide range of key student services. This physical space builds upon a virtual one: the **success.ucsf.edu** website, which also aims to give students a practical starting-point through which to explore campus resources.

6.1 Academic Success Services

There are a broad range of resources available at UCSF to support you in your academic success. We encourage you to check out the range of academic success resources at: **https://success.ucsf.edu/academics**

6.1.1 Learning Resource Services

If you are encountering more rigorous academic demands or just want to improve your overall approach to academic success, there are numerous strategies that can help enhance your study skills, test performance, and mastery of material. Please visit the Learning Resource Services website to learn more about workshops, study spaces, and resources available: **https://learn.ucsf.edu/**

If you are interested in an individual consultation with a learning specialist for guidance and advice geared to your specific needs and interests, to learn more or make an appointment with one of the learning specialists, please contact: JoAnn Lopez at **JoAnn.Lopez@ucsf.edu** or (415) 502-1484. Please provide the **dates** and **times** that work best for you so that an appointment can be confirmed as soon as possible.

If a student finds they need help or resources, they should discuss their needs with their instructor (Faculty of Record). If you need additional assistance such as a tutor or would like to serve as a paid or volunteer tutor, please contact the Office of Student Affairs, at **info@nursing.ucsf.edu** or 415-476-1435. The ability to arrange tutoring is subject to availability of student tutors.

6.1.2 Library and Center for Knowledge Management

Students at UCSF have access to the extensive collection, databases, a space to study, and the services of the Paul and Lydia Kalmanovitz Library and the Center for Knowledge Management at 530 Parnassus Ave. **https://www.library.ucsf.edu/**

To facilitate proficiency and learning, UCSF and the School of Nursing have a variety of learning opportunities available to students. Many of these are free of charge, and those that are integral to coursework, such as library reference searching and WebCT, are included in general orientation with opportunities for more information if it is needed. There is wireless Internet connection available through the library. Fee-based seminars (PowerPoint, Endnote, etc.), and free seminars (Intro to PubMed@UCSF, Database Spotlight: Social Sciences) are available through the library.

6.1.3 Office of the Registrar

This office is where students register in person, obtain and file petitions, pick up copies of grades, verify enrollment for loan and/or insurance forms, and order UCSF transcripts and diplomas.

Registration procedures are the responsibility of the Office of the Registrar. The deadlines are published quarterly in the campus calendar. Graduate students whose research or study requires them to remain outside the State of California throughout the quarter may apply to register *in absentia*.

The Office of the Registrar is located on the second floor, west tower, of the Millberry Union building, telephone (415) 476-8280. For more information see the **https://registrar.ucsf.edu/**

6.1.4 Student Disability Services

Please also see Appendix: Students with Disabilities

UCSF and the School of Nursing are committed to providing equal access to all of its programs, services, and activities for students with all types of permanent and temporary disabilities, including students with physical, psychological, learning, and sensory disabilities, AD/HD, and chronic health conditions. UCSF Student Disability Services (SDS) facilitates this access by coordinating reasonable accommodations and support services.

Accommodations are adjustments to policies, practices, and procedures that "level the playing field" for students with disabilities while preserving the integrity of academic and technical standards and programmatic requirements. Examples include adjustments to exam administration, services such as note-takers, sign language interpreters, assistive technology, adjustments in the clinical environment, and coordination of accessible housing. Accommodation plans and services are designed to match the specific disability-related needs of each student and are determined according to documented need and program requirements.

To make a request for accommodations, students must register with Student Disability Services (SDS) (**https://sds.ucsf.edu/register**) and schedule an intake appointment. Students are encouraged to send documentation of their disability to Student Disability Services in advance of their intake appointment. Review of requests for accommodation may take SDS up to 2-3 weeks to complete, so students are encouraged to register with SDS at the time of their matriculation. Please note that students are not eligible to receive accommodations until the SDS registration process is complete. While this process can be started at any time, **accommodations may not be implemented retroactively**, so being timely in requesting accommodation is extremely important. The full SDS registration process is outlined on the SDS website – https://sds.ucsf.edu/register, and implementation of accommodations is also detailed in Appendix: Students with Disabilities. Once accommodations are approved, SDS will send the student and the Assistant Dean of Student Affairs an accommodations letter. The student will email the Assistant Dean of Student Affairs their list of instructors and courses to arrange for accommodations. See SDS website for details: **https://sds.ucsf.edu/Nursing**

Students are expected to perform all the essential functions of the program with or without disability accommodations. While the School of Nursing will make every effort to work with our students who have disabilities, and provide reasonable and appropriate accommodations, it is important to note that the School is not required to provide accommodations that would fundamentally alter the essential functions or technical standards of the program (please refer to Essential Professional Behaviors for Admission, Continuation and Graduation for UCSF School of Nursing).

For further information, contact:
Student Disability Services
University of California, San Francisco
500 Parnassus Ave., MU100
San Francisco, CA 94143
studentdisability@ucsf.edu
 (SDS): 415-476-6595
(Fax): 415-476-7295
sds.ucsf.edu
https://sds.ucsf.edu

6.2 Career Success & Student and Professional Organizations

UCSF offers a range of resources and opportunities to develop your career success and expand your student and professional networks. **https://success.ucsf.edu/career**

6.2.1 Office of Career & Professional Development

The UCSF Office of Career and Professional Development (Career Center), located in Room #S-140, telephone 6-4986, has been established to deliver career related services to meet the needs of students, post-docs, and alumni in all four schools and in all disciplines. From job search strategies to grant writing skills, the OCPD serves the academic, professional and career development needs of UCSF students and graduate trainees. The Center provides career counseling, guidance and planning, and coordinates programs and workshops designed to enhance job searching techniques and strategies. Arrangements can be made for individual appointments, for help with resume writing, interview preparation, or to explore and consider a range of career options. **https://career.ucsf.edu/**

6.2.2 Registered Campus Organizations

Registered Campus Organizations are a very important part of campus life. Each year there are more than 130 Registered Campus Organizations (RCOs) at UCSF. These organizations cover a wide range of interests, including educational, social, cultural, artistic, recreational, political and religious. These organizations combine to sponsor over 400 diverse and exciting activities each year.

Any volunteer organization whose membership is comprised primarily of UCSF students, faculty, and/or staff may register with the Office of Student Life and receive all the benefits of an RCO. UCSF encourages the formation of RCOs to promote and provide for special interests of the UCSF community. **https://studentlife.ucsf.edu/**

6.2.3 Associated Students of the School of Nursing

Associated Students of the School of Nursing (ASSN) functions as the official organization for students within the School of Nursing at UCSF. The council's mission is to address the concerns of students within all programs in the School of Nursing; serve as a liaison among students, faculty and the campus; and to improve cohesiveness and communication among students in the various departments of the School of Nursing. This organization further acts as a mechanism by which student representation on inter-school and inter-campus committees is facilitated.

You can email ASSN council members at **ASSN@ucsf.edu**. You can also leave mail in the ASSN mailbox in the Dean's Office lobby (#N-319). Check the ASSN bulletin board on the second floor for the latest information. Posters for upcoming events and other pertinent information will be on the board, and the ASSN posts upcoming events in Nurse Weekly which is sent weekly to all students. Your voice counts so get involved. **https://nursing.ucsf.edu/for-students/assn**

6.2.4 Graduate & Professional Students' Association

The Graduate & Professional Student's Association (GPSA) is of the umbrella student government which represents all UCSF students. The GPSA's mission is to improve the quality of graduate student life, to represent diverse student need and to advocate for student rights and interests. All Graduate Students are welcome at our monthly meeting. Come to discuss campus issues or keep up with upcoming GSA events. **https://gpsa.ucsf.edu/**

6.2.5 Sigma Theta Tau, Alpha Eta Chapter

The international nursing honor society is Sigma Theta Tau. UCSF School of Nursing's chapter is Alpha Eta. Graduate candidates must demonstrate superior scholastic achievement by maintaining a grade-point average of 3.5, and show evidence of professional leadership potential, and/or marked achievement in the field of nursing.

