

HILLMAN SCHOLARS IN NURSING INNOVATION

DOCTORAL STUDENT HANDBOOK ADDENDUM

This Addendum is supplementary. All Hillman Scholars are required to know and abide by the stated policies in the University of Pennsylvania, School of Nursing BSN Handbook and PhD Handbook.

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HILLMAN PROGRAM CONTACTS

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HILLMAN OVERVIEW

The Hillman Scholars Program in Nursing Innovation is an accelerated integrated BSN-to-PhD program designed to produce the next generation of nurse innovators dedicated to making health care more effective, patient-centered, and equitable. The University of Pennsylvania Hillman Scholars Program in Nursing Innovation prepares nurse scholars with the substantive and methodological knowledge, vision and personal acumen to study, lead, change and shape the future of health care.

Each year, up to four undergraduate nursing students at the University of Pennsylvania enter the Hillman Scholars Program, which is designed to accelerate the time from undergraduate nursing degree to completion of a PhD in five years or less.

By integrating aspects of the nursing education traditionally associated with the BSN program with advanced study as nurse scientists and innovative leaders, the program prepares researchers to influence health care early in their careers.

The University of Pennsylvania and University of North Carolina (UNC) are the only two schools of nursing in the United States selected to participate in the Hillman Scholars Program in Nursing Innovation. The University of Pennsylvania Hillman Scholars Program is funded by the Rita and Alex Hillman Foundation, a New York-based philanthropy dedicated to improving the lives of patients and their families through nurse-led innovations.

To be eligible for the Hillman Scholars Program in Nursing Innovation, you must be either a current Penn Nursing BSN student in your sophomore or junior year, or admitted through our Accelerated BSN program. Open to incoming accelerated BSN students and current traditional BSN students in their sophomore or junior year, this unique program incorporates interdisciplinary education with research career development and close mentoring. The program focuses on innovation, integration, and impact.

HILLMAN SCHOLARS IN NURSING INNOVATION SCHOLARSHIP AWARD

Hillman Scholars are provided with financial support in a variety of manners throughout their time in the Program.

BSN FUNDING

At the Bachelor's level, scholars are provided support up to \$30,000 for tuition and fees. Students who do not complete the PhD must repay Penn Nursing for expended funds. Funding may not be used for expenses beyond tuition and fees.

PHD FUNDING

All PhD Students at the University of Pennsylvania, School of Nursing are fully funded, including tuition, stipend, and health insurance, for four academic years in exchange for a 9-month teaching assistantship (TA). As a Hillman Scholar, the first year of funding comes as a 12-month Educational Fellowship; this includes tuition, stipend, and health insurance and does not include a work (TA) requirement. Funding may not be used for expenses beyond tuition, stipend, and health insurance.

FELLOWSHIP

All Hillman Scholars are eligible to participate in the Hillman Fellowship currently available through the

Hospital at the University of Pennsylvania at three locations – HUP, Pennsylvania Hospital and Presbyterian Hospital, and Children’s Hospital of Philadelphia. Fellowship **MUST** be planned for 6 months prior to graduating the BSN program and entering the PhD program. In so doing, the Fellowship will be completed while the Scholar is receiving Hillman PhD funding. While on Fellowship, scholars receive stipend funding through the Hospital they are working at, with tuition and health insurance paid for through the Hillman Educational Fellowship. The fellowship is contingent on passing the NCLEX exam upon graduation from the BSN program.

ANNUAL FUNDING

SCHOLAR ANNUAL MEETING TRAVEL: Funds for travel for each Scholar to attend the Hillman Annual Meetings are provided. After travel is completed, Scholars will complete reimbursement through the [Concur system](#); your travel must be processed within 30 days of travel. Scholars will be provided with a separate travel guidelines document prior to the 2022 Annual Meeting for more details on travel procedures. Travel funds cannot be carried over from year to year and will expire on June 30th.

SCHOLAR RESEARCH FUND: Each Scholar is provided up to \$500 for personal research/education/training related items (professional memberships, conference registrations and/or travel expenditures, books, specific office supplies, software, data entry, posters, etc). Contact John Seman with your request. Do not buy the item first, as certain items and expenses may not be reimbursable. Funds in this category expire on June 30th of each fiscal year and cannot be carried over from year to year.

HILLMAN SCHOLARS IN NURSING INNOVATION CURRICULUM

DEGREE REQUIREMENTS

Once selected as a Hillman Scholar, the student is concurrently an undergraduate (BSN) and PhD student.

The [Baccalaureate Nursing Curriculum](#) provides scholars with the foundational nursing knowledge to become a Registered Nurse. The plan of study is dependent on the BSN program the scholar enters, [Traditional BSN](#) or the [Accelerated BSN](#) programs.

