



PhD Student Review of Progress Form

Please note that we do not expect all students will have something to report for every question. Our goal is to get a sense of your individual progress and also summarize outcome metrics by student cohort and program.

Name: _____

PROGRAM INFORMATION

Degree held on entry to this program: Early Entry PhD BSN MS DNP

Year of first enrollment in this PhD Program: _____

Total number of years in this PhD program (rounding up to the nearest year): _____

Total number of credits completed in this PhD program: _____

Chosen Track: Theory & Practice Policy & Leadership Unsure

Minor Area of Study: Option A: Single program (list discipline) _____

Option B: Distributed (list disciplines) _____

Unsure

Have you successfully completed your minor coursework?

Yes Not yet

What is the focus or common thread of your minor?

DEGREE MILESTONES

Have you read the policies and procedures affiliated with the comprehensive exam, dissertation proposal, and dissertation defense in order to prepare for your next steps?

Yes Not yet

Comprehensive Exam

Have you completed your comprehensive exam? Yes Not yet

In which **semester and year** did you, or are you planning to complete your comprehensive exam?

Semester: Spring Summer Fall

Year: _____

On which attempt did you pass the comprehensive exam?

_____ 1 (first attempt) _____ 2 (second attempt)

Dissertation Proposal

Have you completed your dissertation proposal? _____ Yes _____ Not yet

In which **semester and year** did you, or are you planning to complete your dissertation proposal?

Semester: _____ Spring _____ Summer _____ Fall

Year: _____

Dissertation Defense

Have you completed your dissertation defense? _____ Yes _____ Not yet

In which semester and year did you, or are you planning to complete your dissertation defense?

Semester: _____ Spring _____ Summer _____ Fall

Year: _____

PROGRAM PROGRESS OVER THE PAST ACADEMIC YEAR (SINCE LAST ANNUAL REVIEW)

Progress on Required Elements of Progression

Please refer to specific requirements for progression noted in **bold** in the [Progression Guidelines](#) document. Describe your progress toward the requirements for students in your category (e.g., EEO) and program year (e.g., Second Year). You can use brief phrases and outline format rather than narrative text if your phrases explain the nature of your activity. When you list an activity, be sure that the nature of the activity in regard to skills learned would be clear to others who don't know you or your work. For example, "gave talk at hospital" would not inform the members of the Graduate Admissions and Progression Committee (GAPC) whether or not this activity challenged your skills in sharing research findings, teaching clinicians, or motivating others to change policy.

Progress on Recommended Elements or Other Exemplars

Please refer to other exemplars of ongoing progression noted in the [Progression Guidelines](#) document (i.e., those items not in bold text). Describe these or other exemplars of your progress for students in your category (e.g., EEO) and program year (e.g., Second Year).

RESEARCH

Description of research to date:

Share a current, one-paragraph description of your research program. In your description, clarify for others:

1. What is the overall purpose of your research program?
2. What specific aims have you addressed in particular studies?
3. What studies are in progress?
4. What studies are completed?
5. State explicitly the significance and/or implications of your research

Description of research dissemination and awards:

Since the last annual review, how many **peer-reviewed papers** have you published (not in press, but out in publication) as a PhD student? *If none, enter "0"*

Data based: _____

Non data-based (e.g., literature review, theory paper, etc.): _____

Total: _____

Since the last annual review, how many **podium presentations** have you given (not accepted for future presentation) as a PhD student? *If none, enter "0"*: _____

Since the last annual review, how many **poster presentations** have you had (not accepted for future presentation) as a PhD student? *If none, enter "0"*: _____

Since the last annual review, how many **grants or scholarships** have you received to fund your **research**? *If none, enter "0"*: _____

Since the last annual review, how **many awards or special recognitions** have you received for your research? *If none, enter "0"*: _____

Share your future plans related to research while in the PhD program.

Share here your future plans, based on your IDP, including your tailored, next steps to reach your goals. Follow the guideline of "S.M.A.R.T." for writing your goals: Specific, Measurable, Attainable, Relevant, Time-bound. Your goals should be clear enough that you and others can see how you are developing over time as a researcher. Your advisor can help you revise your goals if needed.

TEACHING

Description of teaching preparation to date:

What teaching experiences have you completed? Clarify focus of courses you may have taught, type of course (lecture, active learning, experiential), role in course (faculty, TA), number of students, and type of experiences you had in the course. If helpful, here is a table to prepare in chronological order or edit this to meet your needs. *If none, enter "n/a"*.