Those qualified to apply are:

1.   MEPN: GPA 3.0 after completing ½ of the curriculum
2.   Graduate Students: GPA 3.5 after completing 9 units

Applications are available online at **http://alphaeta-ucsf.org**

For more information, please see the web site.

6.2.6 Synapse – UCSF Student Newspaper

Synapse is the UCSF student-run online weekly newspaper, published during the academic year as a forum for the campus community. Synapse is one of the primary news sources for the rapidly developing UCSF community. All UCSF students and affiliates are welcome to submit an article for publication. Once a piece is received, it is typically published on the website within a few days and will be included in the following weekly newsletter, which is electronically distributed each Tuesday during the academic year. All material submitted, including letters, are subject to editing. Articles and columns represent the views of the authors and not necessarily those of the Board of Publications or the University of California. **https://synapse.ucsf.edu/**

6.3 Community at UCSF

UCSF offers many ways to connect with services to support a diverse community.

6.3.1 International Students & Scholars Office

This office provides services that support the social, cultural, and immigration needs of the UCSF international community (**https://isso.ucsf.edu/**). This includes advising and assistance with regard to visa and immigration status and other resources in areas such as housing, transportation, healthcare, language resources, and other such living concerns. **https://isso.ucsf.edu/resources**

6.3.2 LGBT Resource Center

The Lesbian, Gay, Bisexual and Transgender Resource Center offers a wide variety of social, education and mentoring programs for LGBTQIA+ students. The center also advocates for student needs and offers informal advising and counseling. Some of the services and resources available include mentoring, professional development, primary care and mental health services, career advising, and connecting students to additional campus resources available. **https://lgbt.ucsf.edu/students**

6.3.3 First Generation Support Services

First Generation Support Services offers a variety of programs designed to meet the needs of UCSF first generation college students by offering community, resources, and support. Current services include mentoring, workshops, and community events for students to connect with each other and the larger first generation college community at UCSF. **https://firstgen.ucsf.edu/**

6.3.4 Multicultural Resource Center

Rooted in social justice and cross-cultural frameworks, the Multicultural Resource Center aims to nurture our diverse community. The MRC provides programmatic efforts in community building, education, student support, and social justice to achieve transformational change and honor the experiences of all members of the UCSF community. **https://mrc.ucsf.edu/**

6.3.5 Veteran Support Services

Veteran Support Services are provided to help student veterans and military service members navigate UCSF and provide a welcoming space, mentoring from other veterans, guidance on educational benefits, and tools to succeed both academically and personally. **https://veterans.ucsf.edu/**

6.4 Financial Aid and Student Resources

As a student at the UCSF School of Nursing, you have three offices working to assist you with financial assistance related questions (scholarship information, FAFSA, financial planning). Students in need of financial assistance should contact every available source both on and off campus. On campus sources include: the Student Financial Aid Office, the School of Nursing Office of Student Affairs-Student Funding Department, and the UCSF Graduate Division Office. An additional student resource is the Food Security for Students Program (FSFS).

6.4.1 Student Financial Aid Office

The Student Financial Aid Office offers various financial assistance options for your education ranging from grants and scholarships to loans and work-study opportunities for students who demonstrate financial need according to eligibility requirements. Many nursing students do not qualify for University-defined need-based aid because of their earnings, their spouse's earnings, or their assets. Students are often qualified for different loan programs, such as the Federal Stafford student loans. Listings of off-campus scholarships and various loan programs are available in the Student Financial Aid Office.

Applying for financial aid involves completing application forms and submitting a copy of your Federal Income Tax Return. If you are under age 30, your parents are also required to submit financial information, including their tax return(s). A financial aid counselor can be seen on a drop-in basis, or an appointment can be made. The office is

located at 500 Parnassus Ave. MU 201W, their email address is **finaid@ucsf.edu** and their phone number is (415) 476-4181. They offer drop-in advising appointments, as well as scheduled appointments.

Emergency loans are available (limited to $1,000) and must be paid in full within ninety days. In extenuating circumstances, loans may be granted beyond the $1,000 limit. Contact Student Affairs for more information.

6.4.2 School of Nursing Student Funding Department

The School of Nursing Office of Student Affairs Student Funding Department is located in the School of Nursing, Student Affairs Office, Room N319X, and serves to assist students with scholarships/grants to support their graduate education. Financial assistance to nursing students is available in the form of scholarships, grants, traineeships, Academic Appointments, Nursing Faculty Loan Programs, and Nursing Loan Repayment programs to eligible U.S. citizens and permanent residents. Several funding programs require departmental and/or faculty nominations thus it is strongly encouraged that students maintain contact with their academic programs and advisers.

All students at the School of Nursing are encouraged to seek a variety of forms of financial support and it is essential for students to apply as early as possible. The School of Nursing Student Funding Office uses a single Scholarship Supplemental Application for all of the Funds that are awarded through its office. If you are interested in applying for Scholarships, Traineeships, and Nursing Faculty Loan Program, details are available at: **https://nursing.ucsf.edu/for-students/student-funding/scholarship-information**.

Please visit the Student Funding website **https://nursing.ucsf.edu/for-students/student-funding** for more information, or email at **SONStudentFunding@ucsf.edu**

6.4.3 Graduate Division – Financial Support

The Graduate Division also offers a variety of funding opportunities for eligible PhD students including merit fellowships, childcare grants, and travel awards. Extramural fellowships and grants are also available and details are listed here. The Graduate Division has offices in two locations: on Parnassus in Millberry Union, Room 200 West (MU200W) and at Mission Bay in the William J. Rutter Center, Suite 310 (CC310). **https://graduate.ucsf.edu/financial-support**

The Graduate Division offers a limited number of non-resident tuition scholarships to graduate students. Applications are available in the School of Nursing, Office of Student Affairs, #N-319X.

6.4.4 Food Security for Students Program

The Food Security for Students (FSFS) Program provides basic needs assistance to address UCSF student nutrition and food insecurity. Some of the resources include access to the San Francisco-Marin Food Bank, assistance with the Cal Fresh Program, and the Food 4 UCSF Students App to notify students when there is free food available on campus.**https://finaid.ucsf.edu/types-of-aid/housing-food-and-transportation/food**

6.5 Housing, Transportation, and Campus Life Services

6.5.1 Housing

UCSF Housing Services provides quality on-campus housing and related services to UC San Francisco students, post-docs, residents, clinical fellows, and faculty. The **Housing Options brochure** explains the basics of the on-campus housing program and provides an overview of each property's amenities. Check the **Eligibility Requirements** to see if you qualify for on-campus housing. To learn about the current on-campus options offered, please look at **Our Communities**. All non-faculty Housing Agreements begin on the first date of occupancy and end on the following July 1st. If you wish to continue past July 1st, you will sign a Housing Agreement for a full year to the following July 1st. All tenants are limited to 2 years in campus housing.

For complete information please visit the UCSF Housing Services website: **https://campuslifeservices.ucsf.edu/housing/**

If you are interested in off-campus living, please visit the UCSF Housing Off Campus Rentals website at: **https://campuslifeservices.ucsf.edu/housing/services/off_campus_housing/off_campus_rentals**

6.5.2 Transportation Services

The UCSF campus is located in an extremely congested area and campus parking facilities are in short supply. For this reason, you should make every attempt to avoid commuting by automobile, unless in a carpool, or you should attempt to utilize public transportation. You can find information on all UCSF Transportation programs at the following link: **https://www.campuslifeservices.ucsf.edu/transportation/**

Since the UCSF campus has moved some of its facilities and services to locations outside the immediate Parnassus area, shuttle (bus) service is available to a number of these facilities, including San Francisco General Hospital (also known as SFGH or "The General"), Veterans Administration Hospital, Aldea Housing, Laurel Heights Building, Mount Zion Medical Center, the Mission Center Building (MCB), and the Mission Bay Campus. At UCSF, passengers board the shuttle in either one of two places: on Parnassus and Hillway Streets in front of Langley Porter Psychiatric Institute (LPPI) or in front of the main library at 530 Parnassus Avenue.

All of the shuttles are free for UCSF students, faculty and employees. You may be asked to show your student identification card. Information on schedules, passenger stops and fares are listed in the lobby of the Medical Sciences Building.

