If in person, open zoom link to follow / add to chat

Go to Agenda on Faculty of Nursing webpage;

Programs;

Graduate Student Resources and Services;

Graduate Programs Orientation (left hand column) - click on agenda (top of the page)
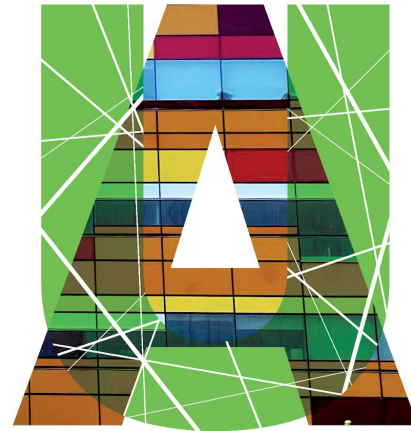
Zoom link provided there

(ensure you are muted)

The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

UNIVERSITY OF ALBERTA

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(ensure you are muted)

AGENDA

Introductions & Welcome!

Graduate Supervisory Relationships

Doctoral Curriculum & Program Structure

FGSR & Faculty Regulations & Requirements

Who are you …

Where are you from …

Why are you here…

What does it mean to be a doctoral nursing scholar?

Doctoral Nursing Scholar

- A learned person who has profound knowledge of a particular subject

- A junior colleague

- Thinker, inquirer, researcher, questioner, philosopher, creator

- Teacher, learner, coach, mentor

- Speaker, debater, presenter, translator, writer

- Leader, collaborator, contributor

- Explorer, risk-taker, seeker, pathfinder

Doctoral Program Learning Outcomes (CASN, 2022)

CASN National Nursing Education Framework

Domain	Guiding Principle - Programs prepare graduates to
1. Knowledge	Become thought & knowledge leaders in nursing, health care & society
2. Research skills & critical inquiry	Engage in complex projects that expand existing knowledge, develop new knowledge, and/or create innovative solutions in health care
3. Nursing practice	Grow and strengthen an area of nursing practice to optimize health care outcomes.
4. Communication & Collaboration	Communicate effectively with multiple audiences and to lead influential collaborations and coalitions within nursing and outside of nursing.
5. Professionalism	Hold influential nursing positions at educational institutions and senior positions at the local, provincial/territorial, national and international level
6. Leadership	Be an integral and influential voice leading local, provincial, national and international initiatives and programs.
7. Reconciliation, Equity, Diversity & Inclusivity*	Meet the healthcare needs of indigenous persons and communities, and to advance the process of reconciliation by acting on the Truth and Reconciliation Commission of Canada Calls to Action (#18-24)
8. Teaching & Education*	Plan, implement and evaluate teaching strategies appropriate to context & learner.

Doctoral Curriculum & Program Structure

PhD Program revisions begin now: Fall 2023

Nursing PhD Program requirements:

Coursework –
Students take a total of ~ 30 credits of doctoral level courses (numbered 600 level)

The total number and type of courses varies based on the student's academic background, experience & career goals (determined in consultation with the graduate supervisor).

All requirements must be completed within 6 years from the time a student first registers as a graduate student.

PhD Core Courses – 18 credits*

NURS 600 - Knowledge Development in Nursing

NURS 601 - Advanced Nursing Inquiry

NURS 609 – Synthesizing Knowledge

INT D 690 – Knowledge Utilization: Science and Practice

NURS 696/697/698 - Community of Inquiry I, II, III (1 credit each)*

NURS 699 - Dissertation Seminar

Doctoral Community of Inquiry I, II, III
1 credit courses – four 3-hour seminars/term

- Build connections as a cohort within your scholarly community of doctoral students
- Build knowledge and skills that contribute to the formation of scholars in the discipline of nursing
- Foster collaborative peer support as your research questions and thesis projects evolve

NURS 696

Community of Inquiry I

(Fall Year 1)

Introduction to doctoral student roles and responsibilities, doctoral nursing program outcomes, and planning of personal milestones for development as a nurse researcher and scholar.

