

HILLMAN SCHOLARS IN NURSING INNOVATION

DOCTORAL STUDENT HANDBOOK ADDENDUM

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

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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, 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.

UNC and University of Pennsylvania 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 Bachelors level, scholars are provided support up to \$30,000. Students who do not complete the PhD must repay the Penn Nursing for expended funds.

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 come with a work (TA) requirement.

FELLOWSHIP

All Hillman Scholars are eligible to participate in the Hillman Fellowship currently available through the Hospital at the University of Pennsylvania, 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.

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 2019 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 Susanne 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 PhD Handbook. These regulations can be found at: <http://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/phd-handbook/academic-regulations/>

Scholars are to attend the Hillman Seminar (NURS 809) 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.

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.

After selection, students can take courses at the graduate level courses when available. If there is a choice of taking a course that is available at both the undergraduate and graduate level it should take it at the graduate level. *Example: 1) N637 instead of undergrad research; 2) some case studies 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 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 7CUs 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
Statistics I	Statistics II
NURS 800: Dissertation Seminar	
<i>NURS 890: Nursing Doctoral Teaching Residency</i>	<i>NURS 897: Nursing Doctoral Research Residency</i>

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 PLANS OF STUDY ARE PROVIDED ON PAGE 25**

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 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. Instructions on how to log the plan of study are posted on the DSO intranet site (School of Nursing credentials needed to view). 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-in-Touch.

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 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.

HILLMAN SCHOLAR SEMINAR SERIES

Scholars are required to actively participate in Hillman seminar until the defense of dissertation. Class is on Mondays from 7:30am-8:45am in Fagin Hall, room 215. Please note: The exact dates to be announced before the start of the semester.

SEMINAR SYLLABUS

Title: NURS 809 - Hillman Scholar Seminar in Nursing Innovation

Course Units: 1.0CU; 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, conduct an innovation project with a peer group, strategize implementation and evaluation strategies for innovation and serve as consultants for innovation projects of peer groups.

Placement: Each academic semester from selection as a Hillman Scholar to PhD completion
Every other Monday, 7:30am – 9am

Faculty: Nancy Hodgson

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. Design an innovation project with a peer cohort and see it through from conceptualization and design through completion.
4. Acquire leadership skills in order to promote, in an ethical fashion, infusion of innovation and change into the health care system.

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

Teaching Methods: Expert-let scholarly discourse, group projects, student led seminars, consultation by senior Hillman Scholars to group innovation projects

Bi-weekly Topical Outline: will be provided each semester

Total Number of Theory Hours: 60 hours

Course Assignments: Lead one seminar topic of choice - 20% (year 1-2)
Cohort group innovation project – 50% (year 1-2)
Seminar participation & performance – 20% (years 1-5)
Consultation to a group innovation project – 10% (years 3-5)

Seminar Leadership: Two scholars will work together to facilitate a one hour discussion on any aspect of innovation believed to be relevant to improving the health of society, the structure of the health care system, or the improvement of patient care. The topic will be approved by course faculty. Readings will be selected by the seminar leaders and posted on Blackboard at least 1 week prior to the seminar. Seminar format can be designed by the leaders and as innovative as you like. Peers and faculty will provide feedback to assist seminar leaders in their growth as scholars and facilitators.

Cohort Group Innovation Project: Each cohort will develop an innovation project believed to be relevant to improving the health of society, the structure of the health care system or the improvement of patient care. The project focus and product(s) will be approved by the course faculty. The group will complete the foundational planning of the project concept, detail the steps to implement the project, collect the data or pertinent information required for the project, analyze findings, write a scholarly report of the findings that would be suitable for publication, and present the findings to the seminar or at another venue appropriate for the topic. Research and innovation are by nature group activities and as such, one grade is awarded for the entire group.

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.

Consultation to a Group Innovation Project: As scholars progress in their studies, they will be expected to serve as external consultants to subsequent group innovation projects. Consultants are external to the project and give time and intellectual effort in providing the group project cohort carefully considered advice on all aspects of the innovation project.

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:

809-301: standard roster

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 c.u.

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 coursework in the PhD program

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 they will be hired as a temporary employee at the rate of \$20 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 2.0CU course for the clinical fellowship and one additional PhD course. This 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	
Emergency Department	HUP
Dulles 6	Medical Oncology (HUP)
CUP4 East	Trauma / Orthopedic (Presby)
Catheter Cart	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
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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

- <http://www.gsc.upenn.edu/navclass/index.php>
- <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 GSC - <http://www.gsc.upenn.edu/navgrant/index.php>

Additional Penn Resources:

Sample Grants - <http://www.gsc.upenn.edu/navgrant/resources.php#samplegrants>

<http://www-personal.umich.edu/~danhorn/graduate.html>

National Association of Graduate-Professional Students - <http://nagps.org/benefits-resources/resources/>

NIH

Grant Writing Tip Sheets - https://grants.nih.gov/grants/grant_tips.htm

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

[http://www.ohsu.edu/xd/research/administration/research-funding-development/classes-](http://www.ohsu.edu/xd/research/administration/research-funding-development/classes-workshops/upload/Funding-Focus-April-2013-Writing-a-great-specific-aims-page.pdf)

[workshops/upload/Funding-Focus-April-2013-Writing-a-great-specific-aims-page.pdf](http://www.ohsu.edu/xd/research/administration/research-funding-development/classes-workshops/upload/Funding-Focus-April-2013-Writing-a-great-specific-aims-page.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 - <http://www.dissertation-thesis.com/>

Proposal Writing - <http://www.iyfnmi.com/?dn=proposalwriter.com&pid=9PO54I246>

Hillman Scholars Individual Development Plan - Template

Name: Click here to enter text.

Date: Click here to enter text.

Mentor's Name: 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
Professional Skills:					
Oral presentation skills	1	2	3	4	5
Fellowship/grant writing skills	1	2	3	4	5
Manuscript writing skills	1	2	3	4	5
General scientific writing skills	1	2	3	4	5
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
Professional Skills:						
	Oral presentation skills	1	2	3	4	5
	Fellowship/grant writing skills	1	2	3	4	5
	Manuscript writing skills	1	2	3	4	5
	General scientific writing skills	1	2	3	4	5
	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			
Attending science seminars			
Attending conferences			
Reading in your field (reviews, papers, etc.)			
Reading to expand your knowledge of other fields			
Writing fellowships, abstracts, papers			
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).
- II.

- III. 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.](#)