Greetings from the Dean of the Faculty of Graduate Studies

Welcome to the Faculty of Graduate Studies at the University of Victoria!

As graduate students, you are at the core of our academic mission in teaching, learning, and research. With your record of achievement and creativity, we look forward to your contributions to the advancement of your chosen field. The Faculty of Graduate Studies is committed to helping you to make the most of your graduate education. Our website contains important information on what we can do to help you, our policies, and just about anything else you will need to know as a graduate student at UVIC.

I am dedicated to ensuring your success and to helping make your graduate studies experience both fulfilling and memorable.

Wishing you all the very best,

David W. Capson, BScEng, MEng, PhD, PEng

Greetings from the Associate Director of Graduate Programs ~ School of Nursing

Greetings,

A warm welcome to each of you! Embarking on a PhD program is a privilege and invitation to venture with your community of learners into wor(l)ds and unchartered depths of knowledge.

May you be inspired, refreshed, and invigorated as you walk this path of inquiry.

Sincerely,

Anne Bruce RN, PhD

Greetings from the PhD Committee Members
School of Nursing

Hello!

We welcome you to the UVIC School of Nursing and our nursing doctoral program. You have embarked upon a new journey into higher education...we hope that you will find it to be an adventure of learning in new, creative and thoughtful ways about the discipline of nursing.

We offer this handbook as a source of information about the program and many related aspects. If you have any questions, please do not hesitate to contact your supervisor, or for administrative questions, contact Gweneth Doane, PhD Program Coordinator or Lori Klear, Coordinator, Student Affairs.

Sincerely,

Gweneth Doane (PhD Program Coordinator)  Lori Klear
Diane Butcher (student representative)  Marjorie MacDonald  Kelli Stajduhar
Lori Rietze (student representative)  Anastasia Mallidou  Rosalie Starzomski
Kelsey Rounds (student representative)  Anne Bruce
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INDIGENOUS PEOPLES AND TERRITORY

We acknowledge with respect the history, customs and cultures of the Lekwungen-speaking peoples on whose traditional territory the University of Victoria stands. We raise our hands to the Lekwungen- and Sencoten-speaking peoples whose relationship with this land continues to this day.

FACULTY OF GRADUATE STUDIES (FGS)

All University of Victoria (UVic) graduate students are admitted to the Faculty of Graduate Studies (FGS) and then to the specific faculty/departments within the University. The FGS oversees more than 160 graduate programs across the UVic campus. For graduate students at UVic, the Faculty of Graduate Studies is the faculty that oversees and sets the policies to ensure quality and standards in graduate programs. The office of the Dean of Graduate Studies is responsible for graduate policies, exceptions, and appeals. The School of Nursing works in consultation with both the FGS Dean’s office and the office of Graduate Admissions and Records to process course or program changes, supervisory committee membership, and various other routine paperwork from initial application right through to graduation. The Faculty of Graduate Studies also supports students with funding for fellowships, research and teaching assistantships, and travel to conferences, and can serve as a resource for students experiencing challenges that affect academic progress and experience. The Faculty of Graduate Studies staff is committed to helping students make the most of their graduate education, and work with people in just about every office on campus to further ensure students’ academic success. To learn about FGS policies and procedures we suggest students should review the UVic Graduate Calendar 2016-2017 to familiarize themselves with the various policies that affect them and their program. Students might also visit the FGS website to learn about the larger graduate community, resources and activities you might access.

When one is building a ship, one does not begin with gathering timber and cutting planks, but rather by arousing in people the yearning for the great wide sea.

Antoine de St. Exupery
ABOUT THE SCHOOL OF NURSING

Mission: The University of Victoria, School of Nursing is committed to accessible, innovative nursing education. Through our commitment to research, professional activities, knowledge generation, and advancement of nursing practice and our partnerships with educators, students, practitioners, researchers and policy developers, we promote health and social change.

History

The University of Victoria (UVic) is a relatively new University compared to other universities across Canada. It evolved from Victoria College (affiliated with McGill University) into a university and moved from its old campus at Lansdowne to the new Gordon Head site in 1962. In the 1970s the student population continued to grow and, more importantly, change. The average student age rose, more students enrolled part-time and more women attended UVic. Today UVic has more than 20,000 students and 886 faculty members. The 2016 Times Higher Education (THE) World University Rankings place UVic among the top 250 universities around the world. In addition, THE placed UVic at 175 on its January 2016 list of the world’s 200 most international universities.

The School of Nursing is comprised of several programs including a basic BSN, an RN to BSN program, a master’s program with three streams, and a PhD program. The undergraduate programs with a total of approximately 1,000 students fall under the administrative domain of the Associate Director Undergraduate Programs, Dr. Karen Evers-Fahy; the masters and doctoral programs are the domain of the Associate Director Graduate Programs, Dr. Anne Bruce. In addition, we have two Associate Directors, Research & Scholarship, Dr. Bernie Pauly and Dr. Kelli Stajduhar. Various coordinators are responsible for the day-to-day management of particular sections of each program. For example: Drs. Rosalie Starzomski and Deborah Thoun (APL/NUED Masters stream); Dr. Esther Sangster-Gormley (NP Program); Dr. Noreen Frisch (NUHI); Dr. Gweneth Doane (PhD program.) Dr. Susan Duncan is the overall Director of the School of Nursing. The associate director and program coordinator positions are filled by faculty members who are appointed by the Director rotating three-year terms. Each program committee has student representatives who actively participate and represent the larger student body.

The UVIC School of Nursing at the University of Victoria opened in 1976 to meet the need for more programs to prepare nurses with baccalaureate degrees, particularly degree completion opportunities for those with nursing diplomas. The first Bachelor of Science in Nursing (BSN) degrees were conferred in 1978 to 28 nurses. In 1980 the School began to offer its BSN program distance education, using satellite television, telephone conferencing, tutorials, and mailouts. Eventually, the School offered the full post-diploma BSN program via distance education. Since January, 1997, the Distance Education BSN program has been offered nationally.

In the summer of 1989, the School launched a new endeavor. Collaboration was already on the mutual agenda of several British Columbia colleges and the University of Victoria when, in 1987, the provincial government announced its initiative to increase access to post-secondary education. The University of Victoria School of Nursing began delivering its post-RN program on-site at Malaspina (now Vancouver Island Univ), Okanagan, and Cariboo Community Colleges. The Collaborative Nursing Program (CNP) was the first college-university partnership in the country. The first students in the Collaborative Curriculum entered the program in September of 1995. The CNP has since disbanded, and UVIC currently offers an undergraduate degree in conjunction with Camosun College, College of the Rockies, and Selkirk College, all in BC, and Aurora College in NT.

Today the UVic School of Nursing offers a Bachelor of Science in Nursing (BSN) program and two graduate degrees, Master of Nursing (MN) and PhD in Nursing. The School of Nursing originally developed a Master’s program in collaboration with other schools in the Faculty of Human and Social development. In 2003, however, the School enrolled its first students in the Advanced Nursing Practice (ANP) Master of Nursing program. The program offered two options: Advanced Practice Leadership (APL) and Nurse Practitioner (NP).
Later, a Nurse Educator (NUED) option, as well as a Double Degree in Nursing and Health Information science (NUHI) were added. Since that time, over 400 students have graduated with their MN degree.

Beginning in 2005, the School enrolled its first students in the PhD program. Nursing doctoral students are students of the Faculty of Graduate Studies, but have their academic home in nursing. Students in the School of Nursing are also connected to the Faculty of Human and Social Development (HSD.) Currently the School has approximately 23 doctoral students and 12 graduates. In the Fall of 2011, the first cohort of doctoral students entered the distributed learning option, taking their coursework via web-based learning and periodic on-site experiences. In 2014 a decision was made to open PhD intake every two years (2016, 2018, 2020).

**Locating the School of Nursing on Campus**

The School of Nursing is located on the western side of the campus in the Human and Social Development (HSD) Building. In addition to Nursing, the HSD Building accommodates the Schools of Child and Youth Care, Social Work, Health Information Science and Public Administration, Public Health, as well as the Indigenous Governance. A map can be found online at [campus maps](#).

The HSD building houses three computer labs and a classroom with teleconferencing capabilities so students can be linked with other students and instructors in other institutions in B.C. and beyond.

The School occupies the 4th floor and part of the 2nd floor. The School’s space comprises the main office that includes a large open space for staff and the Director's office as well as that of the Academic Administrative Coordinator, Morag Mochan; faculty offices; two conference rooms (HSD A451 and HSD A402d); and the Mary Richmond Resource Centre, left as a legacy by Mary Richmond, the second Director of the School of Nursing. In addition, there is an office for PhD students located in room HSD A441.

**Locating the School of Nursing in the Faculty of Human and Social Development (HSD)**

Nursing doctoral students are under the jurisdiction of the Faculty of Graduate Studies. The Dean is Dr. David Capson and the Associate Deans are Dr. Stephen Evans (Department of Biochemistry and Microbiology) and Dr. Marsha Runtz (Department of Clinical Psychology). The Faculty of Graduate Studies sets policies and standards for graduate education, and offers funding for fellowships, research and teaching assistantships, and conferences.

At the same time, nursing doctoral students have a substantive home in Nursing, which is organizationally housed within the Faculty of Human and Social Development (HSD). The Dean of the Faculty, Dr. Patricia Marck, is from the School of Nursing. The HSD Faculty oversees all budgetary and personnel matters and provides academic leadership and standards for undergraduate education. The School of Nursing determines the specific academic requirements for its graduate programs, within the policies and standards set by the Faculty of Graduate Studies.
COMMUNICATION IN THE SCHOOL OF NURSING

Faculty

The University of Victoria, School of Nursing prides itself on its outstanding people. The School's faculty and staff are comprised of committed educators, learners, researchers and administrators who share the common aim of supporting innovative and accessible nursing education.

Students are encouraged to browse the directory tabs on the School of Nursing "Our People" webpage to find alphabetic listings of faculty and staff. Click on the names to access profile pages to learn about our roles within the School, our teaching and research activities and philosophies, as well as our publications and projects. Here students will also find contact information to help you connect - and stay connected - with each of us.

School of Nursing Graduate Admissions and Advising Team

The Graduate Admissions and Advising Administrative Team is here to assist students from application into the program to their final defense and graduation. The team consists of the Associate Director, Graduate Education, the Coordinator, Student Affairs, and one full-time Administrative Assistant, Graduate Education and one half-time Administrative Assistant, Graduate Education.

The Coordinator, Student Affairs is responsible to coordinate administrative activity in the School of Nursing pertaining to recruitment, admission, student records, progression and academic advising of students at both undergraduate and graduate levels. The Coordinator facilitates the development and implementation of school academic policy through committee membership and co-chair roles. The Coordinator is also the contact person for other university departments and advisors in the College-University Transfer BSN Program regarding academic advising student issues as well as other community partners such as the College of Registered Nursing of British Columbia, Island Health, government ministries, and so forth.

The Coordinator works closely with both undergraduate and graduate students to support them as they progress through our nursing programs. This individual maintains a close relationship with many other departments on campus, which helps to better facilitate support for our students. The individual in this position is also involved in the graduate awards process and would be more than happy to discuss funding opportunities with potential and current graduate students.

The Administrative Assistant, Graduate Education is responsible for the Master’s and Doctoral programs at the School of Nursing. This person provides support to students enrolled in the Advanced Practice Leadership, Nurse Practitioner, Nurse Educator, Double Degree (nursing and informatics) and PhD program options throughout the duration of their program, as well as to faculty members involved with graduate students. This individual works in close relationship with the School of Nursing Coordinator, Student Affairs, and the University of Victoria's Graduate Admissions and Records Office and the Faculty of Graduate Studies. The Administrative Assistant, Graduate Education is usually the first person students or faculty contact regarding questions about the graduate application process, administrative documents for graduate students, or directing graduate students and faculty to the appropriate contact person if an issue should arise.

The half-time Administrative Assistant, Graduate Education, acts as a graduate administrative assistant and supports the Coordinator, Student Affairs to facilitate a smooth and positive experience for all of our graduate students. This role also supports our students with application and registration processes and is responsible for all things related to internal graduate scholarships and funding. Additionally, the Administrative assistant, Graduate Education provides administrative support to the Graduate Education Committee.

Lori Klear, Coordinator, Student Affairs

Russell Hawkins, Administrative Assistant

Heather Cumming, Administrative Assistant
**School of Nursing Website**

A wealth of information is available on the [School of Nursing](#) website. Information pertaining to Funding Opportunities, Research & Scholarship, Internationalization, Accreditation and so much more! We encourage students to please take some time to look through our webpage’s and bookmark those that are most relevant to you and your graduate program interests.

**Computers**

**Proficiency**

Computers and software play a major role for students, faculty, and staff at UVIC. Because of the continually increasing use of computers in our daily communications and work, the knowledge of computer systems and the ability to work with word processing, data management, and spreadsheet and data analysis programs have become essential requirements for Graduate Education.

**Requirements**

Below is some computer information to help to ensure success as a PhD student at the University of Victoria, School of Nursing. In order to access your online courses (using CourseSpaces), you will need to have a computer with:

1. Windows XP, Vista, or 7 or Apple OS X 10.5, 10.6, 10.7 or 10.8
2. An internet connection of at least 384Kbps* with 1024Kbps is required for high definition. This will allow individuals to participate easily in online synchronous and asynchronous learning sessions. Please check with your internet provider in regards to what your individual plans offer in terms of bandwidth and what they are capable of.
3. A recommended web browser with javascript and cookies enabled
4. Pop-up blockers disabled

**Recommended Web Browsers**

Not all browsers fully support CourseSpaces functions. The following are the browsers the Onlinehelp Desk supports for CourseSpaces use:

<table>
<thead>
<tr>
<th>For PCs</th>
<th>For Macs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Explorer: versions 9.0 or later</td>
<td>Mozilla Firefox: latest version</td>
</tr>
<tr>
<td>Mozilla Firefox: latest version</td>
<td></td>
</tr>
</tbody>
</table>

*Kbps stands for kilobits per second (thousands of bits per second) and is a measure of bandwidth (the amount of data that can flow in a given time) on a data transmission medium. The higher the kbps, the better the definition, faster travels, etc.*

**Other Requirements**

For a course, students may require other software, usually browser plugins, to be installed on their computer. If so, students will find the other software listed on the program page under Course login. Many courses also include audio or video content. If a course has these requirements, students will need to have speakers or headphones connected to their computer.