The public transportation system in San Francisco is called "MUNI." UCSF is also served by the following bus lines: 6 Parnassus, 66 Quintara, 43 Masonic, and the N-Judah Streetcar. See **https://www.sfmuni.com** for information on schedules, fares, and routes. Monthly "fast passes" are available at the Transportation Services Office in the Millberry Union, and at 1625 Owens Street (Mission Bay).

6.5.3 Family Services

Since 1978, UCSF has been a reliable and consistent source of quality child care for staff, faculty and students. Dedicated caregivers, innovative programs and a diverse approach create a nurturing, safe and inspiring environment for your child. Please visit the website for details: **https://campuslifeservices.ucsf.edu/familyservices**

6.6 Wellness

Maintaining a healthy balance includes taking care of your physical and mental health. At UCSF, students can tend to their well-being by accessing primary and preventative care through Student Health and Counseling Services, take advantage of their free student membership at UCSF's two comprehensive fitness facilities, and participate in recreational sports and activities.

6.6.1 Student Health and Counseling Services

The mission of Student Health and Counseling Services (SHCS) is to optimize the physical and mental health of students in order to help them achieve academic success, personal development and lifelong wellness. Primary care and mental health services are available from both Parnassus Clinic and Mission Bay Clinic. SHCS also manages the *MyHealthRecord* student portal that is used for providing immunization and TB testing reports to meet the SON student clinical requirements. **https://studenthealth.ucsf.edu/**

6.6.2 Counseling and Pastoral Services

Please see *Counseling & Psychological Services* in the **Student Health & Counseling Services** section for more details about the various counseling choices available to students. In brief, mental health services are available at Student Health Services, the Langley Porter Psychiatric Institute, and the Department of Psychiatry at UCSF/Mount Zion. **https://studenthealth.ucsf.edu/healthcare-services/counseling-psychological-services**

A Catholic priest is available at the Newman Center at St. John of God at Fifth Avenue and Irving Streets, telephone 415-665-1600. A campus Protestant chaplain is available by calling 415-476-2961. A Rabbi is available through UCSF/Mt. Zion Hospital (on Divisadero Street); telephone 415-567-6600, x5948. These counseling services are available free of charge.

A meditation/prayer room is located at 505 Parnassus, just to the right of the information desk. The room is available for all who need a quiet space. For Muslim students and staff who would like to make use of this room for daily prayers, it is supplied with Korans in the glass cabinet and prayer rugs in the storage cupboards.

Students who are also career UC employees can also consult the Faculty and Staff Assistance Program located at the Laurel Heights Building, 3333 California St., Suite #293, telephone 415-476-8279.

6.6.3 Fitness and Recreation Services

Our fitness centers, located at the Parnassus and Mission Bay campuses, serve UCSF students, faculty, and staff with full service facilities and an array of programs for all ages and fitness levels. UC affiliates and the general public are also welcome.

Whether you want to lift weights, take a yoga class, or swim, we have just what you're looking for!"

Millberry Recreation and Fitness Center offers modern facilities, the latest exercise equipment, an indoor swimming pool and personal service from a knowledgeable staff. Located at 500 Parnassus Avenue, the fitness center provides a convenient and comfortable workout atmosphere for the university community.

- Weight machines and free weights. Tone your muscles with two circuits of Cybex machines and a fully-equipped free weight room with dumbbells, 5-100 pounds.

- Cardiovascular machines. Choose from more than 60 machines, including treadmills, stair climbers, bikes, rowers, and elliptical trainers.

- Lap pool. Take a dip in our heated indoor, 20-yard, four-lane swimming pool. A lifeguard is always on duty.

- Ab Lab. Tone and strengthen your abs and lower back with our free, 20-minute classes.

- Fitness and Wellness Workshops. Knowledge is power! Arm yourself with cutting edge information through lectures and hands-on workshops led by our fitness staff and UCSF faculty.

- Gymnasium. Bring your racquet and catch up with your friends over a game of basketball, volleyball, badminton, or futsal (indoor soccer).

- Squash and racquetball courts. Bring your racquet and master your game on two squash courts and one racquetball court.\

- Game room. Take time to play table tennis, pool, Foosball, and video games. There are also two sound proof piano rooms.

- Locker rooms. Refresh after your workout with a shower. Locks and shower towel service available for a nominal fee.

- Dry saunas. Relax and regroup with a rejuvenating sauna.

- Music rooms. Members can reserve time to practice in two sound proof piano rooms at Millberry Union.

- Online reservations. Members can use our online reservation system to book massage services, court time, and the use of sound proof music rooms at Millberry Union or visit the Central Desk.

For further details visit: **https://www.campuslifeservices.ucsf.edu/fitnessrecreation/**

Similar fitness/recreation facilities are available at the UCSF Mission Bay complex.

6.6.4 Recreational Sports

There's something for everyone at UCSF Recreational Sports. Recreational Sports offers a wide range of sports and activities, including squash, dodgeball, racquetball, volleyball, basketball, futsal (indoor soccer), tennis, golf, rowing, ultimate frisbee, table tennis, badminton, and flag football. These sports are played as leagues, drop-in sports, clubs, or as clinics. **https://campuslifeservices.ucsf.edu/fitnessrecreation/parnassus/recreational_sports/**

6.7 School of Nursing Resources and Services

6.7.1 Office of Student Affairs

#N-319X, x6-1435, **https://nursing.ucsf.edu/admissions/engage/contact-student-affairs**

Got a problem? Having trouble filing your study list? Don't know which petition you need? Welcome to the Office of Student Affairs!

A student-oriented staff awaits you and no appointment is necessary. Located in Room #N-319X, the office is open from 8:00 a.m. to 4:30 p.m., Monday through Friday. If your particular problem lies outside the realm of this particular office, you will be directed to the person or office that will give you the assistance you need. Sometimes a call or note from this office is exactly what is necessary to cut the red tape involved in the everyday business of an institution. Some services such as Registrar, Housing, etc., maintain their own offices, and in such cases, you should contact a particular office rather than Student Affairs. However, if you do not know where to turn for help, stop by Student Affairs. It is this office that receives your application, maintains all your current records, and sends you off in a cap and gown at graduation. Take advantage of the staff's expertise while you are here!

6.7.2 Office of Academic Programs

#N-331B, x6-2595. Office of Academic Programs (OAP) primarily attends to curriculum planning and course scheduling. They also support the School of Nursing recruitment and retention programs. The staff can assist you with course information, class schedules and room assignments, and answer questions about faculty and/or curricular policies and procedures. International Academic Services, a unit within OAP, is where arrangements are made for foreign nurse visitors and for Special Studies Scholars.

6.7.3 Computer Proficiency/Requirements

Computer ownership and proficiency play a crucial role in graduate health science studies. From using email to enhance communications with faculty and other students, to conducting academic research, computers allow students to accomplish a broad range of educational activities. Every entering student will thus be expected to own a computer that meets certain minimum performance standards and has connectivity to the Internet. Recommendations and requirements for computer hardware and software configuration are listed at **https://nursing.ucsf.edu/for-students/admitted-students-resources**

6.7.4 Computer Resource Lab

#N-735, x6-4745; The Robert E. Slaughter Computer Resources Lab is equipped with fifteen Windows 7 Dell personal computer systems, each with a 24" flat panel monitor, USB ports, CD-RW drive and network access to laser printers. All of the computers are connected to the School of Nursing's local area network which is, in turn, attached to the Internet via a high-speed fiber optic backbone. The Computer Resources Lab is accessible to School of Nursing students 24 hours a day with valid student ID. The computers have a variety of software applications, including Microsoft Word, PowerPoint, Access, Excel, IBM SPSS Inc.'s Statistical Package for the Social Sciences, STATA, as well as Internet Explorer and Firefox (for web browsing). There is no charge for using the computers which are available on a first-come, first-served basis. Laser printing is priced at 14 cents per printed side and requires a Library Printing Account. NB: The lab is often reserved during the week for academic courses and workshops. The lab schedule is posted weekly for the subsequent two-week period.