ACADEMIC REGULATIONS

Hillman Scholars are required to follow all of the regulations as laid out in the BSN and PhD Handbooks. These regulations can be found at:

BSN Handbook: <https://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/bsn-handbook/>

PhD Handbook: <https://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/phd-handbook/>

Scholars are to attend the Hillman Seminar (NURS 809) every semester until completion of all doctoral coursework and transfer into Dissertation Status. Scholars participating in the Hillman Scholar Fellowship (NURS 803) must complete the fellowship during the one year of Hillman Education Fellowship funding, typically the year upon completion of the BSN portion of the program and of passing the NCLEX licensing examination.

PHD NURSING CURRICULUM

The PhD program in Nursing consists of 14 course units (CUs). Core courses, a statistics sequence*, concentration courses, and non-credit requirements are required by the Graduate Group in Nursing for the PhD in Nursing degree. **Please note that Hillman Scholars take up to an additional 3 CUs: 1 CU for the Hillman Scholars Seminar Course, which is mandatory, and 2 CUs for the Clinical Scholars in the Discipline of Nursing (Fellowship), which is optional.**

After selection as a Hillman Scholar, students can take courses at the graduate level when available. If there is a choice of taking a course that is available at both the undergraduate and graduate level, students should take it at the graduate level. *Example: 1) N637 instead of undergrad research; 2) some case studies and electives are offered at the 300 level and 500 level – they should take it at the 500 level; 3) some of the minors like global health minors also offer courses at the 300 level and 500 level and they should take the 500-level course.*

Courses taken at the graduate level prior to selection as a Hillman cannot count towards the PhD.

The PhD curriculum requires students complete 14 CUs which is composed of 7 core courses, 2 residencies (teaching and research) and 5 concentration courses in addition to satisfying several non-credit milestones. This core curriculum 7 CUs is as follows:

| | |
|--|---|
| NURS 750: Inquiry and Nursing | NURS 753: Evolving Nursing Science |
| NURS 754: Quantitative Research Design and Methods | NURS 813: Qualitative Paradigm Empirical Nursing Research |

| | |
|--|--|
| NURS 800: Dissertation Seminar | |
| <i>NURS 890: Nursing Doctoral Teaching Residency</i> | <i>NURS 897: Nursing Doctoral Research Residency</i> |

*Information regarding the statistics sequence can be found [here](#).

PLAN OF STUDY PROCEDURE

In the spring semester of the first year, students must meet with their academic advisor(s) to select coursework for the plan of study. **EXAMPLE PLAN OF STUDY IS PROVIDED ON PAGE 23.**

The student, with assistance from the academic advisor(s), should develop a plan of study that provides sufficient breadth and depth of the methods, theoretical perspective, and content needed to complete the dissertation study.

The plan of study should include the 14 course units. It should include the semester that each course will be taken. Students must complete the PhD Plan of Study Form (<https://www.nursing.upenn.edu/live/files/147-phd-plan-of-study.pdf>) in conjunction with the academic advisor(s), and submit to the Associate Director of Graduate Academic Affairs. The Graduate Group in Nursing Chair will review for final approval.

Once the Plan of Study has been approved, students should enter the plan into their Academic Planning Worksheet in Penn InTouch. The worksheet is an electronic repository for the plan of study. The plan of study form can be found here: <https://www.nursing.upenn.edu/live/files/147-phd-plan-of-study.pdf>. Any changes to the plan of study must first be approved by the academic advisor(s). Students should also update their academic planning worksheet in Penn InTouch.

ANNUAL REPORTING OF STUDENT PROGRESS

All students must complete and submit to the Associate Director of Graduate Academic Affairs an Annual Progress Report by **May 1st** of each year. The form is available at the following link (copy and paste it in your browser):

<https://www.nursing.upenn.edu/live/files/136-annual-progress-update>

The report will include progress in completing program requirements during the past 12 months and a timeline for the completion of the remaining program requirements. This report must be reviewed and signed by the student's advisor or dissertation chair. The report is reviewed by Graduate Group in Nursing Chair.

In addition, it is a University requirement that students who have constituted their dissertation committee must meet with their entire committee as a group at least once each year. Nursing PhD students will report the details of this meeting on the Annual Progress Report form that is due on May 1st of each year.

Lastly, all students must submit an annual list of publications, presentations, and any awards received over the previous year to John Seman by **May 1st**.

FALL 2021 HILLMAN SCHOLAR SEMINAR SERIES

Scholars are required to actively participate in Hillman seminar until the defense of dissertation, although grading for the seminar usually occurs during the semester all coursework is completed. Class is on every other Monday from 2:30pm – 4:00pm. Please see the schedule for links and Seminar session topics/speakers. If you cannot find the schedule, reach out to John Seman at jseman@nursing.upenn.edu.