Please be aware that students will need Adobe Professional to read and edit many items sent to from the School of Nursing and the Faculty of Graduate Studies. This may be downloaded at [www.adobe.com](#).
Using Mobile Devices for Courses

Students planning on accessing online courses using a mobile device such as a tablet or a smartphone, please note that not all required course features will be accessible with these devices. Although mobile devices can be used to access some online course tools; however, to fully function in the UVIC online environment, students must have access to a computer running Windows or MacOS.

Other Computer Considerations

The Distance Education Services website provides a multitude of resources to support student success as a Distance Education student and to help make distance learning online an enjoyable and successful experience.

Computer Requirements for Using CourseSpaces (the online platform in which courses are delivered) and the CourseSpaces Startup Kit are available to help students learn how to use CourseSpaces, including instructions for setting up a computer, logging into CourseSpaces course(s), and using the various tools found on each site.

Computing facilities with printing and duplicating services are available to all registered students and the Computer Help Desk can provide a variety of computer support, including data recovery. Students may find this an extremely helpful resource when encountering computer difficulties. Computer Availability is a computer workstation availability page. With LabStats students are able to see where free workstations are available in all of our UVic facilities.

Although there are many different ways to improve environmental friendliness with regards to computing devices, one of the easiest ways is to manage electricity consumption. Please review the Green Computing webpage for further ideas to better support the University of Victoria's sustainability mandate.

ABOUT THE CAMPUS

Counselling Services

Free, confidential counselling is available to currently enrolled degree program University of Victoria students. Counselling Services offers several types of individual counselling or appointments to best serve students. Same day "Urgent" appointments are also available every day and Counselling Services will see students for "Check-ins" (15-20 minute triage sessions) a few times per week. Group counselling is a popular option and includes a Thesis Completion Group. These counsellors are very familiar with our Undergraduate and Graduate nursing programs and are a wonderful resource for students in immediate need. Please do not hesitate to contact their office anytime for support!

There are also other resources on campus that are available to distance education students and may be utilized for student concerns: UVic Health Services, Student Transition Services, Program Advisors, Co-op and Career Services, Multi-faith Services, Peer Helping, and many more.

An online list of counsellors and psychologists in the community who will see students on a sliding fee scale is available online at External Therapist Referral List. For further information, please contact Counselling Services.

The following community resources are available:

- Vancouver Island Crisis Line (24hrs) – 1.888.494.3888/ www.cvics.ca
- BC Mental Health & Addiction Info Line – 1.800.555.8222/ www.cmha.bc.ca
- Here to Help, www.heretohelp.bc.ca: A BC information resource for individuals and families managing mental health or substance abuse problems
The following professional community resources are available:

- Adult Addictions Community Treatment Services – 250.519.3544
- Pacific Centre Family Services Association – 1.866.478.8357
- BC Families in Transition – 250.386.4331
- Eating Disorders Program – 250.387.0000
- Women’s Sexual Assault Centre Crisis & Info line (24hrs) – 250.383.3232
- Victoria Women’s Transition House – 250.592.2927/Crisis Line 250.385.6611

There are also volunteer counselors available. Volunteer counsellors are not trained professionals, but are supervised by professionals. Fees are usually lower than those charged by professional counsellors. The following volunteer resources are available:

- Citizen’s Counselling Centre – 250.384.9934
- Beacon Community Services – 250.658.6407
- Esquimalt Neighborhood House Society – 250.385.2635

The Learning and Teaching Centre (LTC)

The Learning and Teaching Centre at the University of Victoria supports and enhances the teaching improvement efforts of those who instruct at UVic through increased awareness of current research and teaching strategies in higher education. Our goal is to offer consultation for academic units as well as consultation for instructors, and to foster an exchange of ideas to improve instructors’ ability to provide an optimal learning experience to all students. Currently the LTC is maintaining a focus on teaching excellence while also encouraging a stronger direct link to student academic learning support. The LTC is the home of the University of Victoria’s Center for Academic Communication.

School of Nursing Writing Tutor

Monika Cwiartka is the School of Nursing’s writing tutor. Monica currently teaches part-time and offers an online writing course (NURS 500) for graduate students as well as one-on-one writing support. PhD students needing extra writing help are encouraged to take her course or arrange one-on-one tutoring. School of Nursing writing support website has a wealth of information on academic writing. Check it out and feel free to contact Monica. As we all do, she loves to hear from students and to assist you towards a successful program!

Campus Security Services

The three main areas of responsibility for Campus Security are Security Services, Parking and Transportation Services and Motor Pool Services. Security Officers are on duty 24 hours a day, seven days a week, and are therefore, the first responders to all manner of emergencies. Campus Security Services also include Safe haven/Safe walk and Campus alone programs, direct dial phones and lost and found.

Anti-Violence Project

The Anti-Violence Project (AVP) is committed to addressing and ending gender-based violence on campus and beyond. We strive to provide anti-oppressive and sex-positive services, advocacy and action on-campus and off to people of all genders, in partnership and collaboration, in order to address and resist gender-based and all forms of violence.

Resource Centre for Students with a Disability

In partnership with faculty and students, the RCSD promotes educational equity and accessibility for students with disabilities and support students in achieving academic goals. We provide services and programs and coordinate academic accommodations for students. We also act as a resource to faculty and work with the University community to help create a more accessible learning environment. We support the principles of Universal Design, which is the process of creating environments that are usable and accessible to people with a wide range of abilities. Application of these principles minimizes the need for individual adaptations or accommodations. For the purposes of accessing RCSD services and supports at the
University of Victoria, a disability includes any long-term or recurring physical, mental, sensory, psychiatric or learning disability that affects a student’s performance in an academic setting.

**Graduate Student Society (GSS)**

The **Graduate Students’ Society** (GSS) is an autonomous, not-for-profit society that strives to promote the interests and represent the views of graduate students at the University of Victoria. The society is democratically organized with members having a say through elections, referenda, general meetings and the Graduate Representative Council. The Society is governed by its Constitution and Bylaws, which can only be amended by referenda or at a general meeting of the membership.

The Society operates the [George and Ida Halpern Centre for Graduate Students](http://example.com) and offers a range of services to graduate students including the [Grad House](http://example.com) restaurant, [Extended Health and Dental Plans](http://example.com), free room bookings and travel grants, to name a few. The GSS also elects graduate students to sit on a variety of **University Committees**. Check out [What does the Graduate Students’ Society do for distance students?](http://example.com)

**Health Services**

[University Health Services](http://example.com) provides health support to currently registered UVIC students. Some of the Services provided include physicians care (birth control advise, physical exams, pap tests, emergency first aid, and so forth), nurses’ care (dressing changes, allergy injections, blood pressure monitoring, cold and flu viruses, and so forth), orthopedics, sports medicine (consultation, sports related injuries and treatment), and psychiatry.

Check out [UVic Student Health 101](http://example.com)!
An e-health magazine that covers a wide range of health and wellness topics for University students.

**Maps, Buildings & Directories**

View the University of Victoria campus through [2D or 3D campus maps](http://example.com). See accessibility maps (parking, entrances, ramps and TTY). Other information includes residence/location maps, dining locations, theatre location maps, Library location and floor maps, compost, local transit, cycling and jogging routes. Students are encouraged to take a few minutes and take a look at the University of Victoria, our campus, our buildings and some of our many amenities.

Welcome & enjoy!

**Multifaith Services**

A culturally diverse and multi-faith community resides on campus with chaplains and representatives who are appointed by local faith communities. The Multifaith Chaplains Services team includes Bahá’í, Buddhist, Christian, Jewish, and Muslim chaplains and representatives.

The mission of **Multifaith Services** is to provide religious support and spiritual care for the students and staff at the University of Victoria. Services include pastoral counseling, prayer and meditation groups, learning circles, religious education, retreats, and workshops on a variety of topics in order to support the faith development of the campus community. The chaplains also serve as a liaison between the campus and religious groups in the greater Victoria area.

Multifaith Services can connect students with a student group for an experience of community and support with others who share a religious tradition or spiritual interests, offer opportunities for learning about different world religions and enhancing one’s own spiritual practices, and facilitate discussion groups on a wide variety of theological, ethical and justice-related concerns.

Personal counselling, emphasizing spiritual wisdom and faith perspectives for coping, healing and reconciliation, is also available. Team members are available at critical moments to facilitate rites of passage in a denomination or religion, including weddings, funerals, and memorial services and to journey with students as they develop as whole people: intellectual, social, physical and spiritual.
Office of Indigenous Affairs

The Office of Indigenous Affairs is here to support the success of Indigenous students attending UVIC. Before, during, and after a student's time at UVIC, the Office members will connect them with educational, financial, and cultural resources on campus and in local communities. They encourage students to explore available services, such as Indigenous counselling services and the Elders' Voices Program, as well as non-academic programs that may be of interest. Students are encouraged to check out the campus-wide services page to learn about services offered to all UVIC students that may be of interest.

The Coordinator of Indigenous Student Support provides drop-in support, referrals, and information on registration, campus services, finances, housing, and more. She is located in the hallway of the First Peoples House (Room 128). The LE,NONET Bursary and Mentorship Coordinator is also here to help. The Coordinator works out of the First Peoples House and is available to answer any questions students may have, including those related to scholarships and bursaries as well as the LE,NONET program.

HSD Indigenous Student Support Centre

HSD is the leading faculty on campus for numbers of Indigenous faculty, Indigenous students, support staff, programming and collaborative research involving Indigenous peoples. We originated many Indigenous initiatives at UVic, such as the First Peoples House, the Indigenous student's recognition ceremony and the HSD Aboriginal students emergency measures fund.

Good things start here.

Our programs and services are here to help make your journey as enjoyable and stress-free as possible. Support in Human and Social Development (HSD) includes the HSD Indigenous Student Support Centre in the Human and Social Development Building, Room B211, phone 250-721-6005. The HSD Indigenous Advisor is Shauna Underwood at 250-472-5431, Sylvie Cottell is Counsellor for Indigenous Students, 250-721-8341 at UVic's Office of Indigenous Affairs. INAF helps Indigenous student's access services and programs and supports them while on campus.

Shauna provides academic advising, emotional support and assistance navigating the University of Victoria to Indigenous students within the Schools and programs in HSD. Students are encouraged to please take a moment and feel free to email or call Shauna to introduce themselves and get to know her better.

Transportation and Parking

Students can find information regarding parking permits, rates, maps, regulations, bus passes and information on how to get to the UVIC campus at this webpage: Parking and Transportation.

ABOUT VICTORIA

The City

Located on the southern tip of Vancouver Island off Canada's west coast, Victoria has long been considered a special place. It is the home of the Lekwungen People who are also known has the Esquimalt and Songhees Nations. Lekwungen is the original language of this land, and the traditional culture has been here for thousands of years. The city celebrates its natural, native, and naval history and influences and is strongly connected to, and supports, the arts, culture, and healthy living. Here, whatever the seasons of your visit to the campus, you will find the Pacific Ocean, old growth forests, lush gardens, magnificent mountains and sweeping views, fresh air and clear skies (when it’s not raining - but Victoria gets less rain than Vancouver.)
Thanks to the rain shadow effect of the nearby Olympic Mountains in Washington State, Victoria is the driest location on the B.C. coast, with much lower rainfall than other nearby areas. Total annual precipitation is just 608 mm (25.9”) in Victoria compared with 1,589 mm (62.6”) in Vancouver. During the summer months, Victoria is the driest major city in Canada. The rain shadow effect also means that Victoria gets more sunshine than surrounding areas.

**Accommodations**

UVIC has partnerships with several hotels. Students can get reduced rates at the Ocean Island Inn Backpackers Suites. The Admiral Inn is on the Inner Harbour and students can access bus lines from there. UVIC is also partnered with the Best Western Carlton Plaza and Accent Inns. It is usually best if the student calls to make a reservation and identifies her/himself as a University of Victoria Student.

Because of Victoria’s desirable weather, September is still considered summer season for most hotels; however the Best Western Plus Carlton Plaza Hotel offers University of Victoria students a reasonable nightly rate. This is by far the best rate available for a hotel in the downtown core. This Best Western is also steps away from the major bus hub providing easy and direct transit to the University. Students should call directly to make a reservation and identify him/herself as a University of Victoria student. Other accommodation options include:

- On-campus accommodation, after August, the only option is Craigdarroch Guest House.
- Tourism Victoria also may have some information for you.
- Students might also check out Bed and Breakfast Accommodations; however, they may be rather expensive.

**Activities**

World famous Butchart Gardens, First Nations exhibits and experiences, outdoor eco adventure activities such as whale watching, kayaking and salmon fishing, museums, art galleries, high tea, world class shopping and quality culinary experiences – these are yours to enjoy when you come for your onsite visits.
EASING THE TRANSITION TO DOCTORAL STUDIES

Embarking upon doctoral study is indeed an adventure – one that requires a curious mind, an enthusiastic spirit and a commitment to exploration and hard work. But, those are among the characteristics that make an application to graduate school successful! Our current students have told us that doctoral study is like entering a new world of nursing where one’s language and familiar ways of being a nurse are different from what they may have experienced in the past. As one student said, “It’s akin to entering a labyrinth where you may find road signs, some accurate and others not, and where you are responsible for creating your own personal journey.” Students coming directly from a practice setting might find the pace of academia quite different – but they soon discover that it is a gift to focus on reading, reflecting and discussing ideas. Students who have been away from studying for a long time should probably be patient with themselves as they adapt once again to the role of student. No one should hesitate to ask for assistance. Those whose school days are not far away can be generous in encouraging fellow students returning to school after a long time away. We encourage all students to engage studies with an open mind as they journey into the unknown and explore their new role, new knowledge, and new expectations of themselves.

