



PhD Student Handbook 2023-24



**AMERICAN
UNIVERSITY OF BEIRUT**

**RAFIC HARIRI SCHOOL
OF NURSING**

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Dean's message

Welcome to the Rafic Hariri School of Nursing (HSON). We are delighted that you have chosen to study nursing at AUB and look forward to meeting each one of you. This is an exciting time for nursing—both at AUB and throughout the world. In 2018, AUB granted HSON independent Faculty status and appointed Dr. Huijjer as founding dean of the school. We continue to be proud of these accomplishments and we look forward to working with you to celebrate these achievements.

As the crisis began Interim Dean Laila Farhood led the school for 3 challenging years during which we were still able to acquire accreditation.

In the field of nursing generally, nurses are taking on new and greater responsibilities. Although taking care of patients is still our primary responsibility, we are also playing a role in setting health care policy at the national, regional, and international levels and researching important health care issues.

The Hariri School of Nursing is 118 years old, and continues to develop and grow to keep up with developments in health care and the needs of Society. Our BSN and MSN programs, both chartered in the New York State Department of Education, received accreditation by the Commission on Collegiate Nursing Education in the USA for the third time in March 2022 for a period of 10 years. HSON is the first school outside the USA to get such an accreditation.

We have introduced new programs and are constantly updating and revising our curriculum. In 2022-2023, the MSN in Nursing Administration and Management was converted into a blended format (partly onsite and partly online) and a new academic graduate online diploma in Nursing Administration and Management was launched, to meet the needs for busy nurses who want to continue into administration. We continue with the 3 other MSN tracks in adult gerontology, psychiatric mental health and community and public health nursing. Work is underway to launch a pediatrics track soon. Our graduates are in great demand and they are occupying leadership positions in different countries in the world.

Our faculty continue their distinguished contributions in research, teaching and service, with a number having acquired awards in these areas and we are proud to have on board 2 previous presidents of the Order of Nurses in Lebanon and others serving on regional and international committees.

At the international level, The Chi Iota Honor Society Chapter, the first in the region, was formally chartered by Sigma Theta Tau International (STTI) in 2015. As a graduate student at AUB, the opportunities for you to develop academically and professionally are limitless and not restricted to your course work.

We hope this handbook will be a useful guide for you especially during the first couple of weeks when everything is so unfamiliar. If, however, you are lost or need help, please come and find us. We are eager to do whatever we can to make this a positive and rewarding experience for you.

We also welcome any comments or suggestions you may have on how we might improve on this handbook in order to make it more helpful for future HSON students. Good luck!

Samar Nouredine, PhD, RN, FAHA, FAAN

Dean and Professor,
Rafic Hariri School of Nursing
American University of Beirut

Officers, Faculty and Staff

Fadlo R. Khouri	President
Zaher Dawy	Provost
Samar Nouredine	Dean, Rafic Hariri School of Nursing

Faculty Directory	Title	Room	Extension	E-mail
Ms. Nour Abdallah	Clinical Instructor	319	5960	na230@aub.edu.lb
Dr. Myrna Abi Abdallah Doumit	Associate Professor	402D	5777	ma12@aub.edu.lb
Dr. Lina Abi Fakhr	Clinical Associate Professor	310	5969	la67@aub.edu.lb
Dr. Marina Adra	Clinical Associate Professor and Convener of the Undergraduate program	313	5961	mg00@aub.edu.lb
Dr. Nour Alayan	Assistant Professor (on Leave)	319	5960	na62@aub.edu.lb
Ms. Tamar Avedissian	Clinical Instructor	318	5968	ta18@aub.edu.lb
Ms. Silva Dakessian	Assistant Professor	320	5967	sd61@aub.edu.lb
Ms. Danielle Damianos	Clinical Instructor	402E	5770	dd12@aub.edu.lb
Dr. Nuhad Dumit	Professor and Associate Dean	411F	5955	ny00@aub.edu.lb
Dr. Laila Farhood	Professor (on Research Leave)	402C	5975	lf00@aub.edu.lb
Dr. Souha Fares	Associate Professor (on leave)	521	5980	sf31@aub.edu.lb
Dr. Gladys Honein	Associate Professor & Convener of the graduate program	411E	5977	gh30@aub.edu.lb
Dr. Dina Madi	Clinical Associate Professor	311	5958	dm01@aub.edu.lb
Ms. Melissa Makhoul	Instructor			
Dr. Angela Massouh	Assistant Professor	411C	5959	am50@aub.edu.lb
Dr. Samar Nouredine	Dean & Professor	512	5966	sn00@aub.edu.lb
Dr. Houry Puzanian	Assistant Professor	513	8145	hp00@aub.edu.lb
Mrs. Emilie Succar	Clinical Instructor	321	5979	es28@aub.edu.lb
Dr. Ola Sukkarieh	Associate Professor	520		os09@aub.edu.lb
Dr. Lina Younan	Clinical Associate Professor	522	5981	ly11@aub.edu.lb

Staff Directory	Title	Room	Extension	E-mail
Mrs. Mira Abdallah	Student Services and Career Planning Officer	604	5954	ma287@aub.edu.lb
Mrs. Layal Abi Jumaa	Administrative and Student Services Assistant	602	5952	la75@aub.edu.lb
Mrs. Diana Chami	Executive & Financial Officer	602	5970	dc21@aub.edu.lb
Mr. Toufic Karout	IT Field Support Technician	201		tk18@aub.edu.lb
Mr. Rabih Daher	Office Assistant	604	5971	rd19@aub.edu.lb

Ms. Randa Farha	Skills and Simulation Lab Manager	213	5964	rf37@aub.edu.lb
Ms. Nisrine Ghalayini	Administrative Officer for the GR division	510	5951	ng28@aub.edu.lb
Mrs. Jeanette Zeinati	Administrative Secretary for the UG division	308	5950	jz03@aub.edu.lb

Preface

This handbook has been prepared for MSN students in order to provide detailed information about the Master of Science in Nursing Program at the American University of Beirut (AUB). Guidelines and policies are described to assist in clarifying the process from entry to the program through graduation.

The MSN program in the Hariri School of Nursing (HSON) was launched Fall 2003-2004. The curriculum with emphasis on Advanced Nursing Practice provides educational opportunities for nurses seeking further specialization.

The faculty and administration of HSON hope that the educational process at AUB will be a rewarding and challenging experience for each student. We pledge ourselves to assist students in the pursuit of their professional and educational goals.

In addition to AUB policies, policies specific to HSON are described. Students must access the AUB Graduate Catalogue at <https://www.aub.edu.lb/registrar/Pages/default.aspx> for policies and procedures that apply to all graduate programs in the University.

The American University of Beirut

The American University of Beirut (AUB) is a private, non-sectarian institution of higher learning, founded in 1866. It functions under a charter from the State of New York and is administered by a private, autonomous Board of Trustees.

The University has seven faculties: Arts and Sciences, Medicine, the Rafic Hariri School of Nursing, Maroun Semaan Faculty of Engineering and Architecture, the Faculty of Agriculture and Food Sciences, the Faculty of Health Sciences and the Olayan School of Business. At present, AUB offers programs leading to both bachelor's, master's degrees and a number of PhD programs. The language of instruction is English.

AUB is a teaching-centered research University, where excellence in teaching and research go hand-in-hand. Its mission is to enhance education, primarily the education of the peoples of the Middle East, to serve society through its educational functions, and to participate in the advancement of knowledge. AUB bases its educational perspective and methods, and its academic organization on the American model of higher education.

The University emphasizes scholarship that enables students to think for themselves, stresses academic excellence, and promotes high principles of character. It aims to produce men and women who are not only technically competent in their professional fields but also life-long learners who have breadth of vision, a sense of civic and moral responsibility, and devotion to the fundamental values of human life. The University believes in and encourages freedom of thought and expression. It expects, however, that this freedom will be enjoyed in a spirit of integrity and with full sense of responsibility.

Doctor of Philosophy (PhD) in Nursing Science

Mission Statement

The mission of the Hariri School of Nursing is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice. The school aims to provide learning opportunities that will enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high-quality, compassionate nursing care in Lebanon and beyond, guided by ethical principles. The faculty believes education is an interactive process between faculty and students with both taking responsibility for active learning. The baccalaureate program, drawn primarily from the humanities, sciences, and caring disciplines, focuses on the use of nursing theory and research as a basis for practice. The master's program focuses on preparing nurses for advanced nursing practice roles. It is based on the use and generation of research-based knowledge to guide practice. The PhD program in Nursing Science aims to provide rigorous training for research careers in nursing and healthcare. Nursing students at AUB learn to think critically, develop professional attitudes and

leadership skills, and appreciate the value of life-long learning and freedom of speech.

General Information

The PhD in Nursing Science Program provides rigorous training in scholarship and research. Graduates are prepared for careers as university teachers, research scientists, educators, and leaders of healthcare systems. The program contributes to building the research capacity of the health workforce in Lebanon and the region. The PhD program areas for research are:

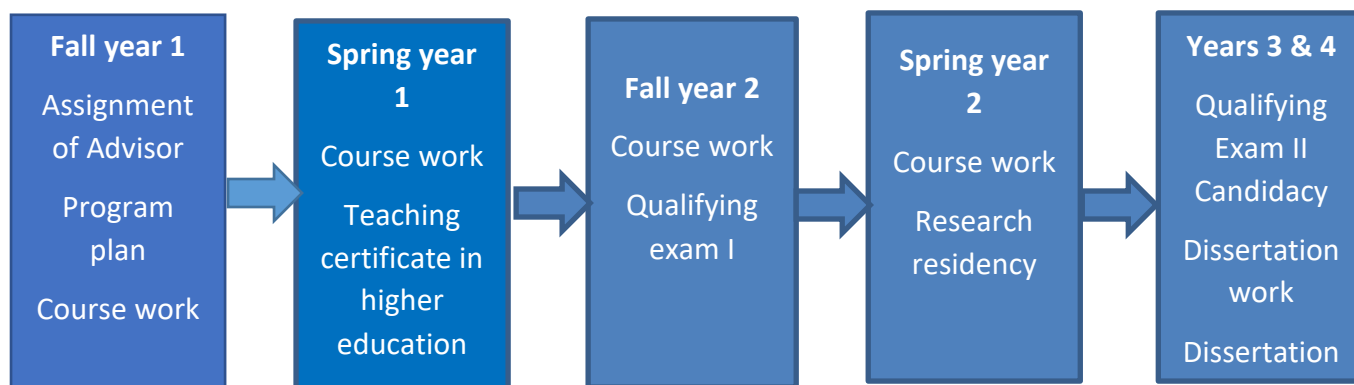
- Health Care Systems Research
- Biobehavioral Research in Health and Illness
- Determinants of Health and Disease in Individuals, Families and Communities
- Stress and Coping
- Health Promotion and Risk Reduction Research

Program Learning Outcomes

Students are expected to:

1. Demonstrate theoretical and empirical expertise in a current area of study in their discipline.
2. Produce original and independent research in a priority area of health care that contributes to knowledge in their discipline
3. Analyze qualitative and/or quantitative information while conducting research related to their graduate program
4. Apply professionalism and ethical research conduct in their discipline.
5. Demonstrate scholarly communication skills to disseminate research findings in scientific oral and written format
6. Employ teaching activities focused on student learning related to their discipline.

The main milestones of the student's Journey in the PhD Program are shown below



1. Program Requirements

Admission requirements and procedures follow those outlined in the AUB Graduate Catalogue. The PhD program takes around 4 years, with a maximum of 5 years permitted for its completion. Extension beyond the five-year period will require the approval of the AUB Graduate Council. Admission to the program will be on a competitive basis. The program will not admit students post Bachelor degree in an accelerated stream. Only holders of a Master's degree will be considered for admission to the program. Applicants with a Non-Nursing Master's degree will be considered on a case-by-case basis and may be required to take pre-requisite courses prior to enrolling in the PhD program.

2. The Faculty Advisor

Following admission, each student is assigned a faculty advisor by the PhD Steering Committee. This academic advisor is selected such that his/her research and clinical interests match those of the student. Normally, the advisers will maintain their relationship with the students until they graduate from the program; however, this may be modified during progression through the program in consultation with the program coordinator.

Every academic adviser is expected to guide and help in planning the student's course of study, including course planning for core and elective courses that will help the student towards their dissertation work, planning qualifying exams and dissertation defense. The adviser is the primary faculty contact person for the student, provides expertise in areas related to the student's interest, is an information source for program planning and university/school resources, and consultant on career planning.

Registration

Academic Year: The academic year at AUB includes two semesters, Fall, and Spring, followed by a Summer Session. Each semester has a reading period and a final exam week. For the exact dates, see the AUB Calendar.

Orientation: All entering students attend an orientation program consisting of meetings in Faculties and Departments, meetings with representatives of various university services, and acquaintance social events.

Course Registration

New students register on-line via the Internet during August/September at a date indicated at the University Registrar for the Fall semester of an academic year.

Check details of on-line registration under Course Registration for New Students, and consult the Registration Guide available in the Office of the Registrar and on their website.

Continuing students will register before the end of each semester for the upcoming academic semester. The Registrar announces all registration dates.

Late Registration

Students who are unable, for some unforeseen reason, to register at the scheduled time may attempt late registration. A late registration fee of 100 USD will be charged. Late registration is to be avoided, as many courses may become full.

Drop and Add

After the start of classes, at a date indicated by the University Registrar, students may make changes in their schedules through a process known as Drop and Add. After obtaining the approval of their advisers, students may make changes in their courses on the web according to a pre-announced schedule. They may need to settle their accounts at the Office of the Comptroller's.

Academic Rules and Regulations

Categories of Students

Full-time status is defined as the enrollment by the graduate student in the following:

- A minimum of 9 credit hours is required during the Fall or Spring semester. Full-time and part-time graduate students retain privileges of the library, email, and internet access even if not registered in courses in summer sessions, on the condition that they have registered in the preceding spring semester.
- PhD degree candidacy status: Students achieve status after passing all courses and the 2 qualifying exams

Attendance

- Students are expected to attend all classes, laboratories, and any required activities.
- Students who absent themselves during a semester more than **one-third** of the number of hours of any course lose all credit for the course.
- Students who fail to sit for scheduled examinations, or fail to fulfill course requirements, will be given the minimum grade for graduate courses, which is 55. Results of tutorial courses, clinical and administrative residencies, projects, or theses will be reported as a pass (P) or fail (F).

Examinations and Quizzes

Students may not absent themselves from announced final examinations and quizzes unless they present an excuse considered valid by the coordinator of the course. The course coordinator may then require the student to take a make-up examination.

Responsible Conduct of Research Requirement

All newly admitted degree-seeking graduate students must complete the Responsible Conduct of Research (RCR) Requirement, both at the Master's and PhD levels. The requirement includes prospective graduates and graduates admitted on probation.

The requirement is fulfilled by completing the Collaborative Institutions Training Initiatives (CITI) Responsible Conduct of Research course determined by the student's respective faculty and department/program. RCR courses "cover core norms, principles, regulations, and rules governing the practice of research." Topics include research misconduct, data management, authorship, peer

review, mentoring, using animal subjects in research, conflicts of interest, collaborative research, and research involving human subjects. Additional topics may be included according to the discipline.

The requirement must be fulfilled within one month of being notified. Failure to fulfill the requirement in a timely manner results in a registration hold that is removed once the student has fulfilled the requirement.

Courses and Grades

Courses taken as part of a student’s graduate study program include two categories: PhD core courses and electives. PhD level courses in Nursing are numbered 600 and above. The minimum passing grade for a graduate course is 80 (B+ or 3.3). However, students are required to maintain a cumulative average of at least 85 in (3.63) in all courses taken for graduate credit. Thesis and research residency courses are graded as Pass/Fail.

Evaluation of the student’s achievement will include their work in theory, research, as well as professional attitudes and behavior. At the Hariri School of Nursing the following grading system is used:

Course Letter Grade	Numeric equivalent	Quality Points
A+	93-100	4.3
A	87-92	4.0
A–	83-86	3.7
B+	79-82	3.3
B	75-78	3.0
B–	72-74	2.7
C+	69-71	2.3
C	66-68	2.0
C–	63-65	1.7
D+	61-62	1.3
D	60	1.0
F	< 60	0.0

Incomplete Grades

A student who has an incomplete on one course must complete the work required for the course within one month of the start of the next regular semester. In exceptional circumstances, the Graduate Studies Committee may decide to give the student additional time to complete the course.

Incomplete course work will be reported as “I” followed by a numerical grade reflecting the evaluation of the student available at the end of the semester. This evaluation is based on a grade of zero on all missed work and should be reported in units of five. If the work is not completed within the period specified, the “I” is dropped, and the numerical grade becomes the final grade. For the research residency, thesis, and qualifying exams, PR is used to designate that the student did not meet the requirements of the course. Once the student completes the course requirements, a P will be placed for that course.