6.7.5 Office of Research

#N-337, x6-9713. The Office of Research, located on the third floor of the School of Nursing, provides resources for faculty and students in the development of proposals and conduct of nursing research. These materials include references to aid in proposal preparation, federal and private funding information, a peer review process, statistical consulting to assist in research design and analysis, and computer equipment and software. The Office of Research also houses an instrument file that contains detailed information and examples of commonly used research instruments and questionnaires. This unit sponsors research classes/seminars and maintains a bulletin board (across from OSA) of announcements, calls for abstracts, and upcoming conferences.

6.7.6 UCSF Nursing Alumni Association

From its beginning in 1915, the Alumni Association of the School of Nursing has grown with each successive class, enabling the School's network to link members across the country and internationally. The UCSF Nursing Alumni Association promotes and supports the School of Nursing through services, gifts, and recognition of distinguished alumni. The Association maintains student loan funds and scholarships, and supports fellowship among its members through its sponsorship of the annual Alumni Day celebration as well as events to recognize current students.

The Association is affiliated with the campus wide Alumni Association of the University of California. The Association maintains address files of graduates to facilitate networking, meetings, and special reunions. Membership is open to all graduates of the School of Nursing, and associate memberships are available to current faculty members who have come from other schools. The Alumni Association welcomes 2-3 student representatives for their board each year. **https://alumni.ucsf.edu/school-nursing-alumni-association**

6.8 Information Technology Services (ITS)

UCSF central IT services provide network and application support and solutions, cost-effective services. For information or assistance visit: **https://it.ucsf.edu**

6.9 Police and Security

The UCSF Police Department is committed to making our campus a safe place for you to live, work, study and visit. We strongly believe in the principles of community policing and have partnered with agencies throughout San Francisco to enhance the safety and quality of life at UCSF.

We also recognize that all members of the campus community share in the responsibility of maintaining our safe environment. To that end, our website provides relevant and practical information to help you prevent and better respond in the event of a crime or public safety emergency. **https://police.ucsf.edu/**

6.10 Mail Services

Stamp Vending machines are available in the MCB lobby, the 2nd Floor at Laurel Heights (near the cafeteria, I-Level of Millberry Union and also near the ATM machines and the breezeway (between the Millberry garage east elevators and ACC building) Note that UCSF (except for residences/housing) has its own zip code, **94143**.

6.11 California Residency

To be classified a California resident for tuition purposes; you must be a financially independent, adult resident of California for more than one year immediately prior to the residence determination date or a minor whose parents are California residents. The residence determination date is the day instruction begins at the last of the University of California campuses to begin instruction for the term. You are not eligible to establish residence if you are an adult alien present in the U.S. with a nonimmigrant status that precludes you from establishing a domicile in the U.S. (including, but not limited to, B, F, H2, H3, J, M, O, P, Q, S, TN, and TD visas) or an alien without a legal immigration status. To establish residency, you must be physically present in California with the intent to make California your permanent home, and you must demonstrate by your actions that you have given up your former residence to establish a residence in California. Once you have established your residence in California, you must reside in California for more than one year (366 days) before you will be eligible to be classified as a resident for tuition purposes. If you are in California solely for educational purposes, you will not be considered to have established a residence for tuition purposes, regardless of the length of your stay. Your residence cannot be derived from your spouse or from your parents unless you are a minor. For more detailed information, including necessary forms, please see California Residency information at: **https://registrar.ucsf.edu/registration/residency**

8. APPENDICES

8.1 Sexual Harassment

What is Sexual Harassment?

Sexual harassment is defined by the Equal Employment Opportunity Commission (EEOC) as "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature."

Under federal and state law there are two kinds of sexual harassment:

Quid pro quo or "this for that": When a faculty member, supervisor, or other person in authority jeopardizes the victim's academic or career future through job discrimination or demotion, a withheld promotion, or a failing grade unless sexual favors are granted, whether or not action was taken.

Hostile environment: When anyone engages in unwelcome sexual behavior that creates an offensive work or learning environment.

Resolving Sexual Harassment

Sexual Harassment is not a voluntary sexual relationship, but defined by the elements of coercion, threat, or unwanted attention. If you feel you are being sexually harassed, the following are some options:

- Take action – even if you feel confused or doubt yourself.
- Say no. Make it clear to the offender that the behavior is unacceptable to you. Sometimes a simple confrontation ends the situation.
- Speak directly. Say something like, "I'd like to keep our relationship strictly professional."
- Write a letter. Identify the offending behavior, explain your feelings, and request change.
- Keep a record. Note dates, places, times, and witnesses, as well as the nature of the harassment. Such records are necessary if you decide to pursue a formal grievance.
- Seek assistance from any of the campus advisers.

UCSF provides the campus with sexual harassment prevention workshops to educate campus administrators, supervisors, faculty members, staff, and all new students in sexual harassment prevention. In addition, a group of advisers, resource persons from each of the dean's offices, and student affairs representatives have been trained to assist the campus in sexual harassment conflicts. If you feel you are experiencing sexual harassment, or need more information, call 415/476-5186. For more detailed information please refer to: https://sexualviolence.ucsf.edu//

Sexual Harassment Prevention & Resolution
Box 1264
3333 California Street, Suite 293
San Francisco, CA 94143-1264
415/476-5186

Faculty are mandated reporters and are required to inform the Office for the Prevention of Harassment and Discrimination if they become aware that a student (undergraduate, graduate, or professional) may have experienced conduct prohibited by the **UC Sexual Violence and Sexual Harassment Policy** or the **UC Nondiscrimination Policy Statement**, even if it is reported anonymously.

If you would like to discuss this incident with a confidential resource, several are available:

- **CARE Advocate** (specifically for persons who may have experienced conduct prohibited by the UC Sexual Violence and Sexual Harassment Policy), 415-502-8802, **care@ucsf.edu**
- **Office of the Ombuds**, 415-502-9600
- **UCSF Student Health and Counseling**, 415-476-1281, **shs@ucsf.edu**

8.2 Crime Awareness and Campus Security

The University of California, San Francisco's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by The University; and on public property within, or immediately adjacent to and accessible from the campus.

The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by contacting the University of California, San Francisco Police Department or by accessing the following website: https://police.ucsf.edu/crime-prevention-statistics

8.3 Leave of Absence or Withdrawal

The university may grant you permission for **leave of absence** or **honorable withdrawal** if you are in good standing but do not want to retain your class status. Students are in good standing if they are not subject to academic probation or disqualification, professional disqualification, or disciplinary disqualification. You can petition for honorable withdrawal or leave of absence online in the student portal. However, *before starting the online process,* please consult with your advisor, Student Health and Counseling Services, and, if applicable, the Student Financial Aid Office and the International Students and Scholars Office to discuss your plans, as withdrawal and leave of absence may have consequences for your academic plans, health insurance, financial aid and loans, and any visa.

For a leave of absence, you can select a readmission term at the time you request the leave of absence. We encourage you to indicate your readmission term because, otherwise, a leave of absence may affect **access to electronic systems**. If you do not know your readmission term, please apply for **readmission** once your quarter of return is certain.

Students who seek a leave of absence and are receiving financial aid must contact the Student Financial Services Office for full information before making the necessary arrangements. **https://registrar.ucsf.edu/registration/withdrawal**

8.4 Refund and Return of Unearned Aid Policy for Students Who Withdraw

Students who withdraw prior to the first day of instruction will be refunded the full payment minus a $10 service charge. The Refund and Return of Unearned Aid procedure discussed below does not pertain to these students, since no fees are retained by the University. Only students who withdraw entirely from the University after classes have begun are subject to a refund calculation; employment fee differentials, reduction in course load, fee adjustments or withdrawing from one "school" to enroll in another "school" are not considered in this procedure.

Students who withdraw during any period of instruction may be owed a refund of the fees they paid to UCSF, depending on the final day of class attendance. The refund is based on the percentage of the term that has elapsed, and the calculation differs for continuing versus first-time, first-term students, as shown below.

8.4.1 Schedule of Refunds

For schedules for Fall, Winter and Spring, please see: https://registrar.ucsf.edu/registration/refunds

8.5 Policy on Academic Misconduct

Students are expected to follow University of California rules and regulations on academic misconduct. As enrolled students, each student is responsible for understanding and subscribing to the principles of academic integrity and will bear individual responsibility for his/her work. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work.