Web-Based Learning

Students taking the program by distributed learning will take part in a combination of on-site experiences and web-based learning. Online courses are delivered using a course management system such as CourseSpaces, for online learning, where students will find the course syllabus, assignments and online learning activities. Students interact asynchronously with the instructor and classmates on the website through discussion forums and the course mail tool. Distance Education Services provides information on how to use the system and has a helpful CourseSpaces Startup Kit for information on using CourseSpaces.

Remote Access: Virtual Private Network (VPN)

A Virtual Private Network (VPN) allows users to access networks and services over a secure connection. The VPN encrypts any traffic between your computer and UVIC’s VPN servers to safeguard your communication to UVIC. Students can download the Cisco AnyConnect VPN software for free from one of the links at the bottom of the web site: University Systems Help Centre.

For security reasons, all faculty, students, and staff are encouraged to use a VPN client when connecting to UVIC services, such as the library, file servers, and network printers, over the Internet.

Use VPN to connect to the UVIC network:

- when off campus
- when using an insecure Internet connection on campus
- when using a wireless Internet connection on campus

Please note that you must first establish an internet connection before you launch the VPN service.

One’s mind stretched to a new idea never goes back to its original dimensions.
Oliver Wendell Holmes, Jr.
Important Details

Entering a graduate program involves some attention to lots of required start-up details, including registering for courses, paying fees, obtaining a library card, as well as a UVIC email address. Instructions for all of these and more can be found at Support for Newly Accepted Students: Support for newly accepted students.

The website contains a particularly helpful New Student Checklist that will help you ensure that you are able to attend to all these details and get started on the right foot. To obtain a student ID, students should go to: UVic ONECard.

Graduate Nursing Students Community of Learners

The Graduate Nursing Students Community of Learners (GNSCL) has been created by graduate students to facilitate graduate student interaction (without faculty engagement) across cohorts. This virtual meeting place is housed within Coursespaces; the site provides a forum for welcoming new students, facilitating online communication, and information/resource sharing for graduate students in the School of Nursing.

Any graduate student who wishes to be enrolled in the (GNSCL) can contact one of the three student administrators in order to gain access to the site:

Kelsey Rounds krounds@uvic.ca
Lori Rietze lrietze@uvic.ca
Diane Butcher dianeb@uvic.ca

RESEARCH AND SCHOLARSHIP

Research and scholarship are at the nucleus of the School of Nursing’s mission. Our faculty members are nationally and internationally recognised researchers committed to generating knowledge, advancing the discipline of nursing, and enhancing nursing practice to improve health and health care for individuals, families, communities, and society.

Joining a Community of Scholars

Doctoral students join a group of scholars dedicated to advancing knowledge in the discipline of nursing. Within the University, there are many opportunities to link with scholars both within and outside of the discipline, as well as with nurse scholars around the world. Some opportunities to do this include:

- Grounded Theory Club (available from a distance via Skype/Bluejeans)
• Research Conversations (available via teleconference)
• Consultation with the our Writing Scholar
• Nursing Honor Society and Sigma Theta Tau International
• Public Lectures
• Biennial Nursing Research Conference (hosted every second spring in odd-numbered years)
• Lansdowne Lectures sponsored by the Faculty of Humanities
• Conferences and workshops

Today’s events are posted near the bottom of the UVIC home page, which also provides a link to the weekly/monthly calendar. Specific departments and centres, such as Centre for Study of Religion and Society, various departments, and Teaching-Learning Centre hold regular lectures/gatherings/workshops that are advertised on their websites specific to the centre or department.

In addition, the School of Nursing provides opportunity to pursue scholarly relationships with research centers such as the University’s Institute on Aging & Lifelong Health, the Centre for Youth and Society, the Center for Addictions Research in BC, the Centre for the Study of Religion and Society, and other centres on campus. Off campus, we are linked with research centres at the University of British Columbia including the Institute for Health Promotion Research, the Human Early Learning Partnership and the W. Maurice Young Centre for Applied Ethics.

The Research Coordinator for the Faculty of Human and Social Development (HSD) is housed in the Research, Communications and Professional Development Office (RCPD) (HSD B241) and provides administrative infrastructure to build and strengthen research within HSD. The Coordinator serves as a pre-grant facilitator, assisting faculty to put together competitive applications to a variety of funding agencies. Additionally she supports the work of the office in publishing and communicating research related news, planning and coordinating research related events and assisting with various professional development activities. She also provides administrative support as the project coordinator of the Joanna Briggs Institute initiative in the School of Nursing and assists with the initiatives of the Research & Scholarship Committee.

Students are encouraged to check The Ring (weekly University newspaper), the quarterly School of Nursing Communiqué, and their UVIC e-mail for regular announcements.

The School of Nursing, as well as the University itself, operates on the basis of committee work. Many of these committees, such as the PhD Subcommittee, the Graduate Education Committee, the Research and Scholarship Committee, School of Nursing Council, University Senate, and various search committees, welcome the participation of graduate students as members. Many of these committee meetings are available via teleconference, to enable participation of students who cannot attend in person.
THE DOCTORAL PROGRAM

Purpose of the PhD Program

The purpose of doctoral education in nursing is to foster the next generation of nurse scholars who will advance nursing scholarship and maintain the integrity and vitality of the discipline. Doctoral graduates in nursing will become stewards of the discipline, people who are entrusted with advancing nursing knowledge, preserving and developing the nursing literature, communicating nursing knowledge to others, and understanding and advancing the role of nursing in society.

A doctoral graduate in nursing will be self-directed, have a deep, active knowledge of a particular focus of study within the field of nursing, and will make a significant contribution to the literature in that area. In addition, doctoral graduates in nursing will possess the following:

- A broad, critical knowledge of the nursing literature, its historical and contemporary views related to its ontology and epistemology, and how diverse aspects of nursing relate to each other;
- The ability to discern among research methods and develop expertise in research methodologies consonant with a chosen focus of inquiry;
- Originality and the ability to conduct independent research, including conceptualization and design, analysis and interpretation of data, dissemination of research findings to diverse audiences or stakeholder groups, and contributing to nursing disciplinary knowledge.
- A general understanding of the centrality of nursing in society, the impact that nursing has in many fields of human health, and the impact that other disciplines have on nursing;
- Preparation and skill to teach and translate knowledge at different levels and in different contexts;
- An understanding of and commitment to the ethical professional engagement in the discipline of nursing;
- A sense of membership in the community of current and former nursing scholars, and an understanding of the historical roots of this community;

A commitment to the profession, engaging in professional service, both within the graduate's immediate community, and within the broader community of nurse scholars;

The ability to communicate the generativity and implications of nursing ideas to diverse audiences;

The ability to help others learn to combine creativity, imagination, and compassion with rigor, logic, and critical thinking.

Essential is the notion of stewardship of the discipline; a doctoral graduate should have a sense of shared ownership of the body of nursing ideas, and a sense of responsibility to preserve, develop, and enhance insights into and understanding of these ideas. This can be accomplished through scholarly contributions that advance the boundaries of knowledge in the discipline; educate, nurture and inspire a new generation of self-directed nurse scholars; provide professional service to the public; and, advance the interaction between and among nursing and other disciplines.

Doctoral and postdoctoral education prepares scholars who are prepared for a variety of careers in which nursing knowledge is highly influential. The University of Victoria, School of Nursing will endeavour to mentor our graduates long after they have completed their formal studies. Many scholars choose academic careers; others choose careers in health services or government. All should leave UVIC with an appreciation that they belong to a community of nurses who share a responsibility to be stewards of their discipline and to communicate nursing ideas to others.

- Those who pursue academic careers in research-intensive, doctoral granting institutions should develop a deep technical and historical understanding of the literature in their substantive areas, continue to make research contributions to advance the knowledge base of nursing that are judged significant by their peers, and develop a general understanding of the role and significance of the literature in their substantive area as it relates to the overall nursing literature and the literature in related disciplines. They should develop a sense of responsibility for maintaining the integrity and vitality of their area, for communicating nursing knowledge effectively to a broad audience of students, professionals, and the general community, and for educating and inspiring new generation of nurses. They should assume responsibility for providing professional service to their institution, to the community of scholars in their area, and to the discipline as a whole.

- Those who pursue careers in teaching-intensive departments or schools should develop a depth and breadth of understanding of the nursing literature. They should be able to recognize and nurture nursing talent, to engage students in creative and meaningful nursing experiences, and to inspire a commitment to life-long learning. They should remain intellectually engaged in the discipline throughout their careers, be aware of important developments in nursing research and education, and strive to engage in inquiry that transmits, transforms, translates, and extends knowledge related to nursing education. They should have an understanding of the relationship between nursing and other disciplines; serve as ambassadors for the discipline among students, regulatory, and political bodies; and provide students with scholarly perspectives on the discipline and its contribution to society.

- Those who pursue careers in health services or government should develop depth and breadth of understanding of the nursing literature and its relationship to other fields. They should be able to use critical thinking and nursing knowledge to address disciplinary and interdisciplinary issues as well as issues in other disciplines. They should participate in and support systematic inquiry into processes that can extend knowledge of nursing administration and contribute to the articulation of nursing as a distinct discipline. They should serve as ambassadors for the discipline, and provide leadership at the interface of nursing and other fields. They should be able to attend to essential ideas and concerns from other fields and bring ideas, values, and beliefs that are inherent in nursing, such as compassion, equity, and a focus on care rather than other priorities. They should be intellectually adaptable, and should be able to communicate nursing ideas to professionals in different fields, and able to communicate important ideas from other fields to the nursing community.

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela
The sequencing of the courses has been carefully developed, and courses build on one another to promote learning. The PhD program requires satisfactory completion of at least 13.5 units of coursework (including a mandatory non-credit Dissertation seminar), candidacy exams, a 30-unit Dissertation, and a final oral examination. Other required or recommended seminars, elective courses, and internships (adding to the units taken) will vary according to the student’s academic background, research and practice experience, and career goals.

**Coursework: Required Courses**

**NURS 601 Philosophy in Nursing (1.5 units)**
This course explores the range of philosophical schools of thought and traditions that have influenced the development of the discipline of Nursing. This course is intended to prepare students to participate in and contribute to knowledge development that will shape the evolution of the discipline.

**NURS 602 Epistemological Discourses in the Study of Nursing (1.5 units)**
An advanced investigation of the current state of theorizing that underpins Nursing’s disciplinary and knowledge claims. This course will include an exploration of historical and contemporary forms of knowledge development.

**NURS 604a Research Methods for Nursing and Health Care: Qualitative (1.5 units)**
**NURS 604b Research Methods for Nursing and Health Care: Quantitative (1.5 units)**
This course is taken consecutively over two terms and explores assumptions and claims underlying various methodologies that inform research in professional nursing practice and health care. The course is comprised of two courses: 604A and 604B that focus on qualitative and quantitative methodologies respectively.

**Coursework: Elective Courses**

Electives in the student’s substantive area and research methodology can be taken from the School of Nursing, other Departments or Faculties, through directed studies, or through other institutions. The Western Deans’ Agreement provides a tuition fee waiver for students taking courses outside of UVIC with approval of their supervisor. Graduate students paying normal required tuition fees to their home institution will not pay tuition fees to the host institution. Many courses are offered online (e.g., Athabasca, Canadian Virtual University that has a list of courses that may be appropriate; please ensure the courses will be transferrable.) In addition, students in the Distributed Option may want to take courses nearer to their homes and seek credit for them from UVIC.

**NURS 620 Research Internship (1.5 or 3.0 units)**
Research Internships are arranged with a specific faculty member and may be taken over one or several terms. During the Research Internship, a learner will have hands-on experiences with several aspects of research, for example, the conceptualization of a study, study design, applying for funding, obtaining ethical approval, accessing the field, collecting and analyzing data, writing, and knowledge translation.

**Note:** The student must obtain permission of the graduate supervisor and the instructor offering the area of individual study prior to registering in this course. Registration is arranged by the department.

**NURS 630 Teaching Internship (1.5 or 3.0 units)**
Teaching Internships may be arranged with a specific faculty member and may be taken over one or several terms. During the Teaching Internship, a student will engage with several aspects of nursing education, for example, classroom or on-line teaching, educational research initiatives and/or, writing a paper for publication.

**Note:** The student must obtain permission of the graduate supervisor and the instructor offering the area of individual study prior to registering in this course. Pro Forma is required for registration.

The possibility also exists for students to be hired as sessional instructors in the School of Nursing, and this might be used as part of the teaching internship. Students who wish to become sessional instructors should discuss this with their supervisor.
**NURS 680 Special Topics in Research Methods (1.5 – 4.5 units)**
Based on student demand, a course on the following focused topics will be organized for individuals or groups of students: issues of measurement, evaluation research, grounded theory, ethnography, hermeneutics and phenomenology, discourse analysis, historical analysis, instrument development and testing and participatory action research. Courses will be available to small groups of interested students by faculty members and visiting faculty. Students will be required to take 1.5 units of NURS 680 course work and can, with permission from their program supervisor, enroll in as many as 4.5 units of NURS 680 course work.

**Note:** The student must obtain permission of the graduate supervisor and the instructor offering the area of individual study prior to registering in this course. Pro Forma is required for registration.

**NURS 690 Directed Studies (1.5 or 3.0 units)**
Provides opportunities for students to develop individual studies at the doctoral level (e.g., directed readings, research project etc.) with the supervision of one or more faculty members. A plan of study including focus, credit value and evaluation method is developed in consultation with a faculty member and must be approved by the graduate adviser prior to registering in this course.