Good Standing

A PhD student is in good standing when her/his graduate grade cumulative average is 85 or higher. A student must be in good standing in order to be awarded a degree.

Probation and Removal of Probation

A PhD student in Good Standing who has not yet advanced to candidacy is placed on academic probation if s/he fails to make regular progress towards the degree. The academic performance of the student is first evaluated by the department upon completion of the first 9 credits of coursework towards the degree and then it is evaluated every semester/term thereafter:

- A student is placed on probation if s/he attains a cumulative average of 75 (2.73) or more, but less than 85 (3.63), or fails any course taken for graduate credit.
- A student placed on probation due to average must remove the probation at the end of the following semester/term by attainment of a cumulative average of at least 85.
- A student placed on probation due to course failure should retake the course the next time it is offered and pass it. In case this condition cannot be met, the student in consultation with the advisor must petition the School’s Graduate Studies Committee.

The department in which the student is enrolled may recommend probation to the Faculty Graduate Studies Committee even though the student has attained an adequate cumulative average. The Graduate Council may remove probation of a PhD student upon a recommendation from the Faculty Graduate Studies Committee.

Changes in the probationary status of enrolled graduate students are queried at the HSON Dean’s Office within one week of the start of the semester/term for consideration by the School. The HSON Graduate Studies Committee issues through the Office of the Dean the statement of the change of probation status to the PhD student with copies to the department chair, student advisor, and Registrar.

Dismissal

The Graduate Council, upon recommendation from the School’s Graduate Studies Committee, may discontinue a PhD student from graduate study if any of the following conditions arise:

- Probation status is not removed in the semester following the first probation
- The student receives probation for a second time during the degree residency
- The student attains an average of less than 75 or fails 2 courses in one term

- The student attains an average of 75 or above, but less than 85 in any term and fails one course in that term (this rule does not apply to the first term of study).
- The work of the student is considered unsatisfactory in the opinion of the program, regardless of the grades obtained.
- The student fails the Qualifying Examination Part I (Comprehensive Exam) or Part II (Thesis proposal defense) twice
- The student fails the thesis defense twice

Leave of Absence

- All graduate students are expected to make steady and satisfactory progress toward the completion of degrees. Students who are not enrolled for a period of more than one academic year (two consecutive regular terms and one summer) will be considered to have withdrawn from the program unless they apply for a leave of absence and secure approval of the department, Faculty/School Graduate Studies Committee, and Graduate Council.
- The leave of absence application can be up to one academic year at a time. The maximum period of approved leave of absence (LOA) is for two academic years. An approved leave of absence does not count towards maximum residency. Non-enrollment by the student for one semester without securing leave of absence will count towards maximum residency.
- Students who seek to return without having secured leave of absence approval after a non-enrollment period of more than one academic year must reapply and will be considered for readmission following regular AUB application/admission procedures. If re-admitted into the same graduate program, then their earlier status as a graduate student will count towards maximum residency.
- Approval of the LOA depends on the nature of the excuse (i.e., circumstances that prevent a student from carrying out his/her graduate studies), documentation submitted, and the date of submission. Normally the LOA petition should be submitted to the department/faculty at least one month prior to the beginning of the semester in which absence is planned.

Readmission

- Students in good standing who withdraw voluntarily shall be granted readmission to the School if the period between the end of the semester or session of withdrawal and the beginning of the semester for which readmission is sought is not more than four regular semesters. The readmission request must be submitted to the Office of the Registrar at least one month prior to the beginning of the semester or the summer session to which readmission is sought.
- Students who have left the university for more than two years must re-apply following the regular admission procedure. The application will be referred to the Graduate Studies Committee at the Hariri School of Nursing for re-admission decision
- Students who have left the School while on probation will remain on probation for one semester and are required to take 12 or 13 credits. If they do not remove the probation at the end of the semester, they will be dropped from the School.

3. Development of the Program Plan

The faculty adviser plans with the student his/her schedule each semester. The PhD program requires a minimum of 48 credit hours of course work beyond the master's degree, including thesis work. The course work consists of a minimum of 18 credits of core courses, 6 credits of electives, and 24 credits of thesis work. In addition, students are required to take a certificate in teaching in higher education in their second year of study, which includes one course in Fall (EDUC 401) and another in Spring (EDUC 402)

4. Residence requirement and Course work

To satisfy the minimum residence requirements for the PhD degree at AUB, all students must register and be in residence for at least six regular semesters beyond the completion of the master's degree. The PhD curriculum and course descriptions are presented below.

PhD Completion Program

Sample Curriculum Plan

Year	Fall semester	Credits	Spring semester	Credits
Year 1	NURS 601: Philosophical and Theoretical Perspectives in Nursing Science	3	NURS 602: Quantitative Research Designs	3
	NURS 605: Bivariate analysis and linear regression	3	NURS 604: Measurement in Health Research	3
	NURS 610: Advanced Searching of the Scientific Literature	0	NURS 606: Qualitative Research	2
Total credits		6		8
Year 2	NURS 603: Ethical issues in health research	1	NURS 607: Multivariate analysis, causal modeling and factor analysis equivalent to EPHD 410**	3
	NURS 609: Research Seminar	0	EDUC 401: Teaching in Higher Education Theory I	0
	EDUC 401: Teaching in Higher Education Theory I	0	EDUC 402: Teaching in Higher Education – Theory II & Practicum	0
	Elective 1	3	NURS 608: Scholarship in Nursing	0
	Elective 2	3	NURS 982: Thesis (Research residency)	3
	Qualifying exam I	0		
Total credits		7		6
Years 3 & 4	Qualifying exam II	0		Total
	NURS 983-987: PhD Thesis	21		48 Cr.

Descriptions of the Core Courses (18 credits)

- **NURS 601 Philosophical and Theoretical Perspectives in Nursing Science (3 cr.):** This course considers at an advanced level fundamental issues in the conception of knowledge in nursing. Patterns of knowing and their philosophical origins are considered as a basis for empirical nursing research. Strategies for identifying, synthesizing and applying theoretical perspectives when designing research studies are examined. Theory and model development will be addressed.
- **NURS 602 Quantitative Research Designs (3 Cr.):** In this course students examine the full range of designs from descriptive to experimental for answering various research questions. Design and sampling considerations to enhance rigor, internal and external validity are analyzed. The relationships between design, measures and statistical analyses will be examined. Ethical issues related to the conduct of research are addressed. Critical analysis of published research serves as a forum for students' applying knowledge.
- **NURS 603 Ethical Issues in Health Care Research (1 cr.):** This course examines selected ethical and scientific integrity issues and the role of scientists in society in the conduct of healthcare research. These issues will be addressed at each stage of the research process, from identifying research questions, designing research studies, recruiting and consenting participants, data collection and analysis to writing research reports and scholarly publications. This course complements Philosophical and Theoretical Perspectives in Nursing Science.
- **NURS 604 Measurement in Health Research (3 Cr.):** This course covers theories and principles of measurement paradigms in health research. This involves designing, testing, and evaluating instruments for measuring nursing phenomena in a variety of clinical, educational, and health services research settings. Measurement theories and frameworks will be used to guide methods used for psychometric testing of instruments used in nursing and health research
- **NURS 605 Bivariate analysis and linear regression (3 Cr.):** This course covers exploratory data analysis for univariate observations with single or multiple covariates, followed by regression methods and diagnostics with a focus on multiple linear and logistic regression. The primary objective of the course is to provide students with the skills necessary to understand regression analyses and carry out those analyses using SPSS.
- **NURS 606 Qualitative Research (2 cr.):** this course explores the development and application of qualitative research designs and methods in nursing science. It considers a broad array of approaches, from exploratory narratives to focused-comparison case studies, for investigating plausible research questions. Mixed methods research is also addressed.
- **NURS 607 Multivariate analysis, causal modeling, factor analysis (3 cr):** This course introduces multivariate techniques currently used in nursing research. Topics include multivariate analysis of variance, causal modeling, cluster analysis and factor analysis. The emphasis will be on the implementation of these techniques using SPSS, including data preparation and checking assumptions, and on interpretation. *May be replaced by EPHD 410 offered in PhD in Epidemiology.*

- **NURS 608 Scholarship in Nursing: Grant writing, systematic reviews, preparing publications (0 Credits):** This seminar provides the foundation for the development of a program of research. Students acquire skills needed for writing grant proposals, synthesizing literature in their area of interest and writing for publication.
- **NURS 609 Research seminar (0 Cr.):** This course examines specific topics in chronic illness and health services research. Faculty and students will present their research in various areas of specialty.
- **NURS 610 Advanced Searching of the Scientific Literature (0 Cr.):** This course is offered in a workshop format to graduate students, residents and fellows in the health sciences/nursing. The course provides students with the knowledge and skills needed to efficiently and effectively search the scientific literature, and how to perform the search in a systematic manner in order to answer specific research questions. The course includes a didactic component and hands on sessions where students are taught to conduct the following searches: literature and systematic reviews, evidence based practice and to cite their references.

Certificate in Higher Education courses

- **EDUC 401 C-THE I: Teaching in Higher Education – Theory I (0 Cr.):** This course is an introduction to teaching in higher education, face-to-face and online. The course covers topics such as course syllabus design, learning outcomes, and teaching methodologies such as transformative learning, learner-centered classes and flipped classrooms. Annually in fall term. Pre-requisite: consent of instructor.
- **EDUC 402 C-THE II: Teaching in Higher Education – Theory II & Practicum (0 Cr.):** This course is a combination of in-class sessions and teaching field experience. The first part covers topics such as assessment, presentation skills, and teaching portfolio. The second part consists of practical observations and practice teaching under the supervision of designated mentors. Annually in spring term. Pre-requisite: EDUC 401 and consent of instructor

NURS 980	Qualifying Exam Part I: Comprehensive exam	0 cr.
NURS 981	Qualifying Exam II: Defense of Thesis proposal	0 cr.

PhD Thesis courses (total 24 credits)

- **NURS 982 Dissertation (Research Residency at a partner institution) (3 cr.):** All doctoral students will complete a research residency to strengthen their research skills. Each individual student, with the help of his or her advisor, will identify the semester during which he/she wishes to complete his/her research residency. During the research residency, students can work on their proposals with a faculty mentor and get involved in writing grants, collecting and analyzing data, and publications. The residency can be completed at a partner institution or at AUB. ***The credits for this course are part of the PhD thesis credits.***

NURS 983.	PhD Thesis	6 cr.
NURS 984.	PhD Thesis	6 cr.
NURS 985.	PhD Thesis	9 cr.

NURS 986. PhD Thesis	0 cr.
NURS 987 PhD Thesis Defense	0 cr.

As the student proceeds with the program plan, the qualifying exams need to be scheduled so he/she can progress to candidacy. The first qualifying exam is described below.

5. Qualifying Exam Part I: Comprehensive Exam

All students admitted to the PhD program must register and successfully complete a zero-credit qualifying exam I (NURS 980). The purpose of the Qual I exam is to ascertain the student's knowledge in his/her field of specialization and related areas. The written exam will cover major topics from core courses and the concentration area. A student must take the Qual I exam not later than 12 months after enrollment in the PhD program.

This exam focuses on a problem area that synthesizes knowledge from nursing practice and theory, research, and elective courses. The exam includes a written paper and an oral presentation during which the student discusses the paper. The written exam is submitted to a committee of 3 members designated by the PhD Steering Committee. The Committee Chair sets a date for the oral presentation. Students will be evaluated using the following criteria:

1. Relevance and significance of the problem to nursing
2. Review, critique and synthesis of the literature
3. Intellectual creativity and ability to conceptualize
4. Identification and critique of theoretical and methodologic issues relevant to the problem
5. Evidence of scholarly writing

A student who does not pass the comprehensive exam may take it a second time in the following semester. Students who are unable to pass a program's comprehensive exam twice are dropped from the PhD program. Students who pass the comprehensive exam after one failure will have their initial failure reported as "PR" for progress in the first semester the course was registered in, and the grade of "P" for passing the comprehensive exam will show on their transcript in the second semester it was registered in.

6. Research Residency

Research is a major component of the graduate programs and is basic to the development of a scientific knowledge base for practice. Information on faculty research is available on the web and in an Appendix A at the end of this handbook, and is updated on a regular basis.

All doctoral students will complete a research residency to strengthen their research skills. Students, with the help of advisors, will identify the semester during which they wish to complete their residency locally, online, or abroad. The residency shall provide students with experience in participating in research, in addition to socializing them as scholars. The experience is planned with a mentor who is an expert in the student's research area of interest, based on specific objectives agreed upon prior to the start of the residency. A form stating these objectives and strategies to achieve them is filled and signed by the student, faculty mentor, and advisor (see Appendix B).

During the research residency, students get involved in writing grants, collecting, managing and analyzing data, and publications, and may work on their proposals with a faculty mentor. Since students are typically involved in work on the faculty mentor's research, they should negotiate in advance their role and authorship status and anticipated outcome such as abstracts submitted for presentations or manuscripts submitted for publication if they contributed to any. The residency is registered as NURS 982, the 3 credits thesis course. Students must complete their research residency prior to achieving candidacy.

Publication rights based on thesis work

- Students publishing Thesis Work, which is within established programs of research at the Hariri School of Nursing, should do that in close consultation with their mentors. Agreement on authorship needs to be established in advance.
- It is customary that students writing articles based on their own original thesis work should be designated as first authors and faculty members mentoring their work as second and consecutive authors.

7. Training in teaching

PhD students are expected to take a certificate in teaching

The Certificate in Teaching in Higher Education (C-THE) has been established to provide training in teaching for current PhD students at AUB. This certificate program falls within the university's greater aim of enriching their academic experience and professional skills, and it serves the specific purpose of engaging them more formally in teaching activities and duties.

Through (1) instruction on teaching methodologies, learning outcomes, and syllabus design in the first term, and (2) practical training on presentation skills, portfolio preparation, and in-class observations and teaching opportunities in the second term, participants will be gradually integrated into and thoroughly equipped for current and future teaching duties. The program also serves as a valuable part of one's employment portfolio, giving them an edge when applying for a teaching position.

The certificate program is offered over 2 semesters, each one including 10 sessions. Students will be informed by email regarding the dates of the sessions.

8. Thesis Requirements

In partial fulfillment of the requirements for the degree of doctor of philosophy, a student must submit a thesis that is expected to make a significant and original contribution to his/her field of research. The research work is to be carried out under the supervision of a full-time faculty member of the Hariri School of Nursing. Faculty members from FHS, FM, and adjunct faculty from Johns Hopkins University School of Nursing, and the University of Michigan School of Nursing will provide co-mentoring as needed.

Thesis requirements follow AUB regulations as outlined in the Graduate Catalogue.

9. Thesis Committee

The thesis work will be supervised by a committee of at least five members. Three of the committee members should be from AUB and two from outside the university. The thesis adviser

and at least three of the committee members must be of professorial rank. All members of the committee must hold a doctoral degree in a relevant field. The chair of the committee must be a full professor who is not the PhD thesis advisor.

Members of the thesis committee are recommended by the student's thesis advisor and must be approved by the HSON Graduate Studies Committee and by the AUB Graduate Council. The thesis proposal and the selection of the thesis committee should be approved by the AUB Graduate Council at least two semesters before the student defends his/her thesis.

10. Write up of the thesis proposal

The student writes the thesis proposal mentored by his/her faculty adviser, then shares it with the thesis committee. The form in Appendix C must be submitted to the Graduate Studies Committee, signed by all members of the Committee, along with a brief version of the thesis proposal that outlines the significance, background, and methodology of the proposed thesis study.

PhD students develop their research ideas with their advisor, then agree on a dissertation committee and start working on the research proposal. Before the proposal defense is conducted (qualifying exam II), a brief research proposal outlining the background of the planned research, study aims, and methodology, in addition to the dissertation committee membership and their approval of the work through a request form (attached) signed by them must be submitted to the GSC for approval.

11. Qualifying Exam Part II: Defense of Thesis Proposal

All students must successfully complete a second part of the qualifying examination, which is to be taken at least two semesters prior to the final defense of the PhD thesis. The qualifying exam part II, administered by the thesis committee, is an oral exam in which the student presents his/her **research proposal**. This proposal should include the projected research methodology and anticipated outcomes, as well as the preliminary results (if available). The objective of the oral exam is to determine whether the candidate's proposal and methodology are adequate for a PhD thesis. The candidate must show positive preliminary results and considerable promise of original research. It is the responsibility of the student to inform and update the thesis committee members about his/her research progress, especially during the period between the Qual I and Qual II exams. The qualifying exam II must be registered as a zero-credit course (NURS 981) during the semester when the student will sit for. Students who do not pass the qualifying exam II are allowed to take it for a second time after another semester. Failure on the second attempt will result in the student's discontinuation from the PhD program.

