School of Nursing

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Degree Awarded
PhD in Nursing

Web Site
https://nursing.stonybrookmedicine.edu/

Application
https://graduateadmissions.stonybrook.edu/apply/

School of Nursing

The Doctor of Philosophy (PhD) represents the highest level of formal education for a career in nursing research and the scholarship of discovery. It prepares scholars for expression and communication of the knowledge base in the profession of nursing. PhD graduates develop the scientific foundation, steward the profession, define its uniqueness, maintain its professional integrity and educate the next generation of nurses. The PhD in Nursing program at Stony Brook University (SBU) School of Nursing (SON) will have a strong scientific emphasis within the discipline of nursing and an understanding of the science of related disciplines and translation science. The program is designed in a broad, cross-functional perspective to prepare nurse scientists to collaborate across disciplines to solve complex problems and address multiple issues facing individuals, families, communities and populations. Translational and innovative research, promoting interdisciplinary collaboration at the highest level, will be foundational to the program. The PhD in nursing will attract candidates oriented towards developing new nursing knowledge who will select an area of research congruent with interdisciplinary faculty expertise in basic and clinical sciences. To foster success and promote transformational, far-reaching opportunities, students will engage in a diversified curriculum.

The 54-credit curriculum is designed for Master’s-prepared nurses who aspire to research and academic roles within health care and educational settings. It will build on the foundation of research and scholarship gained at the master’s level. The part-time, cohort-based program, to be offered on-site (one day/week) with web-enhanced technologies, contains three phases: Coursework, Proposal Development and Dissertation. Coursework and proposal development will take two and one-half years to complete with an additional minimum of one year for dissertation completion. The PhD candidate will select an area of research congruent with interdisciplinary faculty expertise. The SBU intensive research environment provides opportunities for mentorship by faculty within and outside the SON. Our Office of Nursing Research assists faculty and doctoral students in meeting research goals by providing administrative support, grant preparation support and management, statistical consultation, and dissemination of research findings through poster/podium presentation and manuscript preparation.

Admission Requirements and Application Procedures

Application procedures and requirements as set forth in this Bulletin must be followed. Applications will be reviewed by PhD in Nursing program faculty and the Committee on Admissions and Academic Standards. All admissions for the PhD in Nursing will begin annually in May. The number of openings for the PhD in Nursing program is small and acceptance is competitive. Additionally, congruency of the applicant’s research interest with faculty expertise may impact admission decisions.

Requirements for admission include:

1. Applicants to the Ph.D. in Nursing Program must hold a Master's degree in nursing from a nationally accredited program or its international equivalent. Students with a master's degree in a related discipline (i.e., MPH) and a Bachelor’s in Nursing may also be considered.
2. A current unencumbered license to practice as a registered professional nurse
3. One official copy of any transcript from any undergraduate college or university attended, from which a degree was conferred. Applicants must submit one official copy of any transcript relating to any graduate level work undertaken, regardless of whether or not a degree was earned. Note: Educational systems that cannot be compared to the United States must be evaluated by a US credentials evaluation service before admission can be finalized.
4. Minimum overall GPA of 3.0 on a 4.0 scale.
5. Three letters of recommendation attesting to your academic ability and
6. Curriculum Vitae including education and employment history; honors and awards; and publications and grantsmanship. Must demonstrate a progressive record of professional development in nursing
7. A personal interview with PhD program faculty
8. An exemplar of scholarly writing (e.g., publications)
9. A statement of professional goals and research interests including reference to Stony Brook University School of Nursing PhD faculty whose current research is aligned with your areas of interest and expertise.

Stony Brook University Graduate Bulletin: www.stonybrook.edu/gradbulletin
10. Documented proficiency in English for international student (see the English Proficiency Requirements for Non-Native Speakers of English in the Graduate Bulletin (http://www.stonybrook.edu/sb/graduatebulletin/current/degrees/phd/index.php)

11. International Applicants: Each person planning to study in the United States is required to have the appropriate immigration status. The immigration documents for F-1 and J-1 student status are issued by Visa and Immigration Services at Stony Brook University based on receipt of required supporting documentation, including evidence of admission, English language proficiency, and proof of financial support for the program of study. (see the International Students section in the Graduate Bulletin (http://www.stonybrook.edu/sb/graduatebulletin/current/degrees/phd/index.php)

These admission requirements constitute the minimum expectations for applicants. Applicants should be aware that students selected for admission generally exceed these requirements.