SEMINAR SYLLABUS

Title: NURS 809 - Hillman Scholar Seminar in Nursing Innovation

Course Units: 1.0 CU; 1.5 hour seminar every other week until completion of PhD

Catalog Description:

This course is designed to provide an exploration of innovation in society, health care, and nursing. It will provide a broad overview of innovation from historical to current times and from a variety of disciplines. It will focus on promoting innovation and discovery and its translation to policy, the health care system and nursing practice. Emphasis is placed on having scholars develop their individual approach to innovation and strategize implementation and evaluation strategies for innovation.

Placement: Each academic semester from selection as a Hillman Scholar to PhD completion
Every other week Mondays, 2:30pm – 4:00pm

Location: Fagin Hall, Room 205

Faculty: Peggy Compton, PHD, RN, FAAN

Pre-requisites: Selection as a Hillman Scholar in Nursing Innovation

Co-requisites: None

Course Overview:

NURS 809 is a pro-seminar in the PhD program designed specifically for the Hillman Scholars in Nursing Innovation. It is designed to promote an intense exploration of innovation with a focus on developing new solutions to existing and forecasted problems in society and health care. This seminar presumes that the scholar's future scientific contributions to innovation in health care will be strengthened by their interaction with established innovative leaders to explore their journeys to innovation and strategies used to implement innovative ideas in real world organizations. The seminar is designed to dissect the barriers to and facilitators for implementing innovations. In addition, this seminar will focus on creating cultures that cultivate innovation through a variety of disciplinary lenses. Through this seminar, the scholars will identify existing problems and forecast future problems and developing avant-garde solutions to transform the health care system and improve care for vulnerable populations.

Course Objectives:

1. Describe ways to identify existing and forecast future problems in the health care system that are amenable to innovation led by nurse scientists.
2. Discuss collaborative and interdisciplinary scientific approaches to identifying new solutions to problems that confront society, in particular vulnerable populations and the health care system.
3. Acquire leadership skills in order to promote, in an ethical fashion, infusion of innovation and change into the health care system.

4. Consider the potential of unintended consequences of innovations in health care.

Teaching Methods: Expert-led scholarly discourse, group projects, student-led seminars, consultation by PhD Hillman Scholars to BSN Hillman Scholars.

Bi-weekly Topical Outline: will be provided each semester

Total Number of Theory Hours: 60 hours

Seminar Participation & Performance: Scholars are responsible for creating an environment in which intellectual ideas can be developed, refined, and provided thoughtful and critical feedback. The quality of participation, the ability to listen to others and participate in a scholarly dialogue, and the thoughtfulness of contributions that are based on knowledge of the readings are considered the most salient characteristics of high-quality class performance. Comments and questions, while inherently respectful of students and faculty should be appropriately critical and analytic.

Academic Integrity: Students are expected to adhere to the University of Pennsylvania, [Code of Academic Integrity](#). Students whose assignments violate the Code of Academic Integrity will receive no credit (0 points) for the assignments in addition to the consequences outlined in the Code.

COURSE ROSTERING AND GRADING

Scholars are graded for the Hillman Seminar (N809) the semester they complete coursework, often the semester they are registered in N800, Dissertation Seminar.

To be graded for N809, Scholars must be registered in two sections of the course:

1. 809-301: standard roster
2. 809-302: graded section; requires an instructor, the Program Director.

FELLOWSHIP SYLLABUS

Title: NURS 803 – Clinical Scholars in the Discipline of Nursing

Course Units: 2.0 CUs

Catalog Description:

This course is designed to enhance the understanding of the practice of nursing as an intellectual discipline for Hillman Scholars who have limited clinical practice experience prior to pursuing the PhD. It consists of the Hillman Clinical Nurse Fellowship that provides clinical training experience that is individually designed and integrally related to the scholar's area of clinical and research interests. The scholars' clinical experience is combined with guided scholarly reflections by a designated faculty mentor. Scholars actively participate in practice and regularly meet with their faculty mentor to examine the health needs of individuals and vulnerable patients, the praxis of nursing and its place within the complex health care delivery system, health policy and society at large. Research informing practice and practice informing research are a focal priority.

Placement: Fall or Spring semester

Faculty: Individual Faculty mentor as negotiated with the Scholar and Director of the Hillman Scholars Program

Pre-requisites: Selection as a Hillman Scholar, completion of the BSN, and licensed as a registered nurse in Pennsylvania

Co-requisites: Scholar must be in good academic standing and enrolled for full-time PhD coursework (3.0 CUs) in the PhD program

Maintaining Full-Time PhD Status:

It is required that the Scholar maintain full-time PhD status during the fellowship. This means that a course load of 3.0 CUs or more must be taken. If the Scholar cannot be registered for NURS 803 (i.e., the course is not offered in the course catalogue), a 2.0 CU independent study (NURS 900) will be set up with the Program Director for the student. If the student is unable to manage another formal course in addition to the 2.0 CU fellowship, an additional 1.0 CU independent study can be set up with an additional instructor (i.e., a faculty mentor).