There should be at least one regular term in between the thesis proposal defense term and the thesis defense term as shown below.

Thesis Proposal Defense Term	Gap Term	Soonest Theses Defense Term(s)
Fall	Next Spring	Next Summer or Fall
Spring or Summer	Next Fall	Next Spring

12. Admission to Candidacy

Students enrolled in the program must be admitted to candidacy at least two semesters before obtaining their PhD degree. To be eligible for candidacy, students must have

- Completed all graduate coursework requirements beyond the master's degree
- Attained a cumulative average of at least 85 (GPA 3.7) while in the program.
- Passed the first and second parts of the qualifying exam (written comprehensive examination and thesis proposal defense) as required by all AUB students.
- Been in good standing (not on probation).

13. Implementation of the thesis research study

Once the student passes the proposal defense (qualifying exam II), he/she must apply to the institutional review board (IRB) in order to get the ethical approval for the conduct of the study. The IRB is a committee formally designated under the Human Research Protection Program (HRPP) to carry out the task of reviewing and approving "Human Subject Research" projects. The IRB ensures that any particular project meets the ethical obligations and requirements to protect the rights, dignity, welfare, and privacy of participating subjects.

Research that requires IRB review includes any research involving human subjects that:

- is conducted by AUB faculty, staff or students
- is performed on the premises of the university
- is performed with or involves the use of facilities or equipment belonging to the university.

Listed below are the categories of review of research involving human subjects based on the risk assessment and the expected time for review and approval:

- **Exempt review:** Studies in this category take around 8 days to two weeks for review and approval.
- **Expedited review:** These studies require approximately 4-6 weeks for review and approval
- **Full Board review:** These studies should be submitted at least 6 weeks prior to the IRB meeting date; review and approval by the IRB may require one or more months after initial IRB review at a convened meeting.

In addition, it is an institutional requirement that all students who plan to conduct research studies involving human subjects complete the designated web-based courses offered by the Collaborative Institutions Training Initiatives [CITI] Program.

Adherence to all institutional policies, rules, and regulations of the HRPP/IRB is important during the conduct and participation in any research project involving human subjects, as any failure to comply (a) creates an increase in risks to subjects, (b) adversely affects the rights, welfare, and safety of research subjects, and/or (c) adversely affects the integrity of the university's HRPP; this will jeopardize the conduct of the research project and/or may delay fulfillment of the requirements for graduation. For more information, visit the Official IRB website:

www.aub.edu.lb/IRB

Once approval is secured from IRB and the research sites, data collection and analysis are conducted and then the thesis write up is completed.

14. Thesis Defense

All PhD candidates must defend their thesis in public. The thesis committee will examine the candidate. A grade of pass or fail will be reported for the PhD thesis. If a grade of fail is reported, the student may resubmit the thesis and defend it after a period of no less than four months. Following the successful thesis defense, the student must submit the form available through this link <https://www.aub.edu.lb/graduatecouncil/Documents/thesisformphd.pdf> to the Registrar's office

15. Graduation Requirements

To earn a PhD degree at AUB, a student must fulfill the following graduation requirements:

- Attained a minimum cumulative average of 85 (GPA 3.7) in 48 credits of course work taken at the PhD level
- Passed the Doctoral Qualifying Exam Parts I and II (comprehensive and thesis proposal defense examinations)
- Satisfied the minimum residence requirements
- Successfully defended his/her thesis
- Successfully completed the certificate in Higher Education
- Met program-specific requirements for publication of thesis work by the time of graduation. The minimum requirement is evidence of submission of two publications according to one of the following options:
 - (1) in two internationally refereed journals, or
 - (2) in two international conferences, or
 - (3) in one internationally refereed journal and one international conference.
- Satisfied all pertinent AUB regulations.

The publication requirements must be documented in the form available through this link <https://www.aub.edu.lb/graduatecouncil/Documents/phdpublicationsform.pdf> and submitted to the Registrar's office

Graduate Council

The Graduate Council (GC) reports to the Provost of the University and plays a vital role in implementing the rules and regulations governing graduate work uniformly across the University, in accordance with policies approved by the Board of Graduate Studies (BGS) and the Senate, and as recommended by the faculties and schools. The Graduate Council facilitates and coordinates graduate education and follows up on the implementation of graduate policies and deadlines.

The Graduate Council works closely with the BGS and Faculty Graduate Studies Committees to provide mechanisms for the quality control of all aspects of graduate education. In collaboration with faculty, students, and staff, the Graduate Council undertakes preparatory steps and coordinates graduate recruitment programs to ensure a selection process from a highly qualified pool of student applicants; provides information about admissions to all graduate programs; administers graduate standards of scholarship and policy; and encourages the development and success of students through workshops, training activities, counseling, and initiatives that promote timely degree completion. The Graduate Council also administers AUB policies concerning graduate assistantship appointments.

General Policies and Information

Non-Discrimination Policy – Title IX

AUB encourages a diverse student body and workforce, and is committed to the principle of equal opportunity in education and employment. In the administration of its educational, admissions, and employment policies, and other university programs and activities, AUB does not discriminate on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law. In addition, in compliance with Title IX of the US Education Amendments of 1972, which prohibits sex discrimination in education and interprets sex discrimination as including sexual harassment and sexual violence, the University maintains a Title IX coordinator in the Office of the Provost and may appoint deputy Title IX coordinators as needed. Inquiries and complaints regarding sex discrimination, sexual harassment, and sexual violence may be directed to the Title IX coordinator, College Hall, 5th Floor, Beirut, Lebanon, or by email at integrityofficer@aub.edu.lb. The Office of the Provost maintains a resource page on Non-Discrimination, Harassment, and Title IX at www.aub.edu.lb/titleix. AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis.

Academic and Professional Integrity

Academic integrity and honesty are central components of student's education. Academic honesty is essential to a community of scholars searching for and learning to seek the truth. Anything less than total commitment to honesty undermines the efforts of the entire academic community. Both students and the faculty are responsible for insuring the academic integrity of the University. Academic dishonesty, including but not limited to cheating and plagiarism, is deplored and not to be tolerated. Any act for cheating may be ground for probation, suspension and/or expulsion. Any act for plagiarism may be grounds for a failing grade on the paper and in the course. In addition, other sanctions may be imposed by the School for acts of academic dishonesty.

Students are expected to have high standards of integrity, in both the research and academic settings. Integrity reflects the respect that one holds for oneself and others, as reflected by students' behavior in class. In research settings, students are expected to protect research participants' confidentiality.

Student Code of Conduct

The purpose of this code is to provide students with a clear statement of the standards of behavior expected in the university, so that they make responsible choices regarding their participation in the academic community and understand the consequences of their infringement of these standards. Violations may be of an academic or non-academic nature.

Jurisdiction of academic violations lies initially under the authority of the Dean of the Hariri School of Nursing. Misconduct that is clearly non-academic falls under the jurisdiction of the Dean of Student Affairs who will take the necessary action in consultation with the Dean(s) of the Faculty or School to which the student belongs.

The following are examples of actions deemed in violation of the Student Code of Conduct; they are not intended to define misconduct in exhaustive or exclusive terms. Any student who violates the principles described in the preamble to this document shall be subject to disciplinary action in accordance with the Student Code of Conduct.

Definitions of Misconduct

A. Academic Misconduct

Offences involving academic misconduct include, but are not limited to, the following:

1. Cheating¹

While taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work.

Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

Recommended range of actions: [3-5].

2. Plagiarism²

Whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Recommended range of actions: [3-5].

3. In-Class Disruption

Students in class are expected to behave appropriately and shall not disrupt classes or exams by extraneous conversation and/or misbehaving.

Recommended range of actions: [1-3].

4. Dishonesty³

Students are expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).

Recommended range of actions: [1-3].

b. Forging parts of, or signature on, official documents (including both university documents and relevant outside documents, such as doctors' notes). Recommended range of actions: [3-5].

c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made. Recommended range of actions: [1-3].

¹ Adapted from the Villanova Academic Integrity Code.

² Adapted from the Modern Language Association Style Manual and Guide to Scholarly Publishing, as found on Duke University's web page.

³ Adapted from the Villanova University Academic Integrity Code.

- d. Unlawfully copying computer software. Recommended range of actions: [2-4].
- e. Engaging in bribery of any kind. Recommended range of actions: [3-5].

Non-Academic Misconduct

1. Disruption/Obstruction

Students have the right to express their opinions on matters of concern to the University in an organized manner and in a public space, excluding residences on campus, but they must notify and consult with the dean of student affairs before doing so. The nature of the event and any publicity accompanying it must be reviewed by the dean to assure that neither Lebanese law, nor university policies and norms are being violated.

In cases where student-sponsored events, including protests, sit-ins, and demonstrations are, after such consultation, not approved by the dean of student affairs, or, if needed by the Board of Deans or the president, it may become necessary for the dean of student affairs to undertake disciplinary measures and even to instruct campus protection to bring the public gathering to an end.

Disrupting or obstructing the normal educational process or any university function or activity by student demonstrations, sit-ins, or 'strikes' is strictly prohibited. This includes, but is not limited to: disrupting classes, library operations, seminars, exhibitions, meetings, ceremonial events, or examinations; impeding or preventing others from attending such events; falsely activating a disaster alarm; or making a threat.

Under no circumstances are any members of the university family to be intimidated or threatened in the execution of their normal duties and responsibilities. That means that students and faculty who wish to hold or attend classes or to go to their offices or places of study shall not be prevented from doing so; non-academic staff and administrators shall not be impeded from going to their places of work.

2. Distribution of Unauthorized Published Material

The public distribution and posting of published materials such as flyers, leaflets, posters, audiovisuals, etc., must be approved and stamped by the dean of student affairs. The campus protection office will remove from display any such unauthorized material.

3. Theft

Stealing on campus or at a university-authorized event off campus, including unauthorized use of university equipment or services (e.g., telephones, photocopiers, or computer facilities), or possession of stolen property, is prohibited.

4. Destruction of Property/Endangering Public Safety

Students are expected to protect university property and to respect the safety of others. Acts contrary to these principles, which include, but are not restricted to, the following, are subject to the disciplinary procedure:

- a. Engaging in vandalism or other intentional damage (such as spray painting or graffiti) to property on campus or at university-authorized events off-campus.
- b. Littering, such as disposing of waste (empty bottles, cigarette butts, food containers, etc.) in other than designated places on campus.
- c. Unjustified discharge, damaging or tampering with any fire extinguisher, fire alarm, or other safety devices.
- d. Taking, or attempting to take, an action that damages or could damage private property, without the consent of the owner or person legally responsible.
- e. Appropriating, or attempting to appropriate or possess, private property, without the consent of the owner or person legally responsible.
- f. Unauthorized entry, unapproved duplication of keys or use of such, or unauthorized use of campus facilities.

5. Mental or Physical Harm

Acts that inflict mental or physical harm are prohibited, including the following:

- a. Engaging in physical aggression including, but not limited to, assault.
- b. Engaging, or attempting to engage, in intimidation, coercion, extortion, blackmail, or bribery; bullying; threatening violence, injury, or harm to others on campus or at university-authorized events off campus; endangering or tending to endanger the safety, health, or life of any person.
- c. Engaging in behavior that creates a substantial risk of, or results in, injury to others, such as committing arson or causing a riot.
- d. Using force, inciting violence, inflicting or attempting to inflict injury to others on campus or at a university-authorized event off campus.
- e. Engaging in any activity that endangers the health and safety of an individual or demeans an individual in the conduct of an unbecoming or humiliating nature, or in any way that detracts from an individual's academic pursuits.

Many of these acts may be interpreted as harassment. Cases of discriminatory harassment are addressed through AUB's Procedures to Address Formal Allegations of Sexual and other Discriminatory Harassment. Cases of non-discriminatory harassment, which do not invoke one of the protected characteristics (race, color, religion, etc.) under the University's Non-Discrimination Policy, are addressed through the Grievance Policy and Procedures.

6. Possession of Dangerous Weapons or Materials

Students must not distribute, possess, store, or use, on campus or at a university-authorized event off campus, any kind of weapon, device, explosive, dangerous chemicals, hazardous materials, or any other instrument designed to do bodily harm or to threaten bodily harm. Instruments used to simulate such weapons, which endanger or tend to endanger any person, shall be considered weapons.

Students are also prohibited from distributing, possessing, storing, transferring, selling or attempting to sell, delivering, using or attempting to use, any illegal drugs, narcotic or hallucinogenic, on campus or at any university-authorized event off campus.

7. Discrimination and Harassment

Students are not allowed to discriminate on the basis of race, gender, age, religion, national origin, ethnic origin, marital status, mental or physical disability. Nor shall they harass, intimidate, insult, or threaten others whether verbally, in writing, or through electronic means.

Engaging in sexual harassment, e.g., requests for sexual favors, unwelcome sexual advances, unwelcome physical contact of a sexual nature, spoken comments or abuse (including email) of a sexual nature, and the public display of sexually suggestive objects or pictures is prohibited (refer to the University Policy Against Discrimination and Harassment).

8. Smoking and Alcohol

The consumption of alcohol, on campus, by students is not permitted. Smoking is not permitted in university buildings other than private residences and those areas within the student dormitories, as may be designated from time to time by the dean of student affairs (refer to the University Policy on Smoking).

9. Inappropriate Sexual Behavior

Publicly engaging in sexual behavior is prohibited as deemed by Lebanese law.

10. Use of Computers

Accessing protected computer accounts or other computer functions, knowingly transmitting computer viruses, and unethical use of AUB access is prohibited (refer to the University Policy on the Use of Computers).

11. Inappropriate conduct in AUB libraries

Any action that impedes the safe and effective use by all patrons of the AUB libraries for the purpose of study, research, reading, and other intellectual pursuits, is prohibited (refer to the University Policy on Appropriate Conduct in Libraries).

Disciplinary Actions

Disciplinary action will be imposed according to the nature (academic or non-academic) and severity level of the violation.

A. Academic Misconduct

In principle, enforcement of disciplinary actions for academic violations is carried out by those immediately responsible.

It is the responsibility of the faculty to uphold university policies. Thus, the immediate responsibility for dealing with instances of cheating, plagiarism, and other academic violations rests with the faculty member. If a faculty member has good reason to believe that a student has violated academic standards, it is his or her responsibility to discipline the student expeditiously.

A faculty member who has good reason to believe that a student has violated academic standards must give a grade of zero on the exam or assignment where the violation occurred. When the instructor has taken disciplinary action, he or she should send a letter to the Student Affairs Committee in the faculty or school in which the student is enrolled, informing that

committee of the incident and the action taken. A copy of the letter will be placed in the student's file, as well as forwarded to the student's adviser for follow-up.

Non-Academic Misconduct

Violations of a non-academic nature are the responsibility of the dean of student affairs, in consultation with the dean of the faculty or school in which the student is enrolled and, as necessary, the chief of campus protection. Students should know that the laws of the Republic of Lebanon apply on campus, and those who violate these laws may be subject to criminal prosecution.

B. List of Primary Disciplinary Actions

Documentation of disciplinary actions, other than suspension and expulsion, will not become part of the student's permanent record. Records of the University Disciplinary Committee decisions, including charges and sanctions, will be maintained as part of the confidential records in the office of the respective dean, for a period of up to four years after the student graduates or ceases to be a student.

Range of Actions:

Warning

This may be oral or written. It is a statement that the student has inadvertently violated a university regulation. The warning will be recorded in the respective dean's records and the student will be documented.

Examples: *Littering and smoking in prohibited areas.*

Reprimand

This will be in writing. It is a statement that the student has violated a university regulation. It is intended to communicate most strongly, both the disapproval and the reprimand of the university community. The reprimand will be kept in the respective dean's records.

Examples: *Inadvertent plagiarism - failure to cite sources appropriately, and inappropriate physical contact.*

Dean's Warning

This will be in writing. Only two Dean's Warnings are allowed in a student's academic career at AUB. It is recommended that any violation of university regulations after the second Dean's Warning results in consideration of suspension. Such a warning is kept in the file of the student and the respective dean's records.

Examples: *Plagiarism, academic dishonesty, disruption-obstruction, mental or physical harm, discrimination and harassment.*

Suspension

This will be in writing and will form part of the student's permanent record. A student will be suspended for a fixed period of time during which the student may not participate in any academic or other activities at the University. At the end of the suspension period, the student may be readmitted to the University, only upon the recommendation of the University Disciplinary Committee.

Examples: *Cheating, theft, and destruction of property.*

Expulsion

This will be in writing and will form part of the student's permanent record. Expulsion denies the student the right to participate in any academic or other activities of the University for an indefinite time. Only under the most unusual circumstances, and upon the recommendation of the University Disciplinary Committee, will an expelled student be readmitted to the University.