Any act of academic misconduct or facilitating academic dishonesty, will subject a student to **disciplinary action (see below)**.

Academic misconduct includes, but is not limited to:

1. **Cheating.** Fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials that are not authorized; colluding with others (witnessing or knowledge of cheating/academic misconduct without reporting to faculty).

   - Copying or attempting to copy from others during an exam or on an assignment.

   - Communicating answers with another person during an exam.

   - Preprogramming an electronic medium to contain answers or other unauthorized information for exams.

   - Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.

   - Allowing others to do an assignment or portion of an assignment for you (paid or unpaid).

   - Submission of the same assignment for more than one course without prior approval of all the instructors involved.

   - Collaborating on an exam or assignment with any other person without prior approval from the instructor.

   - Taking an exam for another person or having someone take an exam for you.

2. **Plagiarism.** Plagiarism is intellectual theft. An author's work is his/her property and must be respected by documentation. Plagiarism refers to the use of another's ideas or words without proper attribution or credit.

   - Wholesale copying of passages from works of others (for example, books, articles, films, graphics, including websites or other electronic sources) into your homework, essay, term paper, comp exam, qualifying papers, dissertation or class project without proper citing or acknowledgment.

   - Use of the views, opinions, or insights of another without acknowledgment.

   - Paraphrasing of another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment or proper citation.

3. **False Information and Representation, Fabrication, or Alteration of Information**

   - Furnishing false information in the context of an academic assignment.

   - Failing to identify yourself honestly in the context of an academic obligation.

   - Fabricating or altering information or data and presenting it as legitimate.

   - Providing false or misleading information to an instructor or any other University official.

4. **Theft of Damage of Intellectual property**

   - Sabotaging or stealing another person's assignment, book, paper, notes, experiment, project, electronic hard- or soft-ware.

   - Improper access to, or electronically interfering with, the property of another person or the University via computer or other means.

   - Obtaining a copy of an exam or assignment prior to its approved release by the instructor.

5. **Alteration of University Documents**

   - Forgery of an instructor's signature on a letter of recommendation or any other documents.

   - Submitting an altered transcript of grades to or from another institution or employer.

   - Putting your name on another person's exam or assignment.

   - Altering a previously graded exam or assignment for purposes of a grade appeal or of gaining points in a re-grading process.

6. **Distribution or Sharing of Lecture Notes or exam items/info to provide undue advantage to others or for Commercial Purposes.**

- Selling, distributing, website posting, texting, emailing, or publishing course lecture notes, handouts, readers, recordings, exam items, confidential or other information provided by faculty to provide advantage to others or for any commercial purpose, without the express written permission of the faculty.

Policy on Academic Misconduct: "Disciplinary action" in this policy refers to the following options:

First Occurrence: formal written warning, remediation, receiving a grade of "D" or "F" on the assignment; or in the course; or dismissal from the program of study (e.g. specialty), degree program, and/or the School of Nursing.

Determination of the level of discipline will be influenced by other policies of the School and University, guidelines provided to students via the course syllabus (where appropriate), CLE site or may be determined by a confidential Discipline Hearing Group comprised of 3-5 individuals identified and convened by the Associate Dean Academic Programs. The group may include Department Chairs (or their designee), Students, Program Council of Faculty Council representatives, other Associate Deans, a Student Affairs Officer, and may include a representative from the campus or another School (outside the School of Nursing).

Second Occurrence: same student(s) with same or similar circumstances: Dismissal from the specialty track, program of study, degree program, and/or the School of Nursing.

*Dismissal from the degree program and the School of Nursing must follow Graduate Division Procedures for Student Dismissal.

8.6 Essential Professional Behaviors for UCSF School of Nursing

The following qualifications amplify requirements found in the University of California Student Conduct Code. For admission, continuation and graduation in their programs, students must abide by the following specifications for behaviors and abilities. The term "student" pertains to all students enrolled in the UCSF School of Nursing. Potential students will be advised of the Essential Behaviors for Admission, Continuation, and Graduation in application packets, during program orientation, and via the School's website. In addition to this document, a document specifically developed by MEPN faculty and students for their use (Communication and Relationship Tips) can be found in the MEPN Program Student Handbook.

Communication: Students must communicate effectively and sensitively with patients and their families, as well with other students, staff, faculty, professionals, agency personnel, community residents, and others relevant to their areas of study. Expression of ideas and feelings must be clear and appropriate. Students must demonstrate a willingness and ability to give and receive feedback. Classroom behavior is expected to be professional, civil and respectful, and electronic communication is expected to also be professional, civil and respectful. (Source: UCSF Campus Code of Conduct **https://studentlife.ucsf.edu/policies/code-of-conduct**)

Cognitive: Students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of the activities of their programs/areas of study.

Behavioral/Emotional: Students must possess the emotional health/maturity required for the full utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in their programs/areas of study. Further, students must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, other professionals, and agency personnel under all circumstances including highly stressful situations. Students must demonstrate the emotional stability to function effectively under stress and adapt to environments that may change rapidly without warning under unpredictable ways as relevant to their programs or areas of study. Students must be able to demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy. Students must acknowledge that values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others. Students must be able and willing to examine and change behaviors when they interfere with productive individual or team relationships. Students must demonstrate effective and harmonious relationships with the diverse academic, professional, and community environments relevant to their chosen programs of study.

Professional Conduct: Students must possess the ability to reason morally and practice in an ethical manner. They must be willing to learn and abide by professional standards of practice as well as regulations for professional licensure. Students must demonstrate the attributes of compassion, integrity, honesty, responsibility and tolerance.

Motor and Sensory Skills: Students need to have sufficient motor function and sensory skills in order to be able to execute movements and make observations required in the domain of nursing care or relevant activity in their chosen programs/areas of study.

Reasonable Accommodation for Disabilities: The School of Nursing is committed to ensuring that students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, and education. Contact: UCSF Student Disability Services, (415) 476-6595, **https://sds.ucsf.edu**

Students who wish to request reasonable accommodations are encouraged to contact the Office of Student Life (see above for contact information) to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations may not be implemented retroactively, so being timely in requesting accommodation is extremely important. The University has policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodation. To learn more about the process for establishing services through their offices, please contact the appropriate office.

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodation. The School of Nursing will work with the student and the respective campus disability office to provide reasonable and appropriate accommodation. While the School of Nursing will make every effort to work with our students who have disabilities to accommodate their disability-related needs, it is important to note that we are not required to provide requested accommodation that would fundamentally alter the essential functions or technical standards of the program.

Process for Documenting Behavioral Issues

If and when a student does not meet expectations for these essential behaviors, the following will occur:

1. **Problematic behavior is documented:** Problematic behavior will be discussed with the student by faculty, advisor, and/or School Administrator, and documented by faculty in the student's file.
2. **Problematic behavior results in a formal warning and a contract with the student:** If a pattern of problematic behavior or a single, very serious lapse in the essential behaviors becomes evident, the steps below should be followed so that the student is apprised of a warning, indicating that the student's continuation in the program is in jeopardy. **Note: In some situations, at the discretion of the School or Campus leadership, immediate disciplinary action may be deemed necessary.**
   a) **Composing contract:** The student and the student's faculty advisor, in consultation with the Associate Dean for Academic Affairs, prepares an individual student contract to accompany a warning letter identifying behaviors and other related expectations which must be demonstrated in order to come into compliance with the School's essential behaviors standards and thus remain in the program. The appropriate Department Chair and Specialty Coordinator will also be advised/consulted by the faculty advisor. A copy of the contract, signed by student, faculty advisor, and Associate Dean will be placed in the student's academic file.
   b) **Compliance with the contract is monitored quarterly:** The appropriate advisor and Assistant Dean monitor the student's compliance with terms in the contract at least quarterly. If the terms of the contract are not upheld by the student, further consequences will be implemented. If it is deemed necessary to escalate discipline, the matter will be referred to the Associate Dean, who will convene a hearing body consisting of: a Nursing Student Council representative, a Graduate Student Association representative, and two faculty representatives who were not previously involved in the matter. Discipline will be recommended by that body to the Associate Dean for a final decision, which may include dismissal from the School, per the policy on student discipline procedures.