Course Overview:

NURS 803 is a unique course that is designed to provide real-world clinical experience for the Hillman Scholar. This course is designed to provide opportunities to build a clinical foundation in the practice of nursing as an intellectual discipline, to gain an enhanced understanding of the health care delivery system, and to examine the intersection of research, policy, and practice at the frontlines of nursing practice. To this end, this course represents a unique partnership between the School of Nursing and the Hospital of the University of Pennsylvania and/or Children's Hospital of Philadelphia, where scholars assume a Clinical Nurse position for a 6-month fellowship, completion of 800-1000 clinical hours. Scholars are concurrently guided to consider the practice of nursing by a designated faculty member in the School of Nursing. In this course, Scholars are focused on gaining clinical experience, dissecting common issues experienced by vulnerable patients and families across care settings and specialties, critically examining the contributions of nursing science to that care, and examining how the health care system contributes or detracts from optimal care.

Course Objectives:

1. Demonstrate an understanding of nursing practice as an intellectual discipline.
2. Develop a critical appreciation of the needs of vulnerable patients and families and the contribution of nursing to meeting these needs.
3. Analyze situations that affect patient and family care in community and clinical settings from a nursing perspective.
4. Integrate research, practice, and policy considerations in the analysis of care for vulnerable patients, families, and populations.

Teaching Methods: Clinical Nurse Fellowship, scholarly reflective logs, independent-guided learning and discourse

Total Number of Theory Hours: 56 hours

Total Number of Clinical Hours: 800-1000 hours

Fellowship Assignments: Reflective Log of Clinical Scholars Fellowship, Readings

Fellowship Expectations & Evaluation

Academic grading for the fellowship is the responsibility of the faculty of record. It is important to recognize that the fellowship is a partnership between Penn Nursing and the Hospital, Hospital at the University of Pennsylvania and/or Children's Hospital of Philadelphia. As such, grading will take into consideration the fact that the fellow will be a professional asset to the clinical unit on which they are placed. This incorporates all aspects of professionalism expected by the Hospital, including but not limited to:

- fulfilling all Clinical fellowship requirements
- reliably showing up as clinically scheduled on time and prepared for clinical practice responsibilities
- progression in the competency-based orientation
- enhancing the professional culture of the assigned unit

These must be judged as satisfactory in order to complete the fellowship and receive graduate credit and a grade.

Reflective Log & Debriefing with Faculty of Record

Scholars will maintain a reflective clinical log that will be updated weekly and reviewed bi-weekly with course faculty. Logs will reflect the intersection between clinical practice and research. As such, *clinical objective(s)* will be developed by the faculty and student. These are expected to change over the course of the fellowship as initial objectives are successfully met. The log will include the explicit objectives and progress towards meeting them. *Research reflections* are also expected to be detailed in the log as informed by the clinical fellowship. Scholars will maintain a narrative of questions that arise during the course of the fellowship that would benefit by nursing research. These research reflections should be informed by the independent readings in the literature that serve to ground the analysis of the clinical/structural problem that the scholar is reflecting on from a research perspective and this should be evident in the log. Over the 6-month fellowship, it is expected that the Scholar and Faculty will meet regularly and the Faculty will provide guided readings and engage in discourse with the scholar.

Academic Integrity:

Students are expected to adhere to the University of Pennsylvania, [Code of Academic Integrity](#). Students whose assignments violate the Code of Academic Integrity will receive no credit (0 points) for the assignments in addition to the consequences outlined in the Code.

HILLMAN CLINICAL NURSE FELLOWSHIP - EXPECTATIONS & GRADING METRICS

Goal: The overall goal of this fellowship is to provide Hillman Scholars with experience working as a professional nurse.

Planning the Fellowship

The Clinical fellowship will last 6-months (January – June or July – December).

The fellowship will be co-planned with the Hillman Program, the Student, and nursing leadership at the Hospital. The clinical placement may be on an inpatient or outpatient setting. The choice of placement will take into consideration the Scholar's clinical interests and research focus and the ability of potential clinical areas to provide an optimal experience as well as to benefit from the presence of a clinical fellow.

The Hospital will post a specially designed job description, Clinical Nurse I Fellow, to which only Hillman Scholars can apply and will be hired as a temporary employee at the rate new graduates are paid per hour with no benefits. While participating in Clinical Fellowship, the Hospital will cover malpractice insurance. The position, Clinical Nurse I Fellow, takes 4-6 weeks for job creation and posting, and will then need to be posted for 2 months. The hiring manager will be contacted 6 months prior to the start of the Fellowship.

The Scholars will register for NURS 803 – Clinical Scholars in the Discipline of Nursing, a 2.0-CU course for the clinical fellowship and one additional PhD course (or a 2.0 CU NURS 900, an Independent Study, as described on p. 10). This in addition to another 1.0 CU course will allow the scholar to continue as a full-time matriculated PhD student, maintain eligibility of University health benefits, and defer student loan repayment from going into effect.