Examples: *Academic dishonesty, possession of dangerous weapons or materials, and endangering public safety.*

N.B. Any person who maliciously lies to cover up an act sanctioned by the code of conduct will be considered to be an accessory after the fact and may be subject to disciplinary action.

D. Required Withdrawal from Campus Pending Hearing

In extraordinary circumstances, when the student's continued presence is deemed a danger to the university community, the student will be required to withdraw from the campus, pending a meeting of the University Disciplinary Committee. This action shall normally require the approval of the president of the University.

E. Secondary Disciplinary Actions

In addition to the disciplinary actions listed above, the following secondary disciplinary actions may be imposed upon those who violate the Student Code of Conduct. Secondary disciplinary actions may be of an academic or non-academic nature.

Secondary Disciplinary Actions – Academic

- The student may be prohibited from participating in the work study program.
- The student may be prohibited from receiving any form of financial aid, scholarship, or monetary award.
- The student may be prohibited from receiving any form of honor, merit award, or other academic recognition award.
- The student may be prohibited from holding a graduate assistantship.
- The student may be given a failing grade in a course or a test or any other form of academic assessment.

Secondary Disciplinary Actions – Non-Academic

- The student may be prohibited from representing AUB in any official role, activity, or event.
- The student may be prohibited from serving as an officer of any AUB organization including club, team, or society.
- The student may be prohibited from living in any AUB hall of residence or similar facility.
- The student may be strongly advised to attend treatment or counseling as determined by the director of the counseling center, in consultation with the dean of student affairs.
- The student may be required to make financial restitution.

- The student's case may be referred to an external agency for further action (this could include the filing of criminal charges).

Complaint Procedure

Any person subject to, or who witnesses, a violation of the Student Code of Conduct should forward a written complaint to a faculty member, a chairperson, or any university official. Academic violations shall be forwarded to the dean of the faculty to which the student accused of the violation belongs. Non-academic violations shall be referred to the dean of student affairs. Violations that may require suspension or expulsion will be referred by the concerned dean to the University Disciplinary Committee.

Formal Hearing by the University Disciplinary Committee

The University Disciplinary Committee will deal with alleged violations in a manner that ensures that those charged with a violation understand the charge and the evidence against them and are afforded a reasonable right of rebuttal.

The University Disciplinary Committee shall inform the student of the charge in writing. Evidence shall be presented in the presence of the student who shall have a reasonable right of rebuttal including the right to cross-examine witnesses. In determining penalties, the committee may take into consideration the student's cumulative discipline record.

Appeal Procedure

Any student who is charged with a disciplinary offense has the right to a full and fair hearing for any disciplinary charges brought against him or her under university regulations.

If any of the following apply, a student may appeal to the dean of the faculty or school regarding faculty or departmental decisions, or to the University Disciplinary Committee against disciplinary action taken by the dean of student affairs or the dean of the faculty or school to which the student belongs:

1. Procedural error
2. New evidence
3. Unsupported conclusion
4. Disproportionate sanctions

The outcome of this appeal may result in higher, lower, identical, or no sanctions at all being imposed. The University Disciplinary Committee's decision shall be final.

Student Grievance Policy

Undergraduate or graduate students may consider informal or formal procedures to seek redress for what they believe to be unfair, improper, or discriminatory decisions, actions, or treatment contravening the established policies and procedures of the University. These grievance procedures neither supersede nor take precedence over established university procedures or due process for any and all matters related to academic misconduct, disciplinary appeals, grade appeals, financial aid, or other well-defined areas of faculty or staff responsibility. Moreover, grievances should not be confused with petitions related to academic issues, including deviation from academic requirements or policies. For more information, please refer to Sections 1-3 and 6 of AUB's Grievance Policy and Procedures

Other Policies

Student Representation on Faculty Committees

Student representation on the Hariri School of Nursing Committees is encouraged. Students can request that items be put on any Hariri School of Nursing Committee agenda regarding graduate students. At the discretion of the Graduate Program convener or the Dean of the Hariri School of Nursing, this request may be granted. PhD students are represented on the Research Committee.

Students with Special Learning Needs

Students with disabilities applying to AUB are strongly encouraged to make their disability known to the Admission Office. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus. AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, Room 314

As old buildings are renovated and new ones built, wheelchair access ramps are being constructed. Some parking lots have been assigned and dedicated for special persons and they are located on different AUB sites. These areas are labeled for "Special Permit" holders. A room for the Visually Impaired is located in the West Hall.

Students Rights and Responsibilities

Students are members of the academic community and are also citizens. Students enjoy the same freedom of speech, peaceful assembly and right to petition. Students have the responsibility to know and obey the Lebanese Laws, as well as institutional regulations, policies and established guidelines as stated in this handbook. Students are accountable for their own behavior at all times. Students have the right to freedom from discrimination on the basis of race, color, religion, sex, and age. Students have the right to be informed, in writing, of the expected behaviors and standards by

which they will be evaluated prior to participating in classrooms activities. Students have the right to academic evaluations that are not prejudiced and that are based on stated course requirements. Students are free, individually or collectively, to voice constructive criticism through identified channels on issues such as curriculum, and matters of general interest to the student body without fear of reprisal.

While under the direct supervision of an adviser, students also have the right to adequate safety precautions provided by the Hariri School of Nursing. Students also have the right to negotiate participation in research situations which they feel are threatening to their personal health or life. Students, individually or collectively, have the right to expect, within a reasonable length of time, feedback concerning all student related issues presented to the faculty.

Freedom in Classroom

Students are responsible for learning the content of the courses in which they enroll, though they should be free to take reasoned exception to the data or views offered in any course of study, and reserve judgment about matters of opinion.

Students are responsible for complying with standards of academic performance required by each course in which they are enrolled as stipulated in the course syllabus. Such standards shall be communicated clearly on or before the first meeting of each course.

Knowledge of student's views, beliefs and political associations acquired by the faculty members in the course of their work as instructors, advisers, and counselors are to be considered confidential.

Freedom of Inquiry and Expression

Students are free to examine and discuss questions and issues of interest to them, to express their opinions whether in public or in private. Such freedom does not, however, permit student groups to disrupt the orderly processes of the educational environment, nor does it permit the expression of ideas in ways that violate civil or criminal law, blatantly disregard the truth, threaten, demean, or libel others. In expressing their views, students should make clear that such views are not necessarily those of the University.

Getting in Touch with the Right People at the Rafic Hariri School of Nursing

Students are encouraged to communicate any concerns they might have to the appropriate persons. They can refer to the Student Services Officer for the following issues:

- Answering queries about the PhD program
- Student orientation and advising
- Problems in registration (opening capacity, removing restrictions, resolving time conflict problems, removing holds, selection of elective courses, drop and add courses)
- Dealing with the administrative body (Registrar's office, Graduate Council, Office of Student Affairs and specific committees at HSON)
- Writing and submitting petition letters (underload/overload credits, late registration, medical reports, course withdrawal, reactivation and readmission etc.) See Appendix D
- Selection of specific academic forms for internal and external procedures
- Program evaluation and satisfaction surveys
- Career guidance and work opportunities
- Student related activities such as student elections, NSS activities, graduation parties etc.
- Requesting credentials after graduation.

The Student Services Office seeks to assist and guide nursing students to develop their plan to academic success, by referring them to the appropriate resources and procedures, and ensuring that they are complying with AUB academic rules and regulations.

Issues related to a particular course are best discussed with the course coordinator. Problems with a student's academic progress should be followed up with the assigned adviser. Students may discuss issues related to a particular class with their advisers. If the student cannot resolve problems with the course coordinator or adviser, he/she should talk to the PhD program coordinator. If necessary, issues are referred to the Dean of the School.

University Services

University Libraries

The AUB library system consists of two main libraries: the University Libraries and Saab Memorial Medical Library.

The University Libraries include the Jafet memorial Library as the Central Library, with two branch libraries: the Engineering and Architecture Library, and the Science and Agriculture Library with its annex AREC (Farm) Library.

Refer to <http://www.aub.edu.lb/libraries/Pages/default.aspx> for information about the libraries. The Saab Memorial Medical Library (SML) is dedicated to the Memory of Dr. Nicholas Saab (AUB School of Medicine graduate 1959) through a generous gift from his parents.

SML collection consists of 1,200 printed periodical subscriptions, over 82,320 backfile periodical volumes, nearly 42,000 books, over 2,000 of which are of historical value such as (Avicenna's "Canon of Medicine," 1593, which has been digitized and published on the Web under <http://ddc.aub.edu.lb/projects/saab/avicenna/index.html>, and nearly 2300 audio-visual items, including computer software. SML has a large number of the most important bibliographic medical and allied health data bases, and more than 2,500 e- journals. SML has been automated since 1990 and is accessible through the internet at <http://www.aub.edu.lb/libraries/medical>. In 1978, SML was designated by WHO as the National Focal Point of Lebanon. The Library has a special collection called the Lebanese Corner, <http://192.168.100.187/>, which includes publications about Lebanon or by Lebanese authors in the fields of medicine and other health related topics. With its rich, up-to-date medical collection, SML aims to promote research in the medical and allied health fields. SML is open 80 hours a week. Databases are currently accessible via library or home search via AUBs' website.

Office of Information Technology

The office of information technology (OIT) manages AUB and AUB Medical center's central information technology. The OIT manages the Student Information System (AUBsis) operated by the Registrar's; the Library Information System, Financial Information System; the Learning Management System (Moodle); and the integrated hospital information system operated by the hospital administration and departments. You can view the services provided by the IT organization by visiting: www.aub.edu.lb/it/.

Before using any of the services below, you must activate that specific computer accounts first.

AUBnet account: The AUB net account provides e-mail, intranet, and Internet access in addition to other services such as roaming storage space, network printing, and personal web site space. Students must activate their AUB net account first as it is required to activate other accounts.

AUBsis account: The AUBsis account provides access to the AUB student Information System, a web-based application designed to provide the following on-line self-services to students and faculty over the intranet and the Internet: On-line Registration, Drop and Add, Class Schedules, Grades, Student Transcripts, Address Information, and Billing Statements.

Student computer labs, located in Agriculture, Bliss, Business, Engineering (Wing B), Fisk, Physics, Van Dyck, Diana Tamari Sabbagh buildings, as well as all Libraries and dorms are used for instruction by the various departments and for personal use by the students. Many popular and PC software packages are available on the lab servers.

An Internet fee of LL60, 000 is charged every semester and will automatically be added to the statement of fees. The quota of Internet data per month per student is 100MB. This is a combined quota of web and e-mail data. Through the AUB Net Resources web site you can find out your Internet data usage for the month.

No limit exists on the time spent browsing and sending information on the web. The limit is only on the volume of data that is sent/ received in the process.

Access to AUB Computing Facilities

Access to computer hardware, software, intranet, and the Internet services is provided to members of the University for the primary purpose of enhancing the academic experience. Access to the use of AUB computer facilities is through authorized computer accounts. To be granted the use of a computer account, users must agree to abide by the AUBnet Code of Conduct for Users of Computing System and Internet Services.

A computer account consists of a unique log-in ID and a password. You identify yourself to the computer system when you log in. Your log-in ID tells the computer who you are. Like the PIN on your bank ATM card, your password is the key to your account. You must always keep your password secret.

To activate your AUB computing accounts go to <http://website.aub.edu.lb/it/Pages/index.aspx> then click on account creation and management and follow instructions.

Available facilities include the below

Intranet and Internet Services: IT provides a wired and wireless network infrastructure ensuring secure, reliable and widespread access for AUB users across the entire campus and hospital, including all dorms and faculty apartments. AUB students can connect to the AUB network from public computer labs or personal laptops and mobile devices via the campus-wide wireless network using any web browser. Students can access many web-enhanced courses and online material that they are registered in.

With an AUBnet account, all students, faculty and staff have full access to Internet, email, personal websites and other services such as network printers, intranet applications and the High Performance Computing (HPC) system.

AUB also offers the Eduroam service that allows students, faculty and staff to access the Internet from other universities around the globe, which are members of the Eduroam

network, using their AUBnet account.

Computer Labs: There are several computer labs on campus which provide access to the Internet and a variety of other resources (such as printers) and applications (such as SPSS).

Students may also request access to servers hosting applications such as Microsoft Office, special software for statistics and graphics, and various programming languages.

Microsoft Office: All current students can download the Microsoft Office 365 suite of applications on up to 10 devices (5 laptops and 5 mobile devices) free of charge. For more details, visit www.aub.edu.lb/it/.

Mobile App: AUB offers a mobile app that allows students to check course holds, grades, schedule, deadlines, academic calendar as well as program offerings. The mobile application also facilitates search for library books and articles as well as access to e-learning (Moodle), Instructor Course Evaluation (ICE) and the latest issue of MainGate.

IT Help Desk: Friendly and knowledgeable IT help desk specialists are always ready to support students, faculty and staff. For IT-related support, contact the IT help desk by email at it.helpdesk@aub.edu.lb, dial ext. 2260, or visit one of the many IT support locations on campus in person anytime Monday-Friday 8:00am-5:00pm (7:30am-3:00pm during summer hours).

For more information, visit our website: www.aub.edu.lb/it

Graduate Student E-mail Address

The University makes extensive use of electronic mail for communication and to keep in touch with students. To ensure that students receive timely communication and important announcements, the student's current email address must always be on file in the Hariri School of Nursing. Every graduate student is provided with an AUB Computer Account, which includes e-mail. It is strongly recommended that all graduate students use their AUB e-mail address as their primary one for the duration of the time they are studying here. This will help to prevent students missing announcements or other important communication from faculty and staff.

Bookstore

The University Bookstore is located at the back of Bliss Hall across from Penrose Hall. It stocks most of the required textbooks for specific courses, dictionaries, and other reference works, and a limited number of general publications. Assorted AUB items and gifts such as clocks, mugs, diploma, and picture frames, T-shirts, and binders are also on sale.

The Writing Center

For students who need assistance in writing papers or projects, the AUB writing center located in West Hall Room 307 provides assistance. Tutors from the Department of English are available Monday through Friday 9 am – 3 pm and consulting services are free. The extension to call for taking appointments is 3157.

University Health Services

Medical Records

An entrance medical record form will be sent to all admitted students who have made the commitment to enroll at AUB. It is to be completed by the student's family physician and mailed as soon as possible and before the period of registration in a pre-addressed envelope AUB provides. Alternatively, the completed medical record form may be delivered by hand to the Office of Admissions.

All new students must have a tuberculin test at the time of the preliminary medical check, held during registration, and must report 48 hours later for the check on the test. Upon clearing the medical test, the student will be issued a clearance slip to proceed with registration. Students who report late for the medical check will be charged a late fee.

Medical checkups may be completed in advance of registration, provided that the student reports to the University Health Services on Campus and brings along a letter of acceptance and the entrance medical record.

Important changes in the student's medical condition and/or updating immunizations should be reported to a University Physician by appointment at the Health Services Center early in the first semester. Information will be kept confidential.

Health Insurance Plan (HIP)

The University Health Services (UHS) on campus provide medical care to members of the university community at large. Patients are seen Monday through Friday 8 am to noon and 1 to 4 pm in the Gulbenkian Infirmary located in the Sawwaf Building facing the Children Cancer Center in Lebanon. Appointments can be made at the reception desk in advance, either in person or by telephone between 8:30 and 4 pm. A physician is also available to receive patients on a walk-in basis. Such patients must have problems of an urgent nature; otherwise, they will be given return appointments for a later time. In case of emergency, the patient should report directly to the Emergency Unit at the Medical Center or to the nearest Emergency service or Physician.

Students may elect to enroll in the University's Health Insurance Plan (HIP, provided they register for at least six credit hours). Auditors are not considered students. A graduate student registered for a thesis is eligible to continue the HIP coverage for two consecutive years only. Regular students enrolling for twelve months beginning with September registration, pay 530,000 L.L. .

For one semester and summer session beginning with February registration, pay 397,000 L.L.

Students enrolled in the Spring Semester are covered through the summer until August 30, provided they do not leave the University or drop all their courses. A married student will have the option of including spouse and children at additional fees as outlined in the regulations for the Health Insurance Plan. A student may be exempt from enrolling in the HIP if he/she presents proof of coverage by another health insurance plan.

HIP covers expenses incurred at AUB Medical Center exclusively. Medical bills from other institutions are not covered.

NSSF fee per student per year is 202.500 L.L.

National Social Security Fund (NSSF) Medical Branch

Membership in the NSSF is mandatory by Law for all Lebanese students excluding freshman and special students, and students who are older than 30 years. Non-Lebanese students may not join.