**Note:** The student must obtain permission of the graduate supervisor and the instructor offering the area of individual study prior to registering in this course. Pro Forma is required for registration.

**Coursework: Seminars**
Doctoral seminars provide students with the opportunity to critique proposed, ongoing and completed research in both qualitative and quantitative research. Students will be expected to alternately lead and participate in these seminars. The seminars will be ungraded resulting in a “complete” or “incomplete” on the student’s academic record.

**NURS 621 Doctoral Seminar in Nursing Scholarship (1.5 units over Fall and Winter terms in Year 1)**
The first seminar provides students with opportunities to meet with established doctorally prepared scholars/scientists both in the university and the community to help students envision the possibilities that doctoral education offers. This early seminar will seek to provide opportunities for students to share their experiences of selecting a supervisor and other issues that arise in navigating through the doctoral program.

**NURS 622 Dissertation Seminar (1.5 units during Fall term in Year 2)**
The second seminar provides opportunities for students to share their evolving research ideas, proposal development, preparation of candidacy and dissertation defense, and for the students to arrange speakers that suit the particular needs of their cohort.

**NURS 693 Candidacy Examination**
Students enroll in 693 to prepare for their candidacy examination. Students are expected to work with their supervisory committee to generate a reading list and review these readings in preparation for the candidacy process. Must be completed prior to registration in NURS 699.

**Candidacy**
Candidacy will be held following satisfactory completion of required coursework and usually within 36 months of first registering as a doctoral student in the program. Candidacy exams will include both completion of written papers/exam followed by a dissertation proposal.

**NURS 699 Dissertation (30 units)**
After completion of the candidacy exams, students register in NURS 699 until completion of their dissertation. All doctoral students must write and publicly defend a research proposal and have it approved by their supervisory committee before continuing the research process. All doctoral students are required to prepare a dissertation upon which a public examination and defense is conducted. The dissertation must qualify as a significant and original contribution to disciplinary knowledge.

**That is what learning is. You suddenly understand something you’ve understood all your life, but in a new way.**

Doris Lessing
Timelines for the PhD Program

The PhD is a full time program, designed to be completed in four or five years. A sample schedule is included below. Generally speaking, in year 1, students complete most required course work. In year 2, students will have a Dissertation Seminar, take elective courses, and prepare for candidacy examination papers or the written exam. After the candidacy papers or written exam, students develop and defend their dissertation proposal; these two milestones must be completed in the first 36 months. Once the dissertation proposal has been successfully defended, you will proceed to obtaining ethics approval, collecting and analyzing data, and finally writing the dissertation. The entire process may take longer than 4 years, depending on many factors such as complexity of the student’s dissertation research, amount of coursework required, and so forth.

Sample Schedule for Program Completion: 4-Year Completion (43.5 units)
This is meant to be a guide to help students plan their courses and to ensure that they meet graduation requirements upon completion. The number and nature of courses beyond those identified as minimally required will vary according to the student’s academic background, research, and practice experience, and career goals.

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<tr>
<th>FIRST YEAR</th>
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<tbody>
<tr>
<td>September December</td>
<td>January-April</td>
<td>May-August</td>
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<tr>
<td>NURS 601 1.5 units Philosophy in Nursing</td>
<td>NURS 604A 1.5 units Research Methods for Nursing &amp; Health Care</td>
<td>NURS 693* 3.0 units Candidacy Examination Preparation</td>
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<tr>
<td>NURS 602 1.5 units Epistemological Discourses in the Study of Nursing</td>
<td>NURS 604B 1.5 units Research Methods for Nursing &amp; Health Care</td>
<td>Elective/Research Internship/Topical Seminar</td>
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<tr>
<td>NURS 621 1.5 units Doctoral Seminar in Nursing Scholarship</td>
<td>NURS 621 Doctoral Seminar in Nursing Scholarship [continued]</td>
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<th>SECOND YEAR</th>
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<tr>
<td>September December</td>
<td>January-April</td>
<td>May-August</td>
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<tr>
<td>NURS 622 1.5 units Dissertation Seminar</td>
<td>Elective/Research Internship/Topical Seminar</td>
<td>NURS 693 Candidacy Preparation [dissertation proposal]</td>
</tr>
<tr>
<td>NURS 680 *** 1.5 to 4.5 units Special Topics in Research Methods</td>
<td>NURS 693 Candidacy Preparation [examination papers/exam]</td>
<td>Elective/Research Internship/Topical Seminar</td>
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<tr>
<td>NURS 693 Candidacy Examination Preparation [until completion]</td>
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## THIRD YEAR

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<tr>
<td><strong>NURS 693</strong> Candidacy Examination Preparation</td>
<td><strong>NURS 699</strong> <strong>[until completion]</strong></td>
<td><strong>NURS 699</strong> Dissertation</td>
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<tr>
<td>Elective/Research Internship/Topical Seminar</td>
<td>Elective/Research Internship/Topical Seminar</td>
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## FOURTH YEAR

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<th>May-August</th>
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<tr>
<td><strong>NURS 699</strong> Dissertation</td>
<td><strong>NURS 699</strong> Dissertation</td>
<td><strong>NURS 699</strong> Dissertation <strong>[until completion]</strong></td>
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<td>Oral Exam</td>
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* **NURS 693**: total of 3.0 units until completion of candidacy examination

** **NURS 699**: total of 30 units until completion of oral defense

*** **NURS 680**: May be taken for 1.5 to 4.5 units at any time during the program, after the first term. As a required course, NURS 680 or an equivalent course must be taken before candidacy. More than one NURS 680 may be taken. Electives: In consultation with supervisors, students might seek or be required to enroll in additional elective course work. Electives may include NURS 620, NURS 630, NURS 680 and NURS 690.

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Doctoral students Megan Kirk (middle) and Laura Tomm-Bonde (right) having a discussion with John Raeburn on the occasion of the 25th anniversary of the Ottawa Charter for Health Promotion (April, 2011)
Time Limits

Normally, a student proceeding toward a doctoral degree will be required to complete all the requirements within seven years, or 84 consecutive months from the date of the first registration in the program. If the student transfers to the doctoral program after an initial period in a master’s program, completion is required within seven years of the date of the first registration in the master’s program. A doctoral degree will not be awarded in less than twenty-four consecutive months from the time of first registration.

Graduate Letter Grade Descriptions

Please see the Faculty of Graduate Studies - Grading Scale online at Grading.

SUPERVISORY COMMITTEES

Each student requires a supervisory committee approved by the Dean of Graduate Studies. For a doctoral degree in nursing, a minimum of three members is required in a supervisory committee, including the academic supervisor plus a minimum of one member from within nursing, plus one member from outside the academic unit. Extra members of the supervisory committee can be added as desired/needed. For interdisciplinary committees, four members are required: two co-supervisors, one each from the student’s substantive area, an additional person from nursing, and a member from outside of nursing. It is important that committee members work well together and can provide guidance and support in substantive and methodological areas of the proposed study.

The Chair of this committee will be the academic supervisor, and all activities of the supervisor and supervisory committee must conform to Faculty of Graduate Studies (FGS) policies. Unless specifically approved by the Dean, all members of the supervisory committee must be members of the FGS. The duties of the committee include:

- working with the student to develop a program of study including coursework and directed studies,
- conducting the candidacy examinations,
- supporting and approving the student’s dissertation proposal,
- supervising the dissertation and participating in a final oral examination

The committee may conduct other examinations, and will recommend to the Faculty of Graduate Studies whether or not a degree be awarded to a candidate.

Responsibilities in the Supervisory Relationship

Both students and supervisors have responsibilities. A document outlining these responsibilities, developed by the Faculty of Graduate Studies, is an important one to review. It can be found at Responsibilities in the Supervisory Relationship Policy.

Selecting a Supervisor

New students may be wondering about getting a supervisor. The Associate Director of Graduate Programs (in consultation with the Selections committee chair) assigns an advisor for each student’s first year, making efforts to match the student’s interests with the expertise of a particular faculty member. This faculty member will serve as the student’s program advisor or interim supervisor until the student has selected a permanent supervisor who will then assume the role of guiding the student through the remainder of the program and
dissertation research. It may be that an interim supervisor will turn out to be the permanent supervisor—or maybe not. Students must make a decision about their supervisors by the end of Year 1. In making this decision, we encourage students to become familiar with faculty by visiting our website and reading individual CVs to learn about faculty areas of interest and expertise. Students should then make appointments with, and interview different faculty members, attend faculty presentations, and talk with other students about their experiences before coming to a decision.

We suggest that students keep in mind that supervisors should have experience that will help their students go forward and not get bogged in detail, should be someone the student respects and who treats the student collegially, and be someone who can link the student to research opportunities. Students should consider whether the potential supervisor is available over a four to five year period.

Current students offer advice based on their own experience. Selecting a supervisor is one of the most important steps in your doctoral process. The faculty member you choose to guide you through your studies will be a mentor and an advisor. You will need to build an effective interpersonal, yet professional, relationship with your potential supervisor. Thus, you will need to take time to interview potential supervisors carefully. You may want to have a list of questions that will give you an idea of supervisory style, personality, expectations, and commitments. One important topic is to inquire about how long each person expects the other to take with feedback or revisions of papers. A guideline in the School is to provide feedback to students within two weeks but not more than four weeks. This is something that will become vital when writing the dissertation and preparing for the final steps leading to your final defense. As well, talk to other students who have been, or are being supervised, by the faculty member under consideration. It is always excellent to hear first-hand experience from students in the program. The best advice is to choose well and then relax, trust your decision, review, reflect, and at some point if it no longer works, then there are supports in place to assist you. It’s not unusual that members of the supervisory committee may change. The Coordinator, Student Affairs, Lori Klear, and the PhD Coordinator, Dr. Gweneth Doane can assist you through this process if needed.

Once a student has established a supervisory committee, it is advisable to call a meeting of the full committee, to make introductions and provide an overall plan for realizing the steps to thesis completion. Students often take the lead in chairing committee meetings, drafting an agenda and asking for guidance. It is a good idea for students to develop a list of readings, and seek additional readings from committee members. As the proposed time for candidacy examinations approaches, committee meetings should occur more frequently—every 4-6 weeks—and the committee members should agree on the readings to be included on the list. At the same time, there should be discussion about the types of questions that might be posed for the candidacy examinations. Some students and their committees prepare a list of 4-10 possible candidacy questions, while others identify the required topic areas. Whichever the preference of their supervisory committee, students should have a reasonable idea of where to focus their preparation for the candidacy examinations.

**Tips for Working with the Dissertation Supervisor and Supervisory Committee**

**Communication**

The academic supervisor is directly responsible for the supervision of the student’s program. The academic supervisor provides counsel for all aspects of the program. For this reason, it is required that students stay in touch with their supervisor and supervisory committee members as they work through the dissertation process, for example, by keeping committee members informed of student progress in following established timelines. Similarly, it is critical that students ask committee members if they plan to be away for an extended period of time, such as for sabbatical.

When establishing a supervisory committee, it is important to ask about and understand different members’ styles and expectations. For example, some committee members may be more “hands-on”, and others are quite fine with only seeing a student sporadically. Likewise, students have different expectations of supervision. Establishing a solid base of expectations and needs with the committee up front will be beneficial for the student in the long term.

**Working With Your Committee**

In entering a graduate degree program students are making a commitment to devote the time and energy necessary to complete the program. While a graduate program involves intellectual development, it also provides the opportunity to develop a range of professional skills and abilities. Working with a committee provides an opportunity for students to receive mentoring and feedback to help them extend their knowledge and research expertise as well as their professional comportment. When working with a committee, graduate
students are required to give serious consideration to and respond professionally to the advice and criticisms received from supervisors and other members of the supervisory committee. During such times there may be areas of difference and/or disagreement. For example, committee members may have divergent perspectives on a student's work, recommended changes, ethical questions, or approval. Or there may be relationship issues between a supervisor and a student. While those situations can be challenging, they also provide a prime learning opportunity. Thus, to address situations such as this, students should first discuss the issue with the supervisor. Students are expected to deal directly with the supervisor and supervisory committee so that dissatisfactions, issues and/or conflicts can be resolved and continuity of the student's program and supervision can be ensured. To assist and support students in such situations, they may take counsel from the Associate Director of Graduate Programs in the School of Nursing. The Associate Director of Graduate Programs serves as the FGS representative and, if necessary, is able to serve as a mediator to ensure fair and due process for both students and faculty in those situations. If this path does not provide satisfaction, there is also an ombudsman available on campus to provide assistance to students: Office of the Ombudsman. Students might also seek counsel from the Director of the School of Nursing or the Office of the Dean in the Faculty of Graduate Studies on how to proceed.

Conflict of Interest

Conflicts of interest sometimes occur when students and committee members have several types of relationships, such as when a student works as a research assistant for a faculty member who is also the student's supervisor. Routes for thinking through and resolving conflicts of interest are similar to those identified above for working through conflict. In addition, the Director of the SON and the Dean of Graduate Studies can be effective resources. The Faculty of Graduate Studies has a policy on guidelines for identifying and resolving conflicts of interest. See Dealing with Conflicts.

Changing Thesis Supervisors or Committee Members

Occasionally, a student and/or supervisor may determine that it is in the best interest of the student's learning to change supervisors or committee members. There may also be cases where an interpersonal conflict has not been able to be resolved. In such situations supervisory changes need to be decided in consultation with the student, existing supervisor, the Associate Director of Graduate Education, and the Director of the School of Nursing to ensure continuity of supervision and of the academic program. The supervisory committee may also be consulted. It is expected that all relevant people will be included in this process. To change a committee member, students are required first to consult with their supervisor to discuss the issues and options. Any change in the composition of the supervisory committee must be approved by the Faculty of Graduate Studies. Students should consult with the Associate Director of Graduate Education for correct forms and procedures.