During the fellowship, the scholar will have a Clinical Nurse partner(s) who will be responsible for orientation and for supervision throughout the fellowship, and as a Licensed RN the scholar meets competencies, they will be able to assume increasing independence, but always with a Clinical Nurse partner.

All Clinical Fellowships will begin one semester post-BSN Graduation to allow for full onboarding and processing including the job posting and application, as well as licensing, certification, and completion of all required background checks.

Summer Starts - Timeline and Responsibilities for the Clinical Nurse Fellowship

| | |
|------------------------|--|
| December 15 | Inform Hillman Program Coordinator of intent to do the fellowship and area of clinical interest and research focus |
| January | Take NCLEX – must pass to participate in fellowship |
| January 15 | Inform HUP Lead partner of number of scholars & their focal areas |
| February 1 | Provide initial slate of potential clinical placements for each scholar |
| February 15 | Solidify clinical placement |
| March | Pre-register for Doctoral course, pre-agreed upon by Scholar and Faculty mentor |
| July – December | Fellowship |

Winter Starts - Timeline and Responsibilities for the Clinical Nurse Fellowship

| | |
|-----------------------|--|
| May 15 | Inform Hillman Program Coordinator of intent to do the fellowship and area of clinical interest and research focus |
| June | Take NCLEX – must pass to participate in fellowship |
| August 15 | Inform HUP Lead partner of number of scholars & their focal areas |
| September 1 | Provide initial slate of potential clinical placements for each scholar |
| September 15 | Solidify clinical placement |
| October | Pre-register for Doctoral course, pre-agreed upon by Scholar and Faculty mentor |
| January – June | Fellowship |

Hospital at the University of Pennsylvania

Scholar clinical placements have been made on the following units at the following UPHS hospitals: Hospital at the University of Pennsylvania, Pennsylvania Hospital, and Presbyterian Hospital.

| | |
|--------------------------|---|
| Silverstein 7 | High-Risk Obstetrics and Gynecological Oncology (HUP) |
| Silverstein 9 | Neuroscience (HUP) |
| Rhoads 4 | Transplant and Bariatric Surgery (HUP) |
| Founders 10 | HUP |
| Emergency Department | HUP |
| Dulles 6 | Medical Oncology (HUP) |
| CUP4 East | Trauma / Orthopedic (Presby) |
| Catheter Cart | Pennsy |
| Labor and delivery (L&D) | Pennsy |

CHILDREN'S HOSPITAL OF PHILADELPHIA

Scholar clinical placements have been made on the following units at the Children's Hospital of Philadelphia.

| | |
|---------------|-----------------|
| Pediatric ICU | CHOP - Hospital |
|---------------|-----------------|

PENN INNOVATION CENTER

If you are interested in a non-clinical fellowship at the Penn Innovation Center, please contact the Hillman Scholars – Program Coordinator to discuss.

MENTORSHIP

Upon acceptance to the Hillman Scholars Program each student is assigned two co-advisors (mentors) who are members of the Graduate Group in Nursing and members of the Standing Faculty. The mentorship team helps the student to become acquainted with faculty and other staff, gain familiarity with University community and professional resources, and guide the student in selection of courses, research exposure, and scholarly opportunities. Therefore, Hillman Scholars beginning in their undergraduate programs and extending through the completion of the PhD are mentored by dedicated senior faculty from nursing and other disciplines who have successful and impactful programs of research, and records of leadership and innovations in care. These relationships provide a unique level of interdisciplinary support for scholars' professional growth.

Mentors may or may not be the Chair of the Qualifying or General Examination and may or may not eventually Chair the dissertation. If the mentor leaves the Standing Faculty of the School of Nursing through retirement or change of position, another mentor from the Standing Faculty must be appointed.

CHANGE OF ACADEMIC ADVISOR

Students may change a mentor at any time. If the student changes mentors, the student must notify the original mentor(s), Graduate Group in Nursing Chair, and the Associate Director of Graduate Academic Affairs in writing of the change.

To ease the transition, it is useful to schedule a meeting with the former mentor and the new mentor or chair and the student to discuss future plans. Counseling about mentor changes is available with the Hillman Program Director, Graduate Group in Nursing Chair or the Office of Student Services.