To facilitate enrollment in the NSSF Medical Branch, students are required to bring the following items when registering:

- A social security application form filled correctly. Copies of this form will be available for distribution at the time of registration to students who have not completed it.
- A photocopy of their Lebanese Identity Card.
- Their NSSF number if already registered.
- The NSSF number of either parent if insured with the NSSF through father or mother.
- Family record is required of married students only.

Extra-Curricular Services

Nursing Student Society

The Nursing Student Society (NSS) brings together nursing students from all levels to engage in various professional and social activities, under the guidance of an assigned faculty advisor.

Objectives of the NSS are to:

- ☐ Serve as an organization through which matters related to the welfare of students and the school is transacted.
- ☐ Provide a channel for coordination of activities between the students and faculty members, and with other student organizations.
- ☐ Organize activities that promote a spirit of loyalty and fellowship among the student body.
- ☐ Provide means for active participation in activities that foster the personal, professional and civic development of students.

The NSS has three standing committees:

1. The Educational Committee organizes educational programs of interest to the community.
2. The Social Committee is responsible for social and recreational activities.
3. The Publicity and Finance Committee is responsible for publicity and financial matters.

Clubs and Societies

Opportunities for students to participate in extra-curricular activities, generally organized under the auspices of student-governed societies or clubs are numerous. Membership is open to all registered students upon completion of an application and payment of a nominal fee. For further information or to obtain a list of active Clubs and Societies, go to the Department of Student Activities in the West Hall, extension 3182, or the AUB Catalogue.

Athletics and Recreation

The University offers a wide range of sports, athletic and recreational programs through its Athletics Department. Facilities include AUB's Green Field, which hosts international, national, and varsity sports tournament. The Green Field includes the University's soccer field, light outdoor basketball courts, lighted outdoor volleyball courts and a lighted 450-meter track, in addition to the Charles W. Hostler center.

Student Housing

AUB is a residential University in the American liberal arts tradition. Life in the AUB residence system offers a high degree of reliability. Dorm life in AUB establishes strong, supportive communities. For extra details, check AUB catalog.

Student Transportation

AUB allows limited automobile access to campus. Only students suffering from illness or disabilities may bring cars on campus. Authorization from Infirmary must be received before a permit can be issued, and then the student can contact Business Services at extension 3510 for a special permit.

Passports and Visas

Foreign students joining AUB must have passports valid for a period of not less than 13 months from the date of joining the University. They should also secure an entry visa to Lebanon from the nearest Lebanese Embassy or Consulate in their country. The Office of Students Affairs, in coordination with Personnel, the Office of Admissions, and the Office of Registrar, will help provide the necessary certificates for registered foreign students to acquire residence permits from the Lebanese authorities.

Mail Service

The University Post Office, located in the basement of Ada Dodge Hall, handles local campus mail and mail for the Lebanese postal services. To secure a campus mailbox a student must show a receipt of fee payment at the AUB Post Office.

Urgent mail may be sent by Aramex through the AUB Post Office. A special rate is offered to the AUB community. Also DHL offers special rates at the AUB Bookstore.

Food Service

The University operates a modern, cafeteria-style food service on the Campus in Ada Dodge Hall. The University also maintains the Mary Dodge Hall Cafeteria, the Engineering Cafeteria, and the Agriculture Kiosk. These facilities provide a variety of hot and cold refreshments for students and their guests. Vending machines are available in a number of University buildings and at the beach tunnel. You can also try the Coffee Shop on the first floor of AUBMC, the hospital cafeteria or Lavazza café on the hospital's second floor.

APPENDIX A

Faculty Research and Publications

Faculty Research and Publication

Myrna Abi Abdallah Doumit, PhD, MPH, RN, FAAN

Tenured Associate Professor

HSON Office # 402D

Extension: 5777

E-mail: ma12@aub.edu.lb

Research Interests: I have two research niches: Oncology/ Palliative care and Nursing Workforce extending from nursing students to working professional nurses. The aim of my research is to develop a body of knowledge to support the institutionalization of palliative care in Lebanon. Also, my intention is to raise awareness about the importance of early detection and prevention in cancer patients. This led me to study the nursing workforces that are the pillars of the health care extending from nursing education to job satisfaction, retention and migration.

Ongoing Research

Doumit, M., Rahi, A., Majdalani, M. The Meaning of Resilience for Lebanese Breast Cancer Women Survivors (In progress)

Madi, D. **Doumit, M.** Acceptability of Mobile Health Intervention for Supportive Pain Management Intervention for Adolescents with Cancer: A Qualitative Study (Funded by AUB MPP in Progress)

Doumit, M., Richa, N. Masri, S., "Evaluation of task sharing for the management of non-communicable diseases in a humanitarian setting" (Funded by MSF in progress)

Recent Publications

2022 Davidson, P.M., Davis, S., **Doumit, M.A.A.**, Fink, R.M., Herr, K.A., Hinds, P.S.,

Hughes, T.L., Karanja, V., Kenny, D.J., King, C.R., Klopper, H.C., Knebel, A.R., Kurth, A.E., Madigan, E.A., Malloy, P., Matzo, M., Mazanec, P., Meghani, S.H., Monroe, T.B., Moreland, P.J., Paice, J.A., Phillips, J.C., Rushton, C.H., Shamian, J., Shattell, M., Snethen, J., Ulrich, C.M., Wholihan, D., Wocial, L.D., & Ferrell, B.R. (2022) International consensus-based policy recommendations to advance universal palliative care access from the American Academy of Nursing Expert Panels. *Nursing Outlook*, 70(1), 36 – 46

2022 Clinton, M., Bou-Karroum, K., **Doumit, M.**, Richa, N., Alameddine, M. (2022) Determining levels of nurse burnout during the COVID-19 pandemic and Lebanon's political and financial collapse. *BMC Nursing*, 21(11), DOI:21:11 <https://doi.org/10.1186/s12912-021-00789-8>

2021 Abdallah-Doumit, Myrna Abi (2021): Healthcare heroes: Lebanese nurses' experiences with COVID-19. figshare. Ecancer Special Issue, December 2021 Oncology Nursing in the Global South during COVID-19 Supplement Journal contribution. <https://doi.org/10.6084/m9.figshare.17118818.v2>

2021 Alameddine, M., Clinton, M., Bou-Karroum, K., Richa, N., A.A. **Doumit, M.** (2021). Factors

associated with the resilience of nurses during the COVID-19 pandemic. *Worldviews on Evidence-Based Nursing*, 18(6), 320 - 331.

2021 Rosa, W.E., Buck, H.G., Squires, A.P., Kozachik, S.L., Abu-Saad Huijjer, H., Bakitas, M., McGowan Boit, J., Bradley, P.K., Cacchione, P.Z., Chan, G., Crisp, N., Dahlin, C., Daoust, P., Davidson, P.M., Davis, S., **Doumit, M.A.A.**, Ferrell, B.R. (2021). American Academy of Nursing Expert Panel consensus statement on nursing's roles in ensuring universal palliative care access. *Nursing Outlook*, 69(6), pp. 961–968

2021 Nabulsi, D., Abou Saad, M., Ismail, H., **Doumit, M.**, El Jamil, F., Kobeissi, L., Fouad, M.F. (2021). Minimum initial service package (MISP) for sexual and reproductive health for women in a displacement setting: a narrative review on the Syrian refugee crisis in Lebanon, *Reproductive Health*, 18(58). <https://reproductive-health-journal.biomedcentral.com/articles/10.1186/s12978-021-01108-9>

2020 Clinton, M., **Doumit, M.**, Ezzeddine, S, Rizk, U. (2020) Using Frame Analysis to Build on Thematic Analysis and Encourage Ethnographic Studies of Classroom Interaction in Baccalaureate Nursing Programs. *Journal of Advanced Nursing*, 76(11), 3204 – 3212. DOI: 10.1111/jan.14485

2020 Doumit, M. (2020). Healthcare Heroes: Lebanese Nurses Experiences with Covid-19. *Human & Health*, 52, 12-13.

2020 Doumit, M. (2020). Oncology Nursing in Lebanon. *Oncology Nursing News*. Duquesne University School of Nursing. <https://www.oncnursingnews.com/web-exclusives/oncology-nursing-in-lebanon>

2019 Bar-Sela, G., Schultz, M. J., Elshamy, K., Rassouli, M., Ben-Arye, E., **Doumit, M.** et al. (2019). Correction to: Human Development Index and its association with staff spiritual care provision: a Middle Eastern oncology study. *Supportive care in Cancer*, 27 (9), 3611 - 3612

2019 Benton, D., Cleghorn, J., Coghlan, A., Damgaard, G., **Doumit, M.** et.al. (2019). Acting in the Public Interest: Learnings and Commentary on the Occupational Licensure Literature. *Journal of Nursing Regulation*, 10 (2), 4-29.

2019 Bar-Sela, G., Schultz, M. J., Elshamy, K., Rassouli, M., Ben-Arye, E., **Doumit, M.** et al (2019). Training for awareness of one's own spirituality: A key factor in overcoming barriers to the provision of spiritual care to advanced cancer patients by doctors and nurses. *Palliative and Supportive Care*, 17(3) PP 345-352.

2019 Doumit, M., Saab, R. Rahi, A., Majdalani, M (2019) . Spirituality among parents of children with cancer in a Middle Eastern Country. *European Journal of Oncology Nursing*, 39, 21 – 27. DOI: 10.1016/j.ejon.2018.12.009

2019 Bar-Sela, G., Schultz, M.J., Elshamy, K., Rassouli, M., Ben-Arye, E., **Doumit, M.**, et al. (2019). Human Development Index and its association with staff spiritual care provision: a Middle Eastern oncology study. *Support Care Cancer*, 27(9):3601-3610. doi: 10.1007/s00520-019-04733-0. Epub 2019 Mar 20.

2018 Clinton, M., Ezzeddine, S., **Doumit, M.**, Rizk, U., Madi, M. (2018). Loving Nursing and taking responsibility: Strategies for transitioning to Practice in Lebanon. *Sage Open*, 8(4). <https://doi.org/10.1177/2158244018820376>

2018 Burmeister, E., Kalisch, B., Xie, B., **Doumit, M.**, et al. (2018) Determinants of nurse absenteeism and intent to leave : an International study. *Journal of Nursing Management*, 27. <https://doi.org/10.1111/jonm.12659>

2018 Bar-Sela, G., Schultz, M.J., Elshamy, K., Rassouli, M., Ben-Arye, E., **Doumit, M.**, et al. (2018) Training for awareness of one's own spirituality: A key factor in overcoming barriers to the provision of spiritual care

to advanced cancer patients by doctors and nurses. *Palliative & Supportive Care*,6, 1-8.
<https://doi.org/10.1017/S147895151800055X>

2018 Clinton, M., Madi, M., **Doumit, M.**, Ezzeddine, S. Rizk, U., (2018) "My Greatest Fear Is Becoming a Robot": The Paradox of Transitioning to Nursing Practice in Lebanon" *SAGE Open*, 8(2). April-June 2018: 1–10
DOI: 10.1177/2158244018782565

2018 Doumit, M., Farhood, L., Hamady, C., (2018). Focus Groups Investigating Mental Health Attitudes and Beliefs of Parents and Teachers in South Lebanon: Are They Culturally Determined? *Journal of Transcultural Nursing*, 29(3), 240-248.

2018 Madi, M., Clinton M., **Doumit, M.**, Ezzeddine, S. Rizk, U. (2018) Transitioning to nursing practice in Lebanon: Challenges in professional, occupational and cultural identity formation. *Journal of Nursing Education and Practice*, 8(6). DOI: <https://doi.org/10.5430/jnep.v8n6p38>

Chapters in books

2021

Doumit M.A.A. (2021). *Palliative Care in Lebanon: From Inception to Implementation*. In: Silbermann M. (eds) *Palliative Care for Chronic Cancer Patients in the Community*. Springer, Cham. https://doi.org/10.1007/978-3-030-54526-0_33

Nour Alayan, PhD, RN
Assistant Professor
Room 319
Extension: 5960
E-mail: na62@aub.edu.lb

Clinical Focus

Behavioral and Emotional Health - Holistic therapeutics (Motivational Interviewing, Coaching, Hypnotherapy, Emotional Freedom Techniques, Paced breathing and Biofeedback)

Research Interests

Behavior modification strategies; Motivational Interviewing; Prevention and treatment of addictive behavior; Psychophysiological interventions; Smoking cessation; Screening Brief Intervention and Referral to Treatment (SBIRT); Heart rate variability biofeedback; Symptom management

Ongoing Research

Appraisal, Burnout, and Coping in Dyads Living with Chronic Illnesses: The ABCs of Informal Caregiving

Reflective Simulation-Based e-Training on Motivational Interviewing for Interprofessional Teams [REST-MI]

Using simulation-based experiential learning to integrate Screening, Brief Intervention, and Referral to Treatment (SBIRT) in the nursing curriculum

Recent Publications

2021 **Alayan, N.**, Naal, H., Makhoul, M., Avedissian, T., Assaf, G., Talih, F., & Hamadeh, R. Primary Care Screening, Brief Intervention, and Referral to Treatment for Adolescent Substance Use in Lebanon: A

National Cross-sectional Study. *Substance Abuse Research and Treatment*, 15, 1 – 10.

<https://doi.org/10.1177/1178221821994608>

2021 Avedissian, T., **Alayan, N.** Adolescent well-being: A concept analysis. *International Journal of Mental Health*, 30, 357 – 367. doi: 10.1111/inm.12833

2019 **Alayan, N.**, et al. 2019. "Substance craving changes in university students receiving heart rate variability biofeedback: A longitudinal multilevel modeling approach." , *Addictive behaviors*, vol.97, pp-35-41

2018 Eddie, D., et al. 2018. "Assessing heart rate variability biofeedback as an adjunct to college recovery housing programs." , *Journal of substance abuse treatment*, vol.92, 70 -76

2018 **Alayan, N.**, et al. 2018. "Current Evidence on Heart Rate Variability Biofeedback as a Complementary Anticraving Intervention." , *Journal of alternative and complementary medicine*

2016 **Alayan, N.** and Shell, L. 2016. "Screening adolescents for substance use: The role of NPs in school settings" , *Nurse Practitioner*, vol.41, no.5, pp-1-6

Nuhad Yazbik Dumit, RN, PhD

Professor

HSON Room 513

Extension: 5955

E-mail: ny00@aub.edu.lb

Research Interests: My main area of research interest is related to nursing workforce issues such as migration, retention, work environment, sickness absence, and continuing nursing education. My aspiration is to extend my research specifically the one related to nursing workforce issues of sickness absence and continuing education regionally after my experience in nation-wide investigations and a humble regional study utilizing multi-center sites and where appropriate interdisciplinary research teams.

Ongoing Research:

Exploring Continuing Education Learning Needs of Nurse Managers in Lebanon

Assessing Basic and Continuing Education Learning Needs of Nurses in Lebanon

REfugees Act and Communicate for Health (REACH): Using Technology to Increase Health Literacy and Health Care Access for Refugees in Turkey and Lebanon

Perspectives of Registered Nurses On Refugee Healthcare In Lebanon and Jordan: A multi-site cross-sectional study (PROFILE)

Recent Publications

2023 Honein-AbouHaidar, G., Imad Bou-Hamad, I., Dhaini, S., Patricia Davidson, P., Nancy Reynolds, N.R., Al Zaru, I., Gharaibeh, M., **Dumit, N. (Corresponding author)** (2023). Arabic version of the Resilience Scale 14 (RS-14): A validity study. *BMC Nurs.* 22:239 <https://doi.org/10.1186/s12912-023-01392-9>

2020 Dhaini SR, Simon M, Ausserhofer D, Abed Al Ahad, M., Elbejjani, M., **Dumit, N.**, & Abu-Saad Huijjer, H. Trends and variability of implicit rationing of care across time and shifts in an acute care hospital: A longitudinal study. *Journal of Nursing Management*,. 00:1–12. <https://doi.org/10.1111/jonm.13035>

2020 Elbejjani, M., Abed Al Ahad, M., Simon, M., Ausserhofer, D., **Dumit, N.**, Abu-Saad Huijjer, H, & Dhaini, S. (2020). Work environment-related factors and nurses' health outcomes: a cross-sectional study in Lebanese hospitals. *BMC Nursing*, 19, 95. <https://doi.org/10.1186/s12912-020-00485-z>

2020 Saad, R., Badr, L., **Dumit, N.Y.**, Irani, C. & Muwakkat, S. Pediatric Oncology Providers' Perspectives on Early Integration of Pediatric Palliative Care. *International Journal of Palliative Nursing*, 26(3), pp. 100-109.

2020 Fares, S., **Dumit, N.Y. (corresponding author)** & Dhaini, S.R. Basic and Continuing Education Needs of Nurses Instrument development and validation. *International Nursing Review* 67, 92–100.