8.7 Campus Policies on Activities, Organizations and Students

Copies of the University Policies Applying to Campus Activities, Organizations and Students, along with the UCSF Campus supplement to those policies, are available in the Office of Student Relations, the student affairs offices in the professional schools and the Graduate Division, and the Registrar's Office. These documents contain campus

regulations regarding student conduct, student discipline, student grievance procedures, student governments, campus organizations, information disclosure, nondiscrimination policies, sexual harassment, and use of University properties, non-commercial fund-raising, and student governance participation. Section 100.00 outlines the types of student misconduct that are subject to discipline and the types of disciplinary actions that may be imposed for violation of University policies or campus regulations. It includes violations of the UC Policy on Sexual Violence and Sexual Harassment. **https://studentlife.ucsf.edu/policies/campus-activities**

9. Campus Maps and Directions

Need driving directions? http://campuslifeservices.ucsf.edu/transportation//

This is your one-stop for getting to each of our campus locations:

Laurel Heights

Mission Bay

Mission Center Building

Mount Zion

Parnassus

10. Forms and Petitions – OAR/GD

The following forms and petitions can be found at: **http://registrar.ucsf.edu/forms**

Credit by Examination
Intercampus Exchange
Late Study List
Name Changes (Must be done in person at the Registrar's Office, 200 MU West)
Petition for Substitution of Course
Readmission
Removal of Provisional Grade
S.F. Consortium
Stanford Exchange

Study List Change
Transcript Request
Withdrawal Notice (Must be done in person at the Registrar's Office, 200 MU West)
Part Time Enrollment
Reduced Fee

11. Common School of Nursing Forms and Petitions

Enrolled UCSF nursing students may use: **https://nursing.ucsf.edu/common-forms-and-petitions**

 To obtain the following commonly-used petitions and forms:

Change of Address

Change of Adviser

Change of Specialty

Course Waiver Form

Credit by Examination

Group/Independent Study Report (N248/N249)

12. Caring for Yourself and Your Colleagues

Being in professional or graduate school can present significant challenges, regardless of your prior academic or life success. In addition to the classroom, laboratory and clinical experiences that comprise your program here, you may face stresses in your relationships or finances, or with issues related to becoming a professional in your chosen field. Sometimes the stresses of academics, career and other aspects of your life are hard to manage.

These stresses affect everyone, and every student has different methods of coping. Some methods, of course, are more effective than others. When the stresses become too much for your coping skills to handle, things can start to break down. It may be your physical health that shows the first signs. It may be your memory and concentration that start to lose their edge. You may become more easily irritated with things that are ultimately not that important. You may start to cope in less healthful ways (like drinking too much alcohol). Any student can run into difficulties.

The signs of too much stress can manifest differently in different people. Such signs typically are visible to you early on (if you look for them) and to your colleagues (who might show signs of their own). Early detection of stress-related problems usually allows for an easier, more straightforward solution. Being mindful of your responses to stress and taking steps toward preventing such problems from happening in the first place is even better.

Steps to Caring

The mission at the University of California, San Francisco entails both educating the nation's most promising students for careers in the health sciences and delivering the best possible health care. To fulfill that mission, members of the campus community must lead by example, demonstrating the ability to care not only for patients, but also for themselves and their colleagues.

Aspects of UCSF complicate achieving that goal, including the "commuter" aspects of campus life, the broad range of student ages and life experiences, and the health sciences' inherent focus on the importance of others' needs, which can reduce attention to the needs of the self.

As such, the campus community has taken significant steps toward creating a culture of caring at UCSF. This guide is part of that effort. The faculty and staff in your school have also received training about assisting students in need and are available to help you with problems you may face while you're here.

This guide will help you care for yourself and your colleagues by providing:

Basic tools for preventing stress-related problems

Ways to recognize early signs of difficulties

Resources available for care

Ideas about how to help others.

Please see the full document at: **CARING FOR YOURSELF & YOUR COLLEAGUES: https://studenthealth.ucsf.edu/sites/studenthealth.ucsf.edu/files/PDF/Caring%20for%20Yourself%20and%20Your%20Colleagues.pdf**

13. How to Request and Use Accommodations UCSF School of Nursing

Students seeking accommodations or support services at UCSF are required to register with Student Disability Services (SDS). The general SDS registration process and procedures for accessing accommodations once approved is as follows. For more information, visit http://sds.ucsf.edu, or contact 415-476-6595.

1. **Make a formal request for accommodations**
   Complete the application for accommodation(s) via our online program application. We will ask you to provide information about your disability, history of accommodations, and make requests for specific accommodations. Information provided is confidential, and only accessible by Student Disability Services. You are encouraged to complete the application and submit documentation (Steps 1 & 2) in advance of your intake appointment.

2. **Provide documentation of your disability**
   SDS has developed documentation guidelines to assist students with various disabilities and conditions with requesting the necessary documentation from their treatment providers. Once you have completed your online program application, your browser will also direct you to this page detailing these guidelines. You are encouraged to send your disability documentation to SDS in advance of your intake appointment---please review these documentation guidelines and contact our office if you have further questions beyond what is covered there.
   **Students who do not have documentation of their condition, and/or who believe they have an undiagnosed condition, should contact SDS to discuss their circumstances further.

3. **Contact SDS**
   Current and prospective students should call 415-476-6595 or email SDS to schedule an intake appointment. Appointments can take place via phone, Skype or in person.

4. **Determination of eligibility and accommodations**
   SDS takes into consideration the information provided during the intake meeting, your disability documentation, and the requirements of your academic and clinical program to determine your eligibility for services and, if appropriate, recommend specific accommodations. This is an interactive process in which you are encouraged to be an active participant. Both you and the School of Nursing Liaison (Assistant Dean of Student Affairs; 415-476-0600) will be provided with an Accommodation Letter that confirms your registration with SDS, details recommended accommodations, and is used to notify faculty of your eligibility for services.

5. **To arrange for accommodations each quarter (https://sds.ucsf.edu/Nursing) in a didactic/classroom setting:**
   - **At the beginning of _each_ quarter in which you would like to use recommended accommodations**, contact the Assistant Dean to inform him which faculty you would like notified. The Assistant Dean will oversee the coordination of support for you, and work in collaboration with you and the Faculty to discuss how the accommodation(s) can best be made in each of your courses.

   - **Meet with your advisor** to discuss the recommended accommodations.

- **Discuss with each Faculty of Record** (FOR) the letter and recommended accommodations, after the Assistant Dean has contacted them. It is recommended that you do so in advance of the start of the quarter, or, minimally, two weeks in advance of an exam.
- For **MS/PhD students**, should you ever change advisors, you will need to provide the accommodation letter to your new advisor and discuss/request accommodations.
- For **MEPN students**, at the time you begin the MS specialty portion of the program, you will need to meet with your new advisor to provide a copy of your accommodation letter and to discuss/request accommodations; the Assistant Dean can assist with this process.

6. **For accommodations in the <u>clinical setting</u>:**
   - Meet with the SDS Director, the Assistant Dean, the Faculty of Record (FOR) and, in MEPN, the program Director to discuss your accommodation needs. An updated Accommodation Letter will be provided to include those accommodations, specific to the clinical setting, that are approved by Student Disability Services and that do not fundamentally alter any essential program requirements.
   - For students in the MS program, meet with SDS Director, the Assistant Dean, the FOR and the Specialty Coordinator to discuss your accommodation needs. An updated Accommodation Letter will be provided to include those accommodations, specific to the clinical setting, that are approved by Student Disability Services and that do not fundamentally alter any essential program requirements.

Acknowledgement of Responsibility
I understand and acknowledge that if I need accommodations for a disability or feel that I need assessment for a potential disability, I should contact Student Disability Services to initiate the registration process. If I am deemed eligible for accommodations, I must follow the above process to notify my faculty of the approved accommodations in a timely manner. I can contact the Director of Student Disability Services, by phone or email (415-476-6595 or StudentDisability@ucsf.edu).