INDIVIDUAL DEVELOPMENT PLANS

Individual Development Plan: In collaboration with your mentorship team, the Individual Development Plan (IDP) is developed at the beginning of each semester to allow you the opportunity to examine your skills and interests, as well as provide you with a starting point for conversations with your mentor on professional and research development. Examples of **Developmental Goals are:**

Professional – *One workshop per semester with Sharon Fleishman from Career Services on the:*

- Curriculum Vitae and Resume
- Job Search

Research & Writing – One workshop per semester with Graduate Student Center

- Writing a Research Question
- Developing a Research Proposal
- Writing an AIMs page

Teaching – participate in one workshop per year with the Center for Teaching and Learning

- <https://gsc.upenn.edu/academic-programs>
- <https://www.ctl.upenn.edu/programs-and-services-graduate-students>

Grant

- <http://www.gsc.upenn.edu/navgrant/index.php>
- Grant Writing Tip Sheets - https://grants.nih.gov/grants/grant_tips.htm
- Funding Process - <https://www.niddk.nih.gov/research-funding/process>

Dissertation

Dissertation Boot Camp at the GSC - <https://gsc.upenn.edu/academic-programs/thesis-and-dissertation-support/dissertation-boot-camp>

Additional Penn Resources:**Sample Grants:**

<https://www.med.upenn.edu/orss/proposal-template.html>

<https://facnews.med.upenn.edu/uploads/attachments/cjdkopjf61yxjayin9rljikgc-successful-s10-template-jan-2018.pdf>

NIH:

Grant Writing Tip Sheets - <https://www.nimh.nih.gov/funding/grant-writing-and-application-process/grant-writing-tips>

Funding Process - <https://www.niddk.nih.gov/research-funding/process>

Writing a Research Question:

https://libraries.indiana.edu/sites/default/files/Develop_a_Research_Question.pdf

<https://cirt.gcu.edu/research/developmentresources/tutorials/question>

<https://www.esc.edu/online-writing-center/resources/research/research-paper-steps/developing-questions/>

<https://researchrundowns.com/intro/writing-research-questions/>

AIMs:

<http://www.biosciencewriters.com/NIH-Grant-Applications-The-Anatomy-of-a-Specific-Aims-Page.aspx>

https://depts.washington.edu/anesth/research/grantsmanship/session3_WritingEffectiveSpecificAims.pdf

Developing a Research Proposal:

<https://cirt.gcu.edu/research/developmentresources/tutorials/researchproposal>

Basic Research Design - <https://cirt.gcu.edu/research/developmentresources/tutorials/researchdesigns>

Poster Presentations - <https://cirt.gcu.edu/research/developmentresources/tutorials/posterpresent>

Oral Presentations - <https://cirt.gcu.edu/research/developmentresources/tutorials/oralpresent>

Components of a Research Paper -

<https://cirt.gcu.edu/research/developmentresources/tutorials/researchpaper>

Dissertation Writing - <https://gradcoach.com/how-to-write-a-dissertation-or-thesis-101/>

Proposal Writing - <https://writingcommons.org/article/proposals/>

Hillman Scholars Individual Development Plan - Template

Name: Click here to enter text.

Date: Click here to enter text.

Mentor's Names: Click here to enter text.

Additional advisors (if any): Click here to enter text.

General/Qualifying Exam Committee Members: Click here to enter text.

Dissertation Chair/Committee Members: Click here to enter text.

General Questions:

1) How many years have you been in the Hillman Program? Click here to enter text.

2) Please provide a brief overview of your research project.

Click here to enter text.

3) Do you have a "Next Step Career Goal"?

Click here to enter text.

Step 1: Self - Assessment:

Step 1 – Part 1: Assess your strengths, weaknesses and skills

Evaluate your skills and abilities in the following areas where:

5 = Highly proficient

1 = Needs improvement

| Overall Core Scientific Knowledge | | 1 | 2 | 3 | 4 | 5 |
|---|---|----------|----------|----------|----------|----------|
| | Knowledge of literature in the field | 1 | 2 | 3 | 4 | 5 |
| | Knowledge of literature related to project | 1 | 2 | 3 | 4 | 5 |
| | Knowledge area: | 1 | 2 | 3 | 4 | 5 |
| | Knowledge area: | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |
| General Research Skills (e.g., designing experiments, creativity): | | | | | | |
| | Designing experiments | 1 | 2 | 3 | 4 | 5 |
| | Analytical skills | 1 | 2 | 3 | 4 | 5 |
| | Problem solving/troubleshooting | 1 | 2 | 3 | 4 | 5 |
| | Creativity/developing new research directions | 1 | 2 | 3 | 4 | 5 |
| | Independence/Being productive in an unstructured environment | 1 | 2 | 3 | 4 | 5 |
| | Other: (define) | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |
| Research Dissemination Skills: | | | | | | |
| | Writing and submitting abstracts for presentation | 1 | 2 | 3 | 4 | 5 |
| | Presenting oral papers and posters at professional meetings | 1 | 2 | 3 | 4 | 5 |
| | Preparing, submitting, revising and publishing peer-reviewed papers | 1 | 2 | 3 | 4 | 5 |
| | Preparing, submitting, and revising grants | 1 | 2 | 3 | 4 | 5 |
| | Reviewing and critiquing grants, abstract and manuscripts | 1 | 2 | 3 | 4 | 5 |
| | Communicating research findings to non-research audiences | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |
| Teaching and mentoring skills: | | | | | | |
| | Teaching skills (TA or mentoring students in the lab) | 1 | 2 | 3 | 4 | 5 |
| | Being mentored | 1 | 2 | 3 | 4 | 5 |
| | Other: (define) | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |
| Leadership and Management Skills: | | | | | | |
| | Leading and motivating others | 1 | 2 | 3 | 4 | 5 |
| | Managing projects and time | 1 | 2 | 3 | 4 | 5 |
| | Organizational skills | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |
| Interpersonal Skills: | | | | | | |
| | Getting along with others | 1 | 2 | 3 | 4 | 5 |
| | Conflict resolution | 1 | 2 | 3 | 4 | 5 |
| | Networking/meeting new colleagues | 1 | 2 | 3 | 4 | 5 |