DOI:10.1111/inr.12520

2020 Alameddine, M., Kharroubi, S.A., **Dumit, N.Y. (Corresponding author)**, Kassas, S., Diab-El-Harake, M., & Richa, N. What made Lebanese emigrant nurses leave and what would bring them back? A cross-sectional survey. *International Journal of Nursing Studies*, 103. online: <https://doi.org/10.1016/j.ijnurstu.2019.103497>

2020 Dhaini, S.R., **Dumit, N. (Corresponding author)**, Honein-Abouhaidar, G., Al Zaru, I.M., Gharaibeh, M., Reynolds, N.R., Davidson, P.M., Nabulsi, D, Perspectives of Registered Nurses on refugee healthcare in

Lebanon and Jordan (PROFILE): A multi-site cross-sectional study protocol. *Journal of Advanced Nursing*, 76(1), 328-336. DOI: 10.1111/jan.14217

2020 Nouredine, S., **Dumit, N. Y.**, Maatouk, H. (2020). Patients' knowledge and attitudes about Myocardial Infarction. *Nursing & Health Sciences*;1-8. <https://doi.org/10.1111/nhs.12642>

2019 **Dumit, N.Y.** & Honein-AbouHaidar, G. (2019). The impact of the Syrian refugee crisis on nurses and the healthcare system in Lebanon: A qualitative exploratory study. *Journal of Nursing Scholarship*, 00, 289-298. doi:10.1111/jnu.12479 <https://authorservices.wiley.com/api/pdf/fullArticle/16417509>

2019 Dhaini SR, Ausserhofer D, El Bajjani M, **Dumit N**, Huijer Abu-Saad H, Simon M (2018). A longitudinal study on implicit rationing of nursing care among Lebanese patients – study protocol. *Journal of Advanced Nursing*, 75(7), 1592-1599. doi: 10.1111/jan.14012

2018 Avedissian, T., Honein, G., **Dumit, N.Y.**, & Richa N. (2018). Anaphylaxis management: a survey of school and day care nurses in Lebanon. *BMJ Paediatrics Open*, 2(1), e000260. doi: [10.1136/bmjpo-2018-000260](https://doi.org/10.1136/bmjpo-2018-000260)

2017 **Dumit, N.Y.** (2017). Des infirmières engagées au service de la communauté dans différentes régions au Liban (Éditorial). *Revue Francophone Internationale de Recherche Infirmière*. Available online 13 September 2017. <https://doi.org/10.1016/j.refiri.2017.07.003>

2016 **Dumit, N. Y.**, Nouredine, S.N., Magilvy, J.K. Perspectives on Barriers and

Facilitators to Self-Care in Lebanese Cardiac Patients: a qualitative descriptive study, *International Journal of Nursing Studies*, 60, 69–78. <http://dx.doi.org/10.1016/j.ijnurstu.2016.03.009>

2016 Baydoun, M., **Dumit, N. Y.** (corresponding author), & Daouk-Oyry, L.

What do nurse managers say about nurses' sickness absenteeism? A new perspective. *Journal of Nursing Management*, 24(1), 97-104. DOI: 10.1111/jonm.12277

2016 **Dumit, N. Y.**, Magilvy, J. K., Afifi, R.. The Cultural Meaning of Cardiac

Illness and Self-care among Lebanese Patients with Coronary Artery Disease. *Journal of Transcultural Nursing*, 27(4), doi: 10.1177/1043659615573080

Book Chapters:

Yazbik-Dumit, N., Alrimawi, I. (2023). Global Mentorship in Nursing Education. In Rollins Gantz, N. & Hafsteinsdóttir, T.B. (Eds.). *Mentoring in Nursing through Narrative Stories across the World*, Springer.

Yazbik-Dumit, N., Jones, B., LaPointe, R., & Ottenfeld, S. (2019). Case Studies and More Tools. In Swihart, D., & Figueroa, S. (Eds.). *Building your Professional Portfolio: Essential Tools for Healthcare Providers*. (pp. 89-130). HCPro: online at www.hcpro.com

Souha Fares, PhD

Associate Professor of Biostatistics
Hariri School of Nursing
American University of Beirut
Tel: 01-350000 Ext. 5980/5950

Research Interests:

Abnormal Blood Pressure Complexity and Fluctuation: An Indicator of Vascular Disease Independent of Blood Pressure

Detrended fluctuation analysis, Complexity analysis, Blood pressure variability, Psychometric analysis, Recent Publications

Assessing Basic and Continuing Education Learning Needs of Nurses in Lebanon

Exploring Continuing Education Learning Needs of Nurse Managers in Lebanon

Ongoing research

Abnormal Blood Pressure Complexity and Fluctuation: An Indicator of Vascular Disease Independent of Mean Blood Pressure. Principal Investigator. Funded by the Medical Practice Plan at the American University of Beirut.

ACEIs and ARBs during COVID-19 Pandemic: Friends or Foes? Co-Investigator. Funded by the National Council for Scientific Research.

Gender Differences in the Interplay between Type 1 Cardiorenal Syndrome and Metabolic Impairment: Underlying Mechanisms. Co-Investigator. Funded by the Medical Practice Plan at the American University of Beirut.

Patient and Caregiver Dyad Engagement in Heart Failure Self-Care. Co-Investigator Funded by the University Research Board.

Recent Publications

2022 Fares, S., Bakkar, N-M.Z., El-Yazbi, A. F. (2022). Predictive capacity of beat-to-beat blood pressure variability for cardioautonomic and vascular dysfunction in early metabolic challenge. *Frontiers in Pharmacology*, 13. <https://doi.org/10.3389/fphar.2022.902582>

2021 Fares, S., Bakkar, N-M.Z., Alami, R. Lakkis, I., Badr, K. (2021). Longitudinal study on the effect of surgical weight loss on beat-to-beat blood pressure variability in patients undergoing bariatric surgery: a study protocol. *British Medical Journal Open*, 11(10), e050957. . doi:10.1136/ bmjopen-2021-050957

2021 Fares, S., Dirani, J., Darwish, H. Arabic validation of the Hopkins Symptom checklist-25 (HSCL) in a Lebanese sample of adults and older adults. *Current Psychology*, 40(6), 2980–2987. <https://doi.org/10.1007/s12144-019-00240-x>

2021 Bakkar, N.-MZ., El-Yazbi, A. F., Zouein, F. A., **Fares, S. A.** Beat-to-beat blood pressure variability: an early predictor of disease and cardiovascular risk. *Journal of Hypertension*, 39, 830 - 845 doi: 10.1097/HJH.0000000000002733

- 2021 Mardigian, P., Chalak, A., **Fares, S.**, Parpia, A., El Asmar, K., Habib, R. R. Pesticide practices in coastal agricultural farms of Lebanon. *International Journal Of Environmental Health Research*, 31, 132 – 147. <https://doi.org/10.1080/09603123.2019.1634797>
- 2020 Bakkar, N.-MZ., Dwaib, H. S., **Fares, S.**, Eid, A. A., Al-Dhaheri, Y., El-Yazbi, A. E. Cardiac Autonomic Neuropathy: A Progressive Consequence of Chronic Low-Grade Inflammation in Type 2 Diabetes and Related Metabolic Disorders. *International Journal of Molecular Sciences*, 21, 9005. doi:10.3390/ijms21239005
- 2020 Booz, G. W., Altara, R., Eli, A. A., Wehbe, Z., **Fares, S.**, Zaraket, H., Habeichi, N. J., Zouein, F. A. Macrophage responses associated with COVID-19: A pharmacological perspective. *European Journal of Pharmacology*, 887, 173547. <https://doi.org/10.1016/j.ejphar.2020.173547>
- 2020 Bakkar, N.-MZ., Mougharbil, N., Mroueh, A., Kaplan, A., Eid, A. A., **Fares, S.**, Zouein, F., & El-Yazbi, A. Worsening baroreflex sensitivity on progression to type 2 diabetes: localized vs. systemic inflammation and role of antidiabetic therapy. *American Journal of Physiology Endocrinology and Metabolism*, 319: E835–E851. doi:10.1152/ajpendo.00145.2020
- 2020 **Fares S**, Dumit NY, Dhaini SR. Basic and Continuing Education Needs of Nurses Instrument: Development and Validation. *International Nursing Review* <https://doi.org/10.1111/inr.12520>
- 2020 **Fares, S.**, Bakkar, N., El Yazbi, A. Effect of Age and Body Composition on Beat-to-Beat Blood Pressure Dynamics in Pre-diabetic Rats. *The FASEB Journal*, 34, 1-1. DOI:10.1096/fasebj.2020.34.s1.03038
- 2020 Abed Al Ahad, M., Chalak, A., **Fares, S.**, Mardigian, P., Habib, R. R. Decentralization of solid waste management services in rural Lebanon: Barriers and opportunities. *Waste Management & Research*. DOI: <https://doi.org/10.1177/0734242X20905115>
- 2019 Abu-Saad Huijjer, H., Bejjani, R., **Fares, S.** Quality of Care, Spirituality, Relationships and Finances in Older Adult Palliative Care Candidates in Lebanon. *Annals of Palliative Medicine*. 8(5), 551-558. DOI: 10.21037/apm.2019.09.08
- 2019 Younan L, Clinton ME, **Fares S**, Samaha H. The translation and cultural adaptation validity of the Actual Scope of Practice Questionnaire. *Eastern Mediterranean Health Journal*, 25(3), 181-188.
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- 2019 Clinton ME, Younan LS, **Fares S**. Multidimensional Rasch analysis of the Arabic Occupational Fatigue Exhaustion. *Journal fo Nursing Measurement*, 27(1), 64-76
- 2019 Younan L, Clinton M, **Fares S**, El Jardali F, Samaha H. The relationship between work-related musculoskeletal disorders, chronic occupational fatigue, and work organization: A multi-hospital cross-sectional study. *Journal of Advanced Nursing*, 75(8), <https://doi.org/10.1111/jan.13952>
- 2019 Younan L, Clinton M, **Fares S**, Samaha H. A descriptive study of the composiotion and scope of practice of nursing staff in acute care hospitals of Lebanon. *Journal of Nursing Regulation*, 9(4), 34-41.
- 2019 El Hajj C, **Fares S**, Chardigny JM, Boirie Y, Walrand S. Vitamin D supplementation and muscle strength in pre-sarcopenic elderly Lebanese people: a randomized controlled trial. *Archives of osteoporosis*, 14(1), 4 pages
- 2018 **Fares, S**, Dumit, N Y, Dhaini S. (2018). Development and Psychometric Assessment of a Continuing Education Learning Needs Survey of Nurses in Lebanon, presented at the “European Federation of Educators

in Nursing Science” (FINE) 2018 conference titled “Nursing Education and Practice from Vision to Action in a Changing

2018 Huda Huijer, **Souha Fares**, Suzanne Dhaini, Samar Nouredine. Symptom Prevalence and Management in Older Adult Patients in Lebanon. Accepted in Palliative & Supportive Care.

2018 Darwish H, Zeinoun P, Farran N, **Fares S**. [Rey Figure Test with recognition trial: normative data for Lebanese adults](#). *Clinical Neuropsychology* Jun 12:1-12. doi: 10.1080/13854046.2018.1480802.

2018 Farhood Laila, **Fares Souha**, and Carmen Hamady. An Investigation of War Trauma Types, Symptom Clusters, and Risk Factors Associated with Post-Traumatic Stress Disorder: Where Does Gender Fit? *Archives of women's mental health*. doi: 10.1007/s00737-018-0874-6.

2018 Mohamad Minhem, MD; Sali Sarkis, BS; **Souha Fares, PhD**; Bassem Safadi, MD; Ramzi Alami, MD. Comparison of Early Morbidity and Mortality between Sleeve Gastrectomy and Gastric Bypass in Patients with Liver Disease. Analysis of American College of Surgeons National Surgical Quality Improvement Program. *Obesity Surgery*. 2018. doi: 10.1007/s11695-018-3304-y.

2018 Lina Younan, Michael Clinton, **Souha Fares** and Helen Samaha. The Translation and Cultural Adaptation Validity of an Instrument to Measure the Actual Scope of Nursing Practice. *Eastern Mediterranean Health Journal*. In press.

2018 **Souha Fares**, Michael Clinton and Lina Younan. Complexity of nursing activities in the first Arabic version of the Actual Scope of Nursing Practice Scale A-ASCOP. A multidimensional scaling approach. *The Journal of Nursing Management*. In press..

2018 Clinton, M., Younan, L., & **Fares, S**. Multidimensional Rasch Analysis of the Arabic Occupational Fatigue Exhaustion Recovery Subscales. *The Journal of Nursing Measurement*. In press.

2018 Farhood L, **Fares S**, Hamady C. PTSD and gender: could gender differences in war trauma types, symptom clusters and risk factors predict gender differences in PTSD prevalence? *Archives of Women's Mental Health*. DOI: 10.1007/s00737-018-0874-6

2017 Doumit M, **Fares S** and Arevian M. (July 2017). Women's Knowledge, Practices and Attitudes of Women towards Breast Cancer in Lebanon. *The American Journal of Hematology/Oncology*. 13(7):21-28

2017 Abou Omar T, Sukhn C, **Fares S**, Abiad M, Habib R and Dhaini H. (June 2017). Bisphenol A exposure assessment from olive oil consumption. *Environmental Monitoring Assessment*.189:341
DOI 10.1007/s10661-017-6048-6

2017 Obeid P, **Fares S**, Farhat G, El-Khoury B, Nassif TR, El-Nakat J, Dhaini HR. (February 2017). Mercury health risk assessment among a young adult Lebanese population. *Environmental Science and Pollution Research*. 24(10):9370-9378. doi: 10.1007/s11356-017-8621-5.

2017 Abu-Saad, H., **Fares, S.**, French, D. (January 2017). The Development and Psychometric Validation of an Arabic- language Version of the Pain Catastrophizing Scale (PCS-A). *Pain Research & Management*. 1472792. doi: 10.1155/2017/1472792.

2016 **Souha Fares**, Joseph Habib, Milo Engoren, Kamal Badr and Robert Habib. (June 2016). Effect of Salt Intake on Beat-to-Beat Blood Pressure Nonlinear Dynamics and Entropy in Salt Sensitive versus Protected Rats. *Physiological Reports*, 4(11). pii: e12823. doi: 10.14814/phy2.12823.

2016 Farhood L, **Fares S**, Sabbagh R, Hamady C. PTSD and depression construct: Prevalence and predictors of co-occurrence in a South Lebanese civilian sample. *European Journal of Psychotraumatology*, [S.l.], v. 7, jul. 2016. ISSN 2000-8066. doi:<http://dx.doi.org/10.3402/ejpt.v7.31509>.

2016 Rima R. Habib, Blanche Ghandour, **Souha Fares**, Fadi El-Jardali, Iman Nuwayhid. (June 2016). Occupational Health and Safety in Hospitals Accreditation System: The Case of Lebanon. *The International Journal of Occupational and Environmental Health*. DOI:10.1080/10773525.2016.1200211

2016 Abla Sibai, Mohamad Iskandarani, Andrea Darzi, Rima Nakkash, Shadi Saleh, **Souha Fares**, Nahla Hwalla. (February 2016). Cigarette smoking in a Middle-Eastern country and its association with hospitalization use: a nation-wide cross-sectional study. *BMJ Open*;6:e009881 doi:10.1136/bmjopen-2015-009881.

Laila F. Farhood, PhD., C.S., RN

Ex-Interim Dean & Professor, Psychiatry-Mental Health Nursing

Clinical Associate, Psychiatry Dept. Faculty of Medicine

Room 602

Extension: 5975

E-mail: lf00@aub.edu.lb

Research Interests

Post Traumatic Stress Disorder (PTSD), Depression and Health status in Lebanese civilians exposed to war atrocities. presently conducting an intervention study: Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessment in civilians exposed to traumatic war events in the South of Lebanon. Funding: MPP & URB

Ongoing Research

Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessments in civilians exposed to traumatic war events in the South of Lebanon

Recent Publications

2018 **Farhood L**, Fares S, Hamady C, Maalouf F. (2018). Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessments in civilians exposed to traumatic war events in the South of Lebanon. *Mental Health and Family Medicine*, 13: 772-781

2018 **Farhood L**, Fares S, Hamady C. PTSD and gender: could gender differences in war trauma types, symptom clusters and risk factors predict gender differences in PTSD prevalence? *Archives of Women's Mental Health*. DOI: 10.1007/s00737-018-0874-6

2018 Doumit M.A.A., **Farhood L.F.**, Hamady C. (2018). Focus Groups Investigating Mental Health Attitudes and Beliefs of Parents and Teachers in South Lebanon: Are They Culturally Determined? *Journal of Transcultural Nursing*. DOI: [10.1177/1043659617700958](https://doi.org/10.1177/1043659617700958)

2018 Talih F, Ajaltouni J, and **Farhood L**. Depression and Burnout Among Nurses in a Lebanese Academic Medical Center. *Lebanese Medical Journal*, vol.66(2)

2018 **Farhood L**, Fares S, and Hamady C. An Investigation of War Trauma Types, Symptom Clusters, and Risk Factors Associated with Post-Traumatic Stress Disorder: Where Does Gender Fit? *Archives of women's mental health*. doi: 10.1007/s00737-018-0874-6.