Requirements for the PhD in Nursing Program
A. Curriculum Requirements

The part-time cohort-based program, to be offered on-site (one day/week) with web-enhanced technologies, contains three phases: Coursework, Proposal Development and Dissertation. Coursework and proposal development will take two and one-half years to complete with an additional one year for dissertation completion. All students will follow an approved program of courses, called the Academic Program Plan, determined to meet his or her needs and to satisfy program requirements. The Academic Program Plan, developed by the student in consultation with the faculty advisor, should provide sufficient depth and breadth for the chosen area of research, including specific content areas, methodological and analytic approaches. Any changes to the plan must be approved by the faculty advisor and submitted to the Director of the PhD in Nursing Program for final review. The following includes minimum curriculum requirements:

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<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
<th>PRE-REQUISITE</th>
</tr>
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<tbody>
<tr>
<td>Statistics/Research Design</td>
<td></td>
<td></td>
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<tr>
<td>NUR 635 Biostatistics</td>
<td>3</td>
<td></td>
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<tr>
<td>NUR 636 Advanced Statistical Methods</td>
<td>3</td>
<td>NUR 635</td>
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<tr>
<td>NUR 647 Doctoral Research Seminar</td>
<td>3</td>
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<tr>
<td>NUR 660 Quantitative Methods in Nursing Research</td>
<td>3</td>
<td></td>
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<tr>
<td>NUR 661 Qualitative Methods in Nursing Research</td>
<td>3</td>
<td></td>
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| Philosophy/Theory/Foundations                                         |        |                                |
| NUR 630 Philosophical Foundations of Nursing Science                  | 3      |                                |
| NUR 631 Concepts, Theories and Knowledge Development in Nursing Science| 3      | Co                             |
| JRN 501, 503 & 513 or JRN 565                                         | 3      |                                |
| Distilling Your Message: Communicating Science                        |        |                                |
| NUR 680 Integrating Big Data to Evaluate Population Health            | 1 (1-3)| Co-Requisite: VIP 695 Multidisciplinary Project Leadership            |
| VIP 695 Multidisciplinary Project Leadership                          | 2 (1 credit in Fall and 1 credit in Spring) | NUR 635                  |
| NUR 662 Data Management and Informatics for Clinical Scientists       | 3      | NUR 636                        |

| Research Practicum                                                     |        |                                |
| Cognates (3)                                                           | 9      |                                |
| NUR 690 Dissertation Seminar I                                        | 3      | Successful completion of Qualifying Examination                       |
| NUR 691 Dissertation Seminar II                                       | 3      | Successful completion of Comprehensive Qualifying Examination         |

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The purpose of the Comprehensive Qualifying Examination is to ascertain the breadth and depth of the student’s preparation and to appraise readiness to undertake significant original investigation. Successful completion of the examination signifies the student’s readiness for advancement to candidacy to begin work in the dissertation phase. It also represents the faculty’s commitment to provide scholarly resources to assist the student in meeting these benchmarks. The advancement to candidacy is achieved by satisfactory completion of all required coursework.

**Doctoral Role Formation**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR 697 Research Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NUR 698 Teaching Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**By Advisement**

<table>
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<tr>
<th>Qualifying Examination</th>
<th>Credits</th>
<th>To be taken prior to dissertation phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 699 PhD Dissertation Research – On campus; or,</td>
<td>(6)</td>
<td>Following completion of Dissertation Seminar II, students will register for a minimum of 2 semesters of 3 credits each. Additional enrollment (1-6 credits) per semester is required until dissertation is completed and successfully defended.</td>
</tr>
<tr>
<td>NUR 700 PhD Dissertation Research – Off campus (Domestic); or,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 701 PhD Dissertation Research – Off campus (International)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

**B. Cognates**

Students will select a minimum of three cognate courses (9 credits) to support the dissertation. They individually and collectively enhance the depth of understanding of the student’s chosen area of research. Cognate courses are taken after the first year of coursework when a student’s chosen research area has become more clearly defined. Cognates are typically in specific content areas (i.e., self-management, biomarkers, biomedical informatics) or in specific methodological or analytical approaches (i.e., research design methodologies or data analytical methods).