Step 1 – Part 2: Ask your mentor or other trusted colleague to assess your strengths, weaknesses and skills, and then return the list to you for discussion.

Evaluate skills and abilities in the following areas where:

5 = Highly proficient

1 = Needs improvement

Evaluator’s Name: [Click here to enter text.](#) Relationship: [Click here to enter text.](#)

| Overall Core Scientific Knowledge | | 1 | 2 | 3 | 4 | 5 |
|---|---|----------|----------|----------|----------|----------|
| | Knowledge of literature in the field | 1 | 2 | 3 | 4 | 5 |
| | Knowledge of literature related to project | 1 | 2 | 3 | 4 | 5 |
| | Knowledge area: | 1 | 2 | 3 | 4 | 5 |
| | Knowledge area: | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |
| General Research Skills (e.g., designing experiments, creativity): | | | | | | |
| | Designing experiments | 1 | 2 | 3 | 4 | 5 |
| | Analytical skills | 1 | 2 | 3 | 4 | 5 |
| | Problem solving/troubleshooting | 1 | 2 | 3 | 4 | 5 |
| | Creativity/developing new research directions | 1 | 2 | 3 | 4 | 5 |
| | Independence/Being productive in an unstructured environment | 1 | 2 | 3 | 4 | 5 |
| | Other: (define) | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |
| Research Dissemination Skills: | | | | | | |
| | Writing and submitting abstracts for presentation | 1 | 2 | 3 | 4 | 5 |
| | Presenting oral papers and posters at professional meetings | 1 | 2 | 3 | 4 | 5 |
| | Preparing, submitting, revising and publishing peer-reviewed papers | 1 | 2 | 3 | 4 | 5 |
| | Preparing, submitting, and revising grants | 1 | 2 | 3 | 4 | 5 |
| | Reviewing and critiquing grants, abstract and manuscripts | 1 | 2 | 3 | 4 | 5 |
| | Communicating research findings to non-research audiences | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |
| Teaching and Mentoring Skills | | | | | | |
| | Teaching skills (TA or mentoring students in the lab) | 1 | 2 | 3 | 4 | 5 |
| | Being mentored | 1 | 2 | 3 | 4 | 5 |
| | Other: (define) | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |
| Leadership and Management Skills: | | | | | | |
| | Leading and motivating others | 1 | 2 | 3 | 4 | 5 |
| | Managing projects and time | 1 | 2 | 3 | 4 | 5 |
| | Organizational skills | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |
| Interpersonal Skills: | | | | | | |
| | Getting along with others | 1 | 2 | 3 | 4 | 5 |
| | Conflict resolution | 1 | 2 | 3 | 4 | 5 |
| | Networking/meeting new colleagues | 1 | 2 | 3 | 4 | 5 |

Setting Goals: Time management

Ask yourself how many hours do you spend per week doing work-related activities? - Is this a good balance to achieve your goals at work and in your personal life? Do you want to increase or decrease this time in the coming year? Provide a rough estimate of your time:

- A)** What % of your time at work was spent on each of the following activities during the past year? (List under column A)
- B)** To reach your goals, how would you like to change the amount of time spent on each of these types of activities: increase, same, or decrease? (List under Column B)
- C)** What is your goal for % of your time at work spent on each activity during the upcoming year? (List under Column C)

| Activities | A | B | C |
|---|---|---|---|
| Advancing your Research | | | |
| Performing research | | | |
| Discussing your research with mentors, collaborators, others, including works-in-progress and seminar series meetings | | | |
| Attending science seminars and conferences | | | |
| Presenting at conferences (posters and podium presentation) | | | |
| Reading in your field (reviews, papers, etc.) | | | |
| Reading to expand your knowledge of other fields | | | |
| Preparing and submitting grants (pilots, mentored fellowship, e.g., F31, K awards) fellowships, abstracts, papers | | | |
| Preparing and submitting manuscripts for publication in peer-reviewed journals (as lead author) | | | |
| Preparing and submitting manuscripts for publication in peer-reviewed journals (as secondary/middle author) | | | |
| Other lab management, lab duties | | | |
| Teaching (TA), Mentoring (e.g. students), and Leadership | | | |
| Teaching in the classroom | | | |
| Mentoring in UG students in the lab | | | |
| Volunteer or leadership activities (committees, etc.) | | | |
| Career and Professional Development | | | |
| Course work | | | |
| Attending training/career development seminars/workshops | | | |
| Networking to promote your goals (socializing, emails, etc.) | | | |
| Career exploration (informational interviews, reading about careers etc.) | | | |
| Activities not directly promoting your goals | | | |
| Other | | | |

Note: some of these activities may not be relevant in your first year, but will become important closer to your graduation.