2018 Semaan, V., Nouredine, S., **Farhood, L**. Prevalence of Depression and Anxiety in End-Stage Renal Disease: A Survey of Patients Undergoing Hemodialysis. *Applied Nursing Research*, 43, 80-85

2016 Doumit, M., **Farhood, L.**, & Hamady, C. Identifying Mental Health Concerns of Teachers and Parents of Students in a South Lebanese Sample: A Pressing Need *Journal of transcultural Nursing*.doi:10.1177(2017)

2016 **Farhood L.**, Fares S., Sabbagh R., Hamady C. PTSD and depression construct: Prevalence and predictors of co-occurrence in a South Lebanese civilian sample. *European Journal of Psychotraumatology*, [S.I.], v. 7, jul. 2016. ISSN 2000-8066. doi:<http://dx.doi.org/10.3402/ejpt.v7.31509>.

2015 **Farhood, L. F.,** Dimassi, H. (2015). Validation of an Arabic version of the GHQ-28 against the Beck Depression Inventory for screening for depression in war-exposed civilians. *Psychological Reports, 116*, 470-484.

Gladys Honein-Abu Haidar, RN, MPH, PhD

Associate Professor, Community Health Services Research

Room 520

Extension: 5977

E-mail: gh30@aub.edu.lb

Research Interest: My main research trajectory is three-pronged. 1- Community health nurses work environment, structural empowerment challenges, and physical and mental health of nurses; 2-

Screening for colorectal cancer in Lebanon; 3- Refugee health

Ongoing Research

Colorectal cancer screening studies:

Colon cancer, find it early, prevent it surely: A pilot project exploring the feasibility of an organized colorectal cancer program

Community & Primary health care nursing studies:

Towards a Program to empOwer WomEn nuRses (POWER) in Lebanon

Refugee health studies:

SEEK Trial: The effect of increased Self- Efficacy and Knowledge (using an innovative psychosocial SRH package) on sexual and reproductive health service use among young refugee women and adolescents

Recent Publications

2023 **Honein-AbouHaidar, G.**, Bou-Hamad, I., Dhaini, S., Davidson, P., Reynolds, N. R., Al Zaru, I., ... & Dumit, N. Y. (2023). The validation of the Arabic Version of the Resilience Scale 14 (RS-14). *BMC, Nursing* (accepted for publication in May, 2023)

2023 Rana, S. C., Francis, U., Zavi, L., Ella, S., **Honein-Abou Haidar, G.**, & Peter, D. (2023) Cultural differences in simulation debriefing: A qualitative analysis.. *Heliyon*, 9(4).

2023 Sakr, C. J., Musharrafieh, U., & Honein-AbouHaidar, G. (2023). Interdisciplinary collaboration is key for a successful vaccination campaign: The example of the American University of Beirut Medical Center. *Journal of Interprofessional Education & Practice*, 32, 100634.

2022 Khabsa, J., Jain, S., El-Harakeh, A., Rizkallah, C., Pandey, D. K., Manaye, N., **Honein-AbouHaidar, G.**, Halleux, C., Dagne, D. A., & Akl, E. A. (2022). Stakeholders' views and perspectives on treatments of visceral leishmaniasis and their outcomes in HIV-coinfected patients in East Africa and South-East Asia: A mixed methods study. *PLoS neglected tropical diseases*, 16(8), e0010624.

2022 Abi Khalil, P., **Honein-Abou Haidar, G.**, El Achi, D., Al-Hakim, L., Tamim, H., & Akl, E. A. (2022). Views of medical residents on a research training program: A qualitative study. *PLoS One*, 17(1), e0261583.

2022 Jaafar, Z., Ayoub, J., Hamadeh, R., Baydoun, S., Honein-AbouHaidar, G., Banna, J., Alameddine, M., Naja, F. (2022). A triangulated perspective for understanding CAM use in Lebanon: a qualitative study. *BMC Complementary Medicine and Therapeutics*, 22(1), 204. <https://doi.org/10.1186/s12906-022-03685-z>

- 2021 Koubaissi, S, Jawhar, S., Romani, M., Honein-AbuHaidar, G., Degheili, J., Kanj, N. Medical Journal of Babylon. 2021 The Experience of a Middle Eastern Smoking Cessation Program: A Focus Group Study of Providers' Perspective, 18 (4): 327-332
- 2021 Mahboub, N., **Honein-Abou Haidar, G.**, Rizk, R., Devries, N. People who use drugs in rehabilitation, from chaos to discipline: Advantages and pitfalls: A qualitative study. *PLOS One*, 16(2): e0245346. <https://doi.org/10.1371/journal.pone.0245346>
- 2021 Bou-Karroum, L., Khabsa, J., Jabbour, M., Hilal, N., Haidar, Z., Abi Khalil, P., Abdul Khalek, R., Assaf, J., **Honein-Abou Haidar, G.**, Abou Samra, C., Hneiny, L., Al-Awlaqi, S., Hanefeld, J., El-Jardali, F., Akl, E. A., El; Bcheraoui, C. Public health effects of travel-related policies on the COVID-19 pandemic: A mixed-methods systematic review In press <https://doi.org/10.1016/j.jinf.2021.07.017>
- 2021 Nabulsi, D., Ismail, H., Abou Hassan, F. A., Sacca, L., **Honein-Abou Haidar, G.**, Jomaa, L. Voices of the vulnerable: Exploring the livelihood strategies, coping mechanisms and their impact on food insecurity, health and access to health care among Syrian refugees in the Beqaa region of Lebanon, *PLOS One*, 15(12), 0242421. DOI: <https://doi.org/10.1371/journal.pone.0242421>
- 2020 El Achi N, **Honein-Abouhaidar G**, Rizk A, Kobeissi E, Papamichail A, Meagher K, Ekzayez A, Abu-Sittah GS, Patel P. Assessing the capacity for conflict and health research in Lebanon: a qualitative study. *Conflict and Health*, 18 (14), 59.
- 2020 **Honein-AbouHaidar, G**, Antoun, J., Badr, K., Hlais, S., Nazaretian, H. Users Acceptance of Electronic Patient Portals in Lebanon *BMC Medical Informatics and Decision Making*, 20, 31
- 2020 Dhaini SR, Dumit N, **Honein-Abouhaidar G**, Al Zaru IM, Gharaibeh M, Reynolds, NR, Davidson PM, Nabulsi D. Perspectives Of Registered Nurses On Refugee Healthcare In Lebanon And Jordan (Profile): A Multi-Site Cross-Sectional Study Protocol. *Journal Of Advanced Nursing*, 76 (1), 328-336.
- 2019 Shaya B, Al Homsy N, Eid K, Haidar Z, Khalil A, Merheb K, **Honein-Abou Haidar G**, Akl EA. Factors Associated With The Public's Trust In Physicians In The Context Of The Lebanese Healthcare System: A Qualitative Study. *BMC Health Services Research*, 19(1), 525.
- 2019 **Honein-AbouHaidar G**, Noubani A, El Arnaout N, Ismail S, Nimer H, Menassa M, Coutts AP, Rayes D, Jomaa L, Saleh S, Fouad FM. Informal Healthcare Provision In Lebanon: An Adaptive Mechanism Among Displaced Syrian Health Professionals In a Protracted Crisis. *Conflict And Health*, 13, 40
- 2019 Ibrahim N, **Honein-Abu Haidar G**, Jomaa L. Perceived impact of community kitchens on the food security of Syrian refugees and kitchen workers in Lebanon: Qualitative evidence in a displacement context. *PloS one*, 14(1), e0210814
- 2019 Dumit NY, **Honein-Abu Haidar G**. [The Impact of the Syrian Refugee Crisis on Nurses and the Healthcare System in Lebanon: A Qualitative Exploratory Study](#). *Journal of Nursing Scholarship*, 51(3), 2890-298.
- 2018 Ayoub JJ, Abiad M, Forman MR, **Honein-Abu Haidar G**, Naja F. The interaction of personal, contextual, and study characteristics and their effect on recruitment and participation of pregnant women in research: a qualitative study in Lebanon. *BMC medical research methodology*, 18(1), article # 155
- 2018 Avedissian T, **Honein-AbouHaidar G**, Dumit N. "Anaphylaxis management in Lebanese schools and day cares: current practices, needs and recommendations for practice guidelines" *BMJ Open*, 2018 DOI: 2018-000260

- 2018 Fadlallah, R., Hemadi, N., Morsi, R., Abou Samra, C., Ahmad, A., Arif, K., Hishi, L., **Honein-AbouHaidar, G.N.**, Akl, E., El-Jardali, F. "Barriers and Facilitators to Implementation, Uptake and Sustainability of Community-Based Health Insurance Schemes in Low and Middle Income Countries: A Systematic Review of Narrative Synthesis". *International Journal for Equity in Health - IJEH-D-17-00316*. 2018, 17:13
- 2017 **Honein-AbouHaidar, G.N.**, Hoch, J.S., Dobrow, M.J., Stuart-McEwan, T., McCready, D.R., Gagliardi, A.R.: "Cost analysis of breast cancer diagnostic assessment programs". *Current Oncology*, 2017 Oct;24(5):e354-e360.
- 2017 Rima Hajjar, Aya Bassatne, Mohamad Ali Cheaito, Rabie Naser El Dine, Sarah Traboulsy, Fadi Haddadin, **Gladys Honein-AbouHaidar**, Elie A. Akl. "Characterizing the interaction between physicians, pharmacists and pharmaceutical representatives in a middle-income country: a qualitative study" *PLOS ONE*. 2017 Sep 12; 12(9):e0184662. doi: 10.1371
- 2017 Gagliardi, A.R., **Honein-AbouHaidar G.N.**, Stuart-McEwan T, Arnaout A, Seely J, Gilbert J, Wright FC, Dobrow MJ, Brouwers MC, McCready DR. "How do the characteristics of breast cancer diagnostic assessment programmes influence service delivery: A mixed methods study". *European Journal of Clinical Oncology (DOI) - 10.1111/ecc.12727*. June 2017.
- 2017 Lama Bou-Karroum, Fadi El-Jardali, Nour Hemadi, Yasmine Faraj, Utkarsh Ojha, Maher Shahrour, Andrea Darzi, Maha Ali, Carine Doumit, Etienne V. Langlois, **Gladys N. Honein-AbouHaidar**, Elie A. Akl. 'Using Media to Impact Health Policy-Making: An integrative systematic review' accepted for publication, March 2017, *Implementation Sciences*, 12(1), 52. doi: 10.1186/s13012-017-0581-0.
- 2017 Nancy N Baxter, Corinne Daly, Rinku Sutradhar, Qing Li, **Gladys N Honein-AbouHaidar**, Devon P Richardson, Lisa Del Giudice, Jill Timmouth, Lawrence Paszat, Linda Rabeneck. Do primary care provider strategies improve patient participation in colorectal cancer screening? *The American Journal of Gastroenterology*, February 2017. Volume 112, Issue 2. doi: 10.1038/ajg.2017.4
- 2017 **Honein-AbouHaidar G.N.**, Stuart-McEwan T, Waddell T., Salvarrey A., Smiley J., Dobrow MJ, Brouwers MC, , Gagliardi, A.R. : "How do organizational characteristics influence teamwork and service delivery in lung cancer diagnostic assessment programs?: a mixed methods study" *BMJ Open*, 7, e013965. doi:10.1136/bmjopen-2016-013965
- 2017 **Honein-AbouHaidar G.N.**, Avedissian T., Arevian M. Dyer E. Towards a Family-Practice Based Primary Care in Eastern Mediterranean Region: Roles and Functions of Nursing and Midwifery Workforce. World Health Organization, July, 2017
- 2016 **Honein-AbouHaidar G.N.**, Monika Kastner, Vincent Vuong, Laure Perrier, Corinne Daly, Linda Rabeneck, Sharon Straus, Nancy N. Baxter (2015). 'A systematic review and meta-study synthesis of qualitative studies evaluating facilitators and barriers to participation in colorectal cancer screening'. *Cancer Epidemiology, Biomarkers and Prevention*, 25, 907-917

Angela Massouh, PhD, CNS

Assistant Professor | Adult and Critical Care | School of Nursing, American University of Beirut

Cardiology Clinical Nurse Specialist | American University of Beirut Medical Center

President | Chi Iota Chapter of the Sigma Theta Tau International

HSON Room 411-C

Extension: 5966

E-mail: am50@aub.du.lb

Research interests:

Self-Care in Heart Failure: Determinants of Self-Care in Lebanon; Caregiver Engagement in Self-care; Lived Experiences of Patients and Caregivers Living with Ventricular Assist Devices; Symptom Perception; Symptom Experience; Chronic Disease Management.

Current Research projects

Dyad Engagement in Heart Failure Self-Care: Principal Investigator and the study is in the **Data Collection phase**

REflective Simulation-Based e-Training on Motivational Interviewing for interprofessional Teams: Principal Investigator and the study is in the **IRB preparation phase**

Appraisal, Burnout, and Coping in Informal Caregivers of Patients Living with Chronic Illness: The ABCs of Caregiving: Principal Investigator and the study is in the **IRB preparation phase**

A survey of the knowledge, attitudes, and practices of physicians related to air pollution: Co-Investigator and the study is in the **Data Collection phase**

Creating a Heart Failure Database [HF-Log] at the American University of Beirut Medical Center: Co-Investigator and the study is in the **Data Collection phase**

Prevalence of Elevated Heart Rate Among In-Hospital Oncology Patients: Co-Investigator and the study is in the **manuscript writing phase**

Recent Publications

2021 Borregard, B., **Massouh, A.**, Hendriks, J., Lee, G., Manthou, P.,..., Sanders, J. (2021). The X-factors of PhD supervision: ACNAP top 10 tips on choosing a PhD supervisor, *European Journal of Cardiovascular Nursing*, 21(5), 399-401. doi:10.1093/eurjcn/zvab081

2021 Jabbour, R., Harakeh, M., Dakessian Sailian, S., Nassar, V., Tashjian, H., Massouh, J., **Massouh, A.**, Puzantian, H., Darwish, H. Nurses' stories from Beirut: the 2020 explosive disaster on top of a pandemic and economic crises. *International Nursing Review*, 68 (1), 1 – 8. <https://doi.org/10.1111/inr.12675>

2020 **Massouh, A.**, Huijjer, H., Meek, P., & Skouri, H. (2020). Determinants of Self-Care in Patients with Heart Failure: Observations from a Developing Country in the Middle East. *Journal of Transcultural Nursing*, 1-10. doi:10.1177/1043659619865587

2020 **Massouh, A.**, Skouri, H., Cook, P., Huijjer, H., Khoury, M., & Meek, P. (2020). Self-Care Confidence Predicts Self-Care Management and Maintenance in Patients with Heart Failure. *Heart & Lung*, 1-6. doi: 10.1016/j.hrtlng.2019.07.008

2020 Anker, M. S., Bouleti, C., Christodoulides, T., Durante, A., Gara, E., Hadzibegovic, S., Keramida, K., Lena, A., **Massouh, A.**, Jankowska, E. A. (2020). The heart failure specialists of tomorrow: a network for young cardiovascular scientists and clinicians. *ESC Heart Failure*, 7, 873-877. doi:10.1002/ehf2.12674

2019 Nouredine, S., & **Massouh, A.**, (2019). Self-Care in Cardiovascular Nursing. *European Journal of Cardiovascular Nursing*. Retrieved from: <https://journals.sagepub.com/page/cnu/collections/virtual-special-issues/self-care>

2019 Nouredine, S., & **Massouh, A.**, (2019). Factors Associated with Continued Smoking in Acute Coronary Syndrome Patients. *Journal of Cardiovascular Nursing*, 34, 94-98. di:10.1097/JCN.0000000000000514

Samar Nouredine, PhD, RN, FAHA, FAAN

Professor

Cardiopulmonary Nursing

HSON Room 512

Extension: 5966

E-mail: sn00@aub.edu.lb

Research interests: Health behaviors; cardiovascular risk reduction, management of the chronically ill, cardiopulmonary resuscitation practices

Ongoing Research:

Symptom Measurement in Patients with Arrhythmias

Study of the health status, health behaviors, and related work conditions of working Nurses in Lebanon.