These courses must be at the graduate level and taught by doctorally-prepared faculty either from with the School of Nursing or the University community at large. Students should consult with their faculty advisor regarding possible content and methodological areas that will support the chosen area of research.

**C. Teaching Practicum Requirement**

All doctoral students in the PhD in Nursing Program at Stony Brook University must complete at least one semester of practicum in teaching under supervision. Students in the PhD in Nursing Program will register for NUR 698 Seminar Series: Academic Role and Teaching Practicum to enhance their expertise in the role of an academician. The practicum will be individualized according to the student’s prior experiences in the academic role. The practicum will provide students with expertise in course development, teaching pedagogies and strategies for curriculum delivery, test construction and evaluation methodologies for didactic and clinical learning, approaches to teaching diverse learners and difficult student situations, and professional role development among others.

The practicum may include making seminar or class presentations, assisting in laboratories, or leading discussion sessions. Grading experience by itself will not be considered sufficient for satisfaction of this requirement. Faculty are responsible for providing informal feedback and formal evaluation. Following (or in some cases, concurrent with) proper training through a teaching practicum and after having fulfilled other requirements for teaching (e.g., demonstration of spoken English proficiency for non-native speakers of English), a graduate student may serve as a teaching assistant (TA) in courses at Stony Brook University, where the instructor of record is a faculty member. An advanced graduate student may act as the instructor of record for an undergraduate course offered at Stony Brook University only if he or she is appointed to an adjunct faculty position as a lecturer. No student shall be appointed to such a position until he or she has been advanced to candidacy (G5 only). It is not required that such students be enrolled in full time status, although this is recommended. Appointment procedures follow the same process as regular faculty appointments. Graduate students at G4 level or below cannot be designated as the Instructor of Record for any course offered at Stony Brook University. They may be appointed as Teaching Assistants. In addition, there must be a designated faculty supervisor who serves as the Instructor of Record for the course.

Each student, with the help of their faculty advisor, will identify the semester during which they will complete the teaching practicum, develop individualized student learning outcomes based on prior experiences in the academic role and identify a faculty preceptor. The faculty advisor, faculty preceptor and student will develop the structure of the practicum and plan activities to accomplish the student learning outcomes.

**D. Research Practicum Requirement**

All doctoral students in the PhD in Nursing Program at Stony Brook University must complete at least one semester of practicum in research under supervision. Students in the PhD in Nursing Program will register for NUR 697 Seminar Series: Investigator Role and Research Practicum to enhance their expertise in the role of an investigator. The practicum will be individualized according to the student’s prior experiences in the investigator role. The practicum will provide students with expertise in selected aspects of the research process, including development of the conceptual/theoretical foundation of the study, study implementation (e.g. start-up activities, consent, intervention, fidelity management), data collection, data management, data analysis, participate in preparation of grant proposal and dissemination of findings.

Each student, with the help of their faculty advisor, will identify the semester during which they will complete the research practicum, develop individualized student learning outcomes based on prior experiences in the investigator role and identify a faculty preceptor. The faculty advisor, faculty preceptor and student will develop the structure of the practicum and plan activities to accomplish the student learning outcomes.

**E. Comprehensive Qualifying Examination**

The purpose of the Comprehensive Qualifying Examination is to ascertain the breadth and depth of the student’s preparation and to appraise readiness to undertake significant original investigation. Successful completion of the examination signifies the student’s readiness for advancement to candidacy to begin work in the dissertation phase. It also represents the faculty’s commitment to provide scholarly resources to assist the student in meeting these benchmarks. The advancement to candidacy is achieved by satisfactory completion of all required coursework.
and successful completion of the Comprehensive Qualifying Examination, to progress to the dissertation phase. Students may prepare and submit the completed comprehensive qualifying examination after successful completion of coursework as per the Academic Program Plan.

The Comprehensive Qualifying Examination covers coursework in nursing “core”, research, and education. The examination is designed to test the student’s accumulation of essential knowledge gained from coursework as well as their ability to apply critical analysis, present thoughts in a scholarly manner, and synthesize the knowledge they have acquired. Students will have two days to complete the written Comprehensive Qualifying Examination Questions. Responses to each question should follow current APA guidelines. The grading system for the Comprehensive Qualifying Examination will be consistent with pass/fail. Students will be assigned two faculty readers. Each reader will assign a grade of “pass” or “not pass” for each question. For questions where there is a disagreement in grade, a third faculty reader will be assigned, and the two similar grades will be the official grade. Students must pass all four questions in order to advance to candidacy and progress to the dissertation phase of studies (see Appendix C). If a grade of “not pass” is achieved in one or all of the sections of the examination, all or parts of the examination may be retaken within 30 days and evaluated by the same members of the Examination Committee. The examination may be retaken only once with no extension of the deadline. Failure of a second attempt will result in the student being dismissed from the program.