Review your Assessment and Develop Goals for Individual Development Plan

1. Career Goals

Identify your existing strengths and the gaps in your knowledge or experience, then think of ways to fill those gaps during your time at Penn Nursing.

- I. Overall career goal (as of now – you can change your mind later)
[Click here to enter text.](#)

- II. What do you want to be doing in 5-10 years? (long-term objectives)
[Click here to enter text.](#)

- III. What do you want to accomplish in the next year? (short-term goals; be specific)
[Click here to enter text.](#)

2. Acquiring of Discipline-Specific Knowledge and Research Skills

- I. Briefly describe your research project goals (1 paragraph).
[Click here to enter text.](#)

- II. What specific skills or expertise (methods, techniques, specific courses, etc) do you need to learn to reach these goals?
[Click here to enter text.](#)

3. Development of Career Skills

- I. Development of communication skills (*List specific areas to improve, e.g., grant writing, manuscript writing, poster and oral presentations, science writing for the public, networking*):
Click here to enter text.

- II. Gaining experience in teaching or public outreach (*List specific teaching opportunities, formal or informal training in didactics*):
Click here to enter text.

- III. Developing mentoring skills (*list previous and potential opportunities for training*):
Click here to enter text.

- IV. Other opportunities for developing skills in leadership, time management etc.:
Click here to enter text.

4. Setting Goals for Progress

- I. Anticipated oral or poster presentations (*list dates of presentations, if possible*):
Click here to enter text.

- II. Anticipated publications (*Describe anticipated titles/topics of manuscripts and anticipated dates of submission; include both first author and collaborative publications*):
Click here to enter text.

- III. Applications for funding (*List specific potential funding sources and type, with expected submission dates*):
Click here to enter text.

5. Planning to Move to the Next Step in Your Career

- I. Key contacts to make to explore career options and investigate leads:
Click here to enter text.

- II. Potential sources for letters of reference:
Click here to enter text.

- III. Development of CV/resume, research summary, etc.:
Click here to enter text.

- IV. Other actions to facilitate the move to your next position:
Click here to enter text.

SAMPLE PLAN OF STUDY

Once selected as a Hillman Scholar, the student is concurrently an undergraduate and PhD student.

After selection students can take as many graduate level courses as they can fit within the undergraduate requirements. If there is a choice of taking a course that is both undergrad/grad they should take it at the graduate level. Example:

- 1) N637 instead of undergrad research;
- 2) Some case studies and electives are offered at the 300 level and 500 level – they should take it at the 500 level;
- 3) Some of the minors like global health minors also offer courses at the 300 level and 500 level - they should take it at the 500-level.

Courses taken at the graduate level prior to selection as a Hillman cannot count towards their PhD.

Scholars need to take 17 CUs of graduate level courses for the PhD. This curriculum will look like the following:

- 2 theory courses (N750 and N753) – cannot be taken until BSN is completed
- 2 stats courses – selection should be in consultation with their advisor
- 2 methods courses – (N754 and N813)
- 1 dissertation seminar
- 1 Nursing Doctoral Teaching Residency
- 1 Nursing Doctoral Research Residency

That leaves 8 CUs – up to 3 will be filled by courses for the Hillman Scholars.

- 1 CU for the Hillman Scholars Seminar Course – they participate every semester up to Dissertation Seminar.
- 2 CUs for the Clinical Scholars in the Discipline of Nursing Course (Fellowship) – this is optional and for completion in the first year post-BSN.

That leaves 5 CUs for concentration courses.

These can be taken anywhere in the university at the graduate level and can include independent studies. The specific courses and type of courses should be developed between the faculty mentors and student to fit their area of scholarship and thus will be quite variable.

Given this breakdown, we are currently recommending that during the BSN/PhD phase of their education, the scholar/mentors fill these graduate-level slots with the generic things like N637 or graduate-level case study/elective, and then concentration courses that will build the students content expertise.

Workload should always be considered and individually assessed during the joint undergraduate/graduate phase of study. In addition to the course requirements, the Hillmans must participate in the Hillman seminar series (1.5 hours every other week) and be embedded in a research center/team with their mentor (~8hours/week). Some students have requested to take >5.5 CU limit – this should be individually assessed with the advisor to determine if this is in the scholar's best interest.