NURS 697

Community of Inquiry II

(Winter Year 1)

This seminar explores strategies for doctoral nursing students to develop their scholarly profile (publications & presentations), build academic networks, and communicate effectively with diverse audiences.
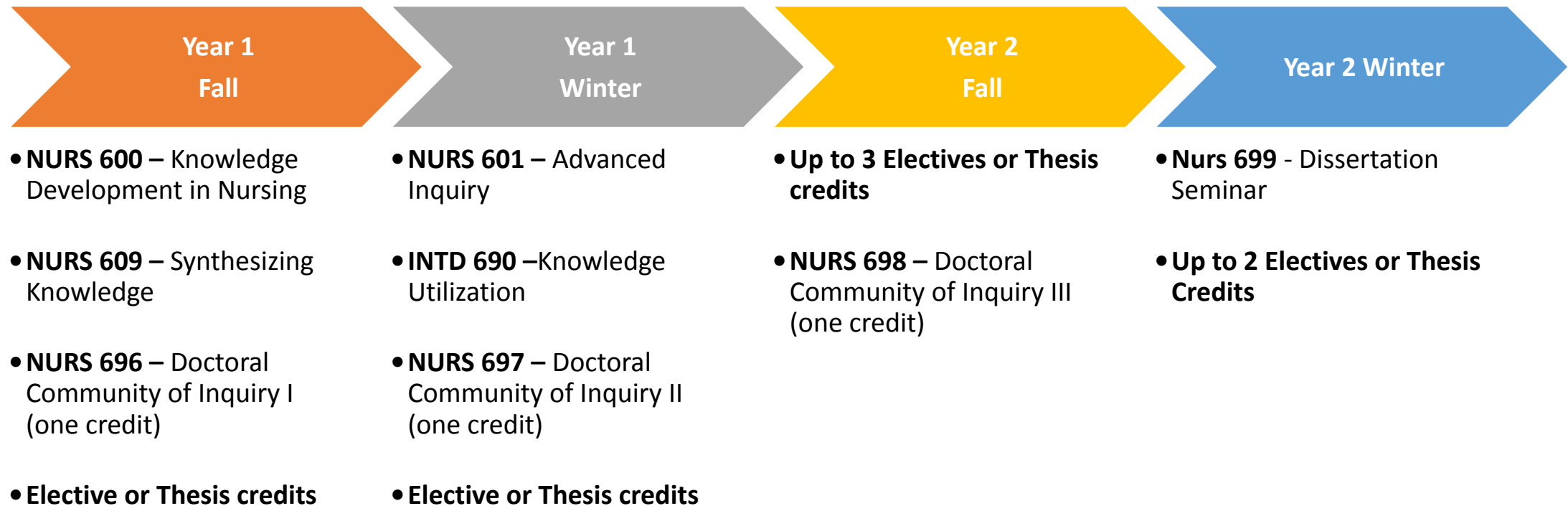
NURS 698

Community of Inquiry III

(Fall Year 2)

This seminar focuses on forms of engagement in scholarly communities, such as peer review, research collaboration, and strategies for intellectual exchange.

Usual Course-taking Pattern

Year 1 Fall	Year 1 Winter	Year 2 Fall	Year 2 Winter
• **NURS 600 –** Knowledge Development in Nursing	• **NURS 601 –** Advanced Inquiry	• **Up to 3 Electives or Thesis credits**	• **Nurs 699 -** Dissertation Seminar
• **NURS 609 –** Synthesizing Knowledge	• **INTD 690 –** Knowledge Utilization	• **NURS 698 –** Doctoral Community of Inquiry III (one credit)	• **Up to 2 Electives or Thesis Credits**
• **NURS 696 –** Doctoral Community of Inquiry I (one credit)	• **NURS 697 –** Doctoral Community of Inquiry II (one credit)		
• **Elective or Thesis credits**	• **Elective or Thesis credits**		

Candidacy Examination

- Purpose: Provide students with the opportunity to
  - Demonstrate knowledge about the discipline of nursing, research methods, and their substantive research topic
  - Respond to questions about the research proposal
  - Demonstrate the ability to pursue and complete original research at an advanced level
- The oral doctoral candidacy exam occurs following completion of all coursework, and provisional approval of the research proposal by the supervisory committee and <u>must be completed within 36 months</u>.

https://www.ualberta.ca/nursing/programs/graduate-student-resources-and-services/forms-and-guidelines.html
(Go to Guidelines, Policies & Information; PhD Program; Candidacy Examination Guidelines)

Option: Paper Based Thesis Format

- **Format includes a minimum of three publishable papers:**
  - Each paper addresses a unique objective or question
  - Collectively, the papers will form a coherent and integrated set of projects and outputs that have been outlined in the dissertation proposal.
  - Each paper must be independent of the others.