F. Dissertation Proposal Defense
The purpose of the Dissertation Proposal Defense is to demonstrate an understanding of knowledge in the concentration area that supports the student’s dissertation research. Students may not progress to the proposal defense until all required coursework is complete. Written permission from the program director will be required for students who previously obtained permission to progress on an alternate academic pathway.

The proposal defense contains a written and oral component, both requiring a passing grade to advance to dissertation phase. Preparation of the proposal defense occurs under the guidance of the Dissertation Committee, facilitated by the Dissertation Committee Chair.

G. Dissertation
The three requirements for the Ph.D. are assessed in the final defense of a dissertation.

1. The dissertation should demonstrate significant original work.
2. The final dissertation should be presented with clarity of thought and excellence of exposition that make it suitable for publication as a book or a series of papers in learned journals.
3. The dissertation should demonstrate a breadth and depth of the candidate’s knowledge beyond the confines of his or her own research and is also critically assessed in the defense and at various examinations during the student’s studies.

Successful oral defense of the dissertation to the candidate’s dissertation committee and the University community at large is required. The dissertation committee will include the candidate’s dissertation advisor, at least two faculty members from the program and may include one or more members from outside the University or program.

H. Residence Requirement
At least two consecutive semesters of full-time study at Stony Brook University in the program granting the degree (or three consecutive semesters of a minimum of six credits for part-time students) are required.

I. Program Time Limit
The time limit for a doctoral degree, including coursework, examinations, practicums, and dissertation is seven (7) years from date of matriculation in the PhD in Nursing Program. In exceptional cases where the program cannot be completed within these periods, students may petition for an extension of the time limit. The Request for Waiver of Graduate Time Limit form can be found by selecting the forms link from the Graduate School Web site. These petitions require the approval of the student’s faculty advisor and Director of the PhD in Nursing Program. Requests for a time limit extension must be filed before the limit is exceeded and must contain a significant justification. The final decision rests with the Dean of the Graduate School, who may impose additional requirements.

PhD in Nursing Faculty

Professors
Shurpin, Kathleen (1), Ph.D., 1989, Adelphi University: symptom distress: family support; cancer prevention and screening.

Bruckenthal, Patricia (1), Ph.D., 2004, University of Massachusetts, Amherst: health behavior change; pain management; health screening and health promotion; novel health promoting technologies.

Clinical Professors
Buhse, Marijean (1), Ph.D., 1997, Adelphi University: multiple sclerosis; caregiver burden.

Associate Professors
Shoenfeld, Elinor (3), Ph.D., 1987, University at Buffalo: community engaged research; health disparities; sensor data for health; cancer epidemiology; data management and informatics.

Saltz, Mary (3) MD., (1983). Duke University School of Medicine: interventional radiology, artificial intelligence and deep learning, population health analysis.

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Clinical Professors

Della Ratta, Carol (1), Ph.D., 2015, Adelphi University: intra-inter-professional educational strategies; active learning strategies; qualitative methods; new graduate nurse role transition; nurse preceptors.

Kenneth Faulkner (1), Ph.D., 2018, New York University: heart failure; cognitive impairment in older adults; biostatistics.

Wood, Sylvia, K (1), Ph.D., 2021, Adelphi University: cancer survivorship; aging cancer survivors; theory development; knowledge translation; implementation science; qualitative methods.

Assistant Professors


Giselle, Gerardi. (1) Ph.D., 2022, City University of New York: self-efficacy, health management in underserved populations, maternal-child health, health informatics.

Whitney, Clare (1) Ph.D., 2020, University of Pennsylvania: bioethics; clinician communication; substance use and pregnancy; qualitative inquiry.

1. School of Nursing
2. School of Medicine, Department of Psychiatry
3. School of Medicine, Department of Radiology, Department of Biomedical Informatics, Community Practice Initiatives

NOTE: The course descriptions for this program can be found in the corresponding program PDF or at COURSE SEARCH.