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Inside this issue:

President's Message	1
Editorial Team	2
Original Research Report	3
INDEN/STTI Post Doctoral Fellowship Experience	3-5
University of Alberta Scholars	5-6
Doctoral Education in University of Illinois	7
Student Corner	8-9
Nexus Consortium Project	9
Study Visit—Dr. Donia Baldacchino	9-12
Conference Announcement	13
INDEN/STTI Postdoctoral Fellowship Update	14



International Network for Doctoral Education in Nursing

Newsletter

Volume 10, Number 3

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President's Message

What does Alexander Solzhenitsyn have to do with research ethics and doctoral education in nursing?

In his paper "One day in the life of Ivan Denisovich (1962): Alexander Solzhenitsyn," Andrew McKie (2011) from the School of Nursing and Midwifery, Robert Gordon University in the UK, reviews Solzhenitsyn's classic novel about a man's survival amid the deprivation of a Soviet prison camp in light of what it might tell us and our students about nursing today. McKie notes Ivan's virtues of truthfulness, honesty, and integrity, even under the pressure of such dire circumstances. For faculty and doctoral students, this inspirational text and McKie's interpretation can be a launching point for discussions on the ethics of research. What pressures lead researchers to unethical behaviors such as falsification and fabrication of data or plagiarism? How did we arrive at the conclusion that these behaviors are unethical in science? Are there moral norms that transcend culture and circumstances that inform our judgment of what is ethical in research? Discussion of virtues, ethics and culture with our colleagues from other nations can greatly enrich our collaborative efforts to advance doctoral education, nursing science, and the nursing profession.

Many of our members are working to found new doctoral programs in their home universities. This alone is a herculean task. Some like Dr. Donia Baldacchino from the University of Malta, featured in this issue of the *INDEN Newsletter*, are also advancing the first doctoral program in nursing in their country.

These pioneers often begin by examining the varied models for doctoral education in nursing in different countries and many find helpful direction in these established programs and in valuable resources such as the INDEN Quality Criteria, Standards, and Indicators for Doctoral Education in Nursing (2004). In addition to quality indicators and outcomes of doctoral education, it is also important for us to attend to the deepest issues that stirred many of us to choose nursing at the outset and as scholars to seek together, to advance its scientific, theoretical, and ethical underpinnings. The excitement of addressing the broader issues of illness, health, and the role of nursing in promoting human flourishing across cultures finds its expression in nursing scholarship and doctoral study. Let us support one another as we proceed with truthfulness, honesty, and integrity to pursue our INDEN mission to advance doctoral nursing education internationally.

Warmest Regards,

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Reference:

INDEN quality criteria, standards, and indicators for doctoral education in nursing (2004). Retrieved, 2011, from <http://www.umich.edu/~inden/quality/qsci1204.pdf>.

McKie, A. (2011). Big ideas: One day in the life of Ivan Denisovich (1962) Alexander Solzhenitsyn. *Nurse Education Today*, 31, 539-40.

Letter from the Editorial Team

Dear INDEN Members

Greetings from INDEN Editorial team!

Our previous issue which highlighted on recent INDEN conference, Malta (May 2011) received positive feedback from our members. Thank you for all who made comments. We are delighted to present some of the email quotes below:

'This is a very informative newsletter. It makes me feel guilty of not being able to attend the Malta conference. Anyway, you have been able to let me have a taste of the event. The editorial team is appreciated- well done and keep it up!'
(email dated 20th July 2011)

'...particularly for this newsletter which is a vital communication tool to foster support and collaboration among the many affiliated and soon to be affiliated schools and universities across the world. Doctoral education is foundational to leadership and credibility for nurses everywhere and the newsletter is vital to the growth and development of nursing and hence health care delivery.'
(email dated 19th July 2011)

Despite such positive comments from our members, we would like to hear more from you in relation to our newsletter. Indeed we will be happy to publish your comments in a section 'Letters to Editor' in forthcoming issues. We would welcome suggestions for topics or types of articles or features you would like to see.

This November newsletter comes with much interesting and diverse content. Thank you to all the authors!! We have a doctoral project update and a report of INDEN/STTI post-doctoral fellowship experiences. In the doctoral student pages, we are delighted to introduce two international students from University of Alberta. Further, we also publish a very interesting reflective diary from a Philippine doctoral student who shares her journey as a final year student; we believe that most doctoral students experience a similar array of psychological responses and points to the need to be highly positive in order to successfully complete the doctoral Journey. We welcome such reflective notes from our student members which potentially would yield support for peer students.

We also have included a summary of published original research article from Ruquia et al (2011) titled 'Looking back on doctorate: experience of Jordanian doctoral student in UK.' This article indicates the expectations of successful doctoral graduates from international doctoral programs. For example, in the United Kingdom, the University of Nottingham offers post-doctoral support in terms of a 3 month scholarship for their doctoral graduates from developing countries to return to their parental institution to undertake post-doctoral work which may include writing papers and proposals. We welcome such reports from the institutions that offer continuing academic support for their graduates.

We are delighted to introduce with this newsletter Ms. Jiayun Xu who will be helping us for this and future INDEN Newsletters preparatory work. Ms. Xu is a PhD student in School of Nursing, John Hopkins University, USA. She also will be assisting Professor Marie T. Nolan for managing the INDEN website and membership services. Thank you and welcome on board Ms. Jiayun Xu.

Indeed, we are always thankful to the great work done by INDEN team at University of Michigan. In particular, Professor Shaké Ketefian, Professor Richard Redman, and Jane McMillan who supported newsletter production for more than a decade of INDEN Newsletter journey.

The next issue will be published in March 2012. The deadlines for submission will be 14th February 2012. Please mark this date in your calendars.

With best regards,
The Editorial Team

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Looking Back at the Doctorate: A Qualitative Study of Jordanian Graduates from PhD programs in the UK*

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Many countries develop their nursing capacity by sending nurses overseas to gain their doctorates. There is a lack of research on their subsequent experience and career development. Focusing on the Jordanian and UK contexts, this qualitative study explored the doctoral and postdoctoral experience. Interviews were held with 16 PhD nursing graduates in Jordan. The participants had studied in 12 different universities in the UK and now worked as faculty members in seven Jordanian universities. The data were analyzed thematically. The participants reported that the most difficult task (but also the most significant achievement) was the transition to autonomous scholarship. They also described a profound personal transformation as a result of living in another country. However, very few of them could cite examples of how they were using their skills now to influence their current practice within their faculty roles. This suggests a possible under-use of the skills, new perspectives, and enthusiasm that new doctoral graduates bring back home with them. Future research should focus on identifying ways to support and develop doctoral nursing graduates to maximize their potential on their return home.

*Ali Zeilani, R.S., Al-Nawafleh, A.H., & Evans, C. (2011). Looking back at the doctorate: A quality study of Jordanian graduates from PhD programs in the UK. *Nursing and Health Sciences*, 13, 360-365.

International Postdoctoral Fellowship in Nursing

(A Joint award by The International Network for Doctoral Education in Nursing (INDEN) and Sigma Theta Tau International (STTI))

A Fellowship report submitted by:
Lourdes Marie S. Tejero, PhD, RN
University of the Philippines Manila

The INDEN-STTI post-doctoral fellowship aims to strengthen research skills and collaboration, as well as learning about doctoral education and mentoring in an international context. As a visiting scholar at the University of Technology, Sydney (UTS) last April-June 2011, I had ample opportunities to achieve these objectives, and other valuable learning activities as well.

On my first day at UTS, my primary mentor for this post doctoral program, Professor Patricia Davidson, invited me to the methodology discussion group for doctoral students. Her expert presentation on randomised controlled trial (RCT) and the rich discussions from the research fellows of the Centre for Cardiovascular and Chronic Care expanded my knowledge on RCTs. This started my monthly participation in this discussion group and the subsequent topics were patient reported outcomes and systematic reviews. Learning from research experts was delightful and the exchange of ideas and experiences was enriching.

Aside from the methodology discussions, I also participated in the journal club where the doctoral students and fellows present a journal article they found useful in their research. As each one contributes to the discussion according to one's expertise and research experience, a broader template for learning is drawn. I was also invited to present a research article in one of the journal club meetings and I found the discussion session engaging and fulfilling.



Lourdes Marie S. Tejero

From the beginning of my visit, Professor Davidson introduced me to professors and consultants in maternal and child health in as much as my specialization and research topic are in this field of nursing. Professor Cathrine Fowler Tresillian, Chair in Child & Family Health, facilitated my participation in various seminars, workshops and conferences which include *Australian Association of Maternal, Child & Family Health Nurses 4th Biennial Conference*; *Australian Research Alliance for Children and Youth Annual forum*; *UK Family Nurse Partnership Program and Evaluation of Sure Start by the Australia Department of Health*; *Seminar on Middle years of Childhood*; *Qualitative Research Seminar*; *Writing workshop*; and *Family Partnership training and Keys to Caregiving*. The faculty members at the UTS Faculty of Nursing, Midwifery and Health facilitated my attendance in their postgraduate courses. These were on paediatric and neonatal nursing, evidence-based nursing, and medication administration for nurse practitioners. These trainings increased my knowledge about child and family health nursing and provided me with important information related to my research. Moreover, my teaching child health nursing in my home university would be greatly enhanced with this learning.

Research presentations of doctoral students and honours degree students gave me ideas on the range of topics and methodologies done in graduate research. The discussions after the presentations enlightened me on how the students are guided in their work. I also had the opportunity to present my own research work together with another guest professor from the Hong Kong Polytechnic University. This presentation was attended by UTS faculty members, doctoral students and research fellows.

Professors Davidson and Fowler linked me up to other professors and clinicians who could help me in attaining the goals of the post doctoral program and aims of my research. Thus, I was able to interview nurse consultants and visit their institutions, namely, Tresillian family center in Sydney, Hoxton Park and Croydon community health centers, Queen Elizabeth II family center in Canberra. The visits and interactions with nurses provided me with ample information on provision of care for children and families in the primary level of care which is related to my research area. Visits to tertiary hospitals like the Sydney Children's Hospital and the St. Vincent Hospital gave me added experience on the tertiary level of care in Sydney.

It is in this post doctoral program that I experienced international collaborative research. Professor Fowler and Dr. Wu from Hong Kong invited me to join a multi-site research on caregivers program regarding e-technology addiction in young children. We are currently working on the proposal for the research to be conducted in three countries, Hong Kong, Australia, and the Philippines. I was also involved in a session with Arabic women on cardiovascular health as part of the ongoing research project of Professor Davidson. It was an enriching experience to work with her multi-disciplinary research team.

Aside from learning and experiencing doctoral education and international research, there were other informative events and activities I got involved in. One of them is the two-week leadership program for nurses from South Pacific countries, two days of which I was invited to attend. This was conducted by the World Health Organization Collaborating Center at UTS. We learned about the leadership and management styles of the chief nurses of the Commonwealth in Australia and that of New Zealand. We also visited the Department of Health of New South Wales and there were several invited nurse managers who talked about their specific specializations. It was inspiring to learn how the nursing profession in Australia has progressed in leaps and bounds within two to three decades. Our country can learn from their experience in advancing nursing practice.

I was fortunate to participate in a two-day study tour on simulation and technologies attended by members of nursing faculty from New Zealand. The presentations and discussions on systems and procedures including the visits to the laboratories were helpful in planning for developments in our own home universities. I was also able to attend the simulation sessions in the postgraduate paediatric course and in the undergraduate levels. These learning experiences will help us improve our simulation sessions in my institution.

Amidst my involvement in the activities in the university and other institutions, I was able to write an article about women's issues, specifically on the migration of Filipino women and its implications to health and healthcare. Under the supervision of Professor Davidson, I forwarded this article to *Collegian*, the refereed journal of the Royal College of Nursing, Australia. In addition, I was able to finalize the revisions to another manuscript on nurse-patient dyads and this was eventually accepted by the *Journal of Advanced Nursing* last May 2011. Professor Davidson also guided me in making a research proposal for funding.

The post doctoral program equipped me with the knowledge and rich experiences about doctoral education and research as well as other areas in nursing education and practice in Australia. From the lectures and discussions with professors, managers and clinicians, to the informal chats in the hallway and at table, learning took shape in its holistic form.

There are valuable things that I plan to introduce in the doctoral program in my own university. Among them are the journal club, skills workshops and methodology discussion groups that would help the doctoral students in writing their theses. Moreover, the communal nature of these gatherings would bring together various fields of expertise from the different participants. Students will benefit from the discussions where they could focus on their areas of concern related to their work.

The simulation laboratory in my college is in its beginning stages. It is timely to build an effective system of procedures and guidelines based on the experiences I have learned during this post doctoral program. Moreover, there are improvements to initiate in the postgraduate courses especially on paediatric nursing which is my specialization. The research projects embarked on will be continued even after this post doctoral fellowship. Having experienced international collaborative research, I wish to encourage other colleagues in my home country to work with us. From the networks initiated, we hope to establish more links with other researchers around the globe. Training of young researchers is also of utmost importance.

I wish to thank INDEN and STTI for this learning opportunity which impacts not only on my professional development but that of my institution and country as well. Likewise, I wish to express my deep gratitude to my mentors at UTS specifically Professors Davidson and Fowler, the dean, Professor John Daly, and everyone in the Faculty of Nursing, Midwifery and Health, as well as the nurse administrators and clinicians from other institutions who contributed to my comprehensive learning. Thank you for generously sharing your expertise and time in a friendly atmosphere.

Doctoral Student Experiences at the University of Alberta, Canada

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Geoffrey Maina, PhD Student from Kenya



Born and raised in Kenya, Geoffrey graduated with a Bachelors Degree in Nursing in 2002 from Moi University in Kenya. After graduation Geoffrey worked as a ward nurse in a Kenyan hospital. One year later he became a Faculty member at Moi University in the Department of Nursing Sciences teaching community health nursing. In 2008 he obtained his Masters in Community Health Nursing at the University of KwaZulu Natal in South Africa. Very early on in his career Geoffrey developed an interest in HIV work; he volunteered in peer education programs, and participated in health education programs and HIV prevention campaigns. In 2010 he received funding from Moi University to conduct a study entitled *HIV Prevalence and Risk among Taxi Drivers and Conductors in Eldoret Town*. The study was conducted in Kenya and publications are forthcoming.

Driven by an interest and passion in HIV research, Geoffrey was admitted to the Doctoral program in the Faculty of Nursing at the University of Alberta in September 2010. Together with his co-supervisors, Dr. V. Caine and Dr. J. Mill, Geoffrey is actively involved in a CIHR funded research project entitled *A Clinical Mentorship Model for Canadian Nurses in HIV Care*. This project forms the foundation for Geoffrey's doctoral dissertation which is entitled *Negotiating identities: A narrative inquiry into the mentoring experiences of people living with HIV*. Recently Geoffrey received a seed grant from the Teasdale Corti Global Research Partnership Program, on behalf of the Global Health Research Initiative to conduct *A Critical Review of International Literature on Best Practices in AIDS Care*.

The Canadian experience and doctoral program at the University of Alberta provides Geoffrey with a rich and unique perspective that deepens his understanding of the current and future trends of HIV globally. Since beginning his doctoral program Geoffrey has been actively involved in university activities sponsored by the International Student Office on campus and the Global Nursing office in the Faculty of Nursing. For example, during his first winter in Canada Geoffrey spent a weekend in a rural location tobogganing and horseback riding. Upon completion of his doctoral studies Geoffrey intends to apply for a postdoctoral fellowship and further his program of research in the area of advocacy and global social policy issues related to HIV. Geoffrey is an active member of the Canadian Association of Nurses in AIDS Care (CANAC).

Mary Ani Amponash, PhD student



My first exchange programme experience in studying abroad as a Ghanaian graduate student (MPhil Nursing) was at the University of Alberta. After this experience, I knew beyond any doubt that this was the right place for pursuing a PhD or any other higher degree. The learning environment was reassuring for meeting my career objectives; the faculty members were very supportive and what made the experience exciting was the appropriate matching of an academic supervisor to graduate students' research interest. For me, this was the peak of it all, because it challenged my thoughts and inevitably led to expanding my views on clinical practice, nursing education, research and healthcare. It is therefore not surprising that this initial experience influenced my decision to pursue my PhD studies in the Faculty of Nursing, University of Alberta under the academic guidance of Dr. Sherrill Conroy.

Currently as a first year doctoral student, my research is focused on the experiences of midwives in the management of neonatal birth asphyxia in a low resource Ghanaian birth setting. My course selection for Fall 2011, under the guidance of my supervisor has been tailored to prepare me to meet my research and career goals. The learning approach adopted by course instructors enhances real critical thinking and problem solving skills. What makes the learning environment more stimulating are the varying ideas from students of different cultures, extensive library resources, excellent tutoring by well prepared faculty and state of the art facilities. I have gained the opportunity to serve as a member in professional development groups; funding is also made available to me from the faculty of nursing and the university which has served as a great support for my studies.

Having been exposed to qualitative research in the University of Alberta, and my interest developed clinically in Maternal & Child Health (MCH), I look forward to:

- exploring prevailing health issues in Ghana, such as prevalence of birth asphyxia, malnutrition, neonatal sepsis and malaria aimed at seeking life saving solutions,
- active involvement in policy and decision making concerning MCH issues at the national and local levels,
- conducting research, publishing and co-publishing research articles and textbooks on MCH,
- disseminating the research findings through presentations and publications and
- collaborating with local and international researchers to improve clinical practice.

Finally, with the rich knowledge gained, I look forward to making a positive difference in my world through informed research findings.

Doctoral Program in University of Illinois at Chicago College of Nursing (UIC CON): An Update

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Between July and September, UIC CON implemented an 11-week study abroad program for 12 junior undergraduate students from Kyung Hee University, Seoul, South Korea. Students focused on tailor-made courses in intensive English (2 weeks), clinical observations at University of Illinois Medical Center in a wide variety of areas (3 weeks), cardio-pulmonary nursing (2 weeks), research methods (2 weeks); and global health (2 weeks). A group of 6 bilingual Korean UIC CON PhD students served as Teaching Assistants to assist with interpretation as well as facilitating the undergraduate students' stay in Chicago. A UIC CON PhD alumna, who is now a faculty member at Kyung Hee University, coordinated the students' travel arrangements and accompanied the group for one week of their stay.

Faculty members at UIC CON are working collaboratively with Bel-Air College of Nursing, Panchgani, Maharashtra, India, to develop the HIV/AIDS Subspecialty courses that will be submitted to the Government of India for approval as part of India's first HIV-focused curriculum for the Master of Science in Medical-Surgical Nursing. The Principal of Bel-Air CON, Sr. Lourdu Mary Nagothu, spent 3 weeks at UIC CON for curriculum planning.

The UIC CON is providing mentorship for 9 international postdoctoral fellows from Korea, Thailand and Turkey, and 1 pre-doctoral fellow from Taiwan, for periods from 3-12 months.

The UIC and Universidad Autonoma de Nuevo Leon, in Monterrey, Mexico, executed a Memorandum of Agreement to collaborate for faculty research, teaching and service activities, for exchange of PhD students, and eventually for undergraduate nursing student exchanges.

UIC CON is hosting 24 international students, 20 at the PhD level, from Japan, Korea, Indonesia, Malawi, Nepal, Taiwan and Thailand.

UIC CON developed and carried out a week-long nursing leadership educational seminar for a 27-member group of nurse executives from the Korean Hospital Nurses Association. Activities included visiting University of Illinois Medical Center, Joint Commission International, Advocate Christ Hospital, Northwestern University Hospital, the Rehabilitation Institute of Chicago, Rush University Medical Center, and the UICCON. A particular focus was on the roles of advanced practice nursing and information technologies in academic medical centers. UIC CON faculty gave several presentations on topics such as leadership, patient safety, and Doctor of Nursing Practice preparation for clinical nurse leaders.

Insights: “Scientists with Souls”

Pearl Ed G. Cuevas, RN, MAN
PhD in Nursing Student
University of the Philippines, Manila

Yesterday I found out that my three PhD batch mates has already finished their final comprehensive examinations. I felt mixed emotions. I still remember when I was the only PhD in Nursing student at the University of the Philippines, Manila, courses couldn't be offered because I was the only one in class. The mentors there believed that my learning would be more enriching if I had classmates to share it with. So I had one classmate at first and I thought, well but I think I was better than her. The next semester we had another classmate and I still thought I was better than both of them. The next semester we had a full class of four and I thought- this is good. Now there is equal competition. Now I realized that this competitive attitude brought me nowhere. I may think I am better with better grades but it's their persistence (and humility) that brought them to their advance status now. That perhaps, I am wrong, I am not better than them. We all stood on equal footing and now were not, because the three of them are almost near their own goals of a PhD degree while I'm still left behind to toil on the subjects left for me to take. Admittedly, I was envious. I *should* have taken the comprehensive examinations with them, had I not filed for a leave of absence last semester and had I not been too stubborn to do and finish my requirements. My problem is humility. I have a mindset that I'm just great! So it's too difficult to admit that I could be wrong and that I could actually *learn* more. My mentor has told me this several times. According to my mentor, just because I discovered something (and presented it) this is not the discovery that ends all discoveries. I need to see the finer details of it, to ensure that it passes scientific rigor and every detail is flaw proof. I know my mentors have great capacity to show me what is wrong with my study- to the extent of telling me what is wrong with ME. I know that to a certain extent, I am thankful that my mentors want me to change and are preparing me for the rigors of science and the excellence expected of a “Iskolarng Bayan” (Our Nation's Scholar). However, now I'm lucid enough to realize that because my ego was hurt, I got too sensitive about it on my part. I took the leave of absence last semester to find out what I really want to get out of this PhD and whether I am really meeting my objectives being in this program. Initially, my only goal in enrolling for a PhD is personal, it's because I want to be a better person. Not for a promotion or anything, it's just that I want to learn to be a better ME. So when I went on leave, I had the time to ask myself “Am I being a better person or a bitter person?” It was a time for me to reflect and rejuvenate my thirst for learning.

After several months of not attending my classes, I realized that our mentors train us to withstand fire and still emerge victorious because we must have the humility to inculcate within the deepest seat of our souls, the learning that was taught to us-mentally and psychosocially. Thus, I realized that I am meeting my goal to become a better person through the PhD in Nursing program of the University of the Philippines, Manila. Even if to me it feels like *trial by fire!* I have heard through word of mouth in the graduate school that it is done this way because the mentors want to build our strengths. In the process of honing our excellence, they know that we will face many adversities in our personal and work life, but being PhD students from the University of the Philippines (the premiere university in the country) we should have the tenacity to face all trials- even if it means we go through fire. It makes me realize then that I am not larger than life as it is, but that I'm still continuously growing to reach my full potential.

Don't get me wrong, I have met many mentors in the program who are so self- actualized that they are generous to give and forgive our students shortcomings. After all, we are all just human. But I have also met mentors who give wonderful critique of requirements but leave us to find the solution for ourselves. I guess it's their teaching strategy but it has left me wondering, why incomplete guidance? In times such as this, I felt I'm being humbled again to change for the better- pick up what is good, noble and noteworthy then leave my queries behind or go find out for myself. Self discovery is also a wonderful thing.

All in all, I believe the PhD in Nursing program at the University of the Philippines Manila is designed to make me resilient and tenacious. Mentors build our strength of character along with expanding scientific knowledge. Sometimes though, it reaches my personal limits that I reach information overload. But I realize that I must take it all in now and process later.

So actually the leave of absence for one semester is my pause for a while to process everything. It is a breather- my breath of fresh air to revitalize my wounded soul. Now I feel more vibrant and ready for the fight. I'm again ready to take in all that's in store for me. In fact, I'm hungry with knowledge that feeds the soul. Now, I have an additional objective in finishing my PhD in Nursing. Aside from being a better person- I would like to be *the* person that is ready to give back to Philippine society, all that I had taken in being the nation's scholar.

In truth, I do not regret being behind from my PhD batch mates who took the comprehensive examinations. It is a liberating feeling not to be bothered by “peer pressure” (I can't believe we have this even in the PhD program) to finish with them. Now I'm the only one left from my batch. Instead of feeling resentful, I feel relieved that now I do not feel the need to compete with anybody other than myself. I will always be thankful to my batch mates who helped enrich my days in the program. But now it's only me taking on different course subjects.

Thus I'm excited with the idea that I get to take new interesting courses on my own and meet many amazing people in the process. This time, I will take the time to *bite and chew* every bit of learning and experiences that come my way. No need to hurry, I would like to fulfill the promise of the University of the Philippines, National Institutes of Health- that is to build "Science for Humanity, Scientists with Souls".

After all, it's not just about taking in the subjects and finishing the degree. It's about what you become *after* your PhD.

Preannouncement: The NEXus Consortium

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In 2004 nurse faculty leaders in a group of western US universities developed a consortium called the Nursing Education Xchange (NEXus). The purposes of the collaborative were to increase the capacity of schools of nursing to offer doctoral education by sharing doctoral courses and to provide distance-accessible education for students in collaborating universities. NEXus has grown to include 12 universities across the USA, and a growing number of students are taking advantage of the opportunity to take courses offered by these universities. While the doctoral degree remains at the home institution, the course catalog offers over 185 courses open to PhD and Doctor of Nursing Practice (DNP) students at participating member schools. As first described in the November 2007 issue of the INDEN newsletter, this collaborative continues to provide an innovative way to share resources and high quality distance-accessible courses to students in member doctoral programs. Programs with international students may find this resource particularly helpful. More details on the growth and outcomes of this collaboration will be discussed in the upcoming issue of INDEN newsletter.

The full report will be available in the next issue of the INDEN Newsletter

Report: Study Visit in USA

Donia Baldacchino, PhD, MSc, BSc (Hons), Cert Ed, RGN
University of Malta
(9th September – 6th October 2011)

During the presentation of my paper on '*The Bologna Process and PhD studies: The Tuning Project*' at the INDEN conference in Malta (9th – 10th May 2011) I explained my process for leading the introduction of PhD Nursing studies in the Nursing Department, Faculty of Health Sciences at the University of Malta. At the end of the conference, I was invited to visit Johns Hopkins

University by the new President of INDEN, Professor Marie Nolan and the University of Michigan by the past president of INDEN, Dr. Richard Redman. Later, Dr Sue Thomas who also attended the INDEN conference invited me to visit the University of



University of Michigan, Ann Arbor, School of Nursing



University of Maryland School of Nursing



Johns Hopkins University School of Nursing



Neumann University, Aston, Pennsylvania

Maryland. The aim was to learn about different models of PhD programmes in the USA.

The events during my visit in the three universities provided excellent opportunities for learning about models of PhD education, networking and sharing of expertise through various important meetings. Additionally, I participated in various study units where I taught undergraduate and post-graduate students and presented in the brown-bag seminar for PhD students and Faculty staff.



Meeting Professor Shaké Ketefian founder of INDEN over lunch helped me to confirm the importance of consistent educational support throughout the journey of the PhD programme by means of the INDEN learning resources on the website and also in the



Professor Marie Nolan, Professor Miyong Kim, Dr Donia Baldacchino at the China and Korea stand, Journey to Excellence exhibition and dinner, School of Nursing, Johns Hopkins University



Meeting Professor Martha Hill, Dean School of Nursing, Johns Hopkins University

Models of PhD programmes

During my visit to the University of Michigan, Johns Hopkins University and the University of Maryland, I met the PhD programme directors Professors Susan Pressler, Hae-Ra Han, and Meg Johantgen respectively and discussed PhD programmes in Nursing in the USA which is a three to four-year full-time / five to six year part-time taught programme. The first two years consist of theory, research design, and advanced statistics and also other study units selected by the individual students from other Faculties which are associated with their proposed research study. During the coursework part of the programme, students are assigned two or three research residencies during which they work about 15 hours a week with an established researcher at the Nursing Department, taking up the role of a research assistant. In years 3-4 students complete an original research study under the guidance of their dissertation advisor with the assistance of other faculty members on their dissertation committee.

I met both classes of the first and second year PhD students during teaching sessions, lunch and on individual basis. The second year students were eager to discuss their research proposal in order to explore the best possible way of conducting rigorously their own research study leading them towards their application for a grant. During my visit I met some students who discussed their research proposal with me on holistic care, patient participation in care and spirituality in illness and care. The overall research of students was highly oriented towards the experimental design and mixed method approach yielding new knowledge to the body of nursing.

I met several mature students who were in their last phase of their PhD project. Many described challenges in coping with their personal and work commitments. Some of them occupied managerial posts in nursing. While discussing rigour in their research, these students were determined to find quality time for their write-up in order to complete their PhD programme. Students planned to disseminate their findings in conferences and international journals and also integrate their research findings into their place of work such as, Hospice/Cancer care and community nursing to enhance evidence-based practice.

Networking and global research orientation

I attended the University of Michigan Health System Nursing Poster Session: Clinical Innovation, Evidence-Based Practice and Research. These posters exhibited findings from research conducted by PhD students and nurse practitioners. The findings were very applicable to clinical care and the enhancement of holistic patient care.

A more global perspective of nursing programmes was presented by Johns Hopkins University in the Journey to Excellence Exhibition and Dinner at the American Visionary Art Museum, Baltimore. Johns Hopkins University is leading several international collaborations in education, research, and health services in various countries such as Australia, China, Korea, and South Africa. The event featured several small stands representing various countries with faculty and students explaining their involvement in nursing activities there. Students are being sent to these countries for clinical/ cultural adventurous experiences which are very beneficial to their self-development and nursing care.

The evening concluded with a dinner where Professor Martha Hill, Dean, of the School of Nursing informed the audience about the educational achievements of the School of Nursing and the plans for extending the construction of the school building and strengthening their global link with foreign universities. The eagerness of Professor Martha Hill, Dean School of Nursing, Johns Hopkins University to help the Department of Nursing at the University of Malta was demonstrated by the warm welcoming and informative meeting in her office and a dinner at the Inner Harbour in Baltimore where we explored further possible links with JHU.

I attended the Summit on the Future of Nursing organised by the University of Maryland and co-sponsored by Johns Hopkins University. The speakers addressed critically the US government's report on the future of nursing. This was followed by working groups with further discussion of the future of nursing education.

The yearly Alumni week at Johns Hopkins University was highly inspirational as the School of Nursing was seen to be in contact with the former nurses and provide them with learning opportunities of a study day on Health and Wellness, Interdisciplinary approach to the management of stroke and dementia, preventing violence in vulnerable populations and enhancing quality of life at the end of life. Additionally, alumni nurses were seen to commit themselves voluntarily to various assignments such as maintaining the Nursing Museum at the University of Maryland and the archives at Johns Hopkins University.

Sharing of expertise and comparative research

Many of the faculty teaching staff are active in research that is supported by a grant outside the School of Nursing. I had several meetings with individual nursing experts such as Professor Linda Strodman at the University of Michigan, who discussed her experience in the coordination of producing an educational clinical film which demonstrated caring for the dying collaboratively with the interdisciplinary team. Meeting Professor Bea Kalish, we discussed the relationship of teamwork with missed care. Having developed the questionnaires 'Missed Nursing Care' and 'Nursing Teamwork', we shared our experiences about psychometric testing of new instruments including the translation process into the Maltese language. A comparative study was planned between Malta and other countries in Europe and USA.

At Johns Hopkins University I had various meetings with Professor Marie Nolan, Chair and Professor of the Department of Acute and Chronic Care whereby we planned a comparative study between USA and Malta on the spiritual/religious dimension of healthy individuals. Meeting Professor Phyllis Sharps and Professor Gayle Page reinforced the strength of the University, based on large scale research studies, secured by grants which could contribute towards new knowledge globally.

Teaching sessions: giving and receiving

I observed several PhD classes at The University of Maryland (UM) and Johns Hopkins University (JHU) namely NURS811: 'Measure of Nursing Phenomena' (UM); NURS816: 'Multivariate Modelling Healthcare' (UM); NURS851: 'Analysis of Experimental Research Designs' (UM); NURS850: Experimental Nursing Research Designs (UM); NR.110.809 Advanced Research Design I (JHU); and NR110.828: Measurement in health care research (JHU). These observations identified teaching methods used to promote understanding of complex information on experimental designs and statistical analysis.

I taught in several study units for undergraduate, Masters and brown-bag seminars. At the University of Michigan, I taught on Nursing Spiritual Competencies (N358), Spiritual distress (N354) and Assessment of spirituality (N503). The students' positive verbal feedback emphasised the importance of the spiritual dimension in holistic care. During the brown-bag seminars I presented on 'Nursing Education in Europe' (UM) and 'Meaning and purpose in life of patients with myocardial infarction' (JHU). The discussion following the presentations helped to identify differences and appreciate similarities in nursing education and delivery of holistic care between Europe and USA.



Heartland Hospice Team, Ann Arbor Michigan, coordinated by Ms. Catie Doman



Meeting Ms Elisabeth Walls, Director of Chester County Health Department, Pennsylvania



Driving Hazards: Health & Wellness Participative exhibition, Neumann University



Meeting Faculty Staff at
Neumann University



Meeting Ms Candy Harkins, Di-
rector of ChesPenn Health Ser-
vices



Exchanging published books:
Professor Lynda Carpenito & Dr
Donia Baldacchino



Sr Suzanne Mayer and Dr Eileen
Flanagan: Pastoral Care and Coun-
selling Department

Neumann University, Pennsylvania

This study visit was extended to St John Neumann University in Pennsylvania following a recent link through the American Embassy, with the Faculty of Health Sciences, University of Malta and Mater Dei Hospital.

My three day visit consisted of a nursing faculty meeting where I discussed my published and current research studies; a brown-bag seminar to students and faculty staff on 'Stress, self-esteem and spiritual coping in college students' and I taught the undergraduate nursing class (NUR326) on 'Becoming a care-giver/nurse: Self-reflection and spiritual coping'. The students' Health and Wellness Participative exhibition was an excellent resource of education on prevention of life hazards and the importance of a healthy life-style. I visited also the Chester County Health Department and ChesPenn Health Services which are oriented towards health and wellness. Surprisingly, here I met Professor Lynda Carpenito, the renowned expert in nursing diagnosis. Following a discussion on the spiritual dimension in nursing diagnosis, we exchanged our recent published books. My visit concluded by a breakfast meeting with Sr Suzanne Mayer and Dr Eileen Flanagan from the Pastoral Care and Counselling Department. Overall, this three day visit was a means of networking, sharing our expertise and learning from each other and planning comparative research studies between USA and Malta.



Inner Harbour, Baltimore



Professor Marie Nolan &
Dr Donia Baldacchino, Washington DC



Winterthur Gardens and Museum,

Cultural events

My visit in the four universities helped me also to understand the cultural perspective of the USA and appreciate the beauty of its nature by touring Ann Arbor city in Michigan, the Inner Harbour in Baltimore, Winterthur and Philadelphia city in Pennsylvania and some museums in Washington DC.

Acknowledgement

Dr Janice Anarino, PhD Programme Coordinator, University of Maryland; Ms Patty Clark, PhD student, Director of Patient and Family Support Services, Cancer Centre, University of Michigan; Ms Catie Doman, PhD student, Director of Professional Services, Heartland Hospice; Ms Candy Harkins, Manager of ChesPenn Health Services in Chester, Pennsylvania; Professor Martha Hill, Dean School of Nursing; Professor Marie Nolan, President INDEN, Chair and Professor of the Department of Acute and Chronic Care, Johns Hopkins University, Baltimore; Professor Wendy Ostendorf and Mr Scott Keller, Neumann University University; Franciscan sisters of Philadelphia; Professor Juanito Camilleri Rector, University of Malta; Professor Richard Redman, past President INDEN and former PhD Programme Director, University of Michigan; Dr Roberta Sammut Head of Nursing Department and the Ministry of Health, Malta; Dr Sue Thomas, Assistant Dean for the PhD Programme, Ms Elisabeth Walls, Manager of the Chester County Health Department; Professor Angela Xuereb Dean Faculty of Health Sciences



WORLD SOCIETY OF DISASTER NURSING RESEARCH CONFERENCE (WSDN2012)

23rd -24th August 2012

City Hall, Cardiff, Wales, United Kingdom

Conference Information

Main Theme - Disaster Nursing: Developing and Realising the Potential

Objectives for the conference:

- To showcase and share the current best practice in disaster nursing.
- To explore the themes of the conference in order to engage the full spectrum of nursing within a disaster context.
- To empower practitioners by showcasing research reports, analysing the challenges of delivering nursing care in challenging environments in order to enhance capability.
- To enable practitioners to network with colleagues from across the globe who share a commitment to delivering the highest standards of care in the most challenging of environments.

Further Information available at www.wsdn2012.com

Call for Abstracts - Maximum 250 words (Deadline for Submission 29th February 2012)

- Mental Health
- Education
- Community Preparedness
- Lessons Learn from Deployment
- Law & Ethical Issues
- Specialist Groups (e.g. children , older people)

Submit abstracts via: abstractsubmission@wsdn2012.com

It is indeed an honour and privilege to invite you to this our society's second international conference on the 23rd and 24th of August 2012 in Cardiff, the Capital City of Wales. In particular I am delighted to welcome you to Wales at this very special time in the United Kingdom as our Conference is being held in between the Olympic and the Paralympics games. We sincerely hope that these events will bring a positive focus to our difficult, challenging and troubled times. On behalf of the organising committee of the Conference I cordially invite you to this conference and look forward very much to welcoming you to Wales.

Professor Donna M Mead, OBE , Chair, 2nd International Conference of WSDN

For information or to submit abstracts/posters contact Jeff Evans:- email abstractsubmission@wsdn2012.com or visit the conference website www.wsdn2012.com for further information on the conference, how to register, accommodation and contact details

Update on the STTI/INDEN International Postdoctoral Fellowship in Nursing

Milisa Manojlovich, PhD, RN, CCRN
Treasurer, INDEN

I am delighted to bring you an update on the jointly sponsored STTI/INDEN International Postdoctoral Fellowship in Nursing. The goal of the fellowship is to assist relatively new PhD prepared nurse researchers (completed PhD within the past 5 years) in developing a formal research program of work and to establish a network for future international collaboration. Fellows are placed in research-intensive environments with a mentor in the fellow's area of research. Each fellowship is limited to recent doctoral graduates from low- and middle-income countries who are appointed to faculty positions in doctoral programs and who currently or will in the future supervise student research. Applicants must be members of both STTI and INDEN, and be competent in English. The fellowship is for 3 months, and provides a stipend to cover living expenses for the fellow (up to a maximum of US \$1600/month) and a small honorarium for the mentor.

Please join me in congratulating this year's fellows! For the 2011-2012 academic year (September to May) the following fellows were chosen: Dr. Sheila Bonito (Philippines) and Dr. Siedine Coetzee (South Africa). Dr. Ying Zhang (People's Republic of China) who was one of last year's fellows, deferred the start of her fellowship until this year, and is currently at the University of North Carolina, Chapel Hill working with Dr. Kathleen Knafl and others. A warm and heart-felt "Thank you!" goes to review committee members who came from both STTI and INDEN: Dr. Patricia Davidson, Dr. RicRicciardi, Dr. Beth Tigges, Dr. Patrice K. Nicholas, and Dr. Catrin Evans. If you are interested in learning more about the fellowship, please visit the INDEN website: <http://www.umich.edu/~inden/announcements/index.html>.

Applications for the STTI/INDEN International Postdoctoral Fellowship in Nursing for the 2012 - 2013 academic year will be posted on the INDEN website on February 1, 2012, with a deadline for submission of May 1, 2012. Please contact Dr. MilisaManojlovich with any questions that you may have about the fellowship at: mmanojlo@umich.edu.

Contribute to the Next Newsletter!

The next edition of INDEN will be published in
March 2012

The deadline for submissions is:
February 14, 2012



If you would like additional information on the International Network for Doctoral Education in Nursing, please contact:

www.nursing.jhu.edu/inden