Academic Matters and Appeals

Academic matters are the responsibility of course instructors, departments, faculties and the Senate. Depending on the nature of the academic matter of concern, students should try to resolve the matter in the following order:

1. the course instructor,
2. the program coordinator,
3. the Associate Director, Graduate Education,
4. the Director, School of Nursing,
5. the Dean, Faculty of Graduate Studies,
6. the Senate

In addition, students may wish to consult the Ombudsman. Students seeking a formal review of an assigned grade should consult the regulations under Review of an Assigned Grade.

Academic Review Process

The following three-part recommendation is designed to support student success in in the PhD Nursing program.

Part 1: Pre-Academic Review

A student may be identified as "at risk" by the course instructor(s) with regard to professional responsibility (for example not participating in co-learning conversations on the online course management system site in a
timely manner), compromised capacity for critical thinking, lack of focus on a population of practice, difficulty with writing, and so on. If at risk issues are identified, the course instructor is to inform the student’s supervisor, program coordinator, and Coordinator, Student Affairs.

The student, instructor(s), and supervisor will discuss strategies to facilitate the student’s success. Future instructors will be informed that the student is on pre-academic review. If the student who has been placed on pre-academic review receives a grade below B for the course, the instructor immediately informs the student, the student’s supervisor, the program coordinator, and the Coordinator, Student Affairs as this will initiate the Full Academic Review process (see following.) If the student achieves above a B in the course, the student is removed from pre-academic review.

Part 2: Academic Review

Graduate Calendar Guidelines:
Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty is approved by the Dean of Graduate Studies.

A student whose dissertation, thesis or project is not progressing satisfactorily, or who otherwise fails to meet academic standards, will be with-drawn from the Faculty of Graduate Studies. Normally, such students will not be eligible for re-admission to the Faculty of Graduate Studies.

School of Nursing Guidelines:
If a student achieves a grade below B, an academic review is required. Note that the official notification of grades reaches the School of Nursing weeks after grades are recorded. A student with a grade below B may have progressed to the next semester when notification from the Faculty of Graduate Studies is received by the school. It is possible that proceeding to subsequent courses may not be the best option. Thus, notification of grades below B from an instructor to the PhD program coordinator and Coordinator, Student Affairs as outlined above is requested to expedite the formal academic review process to benefit the student.

The student’s supervisor, program coordinator, and the Associate Director, Graduate Education, will carry out the academic review with input from the course instructor. The Coordinator, Student Affairs, may also be consulted during this process regarding administrative issues. The supervisor will work with the student to develop a learning plan outlining the challenges, specific goals /actions, consequences, and timelines to guide the student’s development. A memo will be sent by the supervisor to the Dean of Graduate Studies to inform the Dean that the student has received a grade below “B” and that strategies are in place to support the student. The memo will include recommendations for the Faculty of Graduate Studies to consider and, where appropriate, conditions the student must meet to continue in the program. The memo is to be signed by the supervisor. A copy of the memo must always be provided to the Coordinator, Student Affairs, so that registration and administrative details can be attended to. A copy of the memo will be placed in the student’s file.

Part 3: Resolution of Academic Review

When a student who is currently on academic review receives a grade of B or above in the subsequent term, he or she is no longer considered to be on academic review. If a student fails to meet academic standards, she/he will be withdrawn from the Faculty of Graduate Studies. Normally, such students will not be eligible for re-admission to the Faculty of Graduate Studies.

Please refer the graduate studies calendar to guide decision-making should students fail to meet academic standards. Note: Instructors and supervisors are expected to share information among themselves regarding student progress on a “need to know” basis (see statement on Student Progress and Information Sharing in the current Graduate Studies Calendar). Please note that all contents of a student file and any notes/emails pertaining to a student may be obtained under the Freedom of Information, and Protection of Privacy Act (FOIPOP) requests. Please contact the Associate Director, Graduate Education and the Coordinator, Student Affairs with questions you may have about student records, privacy or confidentiality.
CANDIDACY MILESTONES

The Professional Portfolio

In the last chapter of their text, "The Formation of Scholars", Walker et al. (p. 145) present a Call to Action. They ask students to consider the following questions:

- How can you find occasions and intellectual communities in which you can engage, repeatedly, the questions that should be fundamental to any scholar?
- Why do you want to study in this field?
- What is it about the field that ignites your passion?
- What do you expect from graduate school?
- What do you need and want to learn?
- How can you create such opportunities for yourself and others?

Such questions are proposed to encourage students to become expert learners, that is, learners who are purposeful about their own learning, intentional about goals and how to reach them, and good at monitoring their own progress.

As the PhD Committee considered the ideas put forth by Walker et al. (2008) about the formation of scholars, we have implemented the concept of having students create professional portfolios, defined as “A collection of artifacts designed to help students document their own histories as emerging scholars” (Walker et al., p. 54).

The portfolio reflects several important principles of effective doctoral education:

1. It assumes that self-assessment is and should be ongoing and embedded in each student’s professional life, rather than episodic.
2. It shifts some of the responsibility for assessment from the faculty to the student, and does that early on. It allows students to assume increasing responsibility for their own formation, to learn important skills of reflection and critical self-assessment, and to develop habits of documentation that will serve them well.
3. It provides a framework for students to demonstrate their progress throughout the program, and their readiness to enter into the candidacy process.
4. It provides a structure that will stand graduates in good stead in future workplaces and ongoing development as scholars.

The portfolio allows for individual emphases and interests, but some elements are required:

- A curriculum vita
- All scholarly/research papers from courses taken
- All published papers
- The candidacy papers/exams
- The dissertation proposal
- Materials about teaching
- Other items important to the student and his/her sense of their own trajectory and goals.

Doctoral Candidacy Examinations

For the student, the candidacy exam is the bridge or transition between the coursework and dissertation-research stages. (Walker et al., 2008, p.53)

Purpose

The Doctoral Candidacy Examination Process is intended to: 1) assess the student’s abilities to conceptualize, read, interpret, critique, and synthesize candidacy, substantive knowledge that derives from qualitative,

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quantitative, and theoretical sources and is relevant to the discipline of nursing; and 2) assess the student’s competence to complete original independent research at the doctoral level.

**Examination Process**

In the School of Nursing, the candidacy examination process involves two milestones: first, completing candidacy exam papers and second, successfully developing and defending a research proposal. Once students successfully pass the oral defense of the research proposal, they are considered doctoral candidates, designated by the initials PhD(c).

**Timeline**

The candidacy exam process will be held after the student has completed coursework. The candidacy process includes: 1) writing and orally defending the candidacy exam papers within the first 24 months after admission to the doctoral program, and 2) developing and orally defending a research proposal within 36 months from admission. Students who are unable to meet this deadline must request an extension in writing from the Dean, Faculty of Graduate Studies. Supervisors must also write a memorandum to the Dean indicating whether they support an extension.

**Milestone 1: Candidacy exam papers (CEP)**

The CEPs include both a written component (either writing two papers or sitting for a written examination) and an oral component. The content of the papers or exam is related to course work, the substance and methodology of the candidate’s research interests, and provides a basis for proposal development. The candidacy exam papers provide an opportunity to demonstrate skills in thinking, writing, presenting and developing an argument, and critically analyzing and synthesizing relevant information from course work and independent study. The exam papers will demonstrate readiness to proceed with work that will advance scholarship in the field. This is an exam, therefore no substantive contact between the student and his/her supervisory committee should take place during the examination period.

**Candidacy exam papers process**

1. At the first stage, the student will present a professional portfolio (see PhD handbook) to the supervisory committee as a demonstration of progress to date and of readiness to proceed. The portfolio is submitted electronically and discussed with the supervisory committee via Skype, other media, or in person. Within three weeks of submission, the supervisory committee meets with the student to assess if the portfolio represents adequate learning, and if the student can progress to the next stage.

2. At the second stage, the student and supervisory committee together decide upon a candidacy procedure. The candidacy exam papers (CEP) will include both a written and oral component. The student and members of the supervisory committee will work together and agree to the specific substantive areas and research method/methodology. Potential CEP topics will be generated by the supervisory committee with student input, and a list of 4-6 possible questions/topics will be created. As well, a list of sample candidacy exam questions used in the past is available online for students and faculty on the Graduate online course management system. The specific questions to be used for the candidacy examination will not be provided to the student before the examination begins. The CEP options are:

   a. **Option A:** Students must independently write two scholarly papers, one focused on the selected substantive area in the discipline of nursing and the other on a chosen research method/methodology. The student will be given four (4) weeks to complete two papers approximately 25-30 pages (double spaced) each in length.

   b. **Option B:** Students will sit for two, timed three-hour “open-book” examinations, one focused on the selected substantive area and the other on a chosen research method/methodology. The understanding of ‘open book’ includes: 1) the student will use a blank computer, not their own, 2) students may bring hard copies of books and published articles, 3) there will be no access to the internet, electronic files, or access to their previous written work. These written exams are taken...
on two consecutive days. To give students the opportunity for thoughtful reflection and to consider their approach to answering the questions, students will be given the questions 30 minutes prior to the start of the timed exam. Students bring a blank memory stick and hand it to the invigilator/supervisor before the exam. At the end of each exam, the student is given the memory stick and s/he will save his/her answers. The memory stick is returned to the invigilator or supervisor who submits the response by email to the supervisor or designate. Students taking the program via distributed learning may choose to come on campus for the written component of the candidacy exams. Students not present on campus for the exams, must work with their supervisor to have the exam invigilated (see Invigilation Information, below). Students are encouraged to come to campus for the oral component of the CEP but this is not required.

c. Following submission of the candidacy papers/exams, the committee will review them within two weeks and communicate by email, or in person, to determine if the papers/exams meet characteristics of successful examination or whether revisions are required. Once the committee has made its decision, the supervisor contacts the student. If satisfactory, the student progresses to the oral examination (stage three).

If the committee agrees that one or both of the papers/exams is determined to be unsatisfactory, the supervisor immediately contacts the student to request a meeting. During the meeting, the supervisor provides the results of the written examination/paper and general feedback. A full committee meeting is set up for the student to receive detailed, constructive feedback from the committee members on how to improve the paper(s)/exam(s). The supervisor reports the outcome to the PhD Program Coordinator and the Associate Director, Graduate Education. The student will have a single opportunity to re-take the written examination.

Students who initially selected Option A will have two weeks to complete the re-write of each paper; students who initially selected Option B will repeat the “open-book” examination as they did for the initial examination.

3. The third and final stage of the CEP is the oral defense of the candidacy papers/exam, in which the student responds to questions posed by the examining (supervisory) committee about the papers/exams. The date for the oral examination will be established with input from the student and the committee. The oral examination will be closed to the public and other students. It is the student’s responsibility to book a room for the defense, with assistance as needed from the Graduate Secretary. All students are encouraged to come on campus for the oral defense of their candidacy papers/exams, however if this is not feasible the invigilation process must be followed. The examination will be judged on a pass-fail basis, according to the majority decision of the committee. If there are two or more dissenting votes, the examining committee, in consultation with the Associate Director, will determine the appropriate course of action. If the oral examination is failed, the candidacy examination papers will be submitted to Graduate Admissions and Records. The student will have a single opportunity to re-take the oral examination, and it must be conducted within one month. If the full candidacy paper/examination failed, the PhD Candidacy Examination Report must be submitted to Graduate Admissions and Records, and the student will be withdrawn from the program.

Information for Invigilation of Written Candidacy Examination

An invigilator is required for a distance candidacy examination. The exam will occur in an examination centre where an accredited invigilator is employed, for example, a university, community college, technical institute, or hospital library. If no such institution is within a 100 km radius, students are required to write at an educational institution including a high school, with a suitable invigilator such as a teacher.

Students must ensure the exam site has the required technology (for example, a computer with internet access), the technological support staff, and are responsible for both booking the exam room and any payment required for any fees involved. Most invigilators request a fee to invigilate student examinations. Students may also be required to pay the institution that is invigilating the examination.

The School of Nursing (SON) will need to know the name and contact information for the invigilator and the technological support person. Students must provide the invigilation information to their supervisor.
for submission to the Graduate Nursing Program Administrative Assistant at gradnurs@uvic.ca as soon as possible. The PhD Candidacy Examination Request form must be submitted (at least 10 working days before the examination), so that all administrative tasks may be completed in a timely manner.

It is expected that a member of the technological support staff at both sites will be present to support the Written Candidacy Examination.

Photo ID must be presented to the invigilator at the time of the exam.

**Characteristics of a Successful Candidacy Examination**

**Written Components**

In a successful candidacy examination, the student will demonstrate the ability to situate the chosen topic or method within the knowledge of the discipline and the profession; to construct a sound argument with relevant and persuasive evidence; to convey a broad knowledge of the field of inquiry including theoretical, methodological, and contextual literature; and to synthesize a large amount of information coherently.

In addition, for the candidacy papers/exam, the student will demonstrate the advanced level of skill in writing needed to proceed with the dissertation. A “high level of skill” may be defined as clear and succinct writing style; correct grammar, syntax, spelling, and punctuation; and correct use of APA (6th edition) style.

For the 3-hour exam, markers will show some leniency around elements of refinement (i.e., copyediting; transitions; global coherence) and will expect shorter answers than for the take-home exam. However, students writing the short exam should nonetheless demonstrate clear expression of ideas and coherent use of the English language sufficient to indicate they will be able to write a dissertation. If a student believes s/he is unable to do this, then selecting the 3-hour exam option may not be wise.

**Oral Examination**

In a successful CEP, students will provide a brief reflection on their thinking about the papers/exams during the interval since they were submitted. This may be an opportunity to share any questions that have arisen or thoughts that were not fully developed in the papers/exams. The committee members then pose questions to the student about the papers/exams. The student’s responses to the questions will demonstrate comprehension of the field of inquiry and methodological issues, and the ability to use evidence persuasively and succinctly.