Cardiovascular risk and related factors in Lebanese women

Knowledge, attitude and practices of physicians related to air pollution

Survey of the Knowledge, Attitude and Practices related to out of hospital Resuscitation among Nurses in Lebanon.

Recent Publications

2022 Assi, H., Meouchy, P., El Mahmoud, A.,... Saliba, N., **Nouredine, S.** (2022). A survey on the knowledge, attitudes and practices of Lebanese physicians regarding air pollution (2022). *International Journal of Environmental Research and Public Health*, 19(13), 7907. <https://doi.org/10.3390/ijerph19137907>

2021 **Nouredine, S.**, Avedissian, T., Khatib, N., Irani, J. Towards better out-of-hospital cardiopulmonary resuscitation: A survey of nurses. *Journal of Clinical Nursing*, First published: 24 April 2021 <https://doi.org/10.1111/jocn.15813>

2021 Deek, H., **Nouredine, S.**, Allam, D., Newton, P., Davidson, P. (2021). A single educational intervention on heart failure self-care: extended follow-up from a multisite randomized controlled trial. *European Journal of Cardiovascular Nursing*, 20, 212 – 219. doi:10.1177/1474515120941645

2020 Zahweh, M., Skouri, H., Rachidi, S., Khoury, M., **Nouredine, S.**, Isma'eel, H. Tamim, H., Al-Hajje, A. Potentially Inappropriate Medications in Elderly Patients with Heart Failure: Beers Criteria-Based Study. Under review by *International Journal of Pharmacy Practice*, ePub 17 July 2020. <https://doi.org/10.1111/ijpp.12651>.

2020 Zahwe, M., Isma'eel, H. Skouri, H., Al-Hajje, A., Rachidi, S., Tamim, H., **Nouredine, S.** Validation of the Arabic Version of the Minnesota Living with Heart Failure Questionnaire. *Heart Lung the Journal of Cardiopulmonary and Acute Care*, 49, 36-41. doi: 10.1016/j.hrtlng.2019.10.006.

2020 **Nouredine*, S.**, Dumit, N. Y., Maatouk, H. Patients' knowledge and attitudes about Myocardial Infarction. *Nursing & Health Sciences*, 22, 49-56. doi. org/10.1111/nhs.12642.

2019 Isma'eel, H., **Nouredine, S.**, Mohammad, M., Zgheib, A., Abou Arbid, S., Njeim, M., Nasr, S., Bassil, R., Sarkis, A., Abi Saleh, B., El Sayed, M. Out-of-Hospital Cardiopulmonary Resuscitation: A position statement of the Lebanese Society of Cardiology and the Lebanese Society of Emergency Medicine. *Cardiovascular Diagnosis and Therapy*, 9(6), 609-612. doi: 10.21037/cdt.2019.11.04

- 2019 **Noureddine S.**, Massouh, A. Factors Associated with Continued Smoking in Lebanese Patients with Acute Coronary Syndrome Patients. *Journal of Cardiovascular Nursing*, 34(1), 94-98. doi: 10.1097/JCN.0000000000000514.
- 2019 Abu-Saad Huijjer, H., Fares, S., Bejjani, R., Dhaini, S., **Noureddine, S.**, Ghusn, G. Symptom prevalence and management in older adult patients in Lebanon. *Palliative and Supportive Care*, 17, 464-471. <https://doi.org/10.1017/S1478951518000676>
- 2018 Haidar, M. H., **Noureddine, S.**, Isma'eel, H., El Sayed, M. Resuscitation of Out of Hospital Cardiac Arrest Victims in Lebanon: The Experience of Paramedic Personnel. *Journal of Emergencies Trauma and Shock*, 11, 183-8. DOI: 10.4103/JETS.JETS_101_17
- 2018 Abu-Saad Huijjer, H, Deek, H., **Noureddine, S.** Nursing and Midwifery Research in the Eastern Mediterranean Region (EMR). EMHJ. Accepted.
- 2018 **Noureddine S, Zahwe M**, Isma'eel H, Tamim H, Al Hajje A, Rachidi S, Skouri, H. (2018). Validation of the Arabic Version of the Minnesota Living with Heart Failure Questionnaire. *Cardiology*, 140 (suppl 1), 283 [Abstract]
- 2018 Semaan, V., **Noureddine, S.**, Farhood, L. Prevalence of Depression and Anxiety in End-Stage Renal Disease: A Survey of Patients Undergoing Hemodialysis. *Applied Nursing Research*, 43, 80-85
- 2017 Assaf, G., **Noureddine*, S.**, Kouyoumjian, S., El Khoury, J. Medical Students' Knowledge, Attitudes and Practices of Substance Use in Lebanon: A Cross Sectional Survey. *Eastern Mediterranean Health Journal*, 23(11), 734-743.
- 2017 Deek, H., Chang, S., Newton, P. J., **Noureddine, S.**, Inglis, S. C., Al Arab, G., Kabbani, S., Chalak, W., Timany, N., MacDonald, P. S., Davidson, P. M. An evaluation of involving family caregivers in the self-care of heart failure patients on hospital readmission: Randomised controlled trial (the FAMILY study). *International Journal of Nursing Studies*, 75, 101-111.
- 2017 Al Touby, S., Larson, E., **Noureddine, S.**, Altaweli, R., Al Nagshabandi, E., El Seesy, N.A.A., Fathy, N., Abubakar, F., Ibrahim, R. H. Building Evidence-Based Practice in Resource Limited Settings: Exemplars of success. *Global Journal for Research Analysis*, 6(4), 715-9.
- 2016 Deek, H., Hamilton, S., Brown, N., Inglis, S. C., Digiacomio, M., Newton, P. J., **Noureddine, S.**, Macdonald, P. S., Davidson, P. M. Family-centered approaches to healthcare interventions in chronic diseases in adults: A quantitative systematic review. *Journal of Advanced Nursing*, 72(5):968-79. doi: 10.1111/jan.12885. <http://dx.doi.org/10.1016/j.colegn.2014.11.001>.
- 2016 **Noureddine, S.**, Avedissian, T., Ismaeel, H., El Sayed, M. Assessment of Cardiopulmonary Resuscitation Practices in Emergency Departments for Out of Hospital Cardiac Arrest Victims in Lebanon. *J Emerg Trauma Shock*. Jul- Sep;9(3):115-21. doi: 10.4103/0974-2700.185275.
- 2016 **Noureddine, S.**. Investigating Cardiovascular Risk in a Conflict Zone. In S. Ketefian (Ed.) *Shaping Nursing Science and Improving Health*. Michigan: Michigan Publishing
- 2016 Al Rajoub, B., **Noureddine, S.**, El Chami, S., Haidar, M., Itani, B., Zaiter, A., Akl, E. (2016). Prognostic value of left bundle branch block in patients with acute myocardial infarction. Published online Dec 9. *Heart & Lung: The Journal of Acute and Critical Care*. doi: 10.1016/j.hrtlng.2016.11.002. [Epub ahead of print]

- 2016 Dumit, N. Y., **Noureddine, S. N.**, Magilvy, J. K. Perspectives on Barriers and Facilitators to Self-Care in Lebanese Cardiac Patients: a qualitative descriptive study. *International Journal of Nursing Studies*, 60, 69-78. doi:10.1016/j.ijnurstu.2016.03.009
- 2016 Deek, H., Skouri, H., **Noureddine, S.** Readmission Rates and Related Factors in Heart Failure Patients: A Study in Lebanon. *Collegian: The Australian Journal of Nursing Practice, Scholarship and Research*, 23(1), 61-68. doi:10.1016/j.colegn.2014.11.001
- 2016 Deek, H., Newton, P. J., **Noureddine, S.**, Al Arab, G., Kabbani, S., Inglis, S., Chalak, W., Timany, N., MacDonald, Davidson, P. M. Protocol for a block randomised controlled trial of an intervention to improve heart failure care. *Nurse Researcher*, 23(4), 24-30.
- 2016 Deek, H., **Noureddine, S.**, Newton, P. J., Inglis, S. C., Peter S. MacDonald, P. S., & Davidson, P. M. A family-focused intervention for heart failure self-care: conceptual underpinnings of a culturally appropriate intervention. *Journal of Advanced Nursing*, 72(2), 434-450. DOI: 10.1111/jan.12768

Houry Puzantian, PhD, RN, FAHA

Assistant Professor

HSON Room 513

Extension: 8145

E-mail: hp00@aub.edu.lb

Research interest: Understanding mechanisms linking risk factors to cardiovascular disease development

Ongoing Research

Vascular biomarkers and the progression of aortic stiffness in chronic kidney disease

The association of oxidative markers, arterial stiffness and renal vascular indices in diabetic kidney disease

Vascular reactivity and vascular-specific markers of inflammation in HIV-Infected Individuals

Dietary regimens and arterial stiffness in obese patients on a GLP-1 receptor agonist: a Randomized Controlled Trial

Recent Publications

2021 Jabbour, R., Harakeh, M., Dakessian Sallian, S., Nassar, V., Tashjian, H., Massouh, J., Massouh, M., **Puzantian, H.**, Darwish, H. Nurses' stories from Beirut: the 2020 explosive disaster on top of a pandemic and economic crises. *International Nursing Review*, 68 (1), 1 – 8. <https://doi.org/10.1111/inr.12675>

2020 **Puzantian, H.** and Mead, D. Advanced Kidney Disease: What the Non-Nephrology Nurse Practitioner Needs to Know (**Invited, National Kidney Foundation**) *The Nurse Practitioner*, 45(12), 16 – 24.

2020 **Puzantian, H.** and Darwish, H. Redesigning a PhD Measurement Course for A New Era of Nursing Science. *Journal of Professional Nursing*. (Apr 30) PMID: PMC7191290.

2019 Lockwood, M., Chung, S., **Puzantian, H.**, Bronas, U., Ryan, C, Park, C., and DeVon, H. Symptom Cluster Science in Chronic Kidney Disease: A Literature Review. *Western Journal of Nursing Research*; 41(7), 1056-1091. PMID: 30378466.

2018 **Puzantian, H.**, Akers, S. R., Oldland, G., Javaid, K., Miller, R., Ge, Y., Ansari, B., Lee, J., Suri, A., Hasmath, Z., Townsend, R., and Chirinos, J. A. Circulating dp-ucMGP is associated with kidney dysfunction and arterial stiffness. *American Journal of Hypertension*; 31(9), 988-994. PMID: 29788226.

2017 Vuckovic, K. and **Puzantian, H.** Estimated glomerular filtration rate and 6-minute walk distance in African Americans with mild to moderate heart failure. *Cardiorenal Medicine*; 7: 227-233. PMID: 28736563.

2017 Swallow, V., **Puzantian H.**, Bronas U. G., and Krischok, L. Insights into Living with Kidney Disease. *BioMed Research International*; Volume 2017. PMID: 28656140. [Invited Editorial, special issue in nephrology]

2017 Bronas, U. G., **Puzantian, H.** and Hannan, M. Cognitive impairment in chronic kidney disease: Vascular milieu and the potential therapeutic role of exercise. *BioMed Research International*; Volume 2017, Article ID 2726369, 10 pages. PMID: 28503567.

Lina Younan, RN, MSN, DNP

Clinical Associate Professor

HSON Room 522

Extension: 5981

E-mail: ly11@aub.edu.lb

Research interest:

Organizing nursing services

Handoff communication

Workforce Issues

Nursing regulation

Ongoing Research

Perceptions of Music and Noise in AUBMC Operating Rooms. The goal of this research is to analyze the perceived effects of noise and music in the OR on the performance and attention of medical personnel.

The Effects of Concurrent Physical and Psychosocial Demands on Muscle Tension, Perceived Workload, and Performance

Recent Publications

2020 Al-Qaisi, S.F., El Tannir, A., **Younan, A.L.**, & Kaddoum, R.N. 2020. An ergonomic assessment of using laterally-tilting operating room tables and friction reducing devices for patient lateral transfers. *Applied Ergonomics*, 87. DOI: 10.1016/j.apergo.2020.103122h <https://doi.org/10.1016/j.apergo.2020.103122>

2019 **Younan, L.**, Clinton, M.E., Fares, S., El-Jardali, F., Samaha, H. (2019). The relationship between work-related musculoskeletal disorders, occupational fatigue, and work organization: a multi-hospital cross-sectional study. *Journal of Advanced Nursing*, 75(8):1667-1677. DOI: 10.1111/jan.13952

2019 **Younan, L.**, Clinton, M.E., Fares, S., Samaha, H. (2019). The translation and cultural adaptation of an instrument to measure the actual scope of nursing practice. *EMHJ*, 25(3), 182-189.

2019 Clinton, M., **Younan, L.**, & Fares, S. (2019). Multidimensional Analysis of the Arabic Occupational Fatigue Exhaustion Recovery Subscales. *Journal of Nursing Measurement*. 27(1):64-76. doi: 10.1891/1061-3749.27.1.64.

2019 **Younan, L.**, Clinton, M.E., Fares, S., Samaha, H. (2019). A descriptive study of the composition and scope of nursing staff in acute care hospitals of Lebanon. *Journal of Nursing Regulation*, 9(4), 34-41. DOI: [https://doi.org/10.1016/S2155-8256\(19\)30014-6](https://doi.org/10.1016/S2155-8256(19)30014-6)

2018 Clinton, M., **Younan, L.**, & Fares, S. (2018). Multidimensional analysis of the Arabic version of the Actual Scope of Nursing Practice Scale. *Journal of Nursing Measurement*, 26(3), 435-452. DOI: 10.1891/1061-3749.26.3.435

2018 Fares, S., Clinton, M., & **Younan, L.** (2018). The first Arabic version of the actual scope of nursing practice scale. Psychometric evaluation. *Journal of Nursing Management*, 26(8), 1059-1065. DOI: 10.1111/jonm.12635

APPENDIX B

Online Petition and Forms System: OPFS

Login Page:

OPFS link: opfs.aub.edu.lb/petition/f?p=101

American university of Beirut
Online Petition and Forms System

The Online Petition and Forms System is a web application that automates the process of submitting petitions and forms. Active students can submit their petition forms online and track their progress. Decision makers can view corresponding submitted forms and record their decision electronically and forward them to the registrar or other parties.

Active
If you are an Active student, staff or faculty member, please login using your AUBsis ID and Pin

Login
ID:
Pin:

Inactive
If you are an inactive **FAS** student (who has left AUB for one semester or more), click on one of the two choices below:
1. [Undergraduate Student](#)
2. [Graduate Student](#)

For academic inquiries please contact the student section in your faculty.
For technical inquiries please contact as-opfs@aub.edu.lb

25-02-2015 02:20 PM
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Types of Petitions you can submit online:

Leave of Absence

Residency Extension (Master's)

Master's Thesis/Project Topic/Committee

Residency Extension (PhD)

PhD Transfer of Credits

PhD Candidacy

PhD Thesis Topic/Committee

Graduate Reactivation (with Thesis)

Types of Petitions you can submit online:

1	Title	Workflow	Level
	Correction of Record (Late Drop-Add)	Adviser-Instructor -Student Services Office-Chair of ACC	Undergraduate
2	General Petition	Adviser- Student Services Office-Chair of ACC or Deanof HSON	Undergraduate
3	Withdrawal From a Course	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
4	Overload/Underload	Adviser- Student Services Office-Chair of ACC	Undergraduate
5	GE called Exceptions related to GE requirements	Adviser- Student Services Office-Director of GE Board-Chair of ACC	GE
6	Course Equivalence	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
7	General petition that is routed to the graduate committee or dean of HSON.	Adviser- Student Services Office-Chair of GSC	Graduates
8	Residency Extension	Adviser- Student Services Office-Chair of GSC	Graduates

APPENDIX C

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

PhD Student Research Residency

Student Name: -----

Semester: -----

Objectives of the research residency:

Description of the activities completed:

Mentor's comments:

Student signature

Date

Mentor's signature

Date

Student advisor's signature

Date

Appendix D

AMERICAN UNIVERSITY OF BEIRUT
Rafic Hariri School of Nursing (HSON)

Graduate Studies
PhD Proposal Form

Student Name: _____ ID: _____

Dissertation Title: _____

Dissertation Advisor: _____

Dissertation Committee Members:

Name	Signature	Date
Prof. (Committee Chairperson)		
_____	_____	_____
Prof. (Advisor / Co-Advisor)		
_____	_____	_____
Prof. (AUB)		
_____	_____	_____
Prof. (Non AUB)		
_____	_____	_____
Prof. (Non AUB)		
_____	_____	_____
Prof. (AUB/Non AUB)		
_____	_____	_____

Date Submitted: _____

Date Revised: _____

Approval

Chairperson of Department / Program: _____ Date: _____

Graduate Studies Committee (Chairperson): _____ Date: _____

HSON Dean

Date: _____

Graduate Council (Chairperson):

Date: _____