I have read, understand, and acknowledge all of the above outlined process for requesting and using accommodations and the Acknowledgement of Responsibility:

_____   _____

Signature   Date

_____   _____

Print Name   Specialty program

14. Overview of UC Policies on Recording and Use of Course Materials for Students

Information on these policies is available at: **https://guides.ucsf.edu/c.php?g=100974&p=654779**

15. Teaching Residency Proposal Form

University of California, San Francisco
School of Nursing

TEACHING RESIDENCY PROPOSAL

Name: _____ Date: _____

Advisor: _____ FOR(s): _____

Signature Advisor: _____ Date: _____

Signature FOR: _____ Date: _____

Signature FOR: _____ Date: _____

Quarter/year Teaching Residency is to be completed: _____ Units: _____

Directions: Please **attach a written description of your prior teaching experience** (see reverse), if any and identify your areas of strength as well as your learning needs or goals. With your advisor and faculty of record for the course, who will serve as your faculty mentor, identify objectives and corresponding learning activities to gain or increase your teaching expertise. Also, determine how your work will be assessed to demonstrate the achievement of your goals or learning objectives. Please keep in mind Teaching Residencies encompass more involvement and commitment to the learning process for yourself as well as the success of each student in the course, than a basic teaching assistantship.

Teaching Residency Objectives:

1. _____

2._____

3. _____

4. _____

Specific Activities to Meet each Objective:

1. _____ 5. _____

2._____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

To Advisor/FOR Mentor(s): My prior teaching experience includes (be specific about prior experience in course planning, student assessment, tutoring, facilitation, dealing with difficult or complex student situations, test construction, developing meaningful course assignments, use of simulation, rubric development, grading, content delivery methods, and other experiences in teaching):

16. Preliminary Examination Process

Students entering the PhD program without a MS degree wishing to have a MS degree conferred during their PhD study, may complete the Preliminary Exam process below in lieu of completing the requirements of the School's MS Comprehensive Exam. (MPC & DPC, 2014).

A student must be in registered status while working with faculty in preparing for the exam. This includes Summer Session.

The preliminary examination is a broad examination that places emphasis on four required content areas:

1. Social and Political Aspects of Health Care: General knowledge of issues in professional nursing with specific knowledge related to selected area of focus in nursing;

2. Theory Building: Generalized knowledge of theory and the processes of theory construction;

3. Research Methods: Generalized knowledge of research methods, including knowledge of scientific reasoning;

4. Substantive Nursing Focus: Knowledge of the particular area of nursing which will provide the basis for the dissertation and future career orientation.

Together, the student and faculty adviser suggest committee members who are experienced in the areas in which the student will be tested. Normally it is expected that the faculty adviser will serve as a member of the committee; the faculty adviser may or may not serve as chairperson. Committee members shall ordinarily be members of the School of Nursing faculty. Both Academic Senate and non-senate members may serve on this committee. It is the student's responsibility to ascertain the willingness of the faculty members to serve on the examination committee.

The petition for the preliminary examination form can be obtained from the Office of Student Affairs if the examination is serving as the comprehensive examination for the MS degree. The completed petition is forwarded to the Office of Student Affairs for signature by the Associate Dean for Academic Programs. If the student suggests a chairperson, this should be noted on the petition. Upon receipt of the petition, the Associate Dean appoints a committee of at least three faculty examiners and designates the chairperson.

The chair guides the student in selection of the areas for the preliminary examination and preparation of focusing papers and communicates with other members of the committee to facilitate the examination. The chairperson's responsibility is to determine the time and place of the examination, to establish with the student the nature of the examination, and to report the results of the examination to the student and to the Associate Dean, Academic Programs. (The form for reporting the results of the preliminary examination is sent by the Office of Student Affairs to the Committee Chair.) A report of the examination is filed in the Office of Student Affairs.

The following written materials are to be submitted to the student's committee members prior to the preliminary examination:

- A list of all course work taken prior to the examination,

- Two-page synopsis of the student's curriculum vitae,

- The specific areas for examination, and

- Three focusing papers dealing with the four content areas.

A full-time student will usually take the preliminary exam near the end of the first year of study, and no later than the middle of the second year. The student's performance will be judged as satisfactory or unsatisfactory. If the student's performance is unsatisfactory, a repeat examination may be authorized by the Dean of the School of Nursing, upon recommendation by the examination committee. (The examination may be repeated only once, preferably during the quarter immediately following the first examination.) The original committee shall be constituted to reexamine the student, unless unusual circumstances preclude this.

17. Qualifying Examination Expectations and Criteria

The following are the expectations for the qualifying examination. Before taking the qualifying examination, students must have completed foundational course work and should have completed two research residencies of at least 3 units each. The three focusing papers will reflect the three areas specified by the student on the graduate division qualifying examination form. Faculty committee members should receive the final draft of the focusing papers a minimum of two weeks prior to the scheduled examination.

The following are **essential** qualities that should be exhibited in the focusing papers:

- Comprehensive knowledge of the literature for each area.
- Critical approach to empirical evidence.
- Integration and synthesis of ideas within each area.

Well-written, acceptable focusing papers are prerequisite to taking the oral qualifying examination. After two unsuccessful attempts at submitting final versions of the focusing papers, the student may be asked to leave the program. Students should receive feedback from committee members about the focusing papers prior to the examination.

Primary responsibility for the following activities should be as follows:

Student:

- Selecting content areas for examination.
- Negotiating dates and times for faculty and student availability to schedule the examination: (*Note:* The chair of the committee schedules the room and officially notifies the committee and student).
- Arranging for faculty feedback to student on the focusing papers before the examination.
- Students must be officially registered for the quarter in which they take the qualifying exam, except for **Summer** quarter when registration is not required so long as the student was registered the previous Spring quarter.

Student and adviser:

- Recommending faculty members for the examination (considering qualifications and appropriateness).

Student, adviser, and chair of the committee in consultation with the committee:

- Determining student readiness to take the examination.

Chair of the committee in consultation with the committee:

- Answering questions about the nature of the examination (e.g., use of focusing papers by the student in the examination).

Chair of the committee:

- Discussing the outcome of the examination with the student.

The following are **essential** criteria for passing the qualifying examination:

- Effective verbal articulation of knowledge and its application.
- Knowledge of research methodology.
- Comprehensive knowledge of general literature in the selected areas for study.
- A critical, analytic approach to the areas for study.
- Knowledge of the relationship of relevant basic and social sciences to the selected examination topics.
- Ability to synthesize theory and research.
- Identification of areas of needed investigation and appropriate research methodology to address these questions.

The student is expected to apply to the Graduate Division for advancement to candidacy upon successful completion of the qualifying examination.

Competencies Measured through the Written Papers*

- A comprehensive knowledge of the literature related to her/his area of study or research question
- The ability to critique empirical evidence, theoretical reasoning, and other sources of knowledge that inform her/his area of study or research question
- The ability to integrate, synthesize and interpret ideas and findings from pertinent literature
- The ability to think and write in an organized and clear manner

Competencies Measured at the Oral Examination*

- A comprehensive knowledge of general literature in the selected area of study
- A critical and analytical approach to ideas and related literature in the area of study
- A knowledge of relevant biological, behavioral, and/or social sciences that inform the selected area of study
- The ability to synthesize/integrate theory and related research findings
- Knowledge of research methodology (measurement, data collection, data analysis)
- The ability to identify areas of needed investigation and appropriate research methodology to address research questions in the selected area of study
- The ability to articulate knowledge and its application in a meaningful and logical way

*****These competencies reflect expectations approved previously by faculty**

Recommended Guidelines for Qualifying Examination Papers

Prior to the initiation of writing the papers for the qualifying exam, it is important for the student and advisor to identify the concepts of interest for an area of study and/or the possible question to be examined through the dissertation research. These concepts and their relationships will serve as the basis for identifying appropriate theories, methods and research literature to be addressed in the papers.