Upon conclusion of the discussion, the student is asked to leave the room while the committee deliberates. When the committee has made a decision, the supervisor finds the student and accompanies the student back to the room where the decision is announced.

**Milestone 2: Dissertation Proposal**

**Purpose**

After successful completion of the candidacy examinations, students will write and orally defend a dissertation proposal. However, reading, writing, and dissertation proposal development may be occurring concurrently as students are preparing for the candidacy examination. The purpose of the dissertation proposal is to create a plan for doctoral research. In the dissertation proposal, students consolidate their understanding of the research literature in their substantive area and develop an argument for the need to conduct the proposed study. Students also develop a detailed plan for the study that addresses such topics [as appropriate]: sampling, recruitment, data collection method(s), instrumentation, data analysis, and dissemination.


**Written Component of the Dissertation Proposal**

Depending on the research methodology adopted, students may be drafting dissertation proposals alongside preparations for candidacy exams. In some instances, this may be a more linear process (first candidacy papers/exam, then dissertation proposal), or these processes may be intertwined. Either way, students meet with their supervisory committee to discuss dissertation proposal development and oral defense. This will include an anticipated timeline and whether the dissertation will be in a traditional or a publication-based format.

The dissertation proposal should include the following content (may take different forms):

- **Introduction**, including a statement of the problem
- **Background/Review of the Literature** including identification of gaps, discrepancies, and inadequacies of the research to date; an argument for the need for the proposed study; and research question(s) and/or hypotheses
- **Methodology**, including philosophical underpinnings of the proposed study, details of the use of the proposed method, establishing rigour, addressing ethical considerations, and limitations of the study
- **References**
- **Appendices** (tables, figures, instruments, interview schedules, consent forms)

The proposal can take one of two forms: a) the first three chapters of the dissertation, or b) a 20-30 (double spaced) page proposal, decided together by the student and the supervisory committee. Factors to consider in deciding which format to pursue include preference of the supervisory committee, students' familiarity with the literature, and congruence with research methods. The development of a proposal is a process and students can expect to submit multiple drafts of the proposal before it is ready to defend.

**Oral Defense of the Dissertation Proposal**

The final stage of the dissertation proposal process is the oral defense, which is scheduled for two hours. The student makes a brief (20 minutes) presentation of the proposal and responds to questions posed by the examining (supervisory) committee about the proposal. The date for the oral defense will be established with input from the student and the committee. It is the student’s responsibility to book a room for the dissertation proposal defense, with assistance as needed from the Graduate Secretary. While many students chose to come on campus for the oral proposal defense there is also an option to defend via videoconference such as the BlueJeans video system. The oral defense of the proposal will be closed to the public and other students. The defense will be judged on a pass-fail basis, according to the majority decision of the committee. If the student fails, the committee reserves the option to offer the student re-examination, which must occur within three months. A second failure results in the student’s withdrawal from the doctoral program. (see information above concerning invigilation for exams).

**Important Administrative Details**

There is a single form that must be completed and is available from the graduate secretaries (see table below).

The **PhD Candidacy Examination Report** has two parts corresponding with each milestone. The form must record the outcome of the candidacy papers/exam and dissertation proposal. Following the dissertation proposal defense the completed report must be signed by the entire committee, no later than 10 working days after the oral exam.
Please note that Graduate Admissions and Records will also be notified by memo from the School of Nursing when a student’s PhD Comprehensive Examination is unsuccessful in its entirety.

**Ethics Approval**

Although not all studies necessitate ethical approval, some students find it useful to prepare the ethics application for their proposed study while writing their dissertation proposal. The ethics approval procedure requires the applicant to provide detailed information about the methods to be used, and the questions posed on the application form may be helpful for students to consider as they write their proposals. Other students may wish to wait until their proposals are defended before applying to the Human Research Ethics Board (HREB) for approval. When to prepare the ethics application is for students to determine with their supervisors, however approval must be obtained before initiating any research. Please see Ethics Review, below.

Once the dissertation proposal has been revised and accepted, and HREB approval received, the student can begin the dissertation research.

**Ethics Review**

The public has a high level of trust in nurses. We foster that trust through ethical relationships with others and it is important that we ensure that our work is of the highest possible standard. The University has policies and processes in place to review all research or project proposals to ensure that they meet national standards. We urge students to become familiar with those processes. A number of documents are available for assistance:

- Tips for Graduate Students on applying for ethics review
- University of Victoria Human Research Ethics Forms and Guidelines
- The Office of Research Services has a Human Research Ethics Assistant who can be reached at ethics@UVic.ca for help with applications, guidelines etc.
All research involving human participants requires approval (or waiver) from the Human Ethics Review Committee (HERC). This process takes approximately four to six weeks after submission of the required documentation, so this time must be built into projected timelines. Students must obtain the approval of the supervisory committee before submitting a proposal for review to the HERC. The application is submitted to the HERC.

The three major granting councils in Canada have developed a policy regarding ethics in human research (Tri-Council Policy Statement). All researchers must adhere to the policy, and the University must assure that all projects meet the requirements. For more information please visit Tri-Council Policy Statement.

The major purpose of the review is to ensure that research participants are protected from harm. Carefully consider recruitment strategies to avoid any possible coercion. This is particularly important when seeking research participants for whom students also provide care, or who are particularly vulnerable (e.g., older adults, children, students, people with serious illnesses). In these situations, recruitment strategies will likely need to involve a person not involved with the research. Students who are interested in studying Aboriginal people will need to work in partnership with First Nations communities. Guidelines for research in Aboriginal communities are currently being developed.

Researchers must describe how they will protect participants’ anonymity or confidentiality, minimize risk to them, and provide informed consent. The forms available include checklists and sample consent forms as a guide. The website noted above provides considerable detail about this process.

The process of review involves submission of a completed form and documents such as consent forms, letters to participants, etc. (which can be found at Conduct your Research). Students may download the forms onto a computer and complete them using a word processing program. Because the committee members come from a range of disciplines, researchers must use lay language and briefly explain technical terms. The student’s supervisor must review and sign the ethics application form before the application is submitted.

Remember, that under University policy, participant recruitment and data collection must not begin until ethics approval (or waiver) has been received from the Human Research Ethics Committee. The certificate of approval will be sent to the researcher after the concerns of committee members have been successfully addressed; the ethics approval statement must be included as an appendix in the thesis/project.

THE DOCTORAL DISSERTATION

Purpose

The doctoral dissertation is a substantive piece of original research (that may take the form of a scientific study or a philosophical inquiry) conducted by the candidate the findings of which are, in principle, publishable in one or more peer-reviewed journal articles. The dissertation represents the hallmark of doctoral education. It is a contribution to the discipline of nursing and a demonstration that the candidate is prepared with the knowledge and skills to conduct research in the discipline.

Types of Dissertation

In the School of Nursing, we recognize two types of dissertation: the traditional dissertation that is 1) a single document that is a report on a research project, or 2) the publication-based dissertation. The student and supervisory committee select the type of dissertation together.

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<tr>
<th>Traditional Dissertation</th>
<th>Publication-Based Dissertation</th>
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<tr>
<td><strong>Introductory chapter</strong>—Sets the boundaries of the study, determines prevalence of the problem or issue, and establishes the context and significance of the thesis.</td>
<td><strong>Introductory Chapter/Forward</strong>—The foreword could include an introduction of the scholarly work, review of the literature, discussion of relevant theory and conceptualization of the methodology. It sets</td>
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<td><strong>Background or Review of the Literature</strong>—Reviews, critiques, and synthesizes previous research; identifies areas needing further research (the gaps); justifies the need for the study, establishes the aims of the study.</td>
<td><strong>Manuscripts</strong>—The dissertation will include three to five scholarly papers (manuscripts) either published during the student’s PhD studies or submitted for review for publication to peer reviewed journals. The student should be the sole or first author on all the manuscripts. Others can be co-authors, but the manuscripts should represent work that is primarily that of the student. The supervisory committee in consultation with the student will determine the number of sole and first authored papers.</td>
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<tr>
<td><strong>Methodology</strong>—Describes the philosophical and theoretical underpinnings; research design; limitations of the method; procedures for recruitment, data collection and analysis; ethical issues.</td>
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<tr>
<td><strong>Findings Chapter(s)</strong>—Presents and elucidates the findings. <em>May be 1-3 chapters.</em></td>
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<td><strong>Discussion</strong>—Discusses research findings in relation to literature, highlighting points of concordance and divergence.</td>
<td><strong>Afterward (Summary and Conclusion)</strong>—The afterword (or final chapter) includes a synthesis of the work and a discussion of implications for nursing. May include recommendations for practice, research policy, and education, plus concluding statements.</td>
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<tr>
<td><strong>Conclusion</strong>—Discusses the limitations of the study; recommendations for practice, research, and education; presents a summary of whole project and concluding statements.</td>
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<td><strong>Appendices</strong></td>
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**Procedure for Publication-Based PhD Dissertations**

The publication based PhD dissertation, like any PhD dissertation:

*Must embody original work and constitute a significant contribution to knowledge in the candidate’s field of study. It should contain broad knowledge of the relevant literature, and should demonstrate a critical understanding of the works of scholars closely related to the subject of the dissertation. Material embodied in the dissertation should, in the opinion of scholars in the field, merit publication.* (UVIC Graduate Studies Calendar 2009-2010, p. 19)

The guidelines in this procedure are intended to provide the Supervisory Committee with a standard to follow within which there is considerable flexibility for sound academic decision-making to best serve the needs of the individual student.

**Guidelines for the Supervisory Committee**

- The dissertation will include three to five scholarly papers (manuscripts) either published during the student’s PhD studies or submitted for review for publication to peer reviewed journals.

- In addition to the manuscripts, the dissertation will include a foreword and an afterword. The foreword includes an introduction of the scholarly work, review of the literature, discussion of relevant theory and conceptualization of the methodology. The afterword includes a synthesis of the work and a discussion of implications for nursing.

- The publication(s) represents research or scholarship comparable in scope and contribution to the portion of the standard thesis or dissertation it replaces. The published material is substantially the product of the student’s period of study at UVic and was primarily conducted and written by the student.
• Students themselves will usually be the first author of the manuscripts; subsequent co-authorship will be decided by the student in consultation with the supervisory committee.

• In the oral examination, the student is “responsible for the entire content of the dissertation. This includes those portions of co-authored papers which comprise part of the dissertation” (UVIC Graduate Studies Calendar 2009-2010, p.19).

**Process**

The development of a dissertation is an iterative process and students can expect to submit multiple drafts of each chapter while writing the dissertation. Students often think that they will sit down and write the dissertation in a linear fashion, from chronological beginning to end. In fact, writing a dissertation involves revolving between various sections or even chapters, for example making notes for what to address in the discussion chapter while writing the findings chapter(s). While conducting the study, students may identify new or overlooked literature to incorporate into and strengthen the literature review.

Students are advised to allow sufficient time to complete a dissertation; it is a process that cannot be rushed. Students are advised to develop a timeline for their dissertation work in consultation with the supervisory committee. The timeline should be somewhat flexible and should include benchmarks (e.g., dates for completion of each chapter) and a proposed project completion date. Experience has shown that sometimes timelines might be adjusted to accommodate changing circumstances. If a benchmark date is unlikely to be met, the student should immediately be in contact with the supervisor to renegotiate a new date.

It is important for students to maintain contact with their supervisory committee. Although the dissertation research is independent research, it is not a solitary process. Members of the supervisory committee, and particularly the supervisor, act as mentors to doctoral students. Students are encouraged to seek advice, consultation, and input from their supervisory committee throughout their dissertation research. By maintaining frequent contact with the supervisory committee, students are able to continue moving forward, identify and deal with problems in a timely fashion, and prevent complications arising from inadequate communication. It also helps in preparation for the oral dissertation defense because everyone is familiar with the research and the student. When the supervisory committee is satisfied with the dissertation, it is ready to be sent to an external examiner.

**Important Administrative Details**

When the supervisory committee agrees that the dissertation is ready for defense, the Supervisor lets the Graduate Administrative Assistants know that the student is ready for dissertation defense. The Graduate Administrative Assistants initiate the paperwork.

The student works with her supervisor to prepare a package to be submitted a minimum of 30 working days (6 weeks) to the Faculty of Graduate Studies (FGS). The Graduate Administrative Assistants will assist you in compiling and sending:

- **Request for Oral Examination.** This form is prepared by the Graduate Secretaries and is to be signed by the full supervisory committee.
- **Thesis/Dissertation Withholding Form**
- **PDF copy of dissertation on cd**
- **External examiner’s C.V. plus Confirmation of Arm’s Length Status form.** The supervisor, in consultation with the student, will have selected the external examiner, based on him/her having an
appropriate area of expertise, for example, a specialty in the substantive area or methodology of the dissertation.

- Human Research Ethics Board (HREB) Approval Form or waiver

Either the student or the Graduate Secretaries take the package to FGS. When the package arrives, the student is notified of the fee\(^3\) required. After the Request for Oral Examination has been submitted, one of the Graduate Secretaries will send a PhD Announcement to the student to complete. The PhD Announcement is fairly detailed and includes information about the student’s background, education, and publications, as well as an abstract of the dissertation. The student must return the PhD Announcement to the Graduate Secretaries a minimum of 10 days before the oral dissertation defense is scheduled.

While the student is completing the PhD Announcement and preparing for the oral dissertation defense, FGS is working in the background. Following approval of the external examiner by the Dean of Graduate Studies, FGS sends a copy of the dissertation to the external examiner to review. The role of the external examiner is to read and evaluate the dissertation and determine if it is a satisfactory example of original work that makes a contribution to a discipline. The external examiner sends a report to the Dean of Graduate Studies who then approves the dissertation to go forward to oral exam. If the report is not favorable, the Dean will cancel the oral exam.

