

Writing instructions: Applicants must upload typed essays in response to five specific questions. Essays will be uploaded as one Microsoft Word or PDF file in the NursingCAS Admission Application. Responses provide valuable information about your interest in PhD studies and will be evaluated by the admissions committee as examples of your entry level graduate writing ability.

Each response will be evaluated by using the following criteria:

- The structure of the essay
 - Clearly defined scope and purpose
 - Body of the essay supports key ideas
 - Word choice is varied and appropriate, easily understood
 - Conclusion summarizes key idea
- Flow
 - Ideas are presented in a clear, logical order
 - Transitions guide reader from one idea to the next
 - Varied sentence structure and length used
- Depth
 - Answers the question with details
 - Shows familiarity with key concepts/terms and literature
 - Provides new information, clarity of perspective to the discussion of ideas
- Conventions
 - Follows grammatical and spelling conventions of standard English
 - Follows directions provided

Address the following question in an essay no longer than 1500 words [approximately 3 typed pages], using 1-inch margins, double-spaced and a 12 point font.

1. Discuss the research focus that you would like to pursue in the PhD program, its potential impact on nursing, and one researchable problem in that focus area.
 - a. Discuss why the research focus you have selected is important.
 - b. Generate examples of researchable questions you might study.
 - c. What gaps in the evidence based practice literature would your research help address?
 - d. Discuss the potential relevance for nursing.

Include references cited. The reference list will not be counted in the 3 page limit for the essay.

Respond to each of following questions in short answers between 250-500 words for each question, using 1-inch margins, double-spaced and a 12 point font.

2. How have your experiences, professionally and clinically, prepared you for doctoral study?
3. Discuss your educational and professional goals, short- and long-term (5 - 10 years), and how the PhD program will help you to reach these goals.
4. Please identify a nursing faculty member who seems to be a good match with your research interest; discuss how this faculty's research expertise can facilitate the achievement of your research and professional goals.
5. What are some reasons you have specifically selected the PhD program in nursing at the University of Oklahoma Health Sciences Center? In what ways do you believe this program is best suited to meet your educational and career goals?

OU College of Nursing PhD Program Faculty Research Interests

Faculty Name	Research Interests
Benefield, Lazelle	Distance care-giving of older adults living at home, distance care-giving needs of persons with Alzheimer's disease, case management of community-based elders, distance caregiving and technology innovation; Director of the Reynolds Center of Geriatric Nursing Excellence, OUHSC.
Buckwalter, Kathleen	Expert in geriatric mental health, providing community-based care for chronically mentally ill older persons, and cognitively impaired older adults, and their caregivers in both institutional and community settings.
Carlson, Barbara	Pathological mechanisms of functional decline and the application of home-based smart technologies to minimize functional decline in older adults following therapy for life-threatening illness events; neurovascular coupling, cardiovascular disease, vascular aging, sleep, and cognitive decline in older adults.
Craft, Melissa	Use of expressive writing/storytelling to help assimilate thoughts and feelings about particularly intense or traumatic events; cognitive impairment following chemotherapy in women with breast cancer; breast cancer risk reduction and survivorship; experiences of cancer in American Indians living in Oklahoma with focus on developing culturally appropriate interventions.
Dwyer, Kathleen	Community-engaged research methods to address health disparities; community based health coaching in underserved communities; cancer survivorship; research partnerships with tribal nations to enhance care coordination activities to support tribal citizens living with cancer.
Eschiti, Valerie	Health promotion and disease prevention interventions with American Indian adult populations, particularly those of southwest Oklahoma; community-based participatory research; mixed methods.
Fisher, Mark	Communication (empathic communication), interactions, and relationships between parents, nurses, physicians, and other health care providers in the context of pediatric chronic illness.
Holtzclaw, Barbara	Symptom management in conditions that threaten thermal homeostasis; thermoregulatory responses of vulnerable patients (older adults, dementia, perioperative patients, chronic diseases) to actual or perceived temperature changes. Temperature-related sleep disturbances and thermal comfort; translational science applications to research: physiologically based interventions.
Jones, Emily	Women's cardiometabolic health, particularly in the childbearing years; cardiometabolic risk reduction following gestational diabetes mellitus; maternal metabolic health and fetal origins of disease; American Indian health equity; community-based participatory research.
Leasure, Renee	Health literacy, symptom management, outcomes, evidence-based practice, ventilator-associated pneumonia of adults cared for at the VA.
Rogers, Carol	Health promotion in older adults, nexus of activity and activity intolerance, functional mobility, the efficacy of Sign Chi Do exercise in adaptation to aging, and well to frail older adults experiencing chronic illness.

Rose, Karen	Family caregiving; Alzheimer's disease; sleep disorders; neuropsychiatric behaviors in dementia.
Smith, Patsy	Gerontological psych: recognition of depressive symptoms, resilient behaviors, and coping skills among older African American cancer survivors; examination of interactions with ministers and church support systems.
Wilson, Janet	Prevention of child, adult, and older adult victims of violence; use of community-based interdisciplinary teams and technology to gather data, study problems, design innovative, culturally sensitive, and evidence-based solutions.

Revised 11/19