THEORY PAPER

- Purpose of the paper – To describe, analyze, critique and compare 2 or 3 theories, models or conceptual frameworks that inform the area of study or research question. Ultimately, the paper will help the student to adopt an appropriate existing theory or develop a conceptual framework to support the dissertation research.
- Elements of the paper–
    - Identify two or three theories or conceptual frameworks and the rationale for their selection.
    - Describe the key concepts and relationships within each theory.
    - Identify the criteria or evaluation framework that will be used to critique the theories.
    - Analyze and compare the selected theories using the identified criteria or evaluation framework; a primary focus should be on their relevance to the area of study or research question.
    - Identify the theory or framework that is most appropriate for the area of study or research question. A student may decide, in this component of the paper, to develop a conceptual framework or model that draws from existing theories in a novel way that is most relevant to the area of study or research question.
    - Provide a rationale for the selected theory or framework as well as describing its limitations for supporting the area of study or research question.

REVIEW OF THE LITERATURE

- Purpose of the paper - To describe and critique relevant studies in the field that inform the area of study or research question. This paper is not intended to be, but does not exclude the possibility of, a formal systematic review or a meta-analysis.
- Elements of the paper -
  - o Explicate an area of study or a research question that the review of literature will address.
  - o Describe the individual studies, their key findings, and their strengths and weaknesses.
  - o Critique the body of literature as a whole to identify methodological and substantive strengths, limitations, and gaps in knowledge within the field.
  - o Identify recommendations for future research based on the strengths, limitations, and gaps in the literature.
  - o Include a table as an appendix that summarizes the individual studies in a concise way

METHODS PAPER

- Purpose of the paper - To identify and critique measures/approaches that are appropriate for collecting and/or analyzing data related to the area of study or research question. Students may focus the paper on methods of data collection, methods of data analysis, or both.
- Elements of the paper –
  - o Clarify whether the paper will focus on methods of data collection, methods of data analysis, or an integration of the two (which is often relevant when using qualitative approaches)
  - o Describe the key concept for data collection or the general research question for data analysis.
  - o Identify and describe two or three measures/approaches that are appropriate for collecting data on the concept and/or analyzing data regarding the research question.
  - o Critique each of the measures/approaches for its general strengths and limitations and its relevance to the area of study or research question.
  - o Choose the most appropriate measure/approach for the area of study or research question and justify the decision.

Sample Worksheet for the Qualifying Examination Committee

Criteria Measured through the Written Papers*

- Demonstrates a comprehensive knowledge of the literature related to her/his area of study or research question
  Outstanding_____Good_____Acceptable_____Unacceptable

- Critiques empirical evidence, theoretical reasoning, and other sources of knowledge that inform her/his area of study or research question
  Outstanding_____Good_____Acceptable_____Unacceptable

- Integrates, synthesizes and interprets ideas and findings from pertinent literature
  Outstanding_____Good_____Acceptable_____Unacceptable

- Demonstrates the ability to think and write in an organized and clear manner
  Outstanding_____Good_____Acceptable_____Unacceptable

Criteria Measured at the Oral Examination*

- Demonstrates a comprehensive knowledge of general literature in the area of study
  Outstanding_____Good_____Acceptable_____Unacceptable

- Demonstrates a critical and analytical approach to ideas and related literature in the area of study
  Outstanding_____Good_____Acceptable_____Unacceptable

- Demonstrates a knowledge of relevant biological, behavioral, and/or social sciences that inform the area of study
  Outstanding_____Good_____Acceptable_____Unacceptable

- Demonstrates the ability to synthesize/integrate theory and related research findings
  Outstanding_____Good_____Acceptable_____Unacceptable

- Demonstrates knowledge of research methodology
  Outstanding_____Good_____Acceptable_____Unacceptable

- Identifies areas of needed investigation and appropriate research methodology to address research questions in the area of study
  Outstanding_____Good_____Acceptable_____Unacceptable

- Articulates knowledge and its application in a meaningful and logical way
  Outstanding_____Good_____Acceptable_____Unacceptable

*These competencies reflect expectations approved previously by faculty.
Examples of Behaviors that Reflect Different Scale Values[1]

Outstanding: Addresses the most highly relevant or state-of- the-art theories, methods or literature; Demonstrates a complete, detailed and very cogent presentation of ideas; Is very analytical or creative in presenting ideas; Provides new, original insights regarding theory or research; Synthesizes the literature or relevant ideas with great insight, depth and sophistication; Makes detailed connections of the literature to the research question for study; Identifies problems and limitations in the field of study that go far beyond the obvious; Is very logically consistent and internally coherent in discussion of ideas; Integrates a broad base of ideas from multiple fields; Applies theory or research in ways that no one has applied it previously; Proposes new methods for solving complicated problems; Documents statements in a careful and comprehensive manner; Justifies personal judgments about various methods or theories; Proposes innovative and significant theoretical or methodological approaches; Understands the field of study "inside and out"; Identifies and critiques competing ideas in the field; Presents ideas in a convincing and compelling fashion.

Good: Shows a nuanced understanding of existing theories, methods and literature in the field; Is thoughtful and accurate in critique of various theories, methods and literature; Uses existing methods or models well; Presents ideas coherently; Supports conclusions with evidence and a discussion of their consistency or inconsistency with prevailing views; Recognizes how different views can be integrated or mutually understood; Shows an appreciation of the shortcomings or limitations of the field; Focuses on the key issues in a logical way; Describes interrelationships among findings or theories that are not necessarily obvious; Provides rich illustrations of how theories or findings apply to the selected area for research; Makes points that are well-articulated, interesting and important.

Acceptable**: Provides a general and basic discussion of the theories, methods or literature but may be insufficiently specific, distracted by irrelevant content, or not attentive to key or recent work; Discusses key content but may have difficulty pulling aspects of the content together in an effective or innovative way; Shows evidence of basic knowledge but is not well organized or compelling in how it is discussed; Describes existing theory or methods adequately but may be vague or limited in her/his understanding, accept them at face value (cannot identify shortcomings or problems), or "oversell" the ideas or approach; Builds on less sophisticated, inferior, or less challenging theories or literature; Has little breadth in her/his understanding of research methods, depending on a limited knowledge of specific modalities; Derives evaluation of ideas in the literature from other scholars, with little original analysis and critique; Gives little consideration to diverse or varied theories or methods; Articulates views and interpretations in a fashion that summarizes existing knowledge rather than analyzing and extending it.

Unacceptable: Shows a fundamental lack of understanding of the theories, methods and/or literature in the selected area of study; Cannot explain theory or methods, including basic knowledge regarding their development or evaluation; Cannot discern or describe important elements of the literature; Identifies theory, methods, or research literature that is inappropriate for the research question to be studied; Has multiple errors in description and interpretation of the literature; Neglects or ignores key or recent literature in the field; Consistently overstates personal views and opinions to the exclusion of other important considerations; Cannot explain her/his ideas or opinions in an understandable, logical way; Includes tangential material; Does not document statements or provide evidence to support them; Presents content that lacks any careful thought; Shows no evidence of critical or analytic thinking.

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**Examinations that are found only "Acceptable" will typically result in specific recommendations by the committee. Recommendations may include expectations for certain coursework or directed work with the advisor or another mentor prior to the student proceeding with development of a dissertation proposal.

[1]These behavioral examples are adapted from "Developing Quality Dissertations in the Social Sciences" (B. Lovitts and E. Wert, 2009)
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18. Acknowledgement of Responsibility

I understand and acknowledge that:

- I have access to the Student Handbook, Policy Guidelines on the School of Nursing website at **https://nursing.ucsf.edu/for-students/current-student-resources**

- I am responsible for understanding and subscribing to the principles of academic integrity and will bear individual responsibility for my work.

- I will participate in the Nursing graduate program in an honorable, ethical, and professional manner.

- I will not:
  - Use another student's work
  - Exchange information with another student or students about the writing exercise
  - Allow someone else to do my work for me
  - Complete work for another member of the class
  - Plagiarize

- I will:
  - Engage in dialogue with others in a respectful and collegial manner
  - Complete all tasks in a timely manner
  - Provide proper attribution for any pre-existing content
  - Ask questions if I am unsure of expectations

I have read, understand, and acknowledge all of the above POLICY ON ACADEMIC MISCONDUCT and the Acknowledgement of Responsibility:

_____   _____

Signature   Date

_____   _____

Print Name   Specialty program