**Oral Dissertation Defense**

The final stage of the doctoral process is the oral dissertation defense. The expectation is that the dissertation will not be defended until the supervisory committee and external examiner are satisfied with it. The date for the oral defense will be established with input from the student and the committee. It is the student’s responsibility to book a room for the dissertation proposal defense, with assistance as needed from the Graduate Administrative Assistant. The School of Nursing strongly encourages all students to come on campus for the oral defense.

The oral defense of the dissertation will be open to the public and other students. Students are encouraged to invite any family or friends they want.

The dissertation defense begins with the chair (nominated by Faculty of Graduate Studies) making introductions and outlining the procedure. First, the student makes a brief (20-30 minutes) presentation of the findings. Next, the first round of questioning begins, starting with the external examiner, followed by the external committee member, other members, and the supervisor. The student responds to each question posed by the examining (supervisory) committee about the research. The same order is followed for the second round of questioning. If time permits, the chair may ask a question, may open the questioning up to other members of the Faculty of Graduate Studies, and then to members of the audience.

once the questioning is completed, the student and the audience are asked to leave the room while the committee deliberates. The defense will be judged on a pass-fail basis, according to the majority decision of the committee. When the committee has made a decision, the supervisor finds the student and brings him/her back into the room and announces the decision. After successful completion of the oral dissertation defense, the student may use the title Dr. or PhD.

Once the dissertation has been successfully defended, the Graduate Secretaries will prepare a Letter of Recommendation indicating the courses completed and noting the completion of a positive dissertation and

\(^3\) At the time of publication, the fee was approximately $80.
oral defense. This is signed by the Supervisor and by the School Director and held at the Graduate Secretaries’ desk until all corrections and changes are made to the dissertation and the Supervisor vouches that they have been completed. The Letter of Recommendation is sent to Graduate Admissions and Records (GARO), along with a Curriculum Advising and Program Planning (CAPP) report that is signed by the student and Supervisor. GARO will notify the student via email with information regarding posting of the dissertation on UVIC-Space.

Expenses Associated with Oral Examinations

In the case of PhD oral examinations, the Faculty of Graduate Studies (FGS) is limited in the amount of expenses that can be covered. The following alternatives are available to Departments and Schools:

- Audio conferencing - only for PhD oral exams with the external examiner at a distant site (University Centre, Room A207a). The Faculty of Graduate Studies will cover the cost of the telephone call for conducting the oral examination.
- Interactive video conference - only for PhD oral exams using the BlueJeans system, with the external examiner at a distant site.

FGS will send the dissertation electronically to the External Examiner and the Chair for the defense, but the student’s home department will be responsible should either the Examiner or Chair request a hard copy of a dissertation.

Application to Graduate

The student must complete and submit an Application to Graduate one semester prior to the oral dissertation defense. There is a fee associated with this form. The Graduate Secretaries will send out reminders to students, however it is the responsibility of the student to obtain the form from GARO. If the target date for completion of the oral dissertation defense is not met, the student must re-apply to graduate and pay tuition fees for the term.

It is not that I’m so smart. But I stay with the questions much longer.
Albert Einstein

SOURCES FOR FUNDING DOCTORAL STUDIES

A number of agencies such as the Canadian Institutes of Health Research (CIHR), the Social Science and Humanities Research Council (SSHRC), the Michael Smith Foundation for Health Research (MSFHR), the Heart and Stroke Foundation, and the Kidney Foundation offer competitive doctoral fellowships to support graduate education. Many pay a stipend of $20,000 to $30,000. The University administers the funds and pays the successful graduate student a monthly stipend for the duration of the award. In addition, some faculty members may have funding for student scholarships and/or research assistantships. Some fellowships also provide small amounts of funding for research and/or travel expenses to conferences. Most will restrict the amount of time that students may work.

A UVIC Fellowship funded by the Faculty of Graduate Studies will be available for students entering in 2015. The amount is determined based on the total amount received by the School that is equally distributed among the students in the first-year cohort. Other graduate awards are also available to qualified PhD students.

Scholarships

Scholarships are awards that are granted on the basis of academic excellence. Check the University web-site for availability of scholarships. The school of nursing sends out its own application form for these scholarships.

The RNFBC’s has a website with listings of sources of funding for nurses to continue education. Bursary Info and Application and the Canadian Nurses Foundation offers scholarships for nurses pursuing graduate education (Canadian Nurses Foundation). Because these awards are continually changing, students must be sure to check the web-sites frequently for updates and current application forms and processes.
Bursaries

Bursaries are funds that are available for students in financial need. Students need to provide evidence of need to obtain one of these awards. These funds do not need to be repaid. Student Awards and Financial Aid offers bursaries to students who qualify. For more information visit Bursaries. Additionally, a list of bursaries provided through the BCNU can be found at Bursaries and Member Funding.

Research Grants

Research grants are funds that are awarded by agencies for the specific purpose of completion of a research project. Grants are available from a wide range of agencies (non-profit and governmental) and listings are available on the website above. The amount of funding available varies considerably depending on the resources available to the agency and the merits and costs of the research. Typically, a granting agency will want a full research proposal, budget for the project, and CVs of the investigators and collaborators. Many agencies have their own forms (some are web-based). All documents are reviewed by peer reviewers (usually experts in the field) and are ranked according to merit of the proposal. The application and review processes are typically rigorous and time-consuming. Given the level of competition, it is advisable that students identify their supervisor or another experienced researcher as a co-investigator. For students, the long lead time for preparing an application presents challenges. For example, if a grant application is due in October, the applicant will not receive notice of success until April and funding will not begin until July.

Research Assistant Opportunities

UVIC Fellowships may be offered to incoming doctoral students. To be eligible, students must have submitted complete application materials to Graduate Admissions and Records (GARO) by the application deadline. Applicants whose files are incomplete after this date are not eligible. To qualify, students must meet the minimum grade point average (7.00 or equivalent on all undergraduate and graduate work completed). Written notification of fellowship awards takes place in July.

Travel Funds

The Faculty of Graduate Studies and Graduate Student Society have established a Graduate Student Travel Grant Fund. The objective is to support student travel to conferences, meetings, workshops or research activities. Funds are distributed on a first-come first-served basis to eligible graduate students. Please see: Travel Grant Regulations. Students can also request support for travel from the Dean, Faculty of Human and Social Development.

The Dorothy Kergin Endowment Fund also supports graduate students’ specific research activities including research projects, travel to research conferences and development of new knowledge (to a maximum of $ 400.00 per student). The deadline is November 1st.

Student Loans

Student loans are available for students and are interest free for the duration of study. The current guidelines are available at Financial Aid and Funding. Students can apply online for the loans.

Resources for Funding

- Financial Aid and Funding (information regarding funding from the Faculty of Graduate Studies)
- External Grants (links to external funding agencies)
- Conduct your Research (information regarding funding from the office of research)
- Tips for writing proposals for CIHR—Canadian Institutes of Health Research
- Information about School of Nursing awards/bursaries
- Preparing your SSHRC (Social Sciences and Humanities Research Council) Application.

The Office of Research Services (Research Services) has an advisor who is available to assist students with applications for grants and fellowships. Supervisor, PhD coordinator, Associate Director, Research and Scholarship are also available to assist students.
POLICIES AND PROCEDURES

Authorship Guidelines

Authorship guidelines aim to facilitate the dissemination of knowledge generated by both faculty members and students in the School of Nursing. However, a number of issues pertaining to authorship need to be considered: nature of contributions, intellectual property rights, scholarly integrity, responsibilities of authors, and power differentials between faculty members and students. Scholarly publications fall under the University of Victoria Policy on Scholarly Integrity (Policy #1160) and the Faculty of Human and Social Development Guidelines for Scholarly Integrity. Intellectual Property in relation to commercial considerations is addressed in University of Victoria Policy 1180. In the event of any contradictions with this document, the University of Victoria Policy supersedes this document.

Underlying Beliefs and Values

The University of Victoria School of Nursing supports involvement of students in research projects and publications. We believe that faculty members have an important role to play in mentoring students in scholarly activities and in publishing. However, given the obligation of faculty members to publish, it is possible for conflict of interest situations to arise. Students and faculty members should discuss author credits early in their working relationship.

Guidelines

To ensure transparency and avoid conflicts regarding authorship, the following guidelines are suggested and are based on commonly accepted academic principles.

- Authorship will be consistent with the International Committee of Medical Journal Editors statement: “Authorship credit should be based on 1) substantial contribution to conceptualization and design, or acquisition of data, or analysis and interpretation of data; 2) drafting the article or revising it critically for important intellectual content; and 3) final approval of the version to be published. Authors should meet conditions 1, 2, and 3.” (ICMJE, 2006).
- All publications and/or dissemination and must be negotiated in advance by all parties involved in the research or intellectual work. This agreement should be put in writing.
- Order of authorship on a manuscript should reflect the efforts of those who have done the most work on the paper by placing their names first.
- Early in the collaboration of students with faculty members, both parties should agree on expected contributions to the project and to the paper/writing.

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- Names of contributors who do not meet the criteria for authorship (e.g., providing care, access to study patients, material and financial support, research assistance) should be acknowledged in a separate heading. Written permission should be obtained from persons who are listed in acknowledgements.

- Legally, data are not considered intellectual property and cannot be owned. Researchers who compile or interpret data have an intellectual property interest in it. It is advisable that researchers who have students or colleagues accessing their data request signature on a confidentiality agreement, so that data cannot be used for other purposes without permission.

- Normally, a student will be first author of publications arising from his/her thesis/dissertation/classroom assignments. The professor may share authorship if substantial contributions have been made to the work. Publications coming from student research must acknowledge all contributors to the work. Supervisors and students should discuss this issue at the beginning stages of the thesis or dissertation process.

- If the student is unable/unwilling to publish the thesis/dissertation after its completion, the supervisor, ONLY with the explicit agreement of the student may write an article for publication with the student included as second author.

- The order of authorship should be a joint decision of the co-authors. In general, the order will be based on extent of contribution. When the contribution is equal among a group of authors, authorship could be listed alphabetically, randomly, or by agreement among authors to rotate authorship on various publications.

In the event of dispute regarding authorship, all authors involved in the paper should meet to discuss the issue. Graduate students and junior faculty may choose to be accompanied by an advocate. If the matter is not resolved, it will be referred firstly to the Graduate Advisor responsible for the student’s program, and then, if necessary with the Director of the School and finally with the Dean of Graduate Studies. If all other avenues are unsuccessful, the Vice-President Academic can be called on to provide a final ruling.

In summary, the School of Nursing:
1. Encourages faculty and students to publish or otherwise disseminate their work
2. Recognizes that students have rights in the process
3. Encourages colleagues to discuss issues a priori and record their agreements in writing.

Exit Interviews

Upon leaving the doctoral program, for whatever reason, students are expected to participate in an Exit Interview with the PhD Program Coordinator or designate. The interview focuses on the student’s experience in the program and suggestions for change where needed.

Leaves of Absence and Withdrawal from Graduate Programs

Students who require a leave of absence or wish to withdraw from their program must do so formally. Personal leaves can be processed directly by the student using the UVIC portal system. Parental, compassionate and medical leaves are processed by submitting the following documentation to the Graduate Admissions and Records office by way of the Graduate Administrative Assistants in the School of Nursing:

1. Leave of Absence with Permission Form
2. Written acknowledgement from the student's supervisor and the academic unit graduate adviser
3. Pertinent documentation related to the request for leave.

Leaves of Absence

Leaves of absence are available to students for a variety of reasons or circumstances after completion of a minimum of one term. Tuition fees are not assessed during leaves. While students are on a leave, all supervisory processes are suspended. Students can neither undertake any academic or research work nor use any of the University’s facilities during the period of the leave. Students granted parental or compassionate/medical leave will retain the full value of a University of Victoria Graduate Fellowship or other award whose terms and conditions are established by the Faculty of Graduate Studies. Such awards will be suspended at the onset of the leave and reinstated when the student re-registers. Other awards will be paid according to the conditions established by the donor or granting agency. All leave arrangements must be discussed as early as possible with supervisors so that appropriate adjustments can be made prior to the beginning of the leave. Leaves of absence are normally granted in 4-month blocks, to coincide with the usual registration terms. Short-
term leaves of less than one term should be managed with the student’s academic unit. For information on applying for a leave of absence for reasons associated with a disability, contact the coordinator of the Resource Centre for Students with a Disability at 250-472-4947 or inforcsd@UVic.ca.

There are three types of leaves of absence:

- **Personal Leave**
- **Parental Leave**
- **Compassionate/Medical Leave**

**Personal Leave**

Students may take leaves for personal reasons. Students planning to take personal leave must inform their supervisor in writing in advance of the planned absences, and make appropriate arrangements for care of ongoing research projects if necessary before initiating personal leaves through the UVIC portal. The time taken for personal leave will be counted toward the maximum time allotted to degree completion. All program requirements, academic unit expectations and deadlines will remain the same.

- Students in **Doctoral degree programs** may take a maximum of 6 terms within the maximum 7-year period allowed.
- Students in **regular Master’s degree programs** may take a maximum of three terms within the maximum 5-year period allowed.
- Students in approved **one-year master’s programs** may take only one term of personal leave unless a second term of leave has been approved by the Dean of Graduate Studies.
- Students enrolled in **Diploma programs** may take a maximum of two terms of personal leave.
- Students enrolled in **Certificate programs** may take one term of personal leave.

**Parental Leave**

A graduate student who is bearing a child, and/or who has primary responsibility for the care of a child immediately prior to or following birth or an adoption is entitled to request parental leave. Parental leaves may be granted for a minimum of one term (four months) renewable to a maximum period of three terms (12 months). Requests should be made in writing by the student to the Dean of Graduate Studies and include appropriate documentation. Written acknowledgement from the student’s supervisor and the graduate adviser concerning the leave should accompany the leave request. This type of leave period is not included in the time period for completion of the degree, and deadlines will be adjusted accordingly. All other program requirements and academic unit expectations will remain the same.