When	# course; abbreviated name	Type; # students	Role	Experiences, activities
Fall 20xx	N3xx	Active learning; 65	TA	Tutored, graded papers
Spring 20xx	N105	Discussion group; 15		Led discussion groups on my own

Description of teaching and practice recognition and awards:

Since the last annual review, have you received an award or recognition for your role in **teaching**?

_____ No _____ Yes; please enter the number of awards: _____

Since the last annual review, have you received an award or recognition for your role in **practice**?

_____ No _____ Yes; please enter the number of awards: _____

Describe each of the teaching and/or practice awards. *If none, enter "n/a".*

Share your future plans related to teaching while in the PhD program.

Share here your future plans, based on your IDP, including your tailored, next steps to reach your goals. Follow the guideline of "S.M.A.R.T." for writing your goals: Specific, Measurable, Attainable, Relevant, Time-bound. Your goals should be clear enough that you and others can see how you are developing over time as an educator. Your advisor can help you revise your goals if needed.

LEADERSHIP & SERVICE

Description of leadership & service to date

What leadership or service experiences have you completed (e.g., committee membership, peer review of abstracts or manuscripts, community outreach)? Describe the organization you worked with, your role in the service activity (e.g., elected board member, team leader, reviewer) and the type of work you did.

Description of leadership & service recognition and awards:

Since the last annual review, have you received an award or recognition for your role in **leadership**?

_____ No _____ Yes; *please enter the number of awards:* _____

Since the last annual review, have you received an award or recognition for your role in **service**?

_____ No _____ Yes; *please enter the number of awards:* _____

Describe each of the leadership and/or service awards. *If none, enter "n/a".*

Share your future plans related to leadership and service while in the PhD program.

Share here your future plans, based on your IDP, including your tailored, next steps to reach your goals. Follow the guideline of "S.M.A.R.T." for writing your goals: Specific, Measurable, Attainable, Relevant, Time-bound. Your goals should be clear enough that you and others can see how you are developing over time as a leader and citizen of the profession. Your advisor can help you revise your goals if needed.

INCLUSIVITY & DIVERSITY

Description of scholarly activity to date related to inclusivity and diversity:

In research, education, policy, or practice, society is increasingly diverse. If health care delivery is going to meet the needs of a diverse population, then nurse-scholars need to be sensitive to such needs. Summarize what you may have done in the past year to increase your awareness of these needs (e.g., attended a workshop), propose particular solutions (a course paper), or address such needs (e.g., proposing a study or teaching a class related to health disparity). Describe how any professional development or training you received has influenced your research or scholarship.

ADVISING RELATIONSHIP

Feedback on Advising Strategies

We hope to encourage a conversation between you and your faculty advisor that will facilitate your successful progress in the program. Toward that end, consider the following and share any feedback you have.

What strategies or processes used by your advisor have worked well for you in the past year?

What type of strategies are not so helpful to you (e.g., frequency of face-to-face meetings, frequency or type of feedback)?

What type of strategies would be helpful to continue, or add in, over the next semesters?

Do you have specific suggestions to share with your advisor about how you learn best?

Do you have concerns about your advising relationship that you are willing to share?

EMPLOYMENT

Description of your employment

Some PhD students work as an employee on a faculty member's active research program. When they do so, they collaborate in steps in research such as recruitment, refining methods, data management, data analyses, and summarizing results. Since the last annual review, have you had a paid **student employee position** (e.g., project assistant, student hourly) where you were engaged in **research activities**?

_____ Yes _____ No

Some students work as an employee helping faculty members in the courses they teach. When they do so, they gain teaching experience. Since the last annual review, did you have a paid **student employee position** (e.g., teaching assistant, student hourly) where you were engaged in **teaching activities**?

_____ Yes _____ No

Identify the School of Nursing positions in which you worked as a **student employee for pay** since the last annual review. Include the number of semesters you worked in that position, counting summer as one semester.

_____ Teaching Assistant (number of semesters): _____

_____ Project Assistant (number of semesters): _____

_____ Research Assistant or Fellow (number of semesters): _____

_____ Student hourly (number of semesters): _____

On average, how many hours per week did you work in **UW student employee positions** over the last year and while you were a student?

_____ hours

Some PhD students work for financial or practice credentialing reasons while they are in school. Since the last annual review, did you work for pay, **not counting any student employment positions** you held in the School of Nursing?

_____ Yes _____ No

On average, how many hours per week did you work in **positions other than as a UW student employee** over the last year and while you were a student?

_____ hours