- **Consult with your supervisor if you are interested in a paper -based thesis format rather than a traditional dissertation.**
  - The topics, timelines, authorship and relevant journals to be targeted for submission must be clearly and jointly planned in advance.

- **Prior to the final oral examination, at least one of the papers should be under consideration for publication in a peer reviewed journal.** The other papers may be prepared for submission, 'submitted' or 'in review', also to peer reviewed journals.

https://www.ualberta.ca/nursing/programs/graduate-student-resources-and-services/forms-and-guidelines.html

(Go to Guidelines, Policies & Information; PhD Program; Thesis Guidelines (Traditional and Paper-Based))

Timeline for dissertation completion

24 – 36 months

- Finalize research proposal

- Prepare for doctoral oral candidacy exam (must be completed by 36 months)

36 – 48 months

- Obtain ethics approval

- Implement research project (data collection and analysis)

48 – 60 months

- Complete data collection and analysis

- Complete written dissertation

- Final doctoral examination

Planning for periods of on-campus study (i.e. Residency)

- Periods of time on campus for direct experiential engagement may optimize your doctoral experience and achievement of doctoral program learning outcomes.

- There is no residency requirement, but faculty and students explicitly negotiate and document an agreement for this engagement.

- A period of residency is intended to be adopted with flexibility based on the supervisor's expectations and needs and each individual student's overall program of study. Considerations include
  - research training and employment opportunities within the supervisor's program of research and teaching/research assistantships,
  - opportunities for scholarly socialization, networking and mentorship,
  - student career goals, and
  - availability of supervisor and student.

Faculty of Graduate Studies and Research

Graduate Teaching and Learning Program

Level 1: Foundations

What you need to know to be a great TA

Level 2: Practicum

Become a better teacher

Level 3: Pedagogy and Course Design

Become a principle instructor

Level 4: Scholarship of Teaching and Learning

Engage with teaching research and course development

https://www.ualberta.ca/graduate-studies/professional-development/graduate-teaching-and-learning-program/index.html

Develop teaching skills to advance your preparation for future academic teaching roles.

Take a 5 min break - introduce yourself

Graduate Supervisory Relationships

Graduate Supervisor/Co-supervisor

- Agrees to supervise graduate students based on fit with the faculty member's expertise / scholarship / research and the student's intended dissertation project

- Assists the student in planning a program of studies

- Ensures the student is aware of program requirements, degree regulations, and regulations of the Faculty of Nursing and FGSR

- Meets regularly with the student to review progress and offer mentorship

- May engage the student in the faculty member's program of research

- Supports students to prepare for program milestones (completion of course work, development of the dissertation proposal, preparation for candidacy and final doctoral examinations)

Supervisory Committee Members

- Normally ~2 additional faculty members are invited to support the student as Supervisory committee members.
- Committee members are usually appointed within the first 12 months of the student's program.
- May be from Nursing or other UofA faculties, or from another university
- Supervisory committee members:
  - Bring relevant expertise related to the dissertation methods
  - Contribute to the development and approval of the research proposal
  - Participate in Candidacy and Final Doctoral examinations
- The Supervisory Committee must meet at least annually

Meeting with Your Supervisor & Committee

- Stay connected – expect to meet regularly; negotiate frequency and timing of meetings

- Reach out for advice and mentorship as need arises

- Take an active role in planning meetings
  - Prepare an agenda to address your key questions
    - Ask supervisor / committee members if they have agenda topics
  - Provide progress reports and ask for guidance
  - Take meeting notes and share them afterwards; highlights action items for follow-up

- If a faculty member will be giving you feedback on written work, explicitly negotiate a time frame for you to submit it to them that allows them sufficient time to review and respond (eg. 3 days … 7 days …. 2 weeks)

Giving and Receiving Feedback

- Expect to receive feedback from your supervisor … instructors … peers
  - Your role is to reply to feedback received, and revise / follow-up accordingly
- Be prepared to offer feedback on your preferences and learning needs

- Peer review is the hallmark of academic excellence in scholarly work
  - Learning from others' appraisal of your work will strengthen your ideas and your scholarly products
  - Giving peer feedback effectively is a skill to be developed
  - Always acknowledge both strengths and areas that can be improved

Addressing Conflicts of Interest and Supervisory Difficulties

Faculty members and graduate students share responsibility for developing a productive and rewarding relationship by negotiating clear expectations for how you will work together.

When disagreements arise, attempt to resolve the issue as quickly as you can, informally, and as directly as possible (i.e. face-to-face).

The supervisor and/or student may consult with the Assoc Dean or the Student Ombuds.

Conflicts of Interest

- Conflict of interest – a situation in which there is or may be perceived to be a benefit to a person / family member / outside party that it should be questioned whether actions or decisions made by the person would be influenced by their own personal interests

- Key relationships where conflict may arise include:
  - Supervisor and student
  - Supervisor and other committee members
  - Student and other committee members

- Graduate supervisors are expected to openly declare any issue which may lead to a conflict of interest with the student, or with another member of the supervisory committee.
  - Students may object to inclusion of a supervisory committee member if a conflict of interest exists

(see policy on *Conflict of Interest for Graduate Student Supervisory and Examination Committees*)

Change of Graduate Supervisor

- A change of supervisor may be requested when
    - the student may more appropriately be supported by the expertise of a different faculty member,
    - when the student and/or faculty member express a personal preference for this change,
    - when the faculty member will be away on sabbatical or prolonged leave of absence, or
    - in instances of supervisory conflict.
- It is recommended that the student and supervisor should discuss this possibility, and should consult with the Faculty of Nursing Associate Dean Graduate Studies and/or the Nursing Graduate Services Office as needed.
- An alternate supervisor whose scholarship is aligned with the student's program of studies <u>may</u> be willing to assume supervisory responsibilities, but in rare situations the student may choose to withdraw from the program or may be required to withdraw.

Co-Creating Culturally Responsive Learning Environments

How can we become more aware of power dynamics, implicit bias, and stereotypes?

How can we pay attention to

The language and discourses evident in our conversations?

How we consciously or unconsciously position ourselves and each other?

How we negotiate our differences?

How can we learn to disrupt systems and structures that continue to harm?

How can we reposition power, authority, voice?

Can we be committed to navigating these spaces in our teaching and learning relationships with each other?

Pirbhai-Illich, F., Pete, S., & Martin, F. (Eds.) (2017). *Culturally responsive pedagogy: Working towards decolonization Indigeneity, and interculturalism*. Palgrave MacMillan.

Grounding Virtues – What we practice, we become
https://onbeing.org/social-healing-at-on-being/the-six-grounding-virtues-of-the-on-being-project/

- **Adventurous Civility** – "Creating new possibilities for living forward while being different and even continuing to hold profound disagreement" – Beyond politeness!

- **Hospitality** – "Creation of an inviting, trustworthy space"

- **Genuine Listening** – Powered by curiousity, vulnerable "willingness to be surprised, to let go of assumptions and take in ambiguity"

- **Patience** – Taking a long view of time as we "reckon with reality"; "not to be mistaken for meekness and ineffectuality"

- **Humility** -- Not about debasing oneself or getting smaller, but "about encouraging others to be big… approaching others with a readiness to be surprised and delighted"

- **Words that matter** – Using "words that shimmer" … as we "reach across the mystery of each other" as we shape ourselves, our relationships, our world

Upcoming TAGS Session:

- Technology Tools for Academic Success

  - September 14, 2023, 1:00 – 1:50 pm MST

  - Speaker – Erik Berglund, eLearning Support Team

- Save the date: 4th Thursday of every month, 1:00 - 1:50 pm MST "Research & Chocolate" for doctoral students / candidates and postdoctoral fellows

Thank you!

Your questions are welcomed.