**Medical Leave**

Graduate students are entitled to request medical leave. Students should forward their requests and appropriate documentation (letter from student explaining the circumstances, a letter from physician or other qualified professional, and written acknowledgement from the student’s supervisor and the graduate adviser) to the Dean of Graduate Studies. This type of leave period is not included in the time period for completion of the degree, and deadlines will be adjusted accordingly. All other program requirements and academic unit expectations will remain the same.

**Compassionate Leave**

Leaves of absence for compassionate reasons normally have a 3-term limit. Such leaves may be consecutive or cumulative (not to exceed 3 terms in total). Students requiring additional time after 3 terms will need to officially withdraw from the Faculty of Graduate Studies. Students should forward their requests and appropriate documentation (letter outlining the circumstances and written acknowledgement from the student’s supervisor and the graduate adviser) to the Dean of Graduate Studies. This type of leave period is not
included in the time period for completion of the degree, and deadlines will be adjusted accordingly. All other program requirements and academic unit expectations will remain the same.

**Withdrawals**

There are three types of withdrawals:

1. **Official Withdrawal**
2. **Withdrawal Without Permission**
3. **Withdrawal for Failing to Meet Academic Standards**

**Official Withdrawal**

After completion of a minimum of one term, students who wish to withdraw indefinitely from their program in the Faculty of Graduate Studies must apply in writing to the Dean. A supporting memo from their supervisor (or graduate adviser if there is no supervisor) should accompany the application. The notation “Officially Withdrawn” will be placed on their permanent record. Should a student return to the program, the time spent “Officially Withdrawn” is not counted as part of the normal time allowed for completion of their program (see “Time Limits”). Students who have outstanding fees cannot be officially withdrawn.

Readmission is not guaranteed and requires the approval of both the academic unit concerned and the Faculty of Graduate Studies. Readmission does not guarantee that any courses or fee installments from the terminated program will be transferred to the reactivated program (see “Transfer of Academic Credit” and “Tuition Credit for Academic Transfer Credits”). Upon readmission, any courses or fee installments from the abandoned program will only be transferred to the new or reactivated program on the recommendation of the academic unit and approval from the Dean of Graduate Studies.

The first step in re-establishing a program of study is to examine the work that has been done previously in order to determine whether it still provides a foundation for the research in the field at the time of re-admission and to establish what is needed to ensure currency and comprehensiveness of knowledge. Completed courses which are more than 10 years old are considered to be out-of-date.

**Withdrawal Without Permission**

Students who withdraw without permission prior to reaching the maximum time limit for their graduate degree program are considered to have abandoned their program. Students who wish to have their abandoned program reactivated must complete an Application for Re-registration form, have it signed by their academic unit’s graduate adviser and submit this to the Dean of Graduate Studies. Readmission requires the approval of both the academic unit concerned and the Faculty of Graduate Studies. If approval is given, a reinstatement fee will be assessed. Readmission is not guaranteed and requires the approval of both the academic unit concerned and the Faculty of Graduate Studies. Readmission does not guarantee that any courses or fee installments from the terminated program will be transferred to the reactivated program (see “Transfer of Academic Credit” and “Tuition Credit for Academic Transfer Credits”). Upon readmission, any courses or fee installments from the abandoned program will only be transferred to the new or reactivated program on the recommendation of the academic unit and approval from the Dean of Graduate Studies.

The first step in re-establishing a program of study is to examine the work that has been done previously in order to determine whether it still provides a foundation for the research in the field at the time of re-admission and to establish what is needed to ensure currency and comprehensiveness of knowledge. Completed courses which are more than 10 years old are considered to be out-of-date. In all cases the time spent “Withdrawn Without Permission” will be counted as part of the total allowable time to degree completion.

**Withdrawal for Failing to Meet Academic Standards**

A student whose dissertation, thesis or project is not progressing satisfactorily, or who otherwise fails to meet academic standards, will be withdrawn from the Faculty of Graduate Studies. Normally, such students will not be eligible for re-admission to any graduate program in the Faculty of Graduate Studies.
Process for Readmission to the PhD Program

PhD student who have previously withdrawn from the University of Victoria, School of Nursing PhD Program may be permitted, with the approval of the Associate Director, Graduate Education, The PhD Program Coordinator and the student's supervisor to request readmission to the program.

For me, I am driven by two main philosophies: know more today about the world than I knew yesterday and lessen the suffering of others. You’d be surprised how far that gets you.

Neil deGrasse Tyson

Plagiarism: Policy on Academic Integrity

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. The following policies and procedures are designed to ensure that the University’s standards are upheld in a fair and transparent fashion.

In this regulation, “work” is defined as including the following: written material, laborotary and computer work, musical or art works, oral reports, audiovisual or taped presentations, lesson plans and material in any medium submitted to an instructor for grading purposes.

Violations of academic integrity covered by this policy can take a number of forms, including the following:

**Plagiarism**

A student commits plagiarism when he or she:

- submits the work of another person as original work
- gives inadequate attribution to an author or creator whose work is incorporated into the student’s work, including failing to indicate clearly (through accepted practices within the discipline, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual’s work
- paraphrases material from a source without sufficient acknowledgement as described above

Students who are in doubt as to what constitutes plagiarism in a particular instance should consult their course instructor.

The University reserves the right to use plagiarism detection software programs to detect plagiarism in essays, term papers and other assignments.

**Multiple Submissions**

Multiple submission is the resubmission of work by a student that has been used in identical or similar form to fulfill any academic requirement at UVIC or another institution. Students who do so without prior permission from their instructor are subject to penalty.

**Falsifying Materials Subject to Academic Evaluation**

Falsifying materials subject to academic evaluation includes, but is not limited to:

- fraudulently manipulating laboratory processes, electronic data or research data in order to achieve desired results
- using work prepared by someone else (e.g., commercially prepared essays) and submitting it as one’s own
- citing a source from which material was not obtained
- using a quoted reference from a non-original source while implying reference to the original source
- submitting false records, information or data, in writing or orally
Cheating on Assignments, Tests and Examinations

Cheating includes, but is not limited to:

- copying the answers or other work of another person
- sharing information or answers when doing take-home assignments, tests and examinations except where the instructor has authorized collaborative work
- having in an examination or test any materials or equipment other than those authorized by the examiners
- impersonating a candidate on an examination or test, or being assigned the results of such impersonation

Candidates found communicating with one another in any way or having unauthorized books, papers, or communication devices such as cell phones and PDA’s in their possession, will be considered to be in violation of the University Policy on Academic Integrity.

Aiding Others to Cheat

It is an offence to help others or attempt to help others to engage in any of the conduct described above.

Procedures for Dealing with Violations of Academic Integrity

Procedures for determining the nature of alleged violations involve primarily the course instructor and the Chair or Director of the unit concerned (or, in the case of undepartmentalized faculties, the Dean). Procedures for determining an appropriate penalty also involve Deans and, in the most serious cases, the President. The Chair, Director or Dean (in the case of undepartmentalized faculties) may designate an experienced faculty member (e.g., the course coordinator in multiple-section courses) to fulfill his or her responsibilities in relation to this policy.

Allegations

Alleged offences must be documented by the instructor, who must inform the Chair. The Chair shall then inform the student in writing of the nature of the allegation and give the student a reasonable opportunity to respond to the allegation. Normally, this shall involve a meeting between the instructor, the Chair, the student and, if the student requests in advance, another party chosen by the student to act as the student’s adviser.

Determining the Nature of the Violation

The Chair shall make a determination as to whether convincing evidence exists to support the allegation.

Determining Appropriate Penalties

If there is convincing evidence, the Chair shall inform the Dean of Dean of Graduate Studies, who shall then inform the Chair whether the student’s record contains any other confirmed instances of plagiarism or cheating. If there is no record of prior offences, the Chair shall make a determination with respect to the appropriate penalty, using the guidelines provided below.

Referral to the Dean

Where there has been a prior offence, the Chair shall forward the case to the Dean of Graduate Studies (or the Dean’s designate) of the student’s faculty, after having first determined that convincing evidence exists to support the allegation. The Chair may submit a recommendation to the Dean with respect to a proposed sanction. In the case of a first-time offence that is particularly unusual or serious, the Chair may refer the case to the Dean of Graduate Studies, with a recommendation for a penalty more severe than those outlined below.

Letters of Reprimand

Any penalty will be accompanied by a letter of reprimand that shall be written by the authority (Chair, Dean of Graduate Studies, or President) responsible for imposing the penalty. The letter of reprimand shall be sent to
the student and copied to Undergraduate or Graduate Records, where it shall be kept until four (4) years after graduation.

Rights of Appeal

Students must be given the right to be heard at each stage, and have the right to appeal decisions in accordance with University policy. A student may:

- appeal a decision made by an instructor to the Chair of the department in which the student is registered
- appeal a decision made by the department Chair to the Dean of Graduate Studies
- appeal a decision made by the Dean of Graduate Studies or by the President under the provisions of section 61 of the University Act to the Senate Committee on Appeals

In the case of a successful appeal, any penalty will be rescinded and the letter of reprimand shall be withdrawn from Undergraduate or Graduate Records.

Guidelines for Penalties

These guidelines distinguish between minor and serious violations of university policy, and between first and subsequent offences.

Violations Relating to Undergraduate or Graduate Course Work

The following guidelines apply to undergraduate and graduate students.

Plagiarism

Multiple instances of inadequate attribution of sources should result in a grade of zero for the assignment. A largely or fully plagiarized assignment should result in a grade of F for the course.

Multiple Submission Without Prior Permission

If a substantial part of an assignment submitted for one course is essentially the same as part or all of an assignment submitted for another course, this should result in a grade of zero for the assignment in one of the courses. If the same assignment is submitted for two courses, this should result in a grade of F for one of the courses. The penalty normally will be imposed in the second (i.e., later) course in which the assignment was submitted.

Falsifying Materials

If a substantial part of an assignment is based on false materials, this should result in a grade of zero for the assignment. If an entire assignment is based on false materials (e.g., submitting a commercially prepared essay as one’s own work), this should result in a grade of F for the course.

Cheating on Exams

Any instance of impersonation of a candidate during an exam should result in a grade of F for the course for the student being impersonated and disciplinary probation for the impersonator (if he or she is a student). Isolated instances of copying the work of another student during an exam should result in a grade of zero for the exam. Systematic copying of the work of another student (or any other person with access to the exam questions) should result in a grade of F for the course. Any instance of bringing unauthorized material (e.g., crib sheets, written notes on body or clothing) into an exam should result in a grade of F for the course. Sharing information or answers for take-home assignments and tests when this is clearly prohibited in written instructions should result in a grade of zero for the assignment when such sharing covers a minor part of the work, and a grade of F for the course when such sharing covers the bulk of the work.

Collaborative Work

In cases in which an instructor has provided clear written instructions prohibiting certain kinds of collaboration on group projects (e.g., students may share research but must write up the results individually), instances of prohibited collaboration on a substantial part of the assignment should result in a grade of zero for the assignment, while instances of prohibited collaboration on the bulk of the assignment should result in a grade of F for the course.
**Repeat Violations**

Any instance of any of the violations described above committed by a student who has already committed one offence, especially if either of the offences merited the assignment of a grade of F for the course, should result in the student's being placed on disciplinary probation. This decision can only be taken by the Dean of Graduate Studies. Disciplinary probation will be recorded on the student's transcript. If a student on disciplinary probation commits another offence, this should result in the student's permanent suspension. This decision can only be taken by the President, on the recommendation of a Dean of Graduate Studies.

**Violations Relating to Graduate Student Theses**

- Instances of substantial plagiarism or falsification of materials that affect a minor part of the student’s thesis should result in a student being placed on disciplinary probation and required to rewrite the affected sections of the thesis. While the determination of the nature of the offence would be made by the Chair, this penalty could only be imposed by the Dean of Graduate Studies. If there were no further offences, the notation “disciplinary probation” would be removed from the student's transcript after graduation.
- Instances of plagiarism or falsification of materials that affect a major part of the student’s thesis should result in the student being placed on disciplinary probation and the rejection of the thesis. While the determination of the nature of the offence would be made by the Chair, this penalty could only be imposed by the Dean of Graduate Studies.
- If a student on disciplinary probation commits a second offence, the student should be subject to permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean of Graduate Studies.

**Keeping Records**

Violations of academic integrity are most serious when repeated. Records of violations of university policy are kept to ensure that repeat offenders can be identified and appropriately sanctioned. Access to these records is restricted to protect students’ right to privacy.

- Chairs, Directors and the Dean of Graduate Studies (whichever is responsible for imposing the penalty) will report instances of plagiarism and cheating to Graduate Records. The student’s file will be marked to indicate that a violation has occurred and the faculty in which the violation occurred, and to note the penalty imposed (i.e., zero for the assignment, F for the course).
- Only the Dean of Graduate Studies (or their designates) will have access to information on individual students, and only to check for repeat offences. This information will not be available to instructors, Chairs, or other staff. Administration officers may have access to aggregate information on numbers of offences for purposes of analysis, but in this case the information is to be provided without revealing the names of students.
- Disciplinary probation will be recorded on the transcripts of students who have committed two or more offences. (Academic probation is a separate status; for details, see Minimum Sessional Grade-point Average and Academic Standing.)
- Files detailing the nature of the offence are to be retained in either the Dean’s office or the Chair’s office until four years after the student’s graduation.
- Ordinarily, information on cases of plagiarism and cheating is to be available only to the Dean of Graduate Studies and only for the purpose of checking for repeat offences. However, in some special circumstances, there may be reasons why faculty members need to have access to this information (e.g., character attestation for purposes of professional accreditation). If a faculty member intends to use the files kept by the Dean or Chair for any such purpose, that purpose must be publicly identified by the faculty.